

The Differences of Early Reading Ability in Children that Often and Rarely Listen to Stories

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Abstract— This study aimed to determine children’s ability to read early in Kindergarten and the differences of children’s ability to read early, who often and rarely listen to stories. This research was a descriptive comparative. Subjects in this study were 68 children and 68 parents in Masyitoh Kindergarten. The sampling method used purposive sampling. Based on the criteria obtained 37 children in the category often listened to stories, and 31 children rarely listened to stories. The instruments a questionnaire for parents and checklist for children. The data analysis technique used t-test with significance of 5%. The results showed that children’s ability to read early who often listened stories are categorized as “Very Well Developed (VWD)”, while children who rarely listened stories are category “Developed as Expected (DE)”. There is a significant difference between children’s ability to read early who often and rarely listens to stories with a value of signification 0.000 smaller than 0.05.

Keywords— *early reading ability; listening stories*

I. INTRODUCTION

Education is the basic need of every person, because without education, human life cannot function optimally. People need education in order to raise living standards in order to become better. The quality of education will also create the quality of human resources [1]. Educational efforts to increase the quality of human resources can begin since people at early age, because this age is a potential period of human life. Early childhood is a very fundamental period for the development of children, a period filled with important events that are unique and fundamental to life in adulthood [2]. [3] Bambang Sujiono said at the early age, almost all the children potential is on the sensitive periods for grow and develop accordance with the stage of development. This stage of development occurs only once in life.

The early age is a good time to develop the potential and intelligence of people because at this age people are in the golden age period [4]. It is known from various studies that the Golden Age is a very effective period for optimizing the various intellectual potentials of children, because at the age of 4 years, the child’s intelligence reaches 50%, and at the age of 8 it reaches 80% [5]. The brain growth very fast at this age, so it is very sensitive to stimulation that received from the outside.

Aspects of language development are one of six developmental aspects that have an important role for children. Language skills can form the basis of everyday perception,

communication and interaction [6]. When children begin to learn a language, there are four skills that develop, which is listening, speaking, reading and writing skills. Each of these skills is connected to each other and cannot remain alone [7]. Language development always increases. The language development of children aged 0 to 3 years at the stage listening and speaking. From 4-6 years old, children begin to show reading and writing skills.

At the age of 4-6 years, the child’s ability to read is at the stage of early reading. Dalman said that early reading ability is a skill that must be mastered by someone who will be reading [8]. This stage is the initial stage in the process of learning to read. The early reading ability in children is necessary because it is the basic for children to move on to the next stage of reading. Early reading ability in the initial stage consist of recognize alphabetic forms and linguistic elements also recognizing the correspondence of spelling and sound patterns and reading speed.

Indonesian student’s problem is the lack of reading comprehension. Based on PISA 2019 [9] and PIRLS 2012 [10], score of literacy students in Indonesia is under average score student in the world verse OECD. For that, we must know what the problem with reading acquisition children in initial stage. Research shows that listening and reading ability is related to each other [11]. Early oral language ability is predictor for early reading performance [12]. Oral language ability in early years are receptive grammar skills, sentence imitation, and story comprehension that are activities in listening. Based on research, children with hearing loss also experience impaired reading ability [13,14]. It is mean that oral language (listening the stories) affect the early reading ability.

Based on the results of observations in Masyithoh Bina Putra 2 kindergarten from March 12 to March 14, 2019, early reading ability in children are still different, even they are at the same age. The language development is relatively low, as indicated by children from group B less interested with language learning, especially in teaching reading. During an observation conducted with parents, it showed that there were still parents who did not pay attention to their children’s reading ability. Some parents also do not know how to use the media that is appropriate for the characteristics of the child to optimize their children’s development. Children’s learning resources at home are still missing, so children are less interested in reading.

Based on the description above, the research question are:

- 1) How the early reading ability of children who often and rarely listen to stories?
- 2) Is there a difference in the early reading ability children who often and rarely listen to stories?

For that the research question, the purpose of this research are.

