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The Impact of the Whole Language Approach Towards Children Early Reading and Writing in English

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ABSTRACT: This study aims to determine the effect of the whole language approach to the ability to read and write in English in early stages of children aged 5-6 years in one of the kindergartens in the Yogyakarta Special Region. The population in this study were 43 children who were in the age range of 5-6 years in the kindergarten. Twenty-nine participants were included in the experimental class subjects as well as the control class with posttest only control group design. Observation is a way to record data in research on early reading and writing ability. The results of Multivariate Analysis of Covariance (Manova) to the data shows that 1) there is a difference in ability between the application of the whole language approach and the conventional approach to the ability to read the beginning of English; 2) there is a difference in ability between applying a whole language approach and a conventional approach to writing English beginning skills; 3) there is a difference in ability between the whole language approach and the conventional approach to the ability to read and write the beginning in English

Keywords: *Whole language approach, Early reading, Early writing, Early childhood*

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1 INTRODUCTION

The early reading and writing ability to read and write in the beginning are fundamental for children in using English because both of them are tools in communicating and expressing ideas in the language. Some organizations such as the International Literacy Association (LRA) and the National Association of Education of Young Children (NAEYC) are organizations that believe that the ability to read and write is essential to achieving future learning success (Saracho, 2017) and very useful for the life of the global community currently. According to several research survey results, Indonesia is a country with a low interest in reading and writing as a low English proficiency, more specifically; 1) low reading interest is in which the country ranks 60 out of 61 based on the Most Literate Nation in the World survey ranked (CCSU NEWS, 2019); 2) The United Nations Educational, Scientific and Cultural Organization (UNESCO) survey stated that only 1 in 10,000 people in Indonesia had an interest in reading and writing (Fat, 2015); 3) The Program for International Study Assessment (PISA) under the auspices of the Economic Co-operation and Development (OECD) published in 2015 shows that the ranking of language interest of Indonesian is 63 out of 70 countries in the world (Pellini, 2016). Besides having low interest, the ability to read and write in English also requires the skills of an educator; however, it has been found that preschool teachers lack competence and ability in teaching reading and writing English in kindergarten (Chodidjah, 2007; Sikki, Rahman, Hamra, & Noni, 2013; Suyanto, 2010)

Based on the explanation of the problems above, possible causes could be accounted by several issues such as; 1) lack of human resources which can teach English to students as early as (Sadtono, 2007); 2) the position of English which is not the first language in Indonesia where English is not used as a communicative language but only consciously planned to learn (Crystal, 2003); 3) the provision of reading and writing activities to participants is not balanced leading to low mastery (Hardinansyah, 2017). Thus, there is a strong need to enhance the ability of reading and writing in English in the Indonesian context. Teacher sufficient competence and skills could lead to engaging and innovative learning to grow children's interest in English reading and writing.

The mastery of English is essential in the life of society in the era of globalization, including in education. Reading and writing English can be increased by the awareness that is often known as "literacy" (Doman, 1985; Papalia, Old, & Feldman, 2009). This awareness can be interpreted as the ability of students to understand reading and expression through written media (Cahyani, Courcy, & Barnett, 2018). The development of English in early childhood requires optimal stimulation because the stimulation helps to maximize language proficiency, (foreign languages) in children's daily lives (Maulidia, Fadillah, & Miranda, 2019). This encouragement or stimulation can be incorporated into the context of reading in early childhood learning which includes raising some questions, expressing opinions and optimizing language development. The stimulation of this ability of data is done by full reading either through activities such as listening, speaking, reading and writing (Cahyani, 2019). The activities carried out in this learning will stimulate and optimize children's English language skills by getting new vocabulary in their daily lives.

