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Book Sharing: Parents' Read Aloud Activities in Supporting Emergent Reading and Arts for Early Literacy Second Edition

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This study illustrated the condition of early literacy activities among teachers, parents, and their children in several cities among Madiun in east java and the review book applied literacy program which will figure out the main concept of literacy guide book; both for early young learners' teachers and parents. Subjects of the research are 40 kindergarten schools with 42 teachers, 17 parents, and 40 students under 3 to 4 years old. The whole activities are divided into two parts; the on-going learning activities; and teacher-parent literacy program. The first part's data are analyzed by quantitative method, whereas the second part is analyzed by qualitative method. The results inform the content of teacher-parent literacy guide in which the school practitioners are handling the program hand in hand with the parents, book-based literacy, home and school literacy rich atmosphere, and the cultural related component for the program.

Keywords: Literacy, Emergent Reading, Arts

INTRODUCTION

The results of the survey mentioned that Indonesia the world's reading level is low, in 300 homes found only one person who has reading books other than school books. This condition is caused by a low reading motivation among the public. Reading willingness is built since childhood. Environmental support sharpened language ability and sensitivity as supporting language development and reading skills in early age is the foundation enrichment period prior to school (Mashburn, 2008). From initial observations through a parent questionnaire from classes with students aged under 4 years found that less than a number has reading as their routine activities at home before entering school age.

In practice, the education department role in increasing early childhood reading is also important. However, school implementation based on the Regulation of National Education Minister No.58 in 2009 as a legal umbrella and a controller of learning. It does not mention about learning to read in early childhood directly. This rule causes the vast majority of teachers do not provide reading training in early

childhood. It makes the children late familiar with reading habits that ultimately leads to a lack of motivation of children in reading (Guerra & Luciano, 2010; Danaci & Yukselen, 2014). Another reason of this is the activities of the main actors at home have not been optimal. This is due to the unfamiliarity, lack of confidence in educating their children through reading, and no guide for them in doing it. this research is to explore the on-going condition there and done in classes; library research on a number of guide books for teachers and parents issued by the government of some country or state; the questionnaire for schools regarding their self-assessment of the activities performed; and also the teacher-parent book sharing activities as the first trial-error for the content materials. Its result will be the framework of the teacher-parent literacy guide.

Materials and methods

Mixed method is applied in here. The first data are analyzed by quantitative processing, while further research using qualitative one. Here, 40 schools are as respondents with 5-10 students under 3-4 years of age. This initial

research include; (1) questionnaire; (2) interviews; (3) literature reviews. The questionnaire making is applying the content validity analysis by taking several indicators of implementation effectiveness as fun activities, involving the children interest, easy material content, timing and enough repetition (Goodman and Myers, 2004). The interview for teachers stated the materials and book use in the program, allocation of time and other things. Meanwhile, the data of literature review are conducted by classifying book content and the amount of discussed book.

In the second research, 40 teachers with 40 students under 3-4 years of age are the research object, and 17 parents demanding in joint the two week program at home. Triangulation of data is done by comparing the observed data of student work, parent and teacher interviews, and observation of vocabulary learnt.

Results

A. Results of the first activity

Table A. Questionnaire result: taken from questionnaires filled by 40 school principals.

No	Never		1 or 2 times a week		More 4		Every day		Information
	A	%	A	%	A	%	A	%	
1	25	62.5	14	35	1	2.5			Pronouncing jumbled letters and introducing the written form
2	6	15	34	85					Initialing letters and first syllable on the class wall and in games.
3	40	100							Read aloud by pointing out the read words
4					40	100			Repetition for confusing words as reinforcement
5	30	75	10	25					Reading a pop-up book
6	30	75	10	25					Playing word games, team work and playing film
7	40	100							The same first syllable slogan on the class wall
8							40	100	Arts and coloring favorite words
9					5	12.5	35	87.5	Feast day slogan as regulation
10	22	55	12	30	6	15			Tapping learnt words on the wall

Table A. 1 shows that:

The language sound introduced by 35% of schools with random letters mentioned with writing, while only one school who do it during the five day meeting. The remaining 62.5% chose the language introduced in word order taught as written on the blackboard as daily information. About 85% of schools have been attaching the prefix letters and words taught on the wall, either in alphabetical order or advice words or the location of the goods as well as room and used as a reference to look and perform daily activities. The written game has not been optimized. Words are glued and do not involve peer tutoring, more on giving examples of passage and ask one of the students to glue on the walls by providing pictures of objects mentioned. Pointing the words being read from a story book has not been done, however, the repetition of the mentioning the word as reinforcement material, carried by all schools. 75% of schools do not have fun book facilities. This limitation is also comparable to the games that do not involve elements of the word as the source of playing. 75% of schools provide playback of DVD not as a learning agenda. Learning to introduce the next syllable has not been done in the display, but it is shown in the student book. Writing activities undertaken by all schools to dictate and mimicked writing in

the form of color or connecting dots. Submission of warning slogans of big day is done as in accordance with the learning theme by 87.5% of schools.

