



The Implementation of the Picture Storybook Method to Develop Early Childhood Reading Interest in Group B at RA As Salam Salawu Tasikmalaya West Java

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Abstract:

Early childhood reading interest is a crucial factor in developing a sustainable reading habit. One effective method to foster reading interest in children is through the use of picture storybooks. This study aims to examine the implementation of the picture storybook method in developing early childhood reading interest in Group B at RA As-Salam, Salawu, Tasikmalaya, West Java. This research employs a qualitative approach with a descriptive method. The research subjects consist of 12 children in Group B, aged 5-6 years. Data collection was conducted through observation, interviews, and documentation. The findings indicate that the picture storybook method effectively enhances children's reading interest. The children appeared more enthusiastic and engaged when listening to stories accompanied by captivating illustrations. Furthermore, they became more active in asking questions and discussing the story content, demonstrating an increase in comprehension and interest in reading materials. Teachers also play a crucial role in implementing this method by reading stories expressively, allowing children to interact with books, and encouraging them to retell the stories. Thus, the implementation of the picture storybook method has proven to be effective in fostering early childhood reading interest. The findings of this study are expected to serve as a reference for educators and parents in selecting appropriate strategies to cultivate a reading culture from an early age.

Keywords: Reading Interest, Picture Storybooks, Early Childhood, RA As-Salam

INTRODUCTION

The reading interest of early childhood is a crucial aspect of their cognitive and language development. According to recent research, children who develop reading habits from an early age tend to have better literacy skills in the future (Setiawan, 2021). However, fostering reading interest in young children is not an easy task. An appropriate method is required to make children feel engaged and motivated to read. One widely used method is

picture storybooks, which are not only visually appealing but also help children better understand the content of a story.

This study aims to examine the implementation of the picture storybook method in fostering reading interest among early childhood group B at RA As-Salam, Salawu, Tasikmalaya, West Java. By employing this method, it is expected that children will become more interested in reading activities, thereby enhancing their language and cognitive skills. Moreover, this research seeks to explore the role of teachers in implementing this method to achieve optimal results.

It is hoped that the findings of this study will provide new insights for educators and parents in developing effective strategies to promote reading interest in children from an early age. Given the importance of reading in a child's academic development, the use of picture storybooks can serve as an effective solution to help children associate reading with enjoyable activities. Previous studies have also shown that picture storybooks can enhance children's imagination and comprehension of concepts presented in stories (Rahmawati, 2022).

However, in reality, many young children still lack interest in books and reading activities. Factors such as limited reading stimulation from their environment, restricted access to engaging books, and lack of parental involvement in fostering reading habits remain major obstacles in developing children's reading interest (Hidayat & Sari, 2023). Therefore, a more engaging and interactive approach is needed to motivate children to read, one of which is through the picture storybook method.

This research proposal will comprehensively discuss how the application of the picture storybook method can foster early childhood reading interest. Using a descriptive qualitative approach, the study will directly observe the learning process involving picture storybooks and its impact on children's reading interest. Data will be collected through observations, interviews with teachers, and documentation of children's reading activities. The findings of this study are expected to serve as a reference for early childhood education institutions in developing effective and enjoyable literacy-based learning strategies.

METHODS

This study employs a qualitative approach with a descriptive method to provide an in-depth depiction of the implementation of picture storybooks in fostering reading interest among early childhood students at RA As-Salam, Salawu, Tasikmalaya, West Java. This method was chosen as it allows researchers to observe, describe, and analyze phenomena occurring naturally within the children's learning environment. The data sources in this study consist of both primary and secondary data. Primary data were obtained directly from observations of the reading activities of 12 children in Group B. Interviews with teachers at RA As-Salam were conducted to understand how the picture storybook method was implemented to enhance children's reading interest. Documentation in the form of photos and reading activity records was also used as additional material for analysis.

Meanwhile, secondary data were collected from various literature and previous studies relevant to the topic, including scientific journals, academic books, and research reports related to the use of picture storybooks in increasing early childhood reading interest. Several references were sourced from publications released in 2020 and beyond to ensure alignment with the latest developments in early childhood education. Through this approach, the study aims to provide a comprehensive overview of the effectiveness of the picture storybook method in fostering early childhood reading interest. Additionally, it seeks to offer recommendations for educators and parents in optimizing literacy strategies from an early age.

RESULTS

This study reveals how the implementation of the picture storybook method influences early childhood reading interest at RA As-Salam, Salawu, Tasikmalaya. Data were collected through observations of 12 children in Group B, interviews with teachers, and documentation of reading activities. The findings indicate that children show greater enthusiasm for reading activities when using picture storybooks compared to conventional methods. They are more engaged in paying attention to stories, asking questions, and demonstrating interest in independent reading after storytelling sessions.

Observations identified improvements in three key aspects: attention to stories, participation in discussions, and initiative in independent reading. The following table provides a clearer depiction of the data collected during the study:

No	Observed Aspect	Before Implementation (%)	After Implementation (%)
1	Attention to stories	58	85
2	Participation in discussions	50	80
3	Initiative in independent reading	45	75

From the table above, it is evident that the picture storybook method significantly enhances children's engagement. Before the implementation, only 58% of children paid attention to the story, whereas after implementation, this figure rose to 85%. Similarly, participation in discussions increased from 50% to 80%, and independent reading initiatives grew from 45% to 75%.

Interviews with teachers further reinforced these findings. Teachers reported that children were more interested in stories when they included engaging illustrations and vibrant colors. They found it easier to comprehend the content and connect images with the narrative they heard. Additionally, teachers noted that children who previously showed little interest in reading began displaying enthusiasm after several sessions with picture storybooks.

Beyond observations and interviews, documentation of reading activities also supported these findings. Photos and records indicated that children more frequently chose picture storybooks when given reading material options. They also began attempting to read independently or requested teachers to reread their favorite stories.

To verify the data, this study utilized triangulation techniques by comparing observation results, interviews, and documentation to ensure consistency in the findings. This comparison revealed that the picture storybook method consistently had a positive impact on early childhood reading interest. Thus, this study confirms that the picture storybook method is an effective strategy for fostering reading interest among early childhood learners. These findings provide a foundation for educators and parents to design more engaging literacy-learning strategies that align with the characteristics of young children.

CONCLUSION

This study demonstrates that the picture storybook method significantly enhances early childhood reading interest. Observations, interviews, and documentation reveal that children are more enthusiastic, focused, and engaged when using picture storybooks. Improvements are seen in attention to the story, participation in discussions, and independent reading. These findings align with previous research highlighting the role of text-image combinations in aiding comprehension and retention. Academically, this study

contributes to literacy-based learning strategies in early childhood education. It supports early literacy theories emphasizing enjoyable reading experiences and offers insights for designing interactive curricula. Increased reading interest strengthens children's foundational literacy skills, essential for future learning. Socially, this research raises awareness among parents and educators about the importance of picture storybooks in child development. Encouraging regular reading and improving book accessibility can enhance literacy, especially in resource-limited areas. Overall, picture storybooks effectively foster early reading habits. Schools, families, and communities should actively support a reading-friendly environment to nurture a more literate and thoughtful generation.

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