

Effectiveness of Read Aloud in Improving Pre-Reading Skills in Children Aged 4-5 Years at The RA Darul Falah Ketanggen

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Abstract: Therefore, it is very important to develop and educate children so that children can improve their English skills and be able to understand English well. Reading is a basic skill that can help children to succeed in academic and non-academic fields in the future. The purpose of this study was to test the effectiveness of reading aloud in improving children's pre-reading ability, as well as applying the strategy of learning to read aloud in education in RA Darul Falah Ketanggen. In this study, the research uses pre experimental design research method in which the research will involve experimental groups and intervene at the time of research in the form of one group pretest post test design. The location of the study was conducted in Ra Darul Falah Ketanggen. Sampling using non-Probability Sampling with purposive sampling technique based on Yamane formula. The number of samples in the study was 28 respondents. Data collection is done by using questionnaires or questionnaires. The data were analyzed using Shapiro-Wilk normality test, t test, and N-Gain test. The results of statistical calculations using SPSS, show that reading aloud has an impact on the pre-reading ability of children aged 4-5 years with a black t value of $63.95 > t$ table 0.374. And read aloud effectively in improving children's pre-reading ability with N-Gain test results from this study is 77%. And there was an increase of 51.68 points in the posttest value compared to the pretest value.

Keywords: read aloud, ability, pre-reading ability, early childhood

INTRODUCTION

Early childhood is in the golden age in the human development age range. At this time it is good to develop the potential in children to develop optimally, but if the golden age is missed or does not provide good stimulation to children, this can affect the child's development in the next stage. According to the Law on Child Protection (Law of the Republic of Indonesia Number 32 of 2002) Chapter I Article 1 states that a child is someone who is not yet 18 years old including children who are still in the womb. Meanwhile, according to The National Association for The Education of Young Children (NAEYC), early childhood is a child in the age range of 0-8 years, where children are in the process of growth and development (Afifah et al., 2023).

Early childhood development includes several aspects such as religion and morals, physical motor skills, cognitive, social emotional, and language. All aspects must be developed well because they are important for early childhood development, one aspect that is important to develop and stimulate during the golden age is the language aspect. With good language skills, children can communicate and express what is on their minds to others. The development of language aspects is closely related to the pre-reading and writing levels. (Nurkholifah & Wiyani, 2020).

Early stage skills in children's language development are speaking skills. Good speaking skills can affect writing, reading, and listening skills which are important for communicating and interacting with the environment. Reading skills in early childhood are very important to be developed early on, especially at the age of 5-6 years so that children can more easily recognize letters and add new vocabulary so that it can make it easier for children to learn to read at the next level of education, the pre-reading skills that children have will have an impact on other basic skills. However, there are still

many children who are not fluent in reading, have difficulty in pronouncing the letters of the alphabet, and many children are still less confident when reading.

Pre-reading skills are very important to be developed and taught to children so that children can improve their language skills and can stimulate the brain to understand language well. Reading is a basic skill that can support children to succeed in academic and non-academic fields in the future. Reading is a responsive ability and it can be used as an introduction to pre-reading in early childhood which must be packaged well and fun in learning.

According to Brazelton and David Elkind in the book "The Read Aloud Handbook" (p. 80) said early reading is something that is not intrinsically good, they feel that early readers need to get skills naturally, on their own, without any structured time every day when parents teach children letters, sounds and syllables. Children who can read early when entering kindergarten, the child can read without being taught formally, children like this are usually known as early fluent readers (reading fluently early) children like this should get attention.

The main supporter in the development of reading stages is Jeanne Chall, in her work in 1983-1996 Jeanne Chall grouped reading into six stages, namely: stage 0 (pre-reading), stage 1 (decoding stage), stage 2 (connecting and fluency), stage 3 (reading to learn), stage 4 (multiple viewpoints), stage 5 (reading for building and testing personal theory) (Molonge & Chiatoh, 2020). Jeanne Chall in her work states that the stages of reading development focus on the initial stage or zero stage and are fixated on print. (David et al., 2020).

Based on the results of observations and interviews with educators at RA Darul Falah Ketanggan in December 2023, educators have not used creative and interesting learning methods to encourage children's interest in reading, the methods used greatly influence the development of children's interest in reading. Researchers also saw that there were still many children who were not fluent in reading and there were still many children who did not know and could read the alphabet, this could be due to a lack of approach and lack of effective reading practice. To introduce pre-reading activities to children, it is necessary to include fun activities or activities that will trigger their interest and attention. Pre-reading abilities in children can be influenced by several factors, namely internal and external factors of the child. One activity that can attract the attention of early childhood in improving pre-reading abilities is through read aloud activities. Researchers chose to implement read aloud because it is believed to help improve children's pre-reading abilities.

Read Aloud has a very big influence on the development of early childhood. Read aloud is effective in increasing children's vocabulary knowledge and the meaning of the vocabulary being learned. The implementation of read aloud in improving children's pre-reading abilities by reading picture story books and interacting with children, asking children questions about the story by explaining its meaning so that children can understand the story they have heard and we must stimulate children to respond. Read aloud is an interaction carried out by educators to provide a context that supports children's learning.

Read aloud is the right learning that begins with reading story books to children for at least 15 minutes so that children get used to hearing (receptive), read aloud learning can be applied by educators and parents to children. Read aloud is able to instill a love of reading in children so that it can make children excited about reading or learning anything. From the explanation above, it can be concluded that read aloud is a reading activity that is done aloud or with a loud voice so that children become more focused during reading activities. Read aloud can also train children's hearing and focus skills, and can attract children's interest in reading.

