

Increased Interest in Reading from an Early Age Through Fairy Tales in Elementary School-Age Children

Mulyo Lestari¹, Imam Shofwan², Supriantini², Muhammad Nizar³

Universitas Negeri Semarang, Indonesia

Email: ishofwan@mail.unnes.ac.id

Submitted: 2023-05-26. Revised: 2023-06-26. Accepted: 2023-07-03.

Abstract

Lack of reading interest is a result of the role of parents who are less concerned with children's reading ability. They tend to entrust their children's education in school. The goal of increasing interest in elementary school students is to increase their students in reading. Because teachers will lead more to the prevailing curriculum than innovating subjects to be fun and different than before. Therefore, the program was held an increase of interest in reading early to know the ability to read children and understanding children's content from read stories. The method in this activity is increased understanding through reading that will continue to be the habit of children early on. The results of the activities undertaken with the target of Class 3 as a target of activities with a total of 14 children. When the execution of activities only 10 children are present in the classroom. Of the number of children who attended about 25% who have not been fluent in reading and the remainder as much as 75% can already be said smoothly in reading and understanding the content of the story. This activity helps schools, especially teachers in teaching children to read.

Keywords: *enhancement, reading interest, the child story*

INTRODUCTION

Four language skills that everyone should have include listening, speaking, reading, and writing (Fadhilurrahma, 2019). These four skills indirectly sequence as a child grows (Wiguna & Trisnaningrat, 2022). In children of primary school age, the four abilities should have been mastered by all, but when at the stage of being able to write, sometimes the previous stage, namely reading, has not been mastered. The ability to read at the age of children, especially children in low grade elementary schools, starting from grades 1-3 elementary school, there are still some children who are not fluent in reading (Nurani et al., 2021). This lack of ability in reading can affect children's interest in reading (Prasrihamni et al., 2022). Interest in reading is a mental tendency that encourages someone to do something about reading (Amalia Yunia Rahmawati, 2020).

In addition to the lower grades, there are also some children who cannot read in high grades, starting from grades 4-5 of elementary school. One of the causes of children's lack of reading skills is guidance from parents who do not give children direction and motivation to read when at home (Demirbaş & Şahin, 2022). Parents seem to have fulfilled their obligations to children when they have sent their children to school and entrusted their children's education only to the school without any education from parents at home (Economics et al., 2020). Most parents in Pringtulis village, especially young mothers, work in factories, so much time is spent at work rather than taking care of children at home. In addition, parents tend to prefer to buy toys rather than books (Hassinger-Das et al, 2021). They usually do not know the type of book that is appropriate and liked by children.

Therefore, fostering interest in reading at an early age will be more effective if parents actively participate in encouraging and guiding their children to love reading (Le et al., 2019). This parent's efforts will be more optimal if supported by other parties (Fikriyah et al., 2020). One of them is an increase in interest in reading from an early age through children's stories carried out by the UNNES KKN Team at SDN 01 Pringtulis for grade 3 children. Reading materials used to foster children's interest in reading are children's stories (Mansur et al., 2021). This is because children's stories are still relatively light and also fun when read, especially according to the intended target, namely grade 3 elementary school children (Suwardana, 2023). Children's stories themselves are essays that tell actions, experiences, events and so on whose stories are simple but complex and communicative and contain moral values for children (Djuko, 2021). In addition, in a story there is a message or message conveyed, so that children can take lessons from the story that can be applied in their daily lives (Fitriyani & Herawati, 2019).

As for the implementation in the classroom, the same story was chosen, then distributed to each child. Then the child reads alternately one by one, after which the child answers the questions asked according to the content of the story. Then for children who dare to come forward to retell the content of the story or answer questions are given a gift that is in accordance with the theme of reading interest, namely a story book. The goal is as an award as well as to increase children's motivation. Then to clarify the content of the story is demonstrated or monologue from the teachers or KKN Team. This activity is expected to continue to be a habit of children reading to reduce low interest in reading. The result of this activity is in the form of article output to be published.