The whole language approach becomes a learning approach that is often applied in language learning in countries that have high literacy abilities (Meha & Roshonah, 2014). The whole language approach is usually used to help children understand spoken and written languages. This language ability approach includes several things, such as; 1) real and natural, namely language as a function of communication in learning a language; 2) thorough (whole) means not separating language skills such as listening, speaking, reading and writing; 3) sensible; 4) interrelated (relevant), which is related to the child's experience; 5) interesting (interesting) and 6) children's learning (belongs to the learner) (K. S. Goodman, 1986). The language should be taught as a whole and not taught separately. In a whole language approach, the teacher indirectly learns a language in a natural and meaningful way and is integrated with life (Alhaddad, 2014; Mayuni & Akhadijah, 2016). The whole language is also considered as an approach that provides a learning environment for children with meaningful experiences and active involvement of children (Williams, McLeod, & McCauley, 2010). This approach is based on the theory of constructivism learning, Piaget said that learning constructively means involving the active role of children in integrated learning with the aim that children can build their knowledge independently (Oladele & Oladele, 2016;

Olusegun, 2015). The environment is a determinant in which the child's knowledge can develop well (Sani, 2013). In this approach, the teacher works as a person who facilitates teaching with letter-sounds, syllables, and sentences in a real situation, or with a complete language context (K. S. Goodman, 1986). The meaningfulness of the language applied in this approach is done in a whole or not fragmented way like small parts or not by introducing letters but as a whole (syllables or words in meaningful contexts) (Ling-Ying & Huang, 2014).

Whole language approach is considered as the right approach in stimulating children's English development because it has various types of language activities which include; 1) reading aloud, which is the activity of reading aloud by the teacher; 2) journal writing, which is the activity of expressing children's feelings or ideas into written form based on their development; 3) sustained silent reading which means the activity of reading in the heart when they have gained the ability to read; 4) shared reading, i.e. reading together from the reported activities; 5) guided reading, namely the reading activities that children do with facilitated by the teacher; 6) guided writing is the writing activities that children do with facilitated by the teacher; 7) independent reading, reading activities and choosing books to be the subject of their reading; and 8) independent writing, activities that stimulate the ability to write, think critically and improve writing habits by giving children the freedom to write (Routman, 2014). Activities carried out by children can be implemented sequentially in this approach, and the implementation of learning activities must be in accordance with the characteristics of the development possessed by students at every level of education. Improving the ability to read and write English, in the beginning, can be done by providing an environment for children to learn, the availability of a good environment including teaching aids / learning media and learning activities that interest children. Printed texts, performing activities which include demonstrating, interacting, having access to reading and the existence of effective instructions can affect children in improving these abilities (Dhieni, Fridani, Muis, & Yarmi, 2014). The effectiveness of the whole language approach has been proven both informal education and non-formal early childhood, and this approach helps children improve reading and writing abilities that children have in the age range 4-5 years (Aulina & Rezania, 2013), not only in the Kindergarten, the whole language approach also had been implemented for enhancing reading for students in grade four and five in elementary school level resulted in the increasement of children's learning interest (Aisyah, Yarmi, & Bintoro, 2018; Nirwana, 2015).

Therefore, introducing the English language as a foreign language in early childhood education in the Indonesian context should be taken into account. Based on the theory of second language acquisition, it is believed that children will learn a language better than adults due to children critical period for learning of ages 2-7. Second or foreign language learning should start as early as possible before children enter primary school (Hammerby, 1982) because during this period they are sensitive to language (Montessori, 1991) and it is easier to attract young learners' attention to language learning compared to adolescent or adult learners (Ur, 1996). It has been widely agreed by experts in second language acquisition that children of ages 2-9 have a special propensity for language learning (Ortega, 2009). Besides, the possibility to reach native-like ability in a second or foreign language is more open to children than adults (S. Krashen, Long, & Scarcella, 1979). Thus, considering the importance of introducing English to children by focusing on their early reading and writing ability and investigating the impact of the Whole Language Approach, the researchers were motivated to conduct this study.

