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## **IMPLEMENTING READING STORIES TO TEACH READING TO CHILDREN**

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### **Abstract**

This research is based on the researcher's pre-survey on the implementation of reading stories towards children. Young children have an extraordinary ability to record what they have heard. The purpose is also to increase their intelligence and to prepare the children for language learning before they are ready to study at school. During the reading activity, the mothers do not force the children to do any activity. They just observed the children's development while reading activities and help them increase their language acquisition. The aims of this research are to see the children's language acquisition process, to identify how storybook is being read by the parents, and also to know the advantages of reading story to young children. Language development is one of the indicators of overall development for children's cognitive ability related to their success in their study. The result showed that reading stories to children can help parents to prepare their children before they are ready to study at school. Reading story to children with bilingual books also increases children's language acquisition because during the reading activity they got some new vocabularies related to the story. The result showed that the children have different methods and strategies in learning from the story. During the reading process, the mother gives some definition related to the story and read with clear intonation and gestures.

*Keywords: Reading stories for children, bilingual book, children language acquisition.*

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### **1. INTRODUCTION**

Heckman & Masterov (2007) stated that children have two skills cognitive and non-cognitive development. In particular, cognitive skill is important for children's socio-economic success in terms of schooling, wages and quality of the job. This skill is influenced by pre schooling training, education at school and also parental efforts. Cunha and Heckman (2008) use data from the U.S. National Longitudinal Survey of Youth (1979) and stated that to improve children's cognitive skills parents should help them build and increase their knowledge, only then the children will be successful in their life.

One habit that parents need to inculcate is reading. However there is one problem, reading habit in Indonesia still low. For that reason, I firstly want to know some effective strategies that can be used to build reading habit. I feel that reading habit can be improved if we have a good reading ability and a mentor to help expose the knowledge. Robin Campbell (2009) mentions in the book of "Reading

Stories with Young Children" those children who are not able to read still have the power of mind which is already running and if they are exposed to the reading activity they will be more responsive and their ability in reading can improve. Huey (1908) argued that parents and young children reading a book is the road to success, and the secret of it all lies in the parents reading aloud with and to the children (P332).

Actually, every child needs to receive routine stimulation as early as possible and continuously at every opportunity that can be done by mothers, fathers, caregivers, as well as closest people in everyday life. Story reading can stand alone as an enjoyable activity for the children, and for most children being able to respond to the story extends their enjoyment and furthers their understanding. Reading stories with young children focuses on the reading and the activities that can be developed from it. The parents of young children and teacher educators may find some useful books as the media for reading with and to the

children. Parents will be interested in noting how reading stories at home provides a foundation for children's literacy skill development.

## **2. LITERATURE REVIEW**

Reading is an interactive process between the reader and the writer. Brunan W.K (1989) defines reading as a two-way interaction in which information is exchanged between the reader and the author. Smith (1973) also shares the same attitude. So it can be concluded that reading is a process of understanding the content of a written text. Reading can increase our knowledge and reading has many benefits for us, we also can get a lot of information from reading. Reading is not only can be done by adult but also children, but the problem is it is a little bit difficult to courage children to read. Therefore, it is needed to find a way to solve it.

Actually, there are a lot of ways to teach reading for children. One of the most important uses of learning styles is that it makes easier for children to understand what is being read. There are various learning styles that children tend to display, but the three most popular and widely known are visual, auditory, and kinesthetic. Some children use visual learners, while others are auditory or kinesthetic learners. When children use all their senses to receive information, they seem to have preferences in the way they learn best. In addition, they also have different ways of learning from one another. To help children learn, mothers need to find as many strategies and preferences as possible to make their children more easily understand what they are saying.

Children who learn with the visual methods learn visually as they learn through graphics, colors, and images in the storybook that the mothers read. Usually, the children will easily remember from what is seen than what is heard. They also like to draw and like the books

that have many picture. Children learning with auditory learning method usually learn by listening in the storybook that the mother read. They are also sensitive and memorize every word spoken by their mother. They are also good at imitating tones and rhythms and like to read in a loud voice. The kinesthetic ones learn by doing movements or touching the objects that are learned such as the pictures and the books read. They also like to use gesture and intonations which are directly practiced when they listen to the mother.