Table A.2. The result of Teacher's interview: 40 teachers were given an interview about introducing early literacy activities to know the content of the material and activities time management that can be done.

No	Choosing the activities	Amount	Percentage
1	"Anak Islam Suka Membaca Suka Membaca" as student book	40	100
2	extra time: Out of school time	38	95
3	Repeating words without knowing the meaning	40	100
4	Seven-ten minutes taking time for each student	27	67.5
5	Seventy percent literate learning out comes	40	100
6	Dictation as reinforcement	26	65
7	One pages, ten words, one pictures	40	100

Table A.2 shows that:

Using the same handbook for all students is done by all schools, the choice of words in book without giving the meaning of the word other than one image on each page. However, the program is able to alleviate more than 70% of students to read when proceeding to the next education level. Moreover, the activities carried out by the majority of teachers outside of school time. Some teachers give students time activity per 7 to 10 minutes. Some are giving less than 7 minutes per student. Most teachers give dictation 1-5 words each finished guiding read as strengthening.

Table A.3. List of guidebook content analysis: books from 23 large state or state read and are classified according to the material presented. If the material appears less than 5 books, then the discussion expressed less need to be used, while if more than 6 books list it, then declared it is important to be loaded.

Code	Discussed Materials	Discussing Book	Note
B	Early literacy information	XIII	Recommended
E	Litacy rich class/school environment	VIII	Recommended
F	Literacy support activities	XIII	Recommended
H	Guide of language development	VI	Recommended
J	Optimalizing children potential and prior knowledge	VII	Recommended
L	Explaining the program to parents	VI	Recommended
M	Parents' recommendation web for books.	VI	Recommended

Table A.3 shows that:

Top priority book material is information about an reading program introduction and other recommended activity type. The second order of the material is the atmosphere and school facilities needed. The next ranking is the information about the student's prior knowledge, how to evaluate the program and student progress, and explaining to parents about their role, as well as recommended storybook and website address for possible questions or issues parent face when running the program. Information about the language component is delivered by a small number of books globally as a whole activity, not in detail. Few book address research as the motivation support. Most of the book is a guide for

schools and teachers, while the parental involvement is a recommendation accelerating the learning success.

Discussion

As the data shown, early reading activities at schools still has particularly limited in the optimization of repetition and components languages taught. The language sound introduction set in a monotonous activity; mention of the letter sounds and words classically and without relating to the meaning caused boredom or make students less focused on the words learnt. Pointing words in story books read are not given in this opportunity. Students are more interested in drawing and coloring books of the letters or words mentioned. This occur because comparison between the average number of students and teachers in school is more than 1:10, so that teachers do not have enough time to give the opportunity to know the word of the books read and others. Parental demands and requirements go into further education requires students to read fluently, causing forced to perform the activity of reading as a necessity, no longer care about student pleasure and comfort.

B. Results of the second activity

Table B.1. Students' book preferences (Preparation)

No	Preferences	Amount	Percentage
1	Genre : fable	24	60
2	Genre: Recounts (moral)	10	25
3	Fairytales	6	15
4	between 10-14 pages	33	82.5
5	More than 15 pages	7	17.5
6	Naturally colored book	37	92.5
7	Fantastic colored book	3	7.5
8	Familiar characters	40	100

Table B.1 shows that:

As many as 54% of students chose a story about animals with the type of character they have ever met or seen either in the form of real or image. Whereas, 92.5% of the student likes the animal and the story background colored naturally as they are used to see. 12-15 number of book pages is selected by the majority of the students.

Table B.2. Teacher-Student observation

The chosen activities: (1) Read aloud; (2) dialogue; (3) Writing or Drawing / Arts; (4) Print and Vocabulary Awareness; (5) sing songs

Items	Options		
1 Sequential activities	125354 20	512123545 15	1235453 5
2 Students' interest on Characters	Zoo's animal 24	Birds 4	Others 12
3 Vocabulary learnt	More than 10 15	5-9 16	Less than 5 9

Table B.2 shows that:

All activities are the materials given to the teachers in literacy training classified into three sequential options. Two groups chose read aloud as an open activity to student learning. Book attractive appearance is a key for the next activity. However, to some students, song is used as a helpful aid here. Songs make them do reading activity more than others. Student interest is related to their reading understanding (Khairudin, 2013). The arts show that 51% of them directly draw the story main character, while 30% is

communicating the supporting characters or objects of backgrounds. However, 10% students draw something unrelated to the story. Prints and sounds of words learnt are targeted by showing cards and asking the students to appoint the match one. This two week activity drives 37,5% of them match the words right to the mentioned sounds. The rest are just mastering seven to three words. But this way has not made them write yet. Time allocation turns only three children write one or two words.

Table B.3. Interviews: 40 teachers are asked their opinion on the program.