2 THEORITICAL STUDY

2.1 *Whole Language Approach*

Whole language approach is interpreted as teaching about language by the presentation of learning as a whole and not separated (Froese, 1991; K. S. Goodman, 1986). Experts believe that language contains which system is complete and is interpreted contextually (Moats, 2007). According to (Goodman, 1986) reading and writing encourage children to learn in any social context that enables them to develop their literacy skills before including formal school instruction in

reading and writing. In applying this learning approach, children build their knowledge independently by having an active role in learning (Trask & Trask, 1996) and their motivation in learning is determined by the role of teachers and adults to provide a conducive environment for learning (Goodman, 1986). The whole language approach is very much at odds with conventional learning or traditional phonetic teaching. Conventional teaching is associated with teaching children's language separately in the presence of separate elements. This learning approach refers to the social skills and skills that children have (Dixon & Sumon, 1996).

As for several things that must be conditioned in improving children's skills, namely, the selection of learning materials. The whole language approach becomes a learning approach that is often applied in language learning in countries that have high literacy abilities (Meha & Roshonah, 2014). The whole language approach is often applied to help children understand spoken and written languages. This language ability approach includes several things, such as; 1) real and natural, namely language as a function of communication in learning a language; 2) whole means not separating language skills such as listening, speaking, reading and writing; 3) sensible; 4) interrelated (relevant), which is related to the child's experience; 5) interesting (interesting) and 6) children's learning (belongs to the learner) (Goodman, 1986). The language should be taught in its entirety and not taught separately. In a whole language approach, the teacher indirectly learns a language in a natural and meaningful way and is integrated with life (Alhaddad, 2014; Mayuni & Akhadiah, 2016). The whole language is also considered as an approach that provides a learning environment for children with meaningful experiences and active involvement of children (Williams et al., 2010). This approach is based on the theory of constructivism learning, Piaget said that learning constructively means involving the active role of children in integrated learning with the aim that children can build their knowledge independently (Oladele & Oladele, 2016; Olusegun, 2015). The environment is a determinant in which the child's knowledge can develop well (Sani, 2013). In this approach, the teacher works as a person who facilitates teaching with letter-sounds, syllables, and sentences in a real situation, or with a complete language context (Goodman, 1986). The meaning of the language applied in this approach is done in a whole or not fragmented like small parts or not by introducing letters but as a whole (syllables or words in meaningful contexts) (Ling-Ying & Huang, 2014).

As for some of the components contained in the application of whole language learning, among others (Routman, 2014)

Table 1. Components of the whole language approach

Components	Information
Reading aloud	Reading activities carried out for children with storybooks, reading media and others by reading aloud and good intonation so that it can bring out the child's interest. This activity can influence the increase in vocabulary that children have, listening skills, reading comprehension and interest in reading and writing
Journal writing	Safe suggestions for children in writing about experiences, feelings and events that occur around them. This activity can improve the ability to write, read, be brave in dealing with receipts, provide opportunities for children to think and foster awareness of the rules of writing and others
Sustained silent reading	Reading activities carried out in the heart and give children freedom in choosing reading material. This activity can influence children's awareness that reading is fun, understanding their own reading, practicing concentration and others
Share reading	Reading activities carried out jointly between children and teachers. In this step, each individual has their own reading book. This activity aims to improve the ability to listen, read and give children the opportunity to demonstrate reading and writing skills
Guided reading	A reading activity where the teacher has a role as a role model in reading, facilitating and observing. In this type of reading, the teacher discusses read books with the students and conducts questions and answers activity pertaining to the content of the books to measure student comprehension of the books
Guided writing	Writing activities that still need guidance. Teachers want more capable adults to

	still be mentors to their students. It is intended that children can practice in their writing abilities so they can write clearly and precisely
Independent reading	Free reading activities, where children have the opportunity to determine what they want to read. Children are given responsibility for their reading
Independent writing	Freewriting activities to improve children's writing skills and practice the ability to think critically in expressing their thoughts in writing. This activity is carried out without the intervention of the teacher. Activities stimulate writing skills, critical thinking and improve writing habits by giving children the freedom to write

In this study, researchers will apply the steps contained in the whole language approach component in learning children aged 5-6 years with English. English was chosen as the subject of learning activities because the Kindergarten Institute has an international standard making it easier for researchers to analyze the application of a whole language approach to the ability to read and write beginnings in English children aged 5-6 years in Kindergarten.

