

READ THE BOOK LOUD EFFORTS TO GROW CHILDREN LIKE READING FROM AN EARLY AGE

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Abstract. Enjoyment of reading in early childhood is still very lacking, because during childhood children have not fully mastered all the letters to form a single unit of words and sentences. The purpose of this study is that by reading books aloud it is expected to foster interest in reading in early childhood so that they like to read books. This study uses a qualitative method with a descriptive approach. Data collection techniques using interviews, observation, documentation. Data analysis using triangulation. The results of the study show that in order to foster children's love of reading, that is by reading books aloud to children where it can attract children's attention in reading. The obstacle is that reading books aloud requires extra energy.

Keywords. reading aloud, children love to read, early childhood

INTRODUCTION

Early childhood literacy and numeracy instruction, or what we commonly refer to as *calistung*, is a hotly contested topic. Parents of young children worry that if they do not teach their children reading, writing, and math abilities from an early age, they will not be able to send them to school. When a youngster cannot read before starting primary school, parents become concerned. Due to this, parents are finally making an effort to have their kids study, especially to read (Hilaliyah, 2016). As parents send their kids to school, they want them to be able to read, and they demand that reading training be offered in educational settings, particularly in the early years.

Beginning reading is a cohesive unit of learning that contains various exercises to help students identify letters and words, connect with their sounds and meanings, and make inferences about why reading is important. Understanding and decoding sound symbols, such as letters or words, as well as the act of decoding or technical reading, are given more importance while reading (Pertiwi, 2016). Early childhood, which we refer to as the "golden age," has a very favorable era of growth if we provide adequate stimulation as well. As a result, early childhood can already be stimulated in building basic abilities needed to read.

Children's environmental awareness and curiosity are the first steps in the development of reading. Children demonstrate their awareness of literacy by their enjoyment of reading and discussing picture books, their ability to understand labels and signs in their environment, their beginning ability to recognize some letters and match them with sounds, and their use of letters to represent written language (Christianti, 2015). Due to this, adults provide stimulation to children during this exploratory stage by, among other things, reading aloud to them frequently, creating an environment rich in language, buying them engaging picture

books, placing them in easily accessible locations, and more. read the kid's preferred book again

The nation's future lies in the early years, and if we properly educate them as well, this generation will be qualified. In order to advance the nation and state, a generation with a broad outlook is also desperately needed. There are many ways to help this generation become more tolerant, one of them is to encourage reading for pleasure. Although books are windows to the world, with the quick advancement of technology, books are no longer the only means of doing so youngsters become lazy people as a result of their complacency with technology brought on by the availability of ever-more-advanced technical devices. Reading is like having the entire world in your hands since it gives you access to global knowledge (Lubis, 2020). Since technology is advancing so quickly, books are no longer the sole way to accomplish this. It is the responsibility of parents, teachers, and education professionals to give children the tools they need to become interested in reading and, ultimately, to enjoy reading. One of these tactics is reading aloud to young people.

Indonesians' interest in reading is still quite low, hence it is important to foster a reading-friendly culture that is taught in every school. It is intended that by fostering this reading habit, Indonesia's literacy culture will grow and a younger generation with a strong interest in reading will emerge.

According to the above definition, a child is ready to learn to read if they are physically healthy, have the same perception as adults, receive clear instructions, have plenty of opportunities to talk and listen, have good self-confidence, and have first-hand experience with their surroundings. According to Ana Irhandyaningsih's research, which she titled *Instilling a Reading Culture in Early Childhood*, children who are used to hearing stories from their caregivers and who read books themselves develop an interest in stories and books, which in turn makes them love reading (Sari, 2018). The results of Umi Setyaningsih's second study, *Strategies for Developing Reading Ability for Children Aged 5–6 Years*, show that reading corners, picture cards, role playing, literacy games, guessing games, storytelling, creating a language-rich environment, and following up on the movement activities of parents reading books to children are effective methods for improving children's reading abilities (Jeti & Manan, 2022). Because reading aloud will always be heavily practiced, research undertaken by researchers at this moment solely focuses on activities to read aloud to young children so that they like reading, not only so that they love books.

The researcher limited his study to early childhood literacy by having the instructor read books aloud to the pupils at RA (Raudhatul Athfal) Masyithoh 13 Sokaraja Lor. The purpose of this study is to describe the practice of teachers reading aloud to their students, which is anticipated to result in kids who enjoy reading.

RESEARCH METHOD

The method used in this research is qualitative with a descriptive approach, meaning that the results of this research are presented by presenting the data obtained from the identification results of reading books aloud as an effort to foster a love of reading from an early age at RA Masyithoh 13 Sokaraja Lor. This RA is located in Sokaraja Lor Village, Sokaraja District, Banyumas Regency.

Data collection techniques used are interviews and observation. Interview and observation techniques were used to obtain data about how the implementation process and results were in reading the book aloud. Data analysis techniques using data reduction, data presentation, drawing conclusions.

