

---

---

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

Fida Chasanatun<sup>a</sup>, Hermawati Dwi Susari<sup>a</sup>, Sunardi<sup>b</sup>, Joko Nurkamto<sup>b</sup>, & Asrowi<sup>b</sup>

<sup>a</sup>IKIP PGRI MADIUN, Setia Budi No.85, Madiun, Indonesia

<sup>b</sup>Surakarta State University, Ir. Sutarmi, Solo, Indonesia

Corresponding Email: chasanatun71fida@gmail.com

**Abstract:** The golden age is an important period when children receive a wide range of knowledge. It takes place between two years of age to six. The initial process of early literacy starts also here in which several components state meaningful supports; vocabulary, print knowledge, phonological awareness, emergent reading, and arts. Three previous studies for this article show that the integration between learning at home and at school for the supports is not yet integrated. Based on the research results that are relevant to this study, it was found that children whose parent were optimizing the chance of receiving a stimulus language well, will grow into adults who are capable in terms of language as well as having a tendency to more easily understand the readings five times greater than adults who in his childhood did not receive the same stimuli. The general objective of this study was to find the concept of activity-based meaningful language activities either through sub reading, storytelling, dialogue, as well as arts of toddlers. The specific objective of this study was to: Discover how the existing conditions in similar processes and guidelines that are applied in other countries as a comparison; Finding the design and guidelines for teacher and parent in facilitating emergent reading and arts; Finding the effectiveness of on-going literacy learning activities. Mix methods applied here took 40 teachers and 40 parents lived in Madiun and surroundings. The first questionnaire and observation for both participants showed what real emergent and arts activities for their children and also whether those acts were standardized or not. The second part was sharing the program and figuring the guidelines which lead them act as the target shared. And the last one was the evaluation which promoted observation, interviews and documents from the progress.

Keywords: Literacy, Emergent Reading, Arts

### 1. INTRODUCTION

The educational success in early age is determined by many factors; internal potential and environment as external one. In the early literacy, a child has the ability of language acquisition that became the initial competence when entering school (Rhyner, 2009), namely sight vocabulary, initial print knowledge, and so on.

There are differences in the language learned by a child from home environment and school (Johnston, 2005). Vocabulary from home tends to give habitual used words (Shahrakia & Kassaian, 2011). The ability of parents to use, broaden language could make a big impact of the language learned at schools (Hall & moats, 1999). Meanwhile, at several cities such as Madiun where two languages used; Javanese as less formal language and Indonesian as formal ones, most often used formal language at school make students stay in a big gap. In this case, the difference is narrowed through the use of books as a means of opening a dialogue with the child,

guidance for kinds of vocabulary, and theme to enrich literacy skills.

In this study, the use of children's book selection is giving the possibility in figuring out the types and criteria of selected books for the child's readiness to learn initial reading. However, children favourite books are not always enough for increasing their language development (Er, Shendan, et.al, 2013). In addition, the same of the language material learned through children story book shares to have a similar material for teachers and parents in different places. On the other hand, through meaningful dialogue on the contents of the book read, it provides an opportunity for children to interact with their environment habitually by using formal language meet to the language in the story books. The last but not least, the important thing is the children's understanding related to their drawing or writing to communicate with other people around him.

## 1. LITERATURE REVIEW

### 2.1 Literacy

Literacy has many perspectives depending on the viewpoint. According to the maturational theory, they believe that children learn to recognize symbol of language when they are ready to do so (Barratt-Pugh & Roth, 2000). In contrast to the developmental one who believe that despite the need of waiting for a child's readiness to learn, he has had a readiness to undertake pre-reading activities, emergent theory combines writing and reading as a measure of reading comprehension in children whenever a child is ready to do so (Rhyner, 2009). While the socio-cultural theory, it is stated that children learn mainly from the environment. Activities that are so extensive and relevance to the activities of children learning the language will form the understanding of symbol he saw.

Literacy has several components that one another can be taught simultaneously and interrelated. The component is a sight vocabulary, decoding words, and concept about print (Cooper & An, 1997) or print knowledge. In decoding words, a child needs to listen to the sounds of words, what so called phonological awareness (Anthony & Francis, 2005) and phonemic awareness (Cooper & An, 1997).

### 1.2 Emergent Reading

Reading and discussion of the reading contents will make reading mastery succeeded. Children who do book sharing after they read a book, certainly experience language development (Justice.et.al, 2005). Children can experience the success only in a very short time even just a few weeks to have a conversation after reading, and this is shown not only by the expression, but also through their attitude (Rhyne, 2009). So by adult helps around them, children will be more sensitive to the shape of the written language seen and also improve its ability three times more than others (Shahrakian & Kassaian, 2011). The adults and child's conversation also help them to connect the meaning they learn and their drawing (Zucker. et. al 2009) and writing, although the writing is not normally found in conversation which is called printreferencing (Justice. et. al, 2005).

### 1.3 Arts

Arts stay when children try to show what they understand through drawing (Justice and Sofka, 2010) or Writing (Rhyner, 2005). It is closely related to emergent reading; a condition when a child reads and writes as inseparable

activities is evaluated day by day, starts from the first studying day to the target time (Justice and Sofka, 2010). Children drawing is an initial part of their print knowledge encouragement (Justice and Sofka, 2010) and also later will be increased more and more (Rhyner, 2005). Arts are not replaceable with children speaking skill. This way, there is no different result between a talk-active child or others in understanding words through their writing (McGinty & justice, 2009).