- 1) To determine the early reading ability children who often and rarely listen to stories
- 2) To find out differences in early reading abilities children who often and rarely listen to stories.

A. Early Reading Ability

Yafi'e explains that early reading consists of a recording and decoding process, which puts more emphasis on the process of perception, namely on the introduction of correspondence of letters with the sounds of the language [15]. According to this understanding, Sareb said the initial reading is the initial stage of reading instruction, which focuses on the characters or signs associated with the letters, so it becomes the foundation for children to move on to the next stage of reading [16]. At the beginning of reading, more attention is paid to preparing students for reading materials, but not yet reaching a deeper level of understanding or assimilation of the material. Three ability in early reading are phonological awareness, letter knowledge, and listening comprehension [17]. Phonological awareness is consisting of recognizing the initial sound of a word and naming the initial sound of a word. Letter knowledge is ability to recognize upper and lower letter, to order alphabet, and to pronounce vowels and consonants letters. Listening comprehension is ability to understand what is heard. In this research, letter knowledge is main variable for test children's early reading ability.

B. Listening Stories

According to the Indonesian Big Dictionary, listening is the activity of hearing something seriously and listening carefully to hear [18]. Listening skills are one aspect of language skills. According listening is an ability that enables a language user to understand language used orally which cannot be ignored in language learning [19].

Bachri explains the meaning of storytelling is the activity of telling something in which there is a story or story, either using an act or an event and delivered orally with the aim of providing knowledge and experience to others [20]. When reading activities using a book, it can be categorized as reading aloud. Reading aloud is the activity of reading aloud by paying attention to the structure of words and sentences, pronunciation, intonation and pauses. Loud readers need to have the skills to interpret written symbols, arrangement of words, and emphasis so that they can adjust the real speech that is available in daily life. Reading aloud is a demonstration that can be done by teachers or parents to introduce children to books or help children to have readiness (reading readiness) [21]

II. METHODS

This research is a comparative descriptive with a quantitative approach. This research was begun from March till April 2019 at Masyithoh Bina Putra 2 Kindergarten, Wedomartani, Ngemplak, Sleman, Yogyakarta. Subjects in this study were 68 group B children in Masyithoh Bina Putra 2 Kindergarten and parents.

In this study, researchers distributed questionnaires to parents. The criteria for children who often listen stories books, if the data of the parent questionnaire are based on an arithmetic average in the range of 2.51-4.00, and criteria for children who rarely listen to stories books if the data of the parent questionnaire based on the arithmetic mean in the range of 1.00-2.50. The questionnaire for parents includes the storybook reading activity that parents do at home. These items consist of involvement of children (parents give questions to children before reading the story book, parents ask question to children after reading the story book, parents ask children to predict the storyline, and parents show a picture on the child), use of props (parents use a hand puppet or the like), improvisation (parents create humor when reading), story book (parents interact with children when reading story books), optimizing dialog (parents are able to change the voice of the characters, parents read the story aloud), frequency of storytelling (parents read the story for 15-20 minutes a day, parents read the story once a week, parents read routine stories every day)

Knowing the data of children who often and rarely listen to stories, researchers observe the ability to read early child with an observation sheet. Researchers are observing the ability to read the beginning of a child one by one using an observation sheet that is already available. The author asks the children to show vowels, consonants, and asks them to read letters in syllables, and syllables in words, using letters and word cards provided by the researcher. After the researchers obtain the data and then analyze the data using the SPSS 20 software.

The data in this research was in the form of early reading ability. Data collection in the research by filling out the observation sheet in the form of a checklist. The tool in this study is children correctly show vowels (a, i, u, e, o), the ability of children correctly show consonants (b, c, d, g, h, j, k, l, m, n, p, r, s, t, y), the child's ability to pronounce vowels and consonants in syllables, as well as the ability to write syllables in words.

The data was analysis with descriptive statistics technique, the normally test, homogeneity test, and hypothesis testing. Descriptive statistics was to calculate the total early reading ability with score four criteria consist of Very Well Developed (VWD, 76-100%), Developing as Expectations (DE, 51-75%), Starting Expansion (SE, 26-50%), and Not Developed (ND, 0-25%).