No	Teacher Opinion	Amount
1	Tent to teach girls rather than boys	18
2	Song is helpful	37
3	Words on the wall help arts	8
4	First syllable state helps vocabulary mastery	40
5	Writing words need more time	33

Table B.3 shows that:

Teachers here already have experienced teaching at the school for at least two years, so skills and methods are fine for early young learner. They said that more easily handling female students than male students. Karaoke songs and prompted words on the screen assist teachers in pulling back the students attention and concentration from bored. Not only of the song, have the students enjoyed the lesson as the reason of the computer use. This way, several materials are taught directly in one time; print knowledge, meaning, language sounds, and stories. Writing words on the board and sticking words to the meaning objects or pictures are fun played many times and lead student help. But the children language produce in writing still has not been helped enough as the lack of time. Teachers used to stimulate students' memory of the words taught by mentioning first syllables so that students can continue the syllables in tow. At first, the students cannot guess the following syllables, but the activity repetition makes them get to do it. This way, it is easy for students to remember the words, and also makes the students feel comfortable (Bardige & Segel, 2005) and not be forced to remember. However, this also makes the students give more awaiting on what will teacher say, before trying to read and guess the word learnt. At the beginning of arts activities, teachers said that the students are happy to scratch their paper with colour pencils, and they also translate children drawing materials. But students began to feel bored with the next one. Thus, the teacher directs the writing by asking them to imitate the form of letters or words learnt. These activities require considerable time because the teacher should observe and record at the same time what is inscribed and intent of the scratches. Teachers said also that by so doing they understand broaden about students' mastering materials and thinking.

Table B.4 Parents' interviews : 17 parents are involved and given literacy tools such as CD of songs, books, cards, and word wall cards with the same theme and materials in school.

No	Parent Opinion	Amount
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1	Songs is more interesting	15
2	Book read not more than 2 times a day, 3 times a week	17
3	Word cards are not used	14
4	No parent's direction in drawing	12

As seen in table B.4:

Here, parents are not asked what sequence they must take for their children literacy activities at home but based on their children condition. When valuable for running read aloud, the book and cards are ready to support them. However, most of them tell that in making reading activity as their new habit is not easy that most parents choose to read for their children less than 2 times a day. Those take in the evening and near to the bed time mostly. This new habit faces worse condition as the parents' bad reading self-efficacy. Near to bedtime makes word card is not used. The easiest way to cope the children attention to reading materials and word sounds are playing the CD. Kids like songs (Arslan, 2015). The karaoke CD are helpful as the children ask to do it many times. Far different from the CD playing, the arts are applied unsuccessfully as the parents only ask them to write without direction. Most parents let them do it their own way as the parents think of not forcing or doing something dislike. They are afraid of making the children bored to the activity so that nothing can be shown to the school next day as homework.

Discussion

In the selection of books, students choose books that have characters they recognized like animals in a zoo, the animals often they see in everyday life. Selection fable as a story of interest backdrop of natural images are colored with natural colors according to what they encountered (Hudaya & Widayati, 2014). Unlike the parents want when choosing books for their children, bright and fantastic color is selected (Ozturk.et.al, 2011). Books of interest and reduce the saturation of the story content ranged from 12 to 15 pages with characters consisting of three to five figures. The main interest of children is on the characters, shown from what they are drawings or write leads to the main character. To facilitate the understanding of what is required of images, each image is required in every page reading (Ozturk.et.al, 2011). Stories are used in part to contain moral messages for social relations, and the everyday example.

The language material component giving is quite well done seen from the number of controlled vocabulary of students in the two week program. Most of the students easily mastered the material are whose parents are involved in this study. The parent role is good influence here (Majzub & Kurnia, 2010). Activities begin with reading a story book and meaningful dialogue applied to students well socialized interacting with book though not reading but knowing the contents only. While not interested in the book, student learning begins with song in order to capture with figures appear in the story. Implementation can be applied for at least 15 minutes (Holmes.et.al, 2012).

Activities at the school teachers conducted with due to the interest of students and their readiness. When the mastery done, the program sustainability at home is to strengthen it but not fully pursued. The self-assessment of

parent ability makes them less confident and more concerned about the child bored and did not want to give them pressured. Yet the parent self-assessment on reading does not affect the success children learnt (Er.et.al, 2013). The control of home engagement is necessary to strengthen the intensity by the school regulation.

Recommendation

1. Early Literacy is applied well when teacher and parent contribution are managed in time allocation and sequential activities set side by side well.
2. Fable traditional children story or children folklore are recommended for the local wisdom and come closer to the children environment.
3. Teacher and parent guide are unity. the implementation has to be started by an exploring early young learner literacy workshop.
4. One theme book is applied not more than two weeks and the others are prepared for the next two weeks.
5. The sequential activities are depended on the children interest and have to be informed to the parents as their extended intervention at home.
6. Girls keep their attention on reading more than boys, so that the parent have to be informed to start earlier for their boys earlier than girls. Boys need a special intervention (Merisuo-Storm & Soininen, 2014).
7. The literacy rich environment has to be more applied at both home and school.

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