Read Aloud Training Module
Research and Development to Improve Literacy

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ABSTRACT

A reading aloud practice from parents to children is a concrete form of providing information and introducing skills in the family literacy program to foster children's interest in reading books. Consequently, an appropriate module is necessary as a means of delivering training materials. In addition to facilitating tutors throughout the training process, the module can also be used to motivate parents to continue to be innovative, creative, and improvising in reading books to children in the effort of realizing the principle of sustainable progress. The training module is designed using Research and Development (R&D) method with the ADDIE model, namely analysis, design, development, implementation, and evaluation. The paper is limited to the discussion of the analysis, design, and development phases. The module focuses on family literacy and the issue of reading aloud. First, the analysis phase shows that parents are interested in participating in the read-aloud training program to improve their reading skills so that it can be implemented in their homes. Second, the design phase describes the module in terms of form and content. Lastly, the development phase shows the parameters of expert assessment towards the material/content, presentation, linguistic aspects, as well as appearance and graphics.

Keywords: Literacy, read aloud, reading, training, training module

1. INTRODUCTION

In the 21st century, family literacy is a necessary skill in order to improve the quality of people's lives through reading habits. According to the Ministry of Education and Culture (2017), family literacy is the understanding of literacy as the ability to identify, seek, obtain, and process information. Thus, family literacy has become a family empowerment program in fostering reading interest in children. The importance of family attention to literacy culture was also conveyed by Anderson, Anderson, Friedrich, and Kim (2010), who stated that "The development of the family literacy movement is important in developing children's early literacy skills. Family literacy is a rapidly developing field of study, that families have the potential to develop children's early literacy skills through appropriate stimulation". One of the first steps that can be taken in realizing family literacy activities at home is through reading books aloud.

Family literacy through reading books aloud must become a family empowerment program in fostering reading interest in children. Fostering family literacy can be started with the most basic way, such as parents' understanding of literacy culture itself and parents' persuasive skills in order to invite their family members to foster a reading culture. The importance of parents reading books to their children was also formulated by the Ministry of Education and Culture (2018) which become a family literacy movement with a program called "National Movement for Parents Reading Books" or *Gernas Baku*. Movement of parents reading books. According to the Ministry of Education and Culture (2018), this program is carried out as a form of support towards the role of the family to increase children's reading interest through habituation of literacy activities at home, and in society with the aim of getting parents to do their role in reading books and training children's reading so that from these habits can foster and strengthen social-emotional relationship between children and parents and also making it a habit to foster children's interest in reading from an early age. In addition, parents must also possess persuasion skill in order to invite their family members to foster a reading culture. This skill can be started through mastering the read-aloud model or commonly known as reading aloud model.

Over time, information was obtained that more parents give 100 percent of their children's education to schools. This happens for various reasons, such as not having the time due to their working hours, considering that school is the only place to learn, their lack of confidence in their knowledge, and other reasons (Widodo, 2020). On the other hand, Rahesi, Abidin, and Mulyati (2019) argue that the reading aloud model must be mastered by parents because this model must be applied by parents along with their children. This type of education, such as the interaction of the reading aloud model by parents to children in order to increase family literacy, is a form of education that should be implemented as a whole in the community. In other words, the reading aloud model should not only be carried out by urban families who have advanced educational resources but must also be carried out and facilitated by families at the rural level. As we all know, in this case, fostering reading interest in the family is an activity that seems to have not been optimally implemented. If examined further and deeper, the number of reading training for parents is still very limited and the number of supporting facilities used in the training such as modules is still insufficient.

Research that applies reading aloud techniques to increase children's reading interest and ability is carried out by Yumnah (2017), Ledger & Merga (2018), Johnston (2015), and by Manning, Manning, and Cody (1988). The results of these studies indicate that the reading aloud model is effective in fostering reading habits, introducing literacy culture in the family, building children's character in the family, and strengthening the relationship between parents and children. These studies also revealed that reading aloud is very beneficial for parents and their children since it can positively influence and provide other values in the relationship between parents and their children. In addition, research on the preparation of reading aloud training modules to improve family literacy has not been carried out by other researchers.