The normally test aims to know the data (population) is normal or not normally distribution. Normal if probability is more than 0.05. Not normal if probability is less than 0.05. Homogeneity test was performed using the ANOVA test. The data was homogeneous if the probability is more than 0.05.

Otherwise, if the data is less than 0.05, the data are not homogeneous.

Hypothesis testing uses a significance level of 95% and makes comparisons between t count and t table. If the significance (α) < 0.05 then H_0 is rejected, and H_a is accepted. It means that there is difference the early reading ability children who often and rarely listen to story, the early reading ability children who often listen to story is better than early reading ability children rarely listen to story. If the significance (α) > 0.05 then H_0 accepted and H_a rejected, then there is no difference in the early reading ability children between children who often and rarely listen to story. This means that the early reading ability of children who are often listen to story is not better than children who are rarely listen to story.

III. RESULTS AND DISCUSSION

The early reading ability between children who often listen to story books and children who do not listen or rarely listen to story books in table 1:

TABLE I. READING FREQUENCY DISTRIBUTION IN EARLY CHILDHOOD

No	Interval	Category	Can		Can't	
			f	%	f	%
1	76-100	VWD	29	78.38	0	0.00
2	51-75	DE	8	21.62	17	54.84
3	26-50	SE	0	0.00	14	45.16
4	0-25	ND	0	0.00	0	0.00
Total			37	100	31	100

A. Prerequisite Test Results

1) Normality Test

The calculation of this normality test uses the Kolmogorov-Smirnov Z. formula with processing using the SPSS 20 computer program. The results are presented in table 2 as follows.

TABLE II. SUMMARY OF NORMALITY TEST RESULTS

Early Reading Ability	p	Sig.	Information
Children that often and rarely listen stories book	0,080	0,05	Normal

From the results of table 2 above, it can be seen that children who often listen to story books p value (Sig.) 0.080 > 0.05 and children who don't / rarely listen to story books p value (Sig.) 0.353 > 0.05 then the variables are normally distributed.

2) Homogeneity Test

TABLE III. SUMMARY OF HOMEGENITY TEST RESULTS

Early Reading Ability	df1	df2	Sig.	Information
Children that often and rarely listen stories book	1	66	0,449	Homogeneity

From table 3 above, it can be seen children that often listen to story books - children who do not / rarely listen to story books with p (Sig.) Value of 0.449 > 0.05, the data are homogeneous.

B. Hypothesis Test Results

The hypothesis in this study was "there was a significant effect on the reading of story books on the ability to read (0.05). Based on the analysis results obtained by the following data.

TABLE IV. UJI-T EARLY READING ABILITY

Early Reading Ability	Average	t-test for Equality of means			
		t ht	t tb	Sig	Difference
Often	16,973	13,211	1,996	0,000	5,199
Rarely	11,774		6	00	

From the results of the t-test it can be seen that t count 13.211 and t table (df 66) 1.996 with a significance value of p of 0,000. Therefore, t count 13.211 > t table 1.996, and the significance value is 0.000 < 0.05, then these results indicate a significant difference. The difference in reading ability between children who often listen to story books with children who don't / rarely listen to story books is 5,199. Based on the results of the analysis, the alternative hypothesis (H_a) which reads "there is a significant effect of reading a story book on the ability to read was accepted.

Based on the results of the t test analysis, it can be seen that the activity of reading a story book has a significant influence on the ability to read. Based on the results of the study, it shows that the ability to read the beginning of children who often and not often hear stories at Group B children in Masyithoh Bina Putra 2 Kindergarten, children who often listen to story books are in the category and "Very Good Development" in the amount of 78.38% (29 children), and then in the category "Developing in Expectations (DE)" of 21.62% (8 children).

The ability to read the beginning of Group B children who often listen to story books are in the "Very Good Development" category because children are able to demonstrate the ability to recognize letters by speaking vowels and consonants, able to spell letters into syllables, and able to read words given by researchers smoothly.