Based on research conducted by Kustiyowati, (2020) with the title "The Effect of Flash Card Media Utilization on Pre-Reading Introduction for Children Aged 4-6 Years at Nurya Bil Ilma Kindergarten Jember." With the results of this study are Based on the results of the hypothesis test, it can be concluded that there is an effect of flash card media on pre-reading introduction with a significance level of $5\% = 3.84$. The null hypothesis is rejected and the working hypothesis is accepted, with this there is an effect of flash card media utilization on pre-reading introduction. This study uses a quasi-experimental research method and a one-shot case study experiment.

From the problems explained above, the researcher is interested in studying and implementing the read aloud method in improving pre-reading skills with the title "The Effectiveness of Read Aloud in Improving Pre-Reading Skills in Children Aged 5-6 Years at RA Darul Falah Ketanggan" the purpose of this study is to test the effectiveness of read aloud in improving children's pre-reading skills, as well as introducing read aloud learning strategies to educators at RA Darul Falah Ketanggan.

METHODS

In this study, the researcher used a pre-experimental design research method where the researcher would observe the experimental group and conduct interventions during the study, in this study there was no control group to compare with the experimental group. The data sources for this study include observation and documentation. The data validity techniques in this study are validity tests, reliability tests and N-Gain tests. With data analysis techniques using normality tests and hypothesis tests.

RESULT AND DISCUSSION

The results of the implementation of the read aloud method which was carried out during 12 meetings at RA Darul Falah Ketanggan are as follows:

1. Normality Test Analysis Results

The normality test is used to measure whether the data that has been owned is normally distributed or not. To conduct the normality test, the researcher used Shapiro-Wilk with a significance level of 0.05.

Table 1. Tests of Normality

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
PRE TEST	.126	28	.200*	.930	28	.061
POST TEST	.154	28	.085	.949	28	.184

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above according to the results of the Shapiro-Wilk normality test, with a significance level in the pretest of 0.061. This means that it can be said that the sig value is > 0.05 or $0.061 > 0.05$. In the posttest of the pre-reading ability of children aged 4-5 years, a significance value of 0.184 or $0.184 > 0.05$ was obtained, including the normal category. Thus, the data on the increase in the pre-reading ability of children aged 4-5 years came from a normally distributed population. Therefore, both data can be tested using the Paired Sample t-test.

2. Hypothesis Test Results

Hypothesis testing was conducted using paired sample t-test to determine the differences and improvement test was used to see the improvement of pre-reading ability of children aged 4-5 years

before and after being given treatment. The treatment was in the form of read aloud method which was successfully implemented on children aged 4-5 years at RA Darul Falah Ketanggan.

Table 2. Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-51,679	4.287	.810	-53,341	-50,016	-63,795	27	.000

Based on the table, a sample of 28 children obtained $t_{table} = 0.374$. The significance value of $0.000 < 0.05$ then H_0 is rejected and H_a is accepted. The calculated t value of $63.795 > t_{table} 0.374$ then H_0 is rejected and H_a states that the implementation of the read aloud method is accepted or has an influence on the pre-reading ability of children aged 4-5 years. From these data it can be concluded that there is a change in pre-reading ability. The difference in significance can be seen from the significance value of $0.000 < 0.05$.

3. N-Gain Test

The N-Gain test is conducted to determine the effectiveness of using a particular treatment in a study.

Table 3. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gain	28	.68	.87	.7700	.05361
Valid N (listwise)	28				

N-Gain is a measure used to assess the effectiveness of a treatment. From the results of the N-Gain test calculation above, the N-Gain value is 0.77. With an N-Gain of 77%, the criteria for increasing pre-reading abilities in children aged 4-5 years obtained from the results of treatment with the read aloud method are in the "effective" category. This means that the read aloud method has a significant impact on improving the pre-reading abilities of children aged 4-5 years at RA Darul Falah Ketanggan. The high N-Gain value indicates that this method is very successful in improving the reading abilities of children who are the subjects of the study.

Based on the explanation above, it can be understood that the use of the read aloud method greatly affects the level of pre-reading abilities of children aged 4-5 years, this can be seen through the pre-reading aspect with the results of children being able to read letters, mention focal letters in story books, being able to mention one by one the letters that form words, children being able to string words together, being able to connect pictures with words, children are also very enthusiastic when reading activities begin. The increase in these abilities is also inseparable from the implementation of habits carried out by teachers. And with this research based on the research instrument children can also understand letters and words, children are able to read sentences or stories, children are able to master the writing or reading in story books.

CONCLUSION

This study aims to determine the effectiveness read aloud in improving the pre-reading ability of children aged 4-5 years at RA Darul Falah Ketanggan. The results showed that before and after treatment, the learning ability of children aged 4-5 years experienced a significant increase, with the results of the t-test $t_{count} > t_{table} > 0.374$, which indicated a significant increase. This study also found that read aloud is effective in improving children's literacy, which is an important factor in children's language development, with the results of the N-Gain test by 77%, the criteria for increasing pre-reading abilities in children aged 4-5 years obtained from the results of treatment with the read aloud method are in the "effective" category.

This study found that read aloud is very important in developing children's language skills, leading to better reading comprehension and writing skills. Read aloud can also improve children's vocabulary, motivation, and enthusiasm in learning. This study also developed aspects of pre-reading, namely making children recognize letters, introducing spelling patterns and sounds. Overall, this study shows that the read aloud method not only improves literacy skills, but also supports children's social and emotional development, making it a very beneficial approach in preschool education.

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