The aim of designing a training module, in general, is to produce a printed module as a means of supporting tools in the activities of reading aloud to improve family literacy skills. Reading aloud interaction model training is expected to foster parental skills in literacy and stimulates children's ability to receive and process information. According to Trelease (2017) reading books aloud serves as a source of information and imagination. In addition, reading aloud can also strengthen the bond between parents and children. The technique of reading aloud has been proven to improve reading, writing, speaking, and listening skills as well as increasing children's excitement in learning many things.

2. LITERATURE REVIEW

2.1. Family Literacy

Family literacy is a literacy activity in the family (Desmond & Elfert, 2008) which includes the ways people learn and use literacy in family life (Purcell-Gates, 2007) and society, as well as how parents can help their children in learning literacy (Crawford & Zygouris-Coe, 2006). Family literacy is a literacy activity carried out in a family environment, where older family members involve children in literacy activities (Hannon, 1999). Family literacy also emphasizes joint activities between parents and children in which adults serve as models for literacy functions (Taylor, 1983; Wasik, 2004). Based on the opinion of several experts, it can be concluded that family literacy is an effort made by parents in order to develop their children's literacy skills which include reading and writing literacy, information literacy, and other types of literacy.

In family literacy, parents must be able to provide children with a strong foundation regarding language acquisition and early literacy skills. According to Wasik (2012) in family literacy, not only children that are required to acquire family literacy skills, but adults also need to have these skills. Saracho (2002) states that the starting point for family literacy is the home environment, specifically one that will influence children's interactions to explore and express themselves. Families need to provide a literacy-rich environment for children. The starting point of the family literacy movement is a desire to improve and develop the abilities of family members in family literacy activities. According to the formulation of the Ministry of Education and Culture (2017) the family literacy movement is carried out in the form of providing family reading materials, strengthening understanding of the importance of literacy for families, and implementing literacy activities with families. Family literacy provides many benefits if it is consistently carried out in everyday life.

2.2. Reading Training

Training is a learning activity that is always designed and developed to create a learning process in participants. Through the learning process, the training program participants will have the ability to include the knowledge, skills, and attitudes needed to be able to carry out a task and job. According to Solchan et al. (2010), is a process carried out and used by readers to get the message the writer wants to convey through the media of words or written language. It revealed almost the same thing about reading. If it is concluded more broadly, reading training is a learning activity to support abilities, knowledge, and skills about reading. This reading training is expected to optimize one's skills in reading activities in order to understand the meaning of the information contained in the book.

The importance of the role of parents in reading books to their children has been echoed by many experts. In Indonesia, the movement for parents to read books has been proposed by the Ministry of Education and Culture in 2018 in its guidebook entitled National Movement for Parents Reading Books (*Gernas Baku*). The implementation of the National Movement for Parents Reading Books at home can be done in various ways. According to the Ministry of Education and Culture (2018), it can include: 1) Parents learn to understand children's reading skills (according to developmental stages); 2) understand the techniques to attract children's interest/pleasure in reading; 3) understand the technique of reading books to children; and 4) getting used to reading books or telling stories with children.

2.3. Reading Aloud Technique

Reading Aloud was introduced by Trelease in his book entitled The Read-Aloud Handbook. Reading aloud is a book-reading activity that parents and their children do. As Trelease (2017) said, reading aloud becomes a simple activity, where we (parents) take the time to read the story continuously, which has the effect of making people listen, willing to read, and finally able to read. According to Kurniawan, Khomsiyatun, and Samiaji (2018) reading aloud is an activity of reading books to children in an interesting way. Children will listen carefully to the readings of the parents.

In reading aloud, there is an activity to vocalize language symbols, apart from the problem of understanding the content in these language symbols (Tampubolon, 1987). Several aspects must be considered in reading aloud, namely pronunciation, intonation, understanding of phrases and word groups, fluency, and clarity (Rahim, 2005). This means that the activity of reading aloud has not prioritized students' understanding of reading, but emphasizes more on how students voice their writing verbally with proper pronunciation and intonation (Yarmi & Widyastuti, 2014).