METHOD

The implementation of the activity took place at SDN 01 Pringtulis, which was at 09.00 after the first break. This activity lasted for 1 hour by taking lesson hours in one of the subjects. In grade 3 as the target of activities with a total of 14 children. When the execution of the activity only 10 children were present in the classroom. Of the number of children present, about 25% are not fluent in reading and the remaining 75% can be said to be fluent in reading and understanding the content of the story. The method in this activity is to increase understanding through reading which will later continue to become a habit of children from an early age. The material used is one of the children's stories entitled "Buffalo and Cow Exchanging Skins". The choice of this story is because it is considered to have a message or message that is in accordance with children's lives or can be taken as a positive lesson.

RESULTS AND DISCUSSION

The results of research that have been obtained related to the program to increase interest in reading from an early age through children's stories based on the tools used, processes, and results are as follows:

The role of parents and programs to increase interest in reading from an early age through children's stories. To cultivate an interest in reading does not necessarily arise easily and by itself in a child. It takes awareness and also the role of parents in it. The first and foremost environment of a child's education is in the home environment, so parents are the first teachers before entering formal education. Definition of reading according to (Das & Wilde, 2019) is as follows: "Reading is an activity to obtain sources of information from the reading which can increase one's knowledge in the form of written language, symbols or symbols".

Reading requires understanding from the reader, so to foster interest in reading must get used to reading (Iser, 2022). Reading habits cannot be separated from factors such as, desires and attitudes of a child towards reading material (Noorman Haryadi, 2020). If the desire and positive attitude towards reading is in a child and embedded from an early age, then an interest in reading will arise. Then the next factor is determined by the availability and ease of access to reading materials (Murtiningsih & Lisnawati, 2022). This reading material can not only be provided by the school but can also be provided by parents at home. This will expand the range of children to read books that are not only limited to school.

The things above that support children's interest in reading sometimes still cannot fully motivate children to read diligently, such as the role of parents at home that is lacking and the availability of books and directions from teachers in schools that still have not improved (Hashim, 2023). Therefore, this program to increase interest in reading through children's stories will be able to see how high children's interest in reading at SDN 01 Pringtulis which is the place of implementation of the program. Interest in reading is the desire or tendency of a high heart (passion) to read (Sunanda et al., 2020). Thus, the interest in reading will not grow if there is no intention to read from within oneself despite the availability of complete facilities and infrastructure.

According to Abdurrahman in (Herlina et al., 2020) There are five stages of reading development, namely reading readiness, beginning reading, speed reading skills, broad reading, and actual reading. The object of the study, namely grade 3 students at SDN 01 Pringtulis, is still classified as at the initial reading stage, because grade 3 is still in a low grade where in one class there are children who are fluent in reading and there are children who still have to spell in reading.

Efforts to increase interest in reading include:

a. Storytelling

Storytelling activities can be done anywhere, not only at home which is mostly done by parents at home. In the school environment, storytelling activities can also be held. For example, for Indonesian subjects, this storytelling activity can be done once in a while to increase interest in reading and so that teaching and learning activities are not always monotonous fixated on the applicable curriculum. It can also increase children's knowledge.

b. Availability of readings

Reading material becomes one of the important things when interest in reading will be encouraged. The availability of books should not only be in libraries. In the classroom, for example, there can be a reading corner, just a few reading books that suit the child's ability, so that children can easily reach reading books without having to go far from class. Then at home can also be provided reading books by parents. But this demands high awareness from the parents themselves.

c. Discuss the content of the book you read

Reading activities are incomplete if they are not followed up by reviewing or discussing the contents of the book. This activity is carried out in this program to increase interest in reading from an early age. In this activity held in grade 3 of SDN 01 Pringtulis, children were invited to

read story books together. This aims to find out the reading ability of each child. Then after everything is read just asked questions to the child about the content of the story. This aims to determine the child's comprehension ability of reading content.

d. Gift a book.

Increasing interest in reading is not only by inviting to read. By giving gifts in the form of reading books is also included in efforts to increase reading interest. In the activity held at SDN 01 Pringtulis, they also used prizes as rewards for children's participation in participating in activities. The main prize in the form of a book is given to the child who wants to come forward and give a review of the story. In addition, gifts were also given in the form of stationery.

Children's stories are the preferred reading used in the reading interest improvement program at SDN 01 Pringtulis. Children's stories are in accordance with the abilities of grade 3 elementary school children. There are many types of children's stories, in this activity program fable type children's stories are selected. Fables are stories that feature animals as characters. The animal character acts like a human, can think, speak, behave, emotion, and interact like a human. The choice of this type of fable is because children tend to prefer animal figures, which of these animal figures can be modeled good behavior by children and applied in their daily lives.