For parents who enjoy and always read with and to the children, their children will have their own skills, because each of them will continue to add to their abilities that are channeled through what has been read. In the instrumental variable assume that approach birth order and family size do not have a direct effect on the child's inherent reading ability is not uncontroversial. Salvanes (2005) conclude that family size itself hardly has an effect on children's outcomes. It is not clear while causing these birth order effects. Therefore parents should know that reading aloud experience is effective because children can see and feel interested in the stories, relate different aspects of the story to their own experiences, illustrate an illustration, and ask questions about characters and plots. However, listening to a story that is read aloud can be a very different experience for children who speak languages other than English.

One of the reasons why reading story books is important to children is that it can improve vocabulary development. The development of accidental English vocabulary is one result of being exposed to new words when talking to others or when watching TV. The parents can use storybook reading techniques to combine the new direct teaching of words by using the same words while reading interesting stories that children likes. Children who listen to stories in their own language can learn new language words through active

participation such as answering questions related to the story.

Reading books with children must have several unique ways and can attract their concentration to pay attention to the content that is delivered by parents who read them. I chose a bilingual book because I wanted to know how the child acquired the foreign language they heard. The situation when the children are read also affects their ability to respond to what they hear. Therefore, parents must be sensitive to their surroundings. Parents must be able to create a good strategy to attract the attention of their children when the book is read. Children are considered as natural learners who can respond to what they get quickly, children also have good memory skills. If a child is accustomed to listening to the expected storybook it can make them more ready before entering school age. Brumen (2011) stated that learning foreign languages at pre-school age is one of the most important contexts for child development. Children are motivated in foreign language learning because they generally like to learn new things. The atmosphere is also very influential to support and make the child feel comfortable. Parents must be able to create an atmosphere that is comfortable with children that will help and help them to digest what they hear.

Doupe & Kuhl, (1999) stated that children have an extraordinary ability to distinguish sounds when speaking. Mother tongue for children is an analogy in learning foreign languages for the children. Although the child has not been able to recite correctly, they can respond and record what they hear. Based on the theory, it can be concluded that even though children cannot read correctly, they can already respond to what they hear from others. The researchers also find out how the process of developing children's discussion skill through reading to and with them can increase their language acquisition or not.

### **3. METHODOLOGY**

This research was a qualitative research which used descriptive analysis to interpret the data. I analyzed the children's language acquisition and their development during parents read to and with them. Therefore, during the observation, I used descriptive analysis with five instruments survey, questionnaire, documentation, observation and interview to make it clear.

The population of this research was taken from all children in preschool age with parents having English command. In this research, I used purposive sampling because I chose the children with several purposes that the mother had basic in English because I used bilingual books and I chose children with different ages 0-6 years old.

I used survey, questionnaire, observation, interviews, and documentation. Before I did the observation, I did a survey to know how the children learned. After I did the survey, then I gave the questionnaire 23 to the mother based on three indicators about kinesthetic, visual and auditory learning. When observing, I saw how the children got information and improve their language acquisition when their parents read the story with them. For documentation, I asked for photos and videos during the reading activity. I also asked the parents a few questions to clarify and got clear information about the children's language acquisition development. During the observation, I took note with 5 indicators of the implementation of reading stories to children and children language acquisition.

First indicator is about special schedule that usually use to read the story, the purpose is to know how the children schedule is during reading process. The second indicator is illustration and expression during reading stories, to make sure that the mother use illustration and expression or not during reading process. Implement different strategy when

reading, different strategy is needed to make sure how the children are learning and introducing the books with interesting ways, it is important to know how is the ways that mother use to read story. Next indicator is about developing children skills and creativity after reading and help the children to express them self confidently. Fourth indicator is is interaction between child and mother when reading stories, to know whether mother and children have good interaction or not. The last indicator help children to get new vocabulary, this indicator can use to know the ways when mother help their children get new vocabulary or not.