In reading aloud, books are the main media used by parents to their children. The position of the book is between parent and child where parents read the storybook to their child. Storybooks are read very expressively so that the child can also see the contents of the book such as words, colors, and pictures in the story. The stages of reading aloud are divided into four stages including: (1) Preparation Stage. At this stage, parents must prepare themselves to start reading aloud. This activity is also known as planning the reading goals. (2) Before preparing the Reading Aloud. In the stage before preparing to read aloud, parents provide stimulus to children by opening simple conversations. (3) Reading Aloud. When the activity of reading aloud is being carried out, parents do it in the best way they can such as asking questions before the book page is opened, then reading the book in a voice that can be heard by the children. (4) After Reading Aloud.

After reading aloud is done, parents provide stimulus to children by encouraging children to ask questions.

To carry out the activity of reading aloud by parents to their children, parents must prepare themselves for the reading activities itself, so that reading activities will be fun and comforting for the children. According to Kurniawan, Khomsiyatun, and Samiaji (2018), some people's readiness to read includes: 1) readiness of affection. At this stage, parents are required to be an individual who always gives affection. This attitude of affection means that they can accept any attitude expressed by the child; 2) Readiness of reference. This reference is obtained from the awareness of parents to read books, especially books about education; 3) Readiness to solve problems. Parents gain knowledge about children's movements and attitudes, and this knowledge will be used to solve various problems.

2.4. Training Module

A module is a form of teaching material that is packed comprehensively and systematically, which contains a set of planned learning experiences designed to help student master specific learning goals. The minimum module contains learning objectives, learning material/substance, and evaluation (Rahdiyanta, 2016). The purpose of writing the module is to: 1) clarify and facilitate the presentation of the message so that it is not too verbal; 2) overcoming the limitations of time, space and sensory power, both students or training participants and instructors; 3) can be used appropriately and with variations; 4) increase training participants' motivation and passion for learning; 5) Developing the ability of trainees to interact directly with the environment and other learning resources; 6) enable trainees to learn independently according to their abilities and interests; 7) enable trainees to measure or evaluate their learning outcomes. To produce modules that can increase learning motivation, module development must pay attention to the characteristics required as a module, namely: a) Self Instructional, b) Self Contained, c) Standalone, d) Adaptive and e) User-friendly (Directorate General of Education Quality Improvement and Education Personnel, 2008).

3. METHODS

The training module is compiled through research and development (R&D) designs with the ADDIE model, namely analysis, design, development, implementation, and evaluation (Mulyatiningsih, 2012). Meanwhile, this article's focus of the research is limited to the analysis, design, and development stages. As of the final result of this research is the prototype design of the training module to read aloud to improve family literacy.

First, the analysis stage is carried out to determine the needs of prospective users so that the products compiled

can match the expectations. Data at the analysis stage were obtained through a closed questionnaire to 25 research subjects, with the criteria of families that had activities related to literacy development (reading books to children from an early age, having a schedule for reading books together, subscribing to newspapers or magazines). The questions used in the questionnaire were related to the subjects' interest in reading aloud training, as well as the research subjects' needs for reading aloud training. Second, the design stage or initial product design. The initial design will be described through the points mentioned in the Bruce and Joyce learning model. This is an explanation regarding the form and the content. Third, this stage is the stage of assessing the product prototypes that have been compiled. However, the explanation in this article will only describe the points used in the product feasibility assessment instrument.