RESULT AND ANALYSIS

Early childhood education facilities serve as learning environments to promote early childhood development. To maximize all facets of a child's growth, many stimuli are used. Early childhood education facility Raudhatul Athfal Masyithoh 13 Sokaraja focuses emphasis to children's literacy culture. Children's social, emotional, and cognitive development will be impacted by their literacy

abilities or communication skills (Basyiroh, 2017). Early childhood education facilities serve as learning environments to promote early childhood development. To maximize all facets of a child's growth, many stimuli are used. facility for early education The emphasis in Raudhatul Athfal Masyithoh 13 Sokaraja is on the culture of young readers. Literacy or communication skills will have an effect on a child's social, emotional, and cognitive development (Basyiroh, 2017).

In RA Masyithoh 13 there are five classes consisting of one group A and four group B. Each of these classes or groups has one class teacher and one assistant teacher. This activity of reading books aloud is a new activity carried out at this educational institution. In the process the teacher does not force the child to listen quietly. Before reading the book, the teacher offers several books to choose from which can be read later. After the children choose and of course not all are the same, the teacher chooses the book that has been chosen the most but the books that are not selected will be read the next day.

The time needed to read one story book is about 6-12 minutes. At this vulnerable time, many children are not focused, their own toys, sometimes children walk or run in class. In the context of feeding back or reviewing the stories read, the teacher asks questions to the children, if they can answer questions from the teacher about the book they are reading they will get a reward or appreciation so that the child will be happy and motivated in learning in this case listening to the teacher reading a story / book. The advantage of reward is as motivation for students to follow others to get praise from the teacher for doing good (Shomiyatun, 2018).

One method for promoting literacy in schools is to read aloud to students from books. To have the best outcomes, these exercises must be repeated and ingrained in young children. Reading discipline will develop with habit and persist with the child (Priasti & Suyatno, 2021).

This book reading activity aims to attract children's interest in reading. The activity of reading books aloud must be conveyed in a pleasant atmosphere and the stories must contain new messages for children. This is done to improve children's reading habits. The most crucial aspect of reading is instilling a love of reading in young children and demonstrating that reading is enjoyable (Saepudin et al., 2020). When we read aloud it also entertains children with the intonation of the voice that we give when reading books, so that children are also more enthusiastic about learning. Read books to children for the same reasons we talk to children: to provide reassurance, to entertain, to bond, to provide information or explanations, to arouse curiosity, to inspire (Jim Trealese, 2017).

There are six factors of children's readiness in reading, namely: 1) physical readiness, in order to be able to read children must be in good health; 2) perceptual readiness, children need experience to distinguish between letters and sounds because it is possible for children to experience problems in distinguishing and matching sounds and words. For this reason, children need practice in focusing their attention; 3) cognitive readiness. To read, children need cognitive and intellectual processes, such as problem solving and the intellectual capacity to give reasons, the type of instructions from the stimulator given to children according to their age that affect children's reading readiness; 4) linguistic readiness, before reading children need opportunities to develop language skills, namely speaking and listening more; 5) affective readiness, children have difficulties in dealing with reading assignments where these difficulties are related to how children feel about themselves and towards school related to reading ability; 6) environmental/experiential readiness, children need experience connecting the concepts they have and their environment. Some children gain hands-on experience with the environment. Children with these conditions are ready and have clear concepts that are obtained from their experience (Christianti, 2015).

To realize the creation of children who like to read, the school cooperates with parents of students to work together in reading books at home, because support and repeated reading activities from the family can also affect children's reading interest. For this reason, it is necessary to carry out continuous coordination between the school and the parents, A quality generation can be prepared by taking into consideration that children's interest in reading will draw countries' attention to kids who have a love of reading (Sari, 2018).

Reading books aloud to children is also one of the strategies for implementing literacy in schools. In early childhood these activities need to be repeated and made habituation so that the results are optimal Reading discipline will develop with habit and persist with the child (Priasti & Suyatno, 2021). In addition, loud readers also choose the right reading material for children to condition the child's mood and strengthen intonation when reading so that children do not get bored, give

children the opportunity to choose books to read. The teacher must comprehend the two-way communication process in order to effectively teach read-aloud skills (Sumitra & Sumini, 2019).

There are still challenges to reading books, including the variety of children's emotional states at school and the absence of parental involvement in households. When it comes to children, literacy culture faces challenges such as the lack of reading materials, an environment that discourages reading, and the fact that literacy requires concentration and cannot be done while engaging in other activities simultaneously (Shomiyatun, 2018).

The goal of reading aloud to children is to instill a love of books and reading as a pleasure. Reading activities also help children become lifelong learners rather than merely fulfilling their obligations as students who learn (Azmin et al., 2022). Make it a practice to summarize the exercise using basic terms that kids may understand after reading aloud.

CONCLUSION

Reading books aloud in early childhood education institutions, especially RA Masyithoh 13 Sokaraja Lor, has significant implications for growing children's love of reading. Preceded by a good interest in reading in children who continue to love books and finally enjoy reading. With the implementation of reading books aloud intensively will affect the enthusiasm for reading books in children. In reading books there are still obstacles, namely the diversity of children's emotional conditions at school and the participation of parents in the family which is still lacking.

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