2.2 *Early Reading Ability*

Some education experts define ability is a power that aims to carry out both actions and training (Munandar, 2013; Semiawan, 1983). Everything related to the skills, knowledge, attitudes and values possessed by individuals as well as the results of their training can be defined as an ability (Siskandar, 2009). The existence of abilities manifested through the results of exercises such as learning (Gagne & Briggs, 1996), including; intellectual skills; cognitive strategies; the existence of verbal information; motor and attitude. While reading is interpreted as a description of the writing and symbols that must be understood (Morrow, 1993). The introduction of symbols contained in writing is part of the stimulus gained from the experience they have (Abdurrahman, 2003). So, the ability to read can be interpreted as the power possessed in interpreting symbols and writing both from the ability possessed and the exercises carried out.

In early childhood in kindergarten, children as individuals have the ability to read. The ability to read is seen from the ability of children to discriminate in a visual way, coordinate visual motion, obtain vocabulary, distinguish voices heard (Jamaris, 2006). The following are stages of reading ability, namely; novice reader; readership grows; early reader; expert reader (Solehudin, 2007). Jamaris, (2006) also explained that bringing children at the age of 5-6 years the child is at the beginning of the reading, he explained through the stages of reading early childhood including; a) awareness of writing; b) reading pictures; c) initial reading stages; and d) read smoothly. In this study, reading the beginning of the English language which became an indicator of assessment both in the whole language approach and the conventional approach is that the child shows the proper attitude while reading and the child can read in a loud voice.

One of the indicators of children mastery of language can be seen from their ability in reading (Solchan et al., 2008). In society development of the globalization era, the ability to read in the English language becomes a steppingstone for children in their journey to master the language. Tarigan (2001) states that the ability to read English can be practiced continuously and occurs sequentially, though; recognition of letters to children, recognition of the sound of letters, the pronunciation of sounds of letters and the speed in reading words. Therefore, teachers need to choose a learning approach model that is appropriate to the characteristics of early childhood to master the ability to read in English.

2.3 *Early Writing Ability*

Writing is an activity to convey an expression with paper media that contains meanings and messages (Tarigan, 2001). Beginning writing is a period where children begin to recognize writing instruments such as pencils, crayons and others. Activities carried out by children in the form of scribbling whatever they like. In this writing activity, children learn to grasp and learn to imagine (Musfiroh, 2009). As for activities that are included in the activity of writing the beginning of an early age, the children begin to write numbers and things that they like and activities expressing their feelings in written form. Suparno & Yunus (2007) stated several benefits arising

from writing activities, including developing intelligence such as creativity, developing aspects of development that children have, such as fine motor development from holding grinders, crayons and others while writing. The right method and approach can help children improve their writing skills over time. The things that will be an indicator of the assessment of the beginning of writing ability in this study include correct child when doing writing activities; children do activities to thicken and thicken letters, children to copy letters and children write letters with simple words and sentences.

Musfiroh, (2009) states that there are several stages of beginning writing in early childhood, including; a) scribble stage, which is marked using stationery. At this stage, children usually use floors, walls, paper and so on to facilitate themselves to write; b) repeated linear stages, related to horizontal forms of writing. Provision of facilities that children need in providing children's media to channel their writing activities such as bringing up children to like deaf-san, for example inviting children to act as doctors who write prescription drugs, write orders as restaurant waiters and others; c) random writing stages, activities carried out in helping children pour the ideas he has in the form of pictures into writing; and d) the stage of writing the name relates to the sound of the writing but this stage still needs help from adults and teachers to become a facilitator or person who helps the child through this stage so that he can properly possess these skills.

