TEACHING ENGLISH TO YOUNG LEARNERS: STUDENTS’ INTERFERENCE ON PRE-READING SKILL IN PREPARING SCHOOL READINESS

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WHY?

- Industrial revolution 4.0 encourages people to develop skills.
- Language literacy, specifically English.
- English is needed since people are able to participate globally which can be commenced in early childhood.
- Giving and building a proper foundation of reading skill by providing numerous methods, one of them is Introducing phonics.
- Reading skill is one of the requisites of (private) primary school.
- High demand and parents’ awareness of reading skill development.
HOW?

- Qualitative descriptive study which involved four and five year-old-child at English course institution in Bandung.
- Introduction of phonics for non native young learners of English.
- Letters’ sound (first, middle, and last sounds).
- Involving students as a role model for their peers.
Students' interference on pre reading skill in preparing school readiness reveals:

- to assist them in comprehending concept of English letter's sound,
- to increase the student's confidence in learning English,
- to improve their fluency in English,
- to create contextual environment of learning.
CONCLUSION

- Students’ interference on pre-reading skill activities might encourage their peers to create positive interactions in order to comprehend the concept of phonics and to develop their language and literacy skills which will be valuable in preparing school readiness (Saracho & Spodek, 2006).

- “Let’s unlock the world through reading”

  -Sharina Munggaraning Westhisi-