Barriers to Reading Interest Programs

The first obstacle to reading interest is low interest in reading, when there is an activity or motivation to read but if there is no willingness in oneself to want to read then there will be no improvement in reading ability. According to Hardjoprakosa in (Ruslan & Wibayanti, 2019) There are several things that cause low interest in reading, which include:

- a. Government and private educational institutions do not motivate their students to read books other than textbooks. In educational institutions, teachers tend to stick to the applicable curriculum so as not to develop other materials, such as reading books or story books intensively.
- b. Parents do not encourage children to prioritize buying books over toys. They usually do not know the type of book that is appropriate and liked by children. Parents tend to entrust their children's education to the school, so they feel they have fulfilled their children's education without adding it at home. In fact, education from parents and in the home, environment is the most important.
- c. Writers, scribes and translators are dwindling, due to erratic royalties and still subject to PPH. With the reduction in the number of authors, automatically the work they produce will decrease and the stock of book sales in bookstores will decrease, so that the types of books to be purchased will also decrease.
- d. There are not enough public libraries in each province to serve the community.
- e. Mosque libraries that have not been managed professionally.

Then the second obstacle is in the form of internal factors (feelings, attention, and motivation). Based on the results of the study, internal factors that affect the reading interest of grade 3 students of State Elementary School 01 Pringtulis are the motivations that each student has differently, so to unite the different motivations, the researchers collaborated with the school. The step taken is to motivate by reading a child's story together in class which is then given an award or a gift in the form of a reading book as well so that children will be more excited to read.

CONCLUSION

Increasing interest in reading from an early age needs support from parents and schools. Efforts to increase interest in reading include storytelling, availability of reading, discussing the contents of books read, and giving book gifts. The reading material used for this program to increase reading interest is a children's story of fable type or animal story. This is to make it easier for children

to understand the story, because children tend to like animal characters. While the obstacles to this reading interest program are due to low interest in reading and internal factors or factors that come from within the child himself.