2.4 *Early Language Skills (In English)*

Language is an important aspect in a person's life, by mastering the language of an individual can interact with the people around him. There are two stages of language acquisition, namely the first language and second language. The first language is often interpreted as the mother tongue in which the child starts the first interaction with the mother. The second language is the language that children get after the first language they have; usually, the second language is known as English and Indonesian. Lenneberg in Novitasari (2010) explained that early childhood is in a sensitive period where children will learn a language faster than when they are in adulthood. So, the need for mastering English as a second language would be a good thing taught to children when children are at an early age.

The mastery of children in using English is determined by the ability of teachers and adults in introducing the language to children (Otto, 2015) The provision of activities and the selection of learning approaches is one of the efforts that can be done by teachers and adults in stimulating English language abilities to children (Musfiroh, 2009). The role of language as tool in expressing oneself and communication can help children gain skills in understanding one's feelings and thoughts. The function of language that acts as a means of communicating between humans, besides that the second language that children master can foster intellectual abilities and fundamentals for their livelihoods next (Gardner, 2013). In learning English in kindergarten, acquiring an ability and skills gained from activities that give children a full and meaningful experience (Papalia, Old, & Feldman, 2008; Papalia et al., 2009; Santrock, 2016) for this reason teachers need to be good facilitators in improving these abilities.

3 METHODS

3.1 *Participant*

The study subject population was three classes of study groups totaling 43 children. The random sampling method was chosen as a way to determine the research subjects, namely 29 people who were divided into experimental and control groups. The experimental group in this study amounted to 16 children and subjects in the control class were 13 children. The subjects of this study were children aged 5-6 years who were in group B in one of the kindergartens who had applied English in learning. The researcher acts as an observer in the implementation of teaching and learning activities carried out by the teacher in applying the whole language approach to the activity of reading and writing the beginning of English. The design of the application of this

approach also involves the teacher in giving comments and suggestions regarding the activities to be carried out.

3.2 Instrument

The ability to read and write the beginning of the English language of children aged 5-6 years in the Kindergarten Child who is the assessment on the application of the whole language approach (Table 2).

Table 2: Assessment of reading and writing skills beginning of English

Variable	Assessment Aspects	Indicators
Ability to read and write the beginning of English	Ability to read English beginning	<ul style="list-style-type: none"> • Children behave right when reading • Children act right when reading aloud
	Ability to write the beginning of English	<ul style="list-style-type: none"> • Children behave correctly when writing • Children copy and bold letters • Children copy letters • Children write letters (simple words and sentences)

3.3 Research Design

A quantitative research approach with an experimental method was chosen in this research to investigate the impact of the whole language approach. In experimental research designs, researchers are allowed to manipulate treatment and control variables to determine causal-like relationships between variables based on predetermined hypotheses (Phakiti, 2014). More specifically, the control group research design was the only posttest used as a procedure in conducting research to see the effect of the whole language approach on early English reading and writing skills in early childhood in kindergartens. Researchers chose the posttest only control group design because of limitations in comparing pre-test results before treatment. The independent variable is a whole language approach (x) which is applied to the experimental class, and the conventional approach is applied to the control class. The dependent variable in this study was the ability to read initial English (Y¹) and the ability to write initial English (Y²). The collection of data on early English reading and writing skills was conducted by using an observation sheet based on the rubric of Early English reading and writing skills assessment.

3.4 Data Analysis

The use of the SPSS 22.0 application was chosen as a tool to analyze the data obtained in the research conducted. The research analysis was carried out in stages, which included describing the data, conducting prerequisite tests and hypothesis testing. The prerequisite tests in this study include the normality test of data distribution, the homogeneity test of variance and the correlation test between the dependent variables. There are three times the research hypothesis testing covering Anova one way there is the first and second hypothesis testing, whereas in the third hypothesis test the researcher uses Manova in analyzing the two dependent variables with the influence caused by one independent variable.