While the early reading ability of group B children who rarely or never listened to story books were in the category of "Develop as Expectations". Some children still find it difficult to show vowels or consonants and children have not been able

to read syllables and words. The child is still hesitant and asks for help to show the letters on the word card.

One factor that influences one's reading ability is family. The habit of parents reading stories to children is one of the efforts that can be done in growing interest in reading and expanding children's experiences and knowledge related to language development. This is in accordance with the opinion of Papalia which states that children who have the ability to read earlier are usually children who are often read stories by their parents [22]. Reading is the initial ability that children go through in the process of mastering overall reading skills. Children who acquire reading skills will more easily absorb knowledge at a later time in the child's life itself. This is in line with Durkin's opinion in Nurbiana Dhieni which states that there is no negative effect on children from early reading [23]. Children who have been taught to read before entering elementary school are generally more advanced in schools than children kids who have never gotten to read early.

According to beginning reading is reading that is taught programmatically in preschoolers [24]. The initial development stage of reading allows children to understand symbols in language and gives children the opportunity to quickly learn and hone the sharpness of thinking. In addition, children as beginning readers generally have phonemic awareness (awareness of the sounds of different letters) which is quite good and very useful in the reading process.

Sensitivity to sound is very attached to children's listening skills. This can be called phonemic awareness. Phonemic awareness is the ability to understand meaningful sounds from spoken language heard by children. The smallest element that is meaningful in language is sound (phonemes). Language awareness begins with the awareness of sound as a word-forming element that ultimately forms the sentence. Therefore, language awareness begins with sound awareness (Phonemic Awareness).

Need for stimulation early to increase phonemic awareness. Phonemic awareness will help children understand verbal messages, speech and preparation of early reading and writing skills. In relation to reading skills, that the child's phonemic awareness influences the ability to understand reading and the process of becoming an independent reader. Phonemic awareness is first practiced before children recognize the letters. Vocal sounds are trained with rhyming stories. Consonant sounds are practiced in the form of syllables contained in words.

Story books are appropriate for the characteristics of early childhood. When parents read story books to children, phonemic awareness is trained through several activities such as listening games, rhymes, songs, word games and sentences, searching for sounds at the beginning and end of syllables, and spelling skills. When a parent interacts with a child while reading a storybook activity such as asking about a storyline or character, reading aloud while showing letters, and expressing it, it can increase the child's phonemic awareness. Listening games train children to distinguish meaningful sounds that will help improve their ability to listen to spoken language.

Syaiful Bahri Djamarah & Aswan Zain explained that the process of teaching and learning with the help of the media will enhance children's learning activities in a long period of time [25]. Children's learning activities with the help of media will produce better learning processes and outcomes than without the help of the media. In this phase the child's way of thinking is still concrete which is grounded in the experience of objects or learning by using various objects. The child connects newly learned objects based on their experiences interacting with previous objects.

Based on the theory described by Piaget, it can be said that early childhood will pay attention to various things that are considered interesting. When carrying out learning activities to begin with the initial way done by the teacher, namely by writing on a notebook various letters and words that have been exemplified by the teacher on the board. form the pattern of a letter using LKS, children will feel bored. This situation is in accordance with the opinion of Olivia and Ariani which states that children's difficulties in reading can be caused by boredom, limited memory, and weak concentration [26]. Storytelling activities carried out by parents and teachers will provide several important benefits for the achievement of early childhood education goals. For children listening to interesting stories from parents who are close to their environment is a fun activity. Parents or early childhood educators who are skilled at speaking and creative in storytelling can thrill a child's feelings. Parents can take advantage of storytelling activities as a form of social interaction that is able to support language development in children.

IV. CONCLUSION

Based on the results of data analysis and description, the research showed that there were differences early reading ability in children that often and rarely listen to stories. Children who often listen to stories have a higher score early reading ability than children who rarely read stories. The intensity of listening to children's stories affects children's early reading ability. For this reason, adults (family) must provide time for children in storytelling activities, listening to each other, and telling each other (oral language).

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