REFERENCES

- Amalia Yunia Rahmawati. (2020). Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta. *Talent Development & Excellence*, July, 1–23.
- Das, S., & Wilde, M. M. (2019). Quantum Reading Capacity: General Definition and Bounds. *IEEE Transactions on Information Theory*, 65(11), 7566–7583. <https://doi.org/10.1109/TVT.2019.2929925>
- Demirbaş, İ., & Şahin, A. (2022). The Effect of Digital Stories on Primary School Students' Listening Comprehension Skills. *Participatory Educational Research*, 9(6), 380–397. <https://doi.org/10.17275/per.22.144.9.6>
- Djuko. (2021). Volume 01, (4), December 2021 <http://ejurnal.pps.ung.ac.id/index.php/dikmas>. 01(December), 129–136. <http://dx.doi.org/10.37905/dikmas.1.4.129-136.2021>
- Economics, P., Khaldoun, A., Ahmad, A., Wei, H., Yousaf, I., Ali, S. S., Naveed, M., Latif, A. S., Abdullah, F., Ab Razak, N. H., Palahuddin, S. H., Tasneem Sajjad, Nasir Abbas, Shahzad Hussain, SabeehUllah, A. W., Gulzar, M. A., Zongjun, W., Gunderson, M., Gloy, B., Rodgers, C., Orazalin, N., Mahmood, M., ... Isaac, R. B. (2020). Parents' perception of the importance of moral education for elementary school-age children in families in Hargobinangun Village, Ulu Talo District, Seluma Regency. *Corporate Governance (Bingley)*, 10(1), 54–75.
- Fadhilurrahma, F. (2019). Language skills: listening to the news. In *University of Sebelas Maret Surakarta* (p. 04). <https://doi.org/10.31227/osf.io/9xdvg>
- Fikriyah, F., Rohaeti, T., & Solihati, A. (2020). The Role of Parents in Improving the Reading Literacy of Elementary School Students. *DWIJA SCHOLAR: Journal of Pedagogic Research*, 4(1), 94. <https://doi.org/10.20961/jdc.v4i1.43937>
- Fitriyani, N., & Herawati, H. (2019). The effect of the application of accrual-based government accounting standards, internal control systems and the quality of financial statements on the accountability of government agency performance (case study of the Central Bengkulu Regency Inspectorate). *JAZ:Unihaz Journal of Accountancy*, 2(2), 19. <https://doi.org/10.32663/jaz.v2i2.989>
- Hassinger-Das, B., Quinones, A., DiFlorio, C., Schwartz, R., Takoukam, N. C. T., Salerno, M., & Zosh, J. M. (2021). Looking deeper into the toy box: Understanding caregiver toy selection decisions. *Infant Behavior and Development*, 62, 101529. <https://doi.org/10.1016/j.infbeh.2021.101529>
- Hashim, R. (2023). *Children's interest in reading sometimes still cannot fully motivate children to read diligently, such as the role of parents at home is lacking and the availability of books and direction from teachers at school*. 1–14. <https://www.ncbi.nlm.nih.gov/books/NBK558907/>
- Herlina, E. S., Religion, I., Negeri, K., & Tarutung, I. (2020). Beginning Reading for Early Childhood in the Era of Education 4.0. *Journal of Science Education Research*, 5(4), 11–14.
- Iser, W. (2022). The Reading Process: A Phenomenological Approach. *New Directions in Literary History*, 125–145. <https://doi.org/10.4324/9781003247937-8>
- Le, T. T. H., Tran, T., Trinh, T. P. T., Nguyen, C. T., Nguyen, T. P. T., Vuong, T. T., Vu, T. H., Bui, D. Q., Vuong, H. M., Hoang, P. H., Nguyen, M. H., Ho, M. T., & Vuong, Q. H. (2019). Reading habits, socioeconomic conditions, occupational aspiration and academic achievement in Vietnamese junior high school students. *Sustainability (Switzerland)*, 11(18). <https://doi.org/10.3390/su11185113>
- Mansur, S., Sahaja, R., & Endri, E. (2021). The Effect of Visual Communication on Children's Reading Interest. *Library Philosophy and Practice*, 2021.
- Murtiningsih, T., & Lisnawati, I. (2022). *Jurnal Cemerlang : Community Service Pasar Lama Batola Regency Kalimantan Jurnal Cemerlang : Community Service*. 5(1), 119–127. <https://doi.org/10.31540/jpm.v5i1.1904>

- Noorman Haryadi, R. (2020). The influence of reading habits on the ability to speak English at SMA Negeri 99 Jakarta. *Journal of Business Management and Finance*, 1(2), 14–30. <https://doi.org/10.51805/jmbk.v1i2.15>
- Nurani, R. Z., Nugraha, F., & Mahendra, H. H. (2021). Analysis of early reading difficulties in primary school-aged children. *Basicedu Journal*, 5(3), 1462–1470. <https://jbasic.org/index.php/basicedu/article/view/907>
- Prasrihamni, M., Zulela, & Edwita. (2022). Optimization of the Application of Literacy Activities in Increasing Reading Interest of Elementary School Students. *Journal of Cakrawala Pendas*, 8(1), 128–134.
- Ruslan & Wibayanti. (2019). The Importance of Increasing Student Reading Interest. *Proceedings of the National Seminar on Education of the Postgraduate Program of Pgri University Palembang*, 767–775. www.perpusnas.go.id
- Sunanda, A., Salma, I. A., Nugroho, Y. S., Aulia, K. M., Wilartono, R. Y., Farisa, D., Susilowati, E., Kusumaningrum, H., Puspitasari, N. H., & Imaduddin, Z. (2020). Library Revitalization to Increase Reading Interest and Literacy Culture of MI Muhammadiyah Jambangan Students, Sragen. *Education KKN Bulletin*, 2(2), 63–68. <https://doi.org/10.23917/bkkndik.v2i2.11842>
- Suwardana, I. P. O. (2023). Restoration and documentation of oral stories as material. 6(1), 64–67. <https://doi.org/10.31764/elementary.v6i1.11137>
- Wiguna, I. K. W., & Tristaningrat, M. A. N. (2022). Steps to accelerate the development of the Merdeka Belajar curriculum. *Education: Journal of Basic Education*, 3(1), 17. <https://doi.org/10.55115/edukasi.v3i1.2296>