4 RESULT AND DISCUSSION

4.1 Results

The purpose of testing the research hypothesis is to answer the problem formulation contained in the research conducted. The difference between the ability to read and write the beginning of the English language in the control group and in the experiment was indicated in the hypothesis testing conducted. The following is the explanation of the results of the hypothesis test conducted by researchers, including

4.1.1 First Hypothesis Test

Anova A formula is employed as an analysis used in the first hypothesis test about the ability to read the beginning of English. Data calculations get the results (see table 3) that $F_{table} = 3.35$ (sign. = 0.036) while $F_{count} = 4.871$. From the results of these calculations the $F_{count} > F_{table}$ with sign = 0.036, which means that the ability to read the beginning of English in the class applying the whole language approach and conventional classes, there is a difference (accepted). The average result of attaining the ability to read the beginning that children get with the whole language approach is 90.31. In contrast, the ability of children to read the beginning of English with a conventional approach is an average of 85.04. So, the whole language approach is considered as a learning approach that affects the ability to read the beginning of English for children after 5-6 years in kindergarten.

Table 3. First Hypothesis Test Results

Source	Variable	Jk	Df	RJK	F	Sign
Delivery	Ability to read English beginning	203,893	1	203.893	4.871	0.036
In		1130,245	27	41.861		
Total		1334,138	28			

4.1.2 Second Hypothesis Test

The research hypothesis still uses the Anova A formula in analyzing the ability to write English beginning children aged 5-6 years in kindergarten. In this study, the ability to write the beginning of English includes children to behave correctly in writing, children copy and bold letters, children copy letters, children write letters (simple words and sentences) through the whole language approach. The calculation on the second hypothesis test data analysis is $F_{table} = 3.35$ (sign. = 0.036) while $F_{count} = 25.78$. From the results of these calculations the $F_{count} > F_{table}$ with sign = 0.036, which means that the ability to write the beginning of English in the class that applies the whole language approach and conventional classes, there are differences (accepted). The average results of the achievement of the ability to write the beginning of English that children get with the whole language approach are 84.54, while the ability of children to write the beginning of English with a conventional approach the average is 77.72. So, the whole language approach is considered as a learning approach that influences the ability to write the beginning of English for children after 5-6 years in kindergarten (see table 4)

Table 4 Second Hypothesis Test Results

Source	Variable	Jk	Df	RJK	F	Sign
Delivery	Early Writing skills in English	324,934	1	324,934	25,78	.000
In		340,308	27	12,604		
Total		665,241	28			

4.1.3 Third Hypothesis Test

Analysis of the third hypothesis test researchers used the manova formula. The results of the analysis showed that the value of F Wilks' Lambda, Pillai's and Hotelling's Trace, and Roy's Largest Root showed significant values at 0.05 indicating a significance (see table 5). The results of this calculation conclude that H₀ in this study was rejected and H₁ was accepted. The conclusion that can be drawn is that there are differences in the ability to read and write the beginning of English in children aged 5-6 years in kindergarten by applying the whole language approach. So, there is a significant influence on the exposure of the whole language approach to the ability to read and write the beginning of English children aged 5-6 years in kindergarten rather than the application of conventional approaches.

Table 5. Third Hypothesis Test Results (manova)

Statistics	Value F	Significant Value (sig.)	Conclusion
Pillai's Trace	19,412	0,000	Significant
Wilks' Lambda	19,412	0,000	Significant
Hotelling's Trace	19,412	0,000	Significant
Roy's Largest Root	19,412	0,000	Significant

From the results of exposure to the analysis results in the first, second and third hypothesis tests it can be concluded that there are significant differences in the ability to read the beginning of English between classes that apply the whole language and conventional approaches to children aged 5-6 years in kindergarten; there is a significant difference in the ability to write English beginning between classes that apply the whole language and conventional approach to children aged 5-6 years in kindergarten, and there is a significant effect on the application of the whole language approach to the ability to read and write the beginning English language children 5-6 years old in kindergarten.