To collect the data of the children's language acquisition analysis, I used bilingual books that were read to and with the children. The types of data were descriptive analysis with five instrument survey, questionnaire, interview, observation and documentation. The books that I used were 26 bilingual books about animals and fairy tales. After that, I asked the parents to read with the children. The children could choose which books that they were interested to be read with. Then after they read the bilingual books, I asked the parents to give me photo and video during reading activities, I analyzed the video and I facilitated what books that they need, every child I gave 4 books. I would like to make the children improve their reading ability. I also conducted an interview to clarify how the children developed. I come to their houses to observe with 4 rubric observation and 15 indicators about the implementation of reading process and children's language acquisition.

After all the data gathered, I interpreted the data based on the indicators related and I made an observation rubric in the form of a table. I used documentation photo and video to strengthen the results of my observations because I asked the mothers to send me photos and videos during the reading process when I did not observe the children. The videos and photo documentation of the second form

are supported the observer. For the interview and observations, I made a coding based on 15 indicators about the implementation of reading stories to children and the children's language acquisition. I interviewed 10 mothers when I did the observations and came to her house. I conducted an interview to see 27 the strategy of the parents and what was the technology that is used by the mothers during the reading activity so I got clearer information.

#### **4. DISCUSSION**

The researcher had done the research by used five instruments: Survey, Questionnaires, observation, Interview, and documentation. There were 3 indicators used for survey and questionnaire and 10 indicators for interviews and observation. Each indicator has also been analyzed one by one using the decoding process. So in this part of the discussion, I will match the theory I wrote in chapter two with the results of data collection that I have done. I also add some theory related to the strategy that the mother used to read the story and some theory that mention how is the children respond during the reading process. I was observed 4 times for every child and in this part will be explained one by one based on the development of the children. Before I do the observation I did pre-research to know and understand the children's ability. There are some children that have reading stories ability but others did not have it. After doing the survey I share the questionnaire related to the children's ability and the method that the mother used to build the reading habit. I argued with Heckman & Masterov (2007) that children have two skills, cognitive and non-cognitive development that is important from an economic perspective because of the effects on their productivity later on in their life and the survey showed that based on the survey and observation result. Usually the children used 61 three types of learning method namely,

auditory, visual and also kinesthetic method.

According to Price (2012) stated that used intra family differences in reading to children by birth spacing to estimate a causal effect of time that spent reading to the children with outcomes at different ages. Based on this theory, it can be concluded that children's abilities and learning methods can be adjusted to their age. Therefore, mother must adjust and apply learning methods that are appropriate to their children abilities.

Based on the questionnaire result, it was found that each child has a different way of learning. Among them used kinesthetic, auditory, and visual learning methods, but they mostly to used one of these methods. The interview result concluded that there are children who like to be read, and some of them like to read by themselves. There are also those who prefer to saw pictures in the storybooks. Than listened to their mothers without saw the books. There are also those who read by themselves and touch their books. As a result, they have different learning method and the method used adjust to their age.

Learning styles can be defined in various ways because each child has a different way, depending on one's perspective. Brown (2000) stated that learning styles as a way for individuals to understand, viewed and process information in learning situations. Learning style is one aspect that can make children understand more quickly what is being learned. During the reading process, the mothers used different strategies to make their children easy to understand the contents of the stories that were read.

Based on my survey and questionnaire, I used three learning method, there are kinesthetic, visual and auditory. For visual learning usually, the children read by their own self, colored the picture in the book, and showed their positive respond. Therefore the children that used visual learning method, they like to read by them self rather than read by the mother. They also always saw the picture in the book

during the reading process. For auditory learning method, the children listened to what mother read and they do not like read by themselves. They also understand the content of the story through listening to the sentence that their mother read. The last is a kinesthetic learning method, the children touched the book during reading activity and the mother used gesture also clear intonation when being read with the children.