## 2. RESEARCH METHOD

### 3.1 Design of the Study

A classroom action research was used in this study. The data were collected from three main data sources; initial and ongoing observation; teacher and parents' interview; and students' arts documentation. The data was analyzed by triangulation technique and coded in figuring the result, set in two cycles.

### 3.2 Participants

The participants of this study consisted of play group and kindergarten students, teachers, and parents in Madiun and its surroundings. A total of 40 students was chosen by the teacher based on the parents' permission in joining this research, 40 teachers and also several parents. The students had a different range of age. Five students were 5 years old, 22 students were 4, and the rest were 3. Most of them are girls.

### 3.3 Treatments

The first objects of this study are the students. They were taught to master 5 – 10 words through the book sharing program in which the trained teachers allowed them to choose any books they like and read for them the story. The parents were asked to do the same program at home and reported the activities to the teachers at school every day. The program itself has two five-day cycles, reported every day, and consisted of book content dialogue to the children.

## 3. CONCLUSIONS

The results of this study are divided into four views; book preferences, book sharing, arts, vocabulary learnt.

### 4.1 Book Preferences

The students are asked to choose three kinds of story books; recounts, fairytales, fables. 24 of 40 students choose fables, while 10 of them choose recounts, and the rest chooses fairy tales. From the teachers interview result, they

stated that the way the students choose the books is depending on the pictures, colours, the shapes of books and the number of pages. More interesting a book is, the more the students might choose it. The favourite numbers of pages are between 12 to 15. The students tend to choose the familiar animal as the main actor of the story, such as mouse deer, birds, crocodiles, elephants, and others.

#### 4.2 Book Sharing

The second activity in this study is a collaborative term. The teacher told a student preference of the story and asked the parents to do the same way at home. There were 9 students whose parents were not joining the program, so the teacher doubled the activities in the morning and afternoon before they went home. The dialogue or book sharing took place in the middle of the reading aloud activities. The students were free to stop the teacher reading and pointing the words read, then asking questions. 9 students were showing passive reaction in the first day of the activities. But, being more active and enthusiastic day by the day, 18 students were active from the first day to the last day. The rest was asking the same thing many times, turning to passive with only one-two word answer or keep silent, three of them said that they were tired of the activities, and one of the rest were imitating the teacher. The parent interview results told that at home 20 students were asking to have the same activities. And the dialogue took place not only when the reading aloud section done, but also at other times.

#### 4.3 Arts

The third step of the program was drawing. The students were asked to have a crayon then draw something when the teachers join the activity to ask the meaning of the pictures made. 35 students were easy to draw in the first cycle. They started to be bored of drawing in the other cycle. 18 of the students drew the main character of the story and other things outside the plot. Five students drew the main characters and other things in the story, while nine of them drew only the main character. The rest of them did not draw something that related to the story and no meaning also. The parents interview result showed that the students who have meaningful drawing were not familiar with the activities and

less talk at home.

#### 4.4 Vocabulary Learnt and Print Knowledge

This was the last section of the activities which is continually done after the children draw something about the materials. Here, the students are asked five to 15 words related to the books. The teachers were showing word cards and observing the students' reaction. From teacher interview result, it was found that several methods applied to make the students master the words. The methods were spelling, calling the initial words, explaining the meaning, and others. Below is the students' list of vocabulary.

Table 4.1 Children Vocabulary and print knowledge

Number of words	Number of students
4	5
5	4
7	16
10	14
14	1

The students that have less than 7 mastery of print knowledge are whose parents were not joining the program.

#### 4. REFERENCES

- Anthony, Jason L., and Francis, David J. 2005. Development of Phonological Awareness. American Psychological Society, 2005, vol. 14. No. 5. Pages 255-259.
- Barrat-Pugh & Rohl, Mary. 2000. Literacy Learning in the Early Years. National Library of Australia. New South Wales.
- Cooper, David J & Au, Kathryn H (1997). Literacy: Helping Children Construct Meaning. USA; Hughton Mifflin Co.
- Er, Shendan. Et.al. 2013. Identifying the Relationship between Children's Language Skills and Parents' Self-efficacy in Story Reading. Procedia: Social and Behavioral Sciences 93 (2013) 1269-1274.
- Hall, Susan and Louisa Moats, eds. *Straight Talk About Reading: How Parents Can Make a Difference During the Early Years* Chicago: Contemporary Books, 1999.
- Johnston, Judith. (2005). Factors that Influence Language Development. Encyclopedia on Early Childhood Development. England; Child Development Institute LLC.
- Justice, Laura M., and Amy E. Sofka, 2010, Engaging Children With Print : Building Early Literacy

- Skills Through Quality Read-Alouds, The Guilford Press, NY.
- Justice, Laura.M. et.al (2005). Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement. USA; International Reading Association.
- McGinty, Anita S, and Justice, Laura M. 2009. Predictors of Print Knowledge in Children with Specific Language Impairment: Experimental and Developmental Factors. *Journal of Speech, Language, and Hearing Research*, February 2009, Vol 52. Page 8197.
- Rhyner, Paula M. 2009, *Emergent Literacy And Language Development : Promoting Learning In Early Childhood* , The Guilford Press, NY.
- Shahrakia, Sara Hashemi & Kassaian, Zohreh. (2011). Effects of Learner Interaction, Receptive and Productive Learning Tasks on Vocabulary Acquisition: An Iranian Case, *Procedia Social and Behavioral Sciences*. Edisi 2011 No. 15. Hal. 2165-2171.
- Zucker, Tricia A, et.al. 2009. Print Referencing During Read-alouds: A Technique for Increasing Emergent Readers' Print Knowledge. *The Reading Teacher*, 63 (1), page 62-72.