4.2 Discussion

The ability to read and write in English is interpreted as an ability to understand the structure and rules of language. In learning foreign languages such as English, there are several things that must be considered, including the status of the language in communication, the teaching techniques used by teachers which should be in line with the rules of language, the participation of teacher and students and the intensity of language use (S. D. Krashen, 1981). Therefore, the ability to read and write the beginning of English must be adapted to the implementation of learning and the characteristics of the early childhood being taught. Ability is a power that is owned by someone in doing something that is based on nature and training carried out by someone in order to have life skills that are adjusted and desired by that person (Munandar, 2013), whereas language is interpreted as a form of oral and written education consisting from various words with rules in varying or combining them (Santrock, 2016). At the beginning of language skills, includes four things; listening skills, speaking skills, reading skills and writing skills (Tarigan, 2001). In addition, there are three components in reading and menu activities; 1) recording, fixed on the words in the sentence; 2) decoding encoding aimed at the meaning of a series of graphics in words, and 3) meaning, understanding words (Rahim, 2015). From the results of the study, children in the age range 5-6 years are at the stage of reading and writing the beginning of English which is a period where children carry out recording and decoding activities on the reading given to them (Cahyani, 2019). Before the child learns to read and write, the teacher must ensure that the child masters the following basic abilities: the ability to distinguish auditory, visual discrimination, symbol-sound relations, motorized perception, spoken language, build a background of meaningful experiences, image interpretation, left-to-right progression, stringing ability, mastery of spoken language and literacy.

Basically, reading and writing the beginning in English is a series of reading and writing activities that are carried out gradually to the child (Dhieni et al., 2014). This relates to indicators used as assessments in the ability to read children, namely the introduction of letters, a series of letters (sounds), meaning and understanding of meaning in the context of the reading. The ability of

children to read and write the beginning of English includes stages that occur sequentially including: 1) magical stage (fantasy stage); 2) self-concept stage (stage of self-concept formation); 3) bridging reading stage (the stage of reading images); 4) take-off reader stage (reading recognition stage); and 5) independent reader stage (read fluently) (Dhieni et al., 2014). Supporting this statement, Susanto (2011) also expressed his thoughts on the stages of reading and writing that children go through; 1) awareness of writing, (for example; children see and flipbooks); 2) reading pictures, interpreting himself as a reader knowing the parts of the book (front, middle back; 3) recognizing reading (for example; rules of letter sounds, the meaning of words and sentence rules, and 4) stages of reading fluently. The factors that must be considered by teachers in reading and writing the beginning of early childhood, such as motivational factors, family environment, teachers, and influential adults (Dhieni et al., 2014). Therefore, adults around children and teachers need to take an effective learning approach in the implementation of the activities of reading and writing the beginning of English in young children, believing a varied method but still being adapted to the characteristics and needs of children, learning activities carried out by playing, creating a learning atmosphere that comfortable for children, the duration of the activity is not too long so that children do not feel bored, sensitive to the reactions that children cause in the activities of reading and writing the beginning of English and a good relationship between parents and teachers in supporting the ability to read and write the beginning of English.

The whole language approach that Goodman (1986) has put forward through the assessment of educators in learning activities for children, so they can explore and motivate children in these activities. This whole language approach upholds the activeness of children which includes learning that is integrative, real, functional and effective so that children can feel happy in learning and learning activities (Austring & Sørensen, 2012). The concept in this approach is to provide an environment that is rich in writing, then the child will learn through examples, the teacher provides the opportunity for children to explore the language they have, the child has responsibility for themselves, but the teacher still sets clear achievements on the child's ability to read in the beginning and provide positive feedback to children during the learning process they go through. However, activities in early childhood education, especially in children's language development, should be directly involved and provide tangible experiences for children. But keep in mind that in this study, the application of the whole language approach did not include instructions given but only targeted instructions (imitating and writing) (Musfiroh, 2009). The experience that children get in following the beginning of English reading and writing activities is done programmatically, including the introduction of symbols or symbols of numbers (words, letters, and syllables in reading). With the active involvement of children, educators and children will build and create good and effective learning programs compared to teachers who are more involved in learning or often referred to as teacher centers.