For my observation, I used 10 indicators based on the implementation of reading stories to children and language acquisition. For the implementation I used 5 indicators, there are: The first category is a special schedule for reading stories. Some children did not have a special schedule before I gave the storybook. Meanwhile, they already have a special schedule after I gave the book for them and the mother read it with interesting ways to grab children attention. Based on the research usually they read the book at night before sleeping or in the morning after breakfast. Mother build reading habit at home with good schedule and mother also always find out strategy to make children interesting to the story read. Based on the survey and observations most of children read the book at night before them sleeps. For instance when children want to sleep they ask mother to read the book.

The second category is used illustration and expression during reading. The mother always used illustration and clear intonation during the reading story to make the children easy to understand the content of the story. Illustration that mother used is like the character in the story book, so the mother imitate the character and showed the expression based on the character in the story. For example like if the story tell about "monkey" so mother illustrated and express like monkey. During reading process, children very interested when mother imitating the character in the story, some children also followed the mother imitating the character in the stories.



The third category is about implemented different strategy when reading the stories. Based on the observation, the mother always implemented different strategy during the reading process. The purpose is make the children did not bore with the same story. The mother also tries to make the children interested. During reading process the mother implement the different strategy to read the story. It means the mother always introduced the books with interesting ways because the mother always adjusted with the willingness of the child, so that the children can choose the book by themselves and mother read the book based on what they asked. For example, during reading process mother used different ways to tell story like introduce the title first, tell the moral value first, show the pictures, etc.

The next category is about developing children skill and creativity after reading. Usually, during the reading process, the children always showed different respond. For example, they imitated the character in the story, coloring and guessing the picture in the book and tried to read the story by them. During reading process mother help the children to develop their skill and creativity. The children also ask the mother to help them improve their skill and creativity. The mother also helps the children how to express themselves confidently. The mothers always have an interesting way to help the children expressed themselves. For example, the mother gave the definition and example related to the character in the book. After that, the mother asked the children to imitate the character. So that after listen to the story children can increase their creativity.

The last category is the interaction between the child and mother during reading. The interaction always good because the mother asked the children many questions related to helps the children how to express them confidently. The mothers always have an interesting way to help the children expressed

themselves. For example, the mother gave the definition and example related to the character in the book. After that, the mother asked the children to imitate the character in the story and the children gave an answer and showed a good response. The mothers always build very nice interaction based on the story.

Then for my questionnaire, I also used 5 categories that associated with the category in my observation. I also used the indicator based on the 65 implementation of reading stories to children and language acquisition. For the implementation I used 8 indicators, there are: The first category is the ways to make the children enjoy listened when the mother was reading to children. As a result, the mother answered that the mother always used a different strategy to make children concentrated and focused on the story. Mother also used the strategy during reading process. Based on the answer, every mother has a different strategy to read the storybook. For example, the mothers used a simple sentence or build their own sentences to make the children more understood the content of the story.

The second category is about the illustration and expression that can make the children more interested in hearing the story. All mothers said that they always used an illustration and expression during the reading process because it can make the children interested to the story. The children asked the mother to repeated and read the story because they like the expression that mother showed. The ways to train the children understanding the content of the story read usually, the mother gave the explanation and asked the question related to the story, than the mother looked at the children respond to train their understanding. The mother has different ways to introduce the book to the children. Most of mother has the same ways to introduce the book. Usually, the mother introduce the picture first, then the title and after that gave some explanation related to the picture and read the story to children used the simple sentence.

The next category is about the book that children more like and often to be read. Based on the respond of the children, there are 9 children more like animal books and only one child that like fairy tale book. Most children like animal books because animals are more familiar for them. Almost all of them read at night before sleep because it is a time when children relax and can concentrate well. There are also those who read in the morning after breakfast.

Another category is about the right time to read and the special schedule to read the book. Actually, not all children have a special schedule, there are some children did not have a special schedule and some of them usually read the book at night before sleep or in the morning after breakfast.

The last category is about the obstacles when build reading habit at home. Based on the mother respond, they have the same obstacle. For example, the children did not focus on the book because there is another thing that more interesting.