4. FINDINGS AND DISCUSSION

4.1. Users' Needs Analysis

The importance of reading books has not been fully understood by the community. This is proven by the results of a preliminary field study involving 25 respondents. The aspects used to see family literacy activities are only the implementation of aspects of the literacy dimension which indicated through the family-scheduled activities that relate to the literacy development in reading and writing (reading books to children from an early age, having a schedule for reading books together, subscribing to newspapers or magazines).
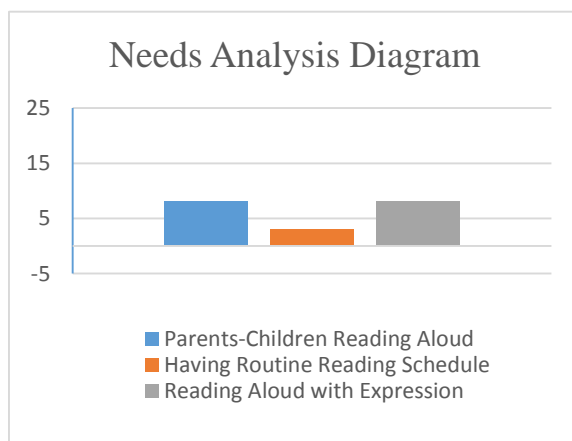

Figure 1 Needs analysis diagram.

Figure 1 shows the results of the research obtained through questionnaires to 25 respondents. There are only eight parents are able to read books aloud with their children, only 3 respondents had a regular schedule of reading books at home, and only eight respondents are able to read books aloud and full of expression. One of the causes of the lack of public understanding regarding the importance of reading books to children is due to the lack

of information and knowledge about reading books aloud, this is evidenced by the fact that from 25 respondents, not a single respondent has ever attended activities or training on reading books aloud. In the question of the training implementation plan, all respondents expressed their agreement and were interested in participating in the training because they are inexperienced so far.

Based on these results, it can be seen that the respondents require an implementation of training, especially training in reading aloud in order to improve their family literacy knowledge and skills. In training activities, one of the beneficial supports for the implementation of research is a module. The module is a means of delivering training material from the instructor to the training participants. Therefore, it is necessary to arrange modules that are adapted to the training material so that the participants who participate in the training can make good use of them.

4.2. Initial Training Module Design

Adjusted to the points or aspects of the development model proposed by Joyce, Weil & Calhoun (2000), there are several aspects to the development design, namely rational, objective, basic principles, learning material, learning evaluation, instructional impact, and folklore enrichment material schemes with a web-based integrative model.

4.2.1. Rationale

Based on the results of observations and the answers to the questionnaires filled by respondents, it was found that some people had never attended training that had a family literacy basis. Society in general has the ability to read but has never applied the technique of reading aloud to educate their children. The interaction model of reading aloud by parents to children to increase family literacy is considered as education that should be able to be applied holistically in the community. In other words, the reading aloud model should not only be carried out by urban families with more advanced educational resources, but it should also be carried out and facilitated by families at the rural level. As we all know, in this case, building reading interest in the family is an activity that has not been optimally implemented.

4.2.2. Objective

The design of training modules, in general, is to produce a printed module as a means of supporting tools for reading aloud activity in order to improve family literacy skills. Reading aloud interaction model training is expected to foster parental skills in literacy and stimulates children's ability to receive and process information.

Table 1. Principles of developing a training module

1. Holistic
Contains all aspects of the module in the form of an introduction, the purpose of preparing the module, materials, learning activities, exercises, and sources of references.
2. Cohesive
Easing the instructors during the training process, as well as the participants during and after the training process. Modules can be used as reference material for material that covers all training materials.

4.2.3. Basic Principle

The principles used in the process of developing a training module of Reading Aloud to improve family literacy is based on what Mulyati (2002), as shown in Table 1.

4.2.4. Enrichment Materials

The material contained in the training module includes explanations regarding 1) family literacy; 2) the technique of reading aloud; and 3) examples of texts that can be used in the training implementation process.

4.2.5. Instructional Impact

Adopted from Hanifak et al, (2020) through continuous training and mentoring activities, it is hoped that: 1) there will be an increase in the ability to read aloud in parents who have children at school age; 2) an increase in parental literacy skills in supporting the success of family literacy; 3) the realization of a reading culture in the family environment (home); 4) sustainability of literacy programs; and 5) growing reading habits in children.

