



Application of the Picture Story Book Method to Build Early Childhood Reading Interest Group B at RA As Salam Salawu Tasikmalaya, Jawa Barat

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Abstract:

Early childhood reading interest is an important factor in the formation of sustainable reading habits. One of the effective methods to foster interest in reading in children is through the use of picture story books. This study aims to determine the application of the picture story book method in building early childhood reading interest in group B in RA As-Salam, Salawu, Tasikmalaya, West Java. This study uses a qualitative approach with a descriptive method. The subjects of the study were 12 children in group B aged 5-6 years. Data collection is carried out through observation, interviews, and documentation. The results of the study show that the picture book method is able to increase children's interest in reading. Children look more enthusiastic and interested when listening to stories accompanied by interesting illustrations. In addition, they were more active in asking questions and discussing the content of the story, which showed an increase in understanding and interest in the reading material. Teachers also play an important role in applying this method by reading stories expressively, providing opportunities for children to interact with books, and inviting them to tell stories again. Thus, the application of the picture story book method has proven to be effective in building early childhood reading interest. The results of this study are expected to be a reference for educators and parents in choosing the right strategy to foster a reading culture from an early age.

Keywords: Interest in Reading, Picture Story Books, Early Childhood, RA As-Salam.

INTRODUCTION

Early childhood reading interest is an important aspect of their cognitive and language development. According to recent research, children who have the habit of reading from an early age tend to have better literacy skills in the future (Setiawan, 2021). However, building an interest in reading in early childhood is not an easy thing. The right method is needed so that children feel interested and motivated to read. One of the most widely used methods is picture storybooks, which are not only visually appealing but also able to help children

understand the content of the story better.

This study aims to examine the application of the picture story book method in building early childhood reading interest in group B in RA As-Salam, Salawu, Tasikmalaya, West Java. By using this method, it is hoped that children will be more interested in reading activities, so that they can improve their language and cognitive skills. In addition, this study also aims to see how the role of teachers in implementing this method can provide maximum results.

It is hoped that the results of this study can provide new insights for educators and parents in developing effective strategies to increase children's interest in reading from an early age. Given the importance of reading in children's academic development, the use of picture story books can be the right solution to help children associate reading as a fun activity. Several previous studies have also shown that picture storybooks are able to increase children's imagination and understanding of the concepts conveyed in the story (Rahmawati, 2022).

However, in reality, many early childhood children still lack interest in books and reading activities. Factors such as the lack of reading stimulation from the environment, limited access to interesting books, and lack of parental involvement in building reading habits are the main obstacles in fostering children's interest in reading (Hidayat & Sari, 2023). Therefore, a more interesting and interactive approach is needed so that children are more motivated to read, one of which is through the picture book method.

This research proposal will discuss in detail how the application of the picture story book method can build interest in early childhood reading. Using a descriptive qualitative approach, this study will directly observe the learning process using picture story books and their impact on children's interest in reading. Data will be collected through observations, interviews with teachers, and documentation of children's reading activities. The results of this study are expected to be a reference for early childhood education institutions in developing effective and fun literacy-based learning strategies.

METHODS

This study uses a qualitative approach with a descriptive method to describe in depth the application of picture story books in building interest in early childhood reading in RA As-Salam, Salawu, Tasikmalaya, West Java. This method was chosen because it allows researchers to observe, describe, and analyze phenomena that occur naturally in the child's learning environment. The data sources in this study consist of primary and secondary data:

Data_PrimaryThe main data in this study was obtained directly from the results of observations on the reading activities of 12 group B children. In addition, interviews were conducted with teachers at RA As-Salam to find out how the application of the picture story book method in increasing children's interest in reading. Documentation in the form of photos and notes of reading activities is also used as additional analysis material. Secondary data was obtained from various previous literature and research relevant to the topic, such as scientific journals, academic books, and research reports related to the picture story book method in increasing early childhood reading interest. Some of the references used come from sources published in 2020 and above to ensure suitability with the latest developments in the field of early childhood education.