The result it can be concluded that every child has a different learning style. Every child has different ways to understand something because they have different ability. In the result section, I have explained every child based on the questionnaire result. It can be concluded that each child has a different way of learning and usually their learning method adjusted to their age. Based on the observation results, it can be concluded that every child has an improvement every day. Mother also always read stories with their best strategies to make children 67 interested in the stories. The interview results show those children preferred books about animals compared to fairytale books because the language is easier to understand and more familiar for them.

Based on the survey results and questionnaire, and I also used three learning methods visual, auditory and kinesthetic. The children used the visual method to find out the new vocabulary by reading the storybook because they were

easy to remember what they saw rather than what they heard. They also learned through the picture. When they learn, they used the auditory method and received also respond to the new vocabularies by listening to what their mother has said. They also imitated when mothers read English for them. It showed be the development of their language acquisition. The kinesthetic method they understand the content of the story by directly practicing what they heard. For example, when their 69 mother mentions their new vocabulary they gave the respond and expressed like the character in the story.

The observation results, there are 10 indicators about the implementation of reading the story and children language acquisition. I used 5 indicators for children language acquisition. The first indicator is to help the children how to get the new vocabulary. During the reading stories activity, mothers always helped children to find out and understood new vocabulary. Usually, the mother gave a definition of the sentence in the story. For example, like habit of the characters in the story being read, before the mother tells the story they gave definition first it can make the children easier to understand the story. For children in age 0-3 years old not really understand new vocabulary that mother gave it can be look when the mother tell the story to them they still confuse to answer the questions.

Based on the instruments above, it can be concluded that all instruments used are interrelated and children language acquisition can develop well if a mother often reads storybooks to children because it is one of the effective ways that can be used to help children prepare themselves before school age. By reading bilingual books they will get a lot of new vocabularies and better understand the things that are happening around them. Reading books to children can also increase their knowledge and teach moral values to them because in the storybook that is read there is the moral value that can be applied in daily life.

## **5. CONCLUSION**

Based on the pre-research survey, it can be concluded that most of the children more like the animal's book because they are more familiar with animals and often saw animals in everyday life and on the television. The survey results also proved that children usually used three methods in learning, vocabulary, auditory and kinesthetic. Based on the survey results of each age, it can be concluded that children aged 0-2 years old cannot express with a clear voice, but can understand what is told by their mother through their instincts and expressed it by holding the picture in the book. Whereas children that 2-4 years old usually expressed the characters in the storybook and what they heard, and those aged 4-6 years old are more active in asking questions and looking for their curiosity.

The results of the questionnaire showed that every child has a different way of understanding something. There are those who understand by seeing, hearing, or touching the object being studied. From the results of the questionnaire, the mother explained how their children's learning method was and how the child understood the story read by his mother. With learning methods that are related with their abilities can make it easier for children to understand the contents of the story. Mothers usually illustrated the pictures in the storybook with sound and sometimes the child who is already good at speaking followed the illustration of his mother's voice. They also remember some of the vocabularies in the book. Children aged 0-2 years old cannot fully understand what is in the story that was read because of the age of those who are still toddlers. However, children aged 2-6 years old are able to understand what the story in the storybook reads.

Based on the results of the observations with four times observed and 15 indicators it can be concluded that each child has a different development every day. They always got new vocabulary every reading

the story books. Sometimes they imitated what their mothers used English. Usually they mentioned the names of characters in the story using English. For examples: Monkey, Fish, Strawberry, etc. For 0-2 years old they imitate the sound according to what their mother said, but because they were still learning to speak, her mother justified inappropriate words. For example, the story of the Cow the mother gave an example of how the sound of the cow and the child imitate what was said by the mother. For children who are 2-4 years old, the mother usually prioritizes the pronunciation so that her child can follow what is pronounced with the correct pronoun. For example, the children were spelling Monkey, Fish, and Caw. While children aged 4-6 years old have begun to focus on the sentences in the storybook.

During the reading activity, mothers always provided definitions of words that are difficult to understand. During the process of reading stories, sometimes children did not focus on what was read. They are more focused on other things that are more interesting for them, such as television, gadgets, and other things that distract them. That is why the mothers have to find a strategy that can make their children more focused and pay attention to what their mother read.

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