4.2.6. Reading Aloud Training Module Schematic

Modules are arranged based on the module structure proposed by Mulyati (2002), which includes: 1) introduction that covers an introductory statement, instructions for use, and a table of contents. 2) Module objectives, namely a description of the objectives both in general and specific. 3) The material which specifically explains about family literacy, reading aloud techniques, and examples of stories that can be used in the training implementation process. 4) Learning activities instructions for implementing reading aloud to be carried out by the user. 5) Evaluation or exercise, and 6) Bibliography or references used in the module. All content in this module is closely related to the process of implementing the training of reading aloud. Therefore, the compiled modules can be distributed to the training participants.

In addition, several points of consideration in making the initial design are based on 1) Accuracy of content: valid and can be accounted from the point of view of scientific disciplines, does not include wrong concepts. 2)

The suitability of the material with the learning experience: to teach, according to the competencies required. 3) Accuracy of coverage: adjusted to the target users of the module and the competencies to be achieved. 4) Updated: the substance is in accordance with the current times, up to date. 5) Intelligibility (content comprehension): easy to understand, paying attention to the technical terms, foreign terms, accumulates ideas in one sentence, communicative. 6) Language order (readability): clear, straightforward, denotative, simple sentences, cohesive-coherent paragraphs, does not pile up ideas in a long complex sentence, orderly spelling and punctuation, orderly linguistic structure, orderly writing organization system. The points conveyed by Mulyati (2002) will then be included in the product assessment instrument to determine the feasibility level based on expert judgment.

4.2.7. Schematic Usage of the Reading Aloud Training Module

Arranged in a printed version, this training module can be used by training participants as a guide to improving their knowledge and skills in reading aloud. This printed module is used during the training process and can be used as a reference book or reading after the training has been completed.

4.3. Training Module Development Process

In the product development process, the following activity is the formulation of texts on the entire content and complementary content. In addition, researchers will also complete the illustrations required in the training module. At this stage, the produced exemplar is ready to be assessed for its feasibility and tested on users. After the initial product or product prototype is arranged, the next stage is an assessment of the feasibility of the product by experts or what is commonly referred to as an expert judgment. Experts who can provide an assessment of this product include reading experts, teaching materials or enrichment materials experts, literacy experts and/or literacy activists.

The following are points that can be included in the expert assessment instrument adapted from the Books and Curriculum Center (2008). These points can still be developed through indicators that could ease the experts in giving their assessments.

4.3.1. Content / Material Aspects

The points are 1) the material presented in the training module contains family literacy, reading aloud techniques, and examples of short story texts; 2) the accuracy of the material is evaluated based on the concept to increase user knowledge; 3) the material does not contain ethnic, races, religions, and gender issues; 4) the

material is beneficial in terms of content and form; and 5) the material provided is in accordance with the characteristics of the training module, which are holistic and cohesive.

4.3.2. Presentation Aspects

The points that will be assessed are 1) the presentation is given in a coherent, straightforward, and logical manner; 2) the presentation provides a stimulus and a response; 3) information is presented through text (print module); and 4) Providing complete information.

4.3.3. Aspects of Language Eligibility

The language eligibility that will be assessed are 1) the language style used in the enrichment material takes into account the level of language development of the trainees; 2) The language used contains straightforward language and contains a variety of vocabulary; 3) the language used can be understood by the trainees; and 4) the language used is in accordance with the general guidelines for Indonesian spelling (*PUEBI*).

4.3.4.4 Display and Graphic Aspects of the Web

There are the points for the display and graphic aspect. 1) The module is printed in A5 paper; 2) the cover design pays attention to aesthetics and intelligibility; 3) the content design takes into account intelligibility, aesthetics, suitability of location, paragraph, and suitability of illustrations; and 4) use an appropriate typeface.

5. CONCLUSION

Family literacy activities through reading books aloud is an activity that can provide many benefits for family literacy level, especially for children's early literacy. Reading books aloud is an activity of reading books by parents to their children. Therefore, it is important to master the knowledge and information that regarding reading aloud so that the reading activity carried out by parents can be implemented correctly and can positively influence and evokes interest in reading in the families, especially children. In an effort to develop reading aloud skills by parents, this study tries to contribute to designing a reading training module using reading aloud techniques. The aim of designing the training module, in general, is to support the activity of reading aloud to improve family literacy skills, especially parents in reading books aloud.

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