The context of early childhood education, especially reading and writing beginning in English based on the whole language approach refers to aspects of reading and writing activities. In the aspect of reading, there are skills in sequence at a low level (lower); introducing reading letters, introducing linguistic parts (sentences, phonemes, syllables, etc.) and higher levels (higher); understanding simple understandings such as rhetorical, grammatical and lexical, understanding eating or the purpose of reading content, evaluating the contents as well as the form and speed in reading and writing (Tarigan, 2001). In other words, the description at the beginning of reading and writing contained in this study is related to the lower reading level (lower). According to Ling, (2012) on the whole language approach, the teacher must provide more opportunities for children to do contextual understanding by means of discussion, retelling the subject of the text and asking children to create and design the context of the text in writing. In addition, this approach will be very effective if the availability of media and books that are good for children, so they will become good and smooth readers and writers (Oladele & Oladele, 2016). In this study, in learning activities, the teacher gives children the opportunity to do the activities that have been designed by the teacher in following the steps in the whole language approach that is adapted to teaching in kindergarten and the development of children aged 5-6 years.

By interpreting the reading and writing as a whole, the child can identify the letters in the reading. The activeness of children in the application of this approach must be given more attention by educators so that skills in learning activities can be conveyed properly and correctly to

children. This whole language approach claims that children are involved in meaningful learning activities with diverse and language-filled learning environments, as well as providing opportunities for children to foster a broad way of reading that can improve their language skills (Folkmann, 2010; Wright, Wallace, & McCaathy, 2008). In accordance with the indicators that researchers have designed and become a reference in assessing the ability to read and write the beginning of English children's activities assessed include children being right when reading and children being right when reading aloud. Whereas the indicator of writing the beginning of English covers the child to be right when writing; children plagiarizing and repeating letters; children copy letters and write letters (simple words and sentences). In this study, the activities of teachers in the classroom as an opportunity for children to carry out learning activities that have been designed with a variety of materials. This makes it easier for researchers to see the effect that is given in applying this whole language approach. This activity is in line with Folkmann (2010) which states that active learning created must also include teachers in guiding and helping children if they need help. For children, a teacher is a person who always learns with children, for that teacher must foster an environment so that children can like the activities carried out in a whole language approach. The teacher and observer in this study became observers for children in their early reading and writing activities in English which they did. Recording problems in the learning process is useful in understanding the problems felt by children in implementing learning using this approach.

The support provided by the teacher in applying the whole language approach is needed by children. With the support done by the teacher, it can help children in achieving learning goals because it has been adjusted to the tempo and characteristics of each child (Flores, 2013; Wright et al., 2008), then the background and basic abilities that children have before the application of this approach must be fully accepted by the teacher without any complaints. Therefore, researchers and teachers in this study have planned carefully the fields and materials that are liked by children with a fun whole language approach so that they can optimize their early reading and writing abilities in English with their approach. Children will explore more if the activities and learning materials provided by the teacher are carried out in a variety of ways with fun learning in applying the whole language approach.

The results of this study demonstrated similar results to the research conducted on the whole language approach conducted on children aged 4-5 years in Kindergarten (Group A) but using the classroom action research method which was carried out with different material - different in each cycle of research conducted. The results showed that the ability to read and write the beginning of English in children aged 4-5 years in kindergarten increased by using this approach (Meha & Roshonah, 2014) The application of this approach can be used as a variation of learning that teachers can do to improve and improve the ability to begin reading and writing the beginning of English. Thus, the influence given by the adoption of the whole language approach in children aged 5-6 years has occurred significantly in the ability to read and write the beginning of English language children aged 5-6 years in kindergarten.

5 CONCLUSION

The results of data analysis and discussion that have been presented in this study can be concluded that there is a significant influence in the application of the whole language approach to children early reading ability aged 5-6 years in kindergarten. The ability of early reading and writing in English include the ability; a) the difference in the ability to read English beginning between the whole language approach and the conventional approach; b) there are significant differences in the ability to write the beginning of a child's English discussion on the application of the whole language approach and the conventional approach, and 3) there is a significant impact of the application of the whole language approach to children early reading and writing ability in English beginning aged 5-6 years in kindergarten.

6 REFERENCES

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