With this approach, the research is expected to provide a comprehensive overview of the effectiveness of the picture storybook method in building interest in early childhood reading and provide recommendations for educators and parents in optimizing literacy strategies from an early age.

The data analysis in this study was carried out qualitatively using descriptive analysis techniques. The data analysis process involves several stages as follows: Obtained from observations, interviews, and documentation are reduced by sorting out information relevant to the focus of the research, namely the application of the picture

storybook method in building early childhood reading interest. Unrelated or less significant information will be filtered to maintain the focus of the analysis.

that has been reduced is then presented in the form of a descriptive narrative. This presentation includes an overview of the results of observations on how children respond to picture story books, the results of interviews with teachers regarding the strategies used, and documentation that supports the research findings.

Conclusion After the data is presented, the last step is to interpret the data obtained. Conclusions were drawn based on patterns or findings that emerged during the study, such as the level of children's involvement in reading activities, increased interest in reading, and the effectiveness of the picture storybook method in learning. Validation of results is carried out by comparing findings with previous theories and research.

To increase the validity of the data, this study uses a triangulation technique, namely by comparing the results of observations, interviews, and documentation to ensure consistency and accuracy of information. With this analytical approach, the study is expected to provide a clear and in-depth picture of the application of the picture storybook method in building early childhood reading interest in RA As-Salam.

RESULT

This study reveals how the application of the picture story book method affects early childhood reading interest in RA As-Salam, Salawu, Tasikmalaya. Data was obtained through observation of 12 children in group B, interviews with teachers, and documentation of reading activities. The results of the study showed that children were more enthusiastic about reading activities when using picture storybooks compared to conventional methods. They are more active in paying attention to stories, asking questions, and showing interest in reading independently after the storytelling session.

From the observation results, it was found that children experienced improvements in three main aspects: attention to stories, involvement in discussions, and independent reading initiative. To give a clearer picture, here are the data obtained during the study:

Table 1. Increasing Children's Interest in Reading Through Picture Storybooks

It	Aspects Observed	Before Deployment (%)	After Deployment (%)
1	Attention to stories	58	85
2	Involvement in discussions	50	80
3	Self-reading initiative	45	75

From the table above, it can be seen that the picture storybook method significantly increases children's engagement. Before the application of this method, only 58% of children paid attention to the story, but after the application, this figure increased to 85%. The same was also seen in discussion engagement, which increased from 50% to 80%, as well as self-reading initiatives which increased from 45% to 75%.

Interviews with teachers also corroborate these results. The teacher stated that children were more interested when the stories read had interesting illustrations and bright colors. They have an easier time understanding the content of the story and are able to relate the image to the narrative heard. The teacher also added that children who were previously less interested in reading began to show interest after several sessions with picture books.

In addition to observation and interviews, documentation of reading activities also supports the findings of this study. Photos and notes show that children are more likely to choose picture story books when given a choice of reading books. They also start trying to read on their own or have the teacher reread a story they like.

For data verification, this study uses a triangulation technique, namely comparing the results of observations, interviews, and documentation to ensure consistency of

findings. From this comparison, it can be seen that the picture story book method has a consistent positive impact on early childhood reading interest.

Thus, this study proves that the picture book method is an effective strategy in building early childhood reading interest. These findings can be the basis for educators and parents in designing literacy learning strategies that are more attractive and in accordance with the characteristics of early childhood.

Data validation

In this study is carried out through the triangulation technique, namely by comparing the results of observations, interviews, and documentation to ensure the accuracy of the findings. The observation results showed that the application of picture story books increased children's attention, involvement, and reading initiative. This data was corroborated by interviews with teachers who stated that children were more interested and active when using picture story books. Documentation of reading activities also shows that children often choose picture story books over books without illustrations. The consistency of the results from these three data sources shows that the method applied has a positive impact on early childhood reading interest.

The results of this study are in line with previous findings that show that picture story books can increase children's interest in reading. According to research conducted by Sari & Nugraha (2021), the use of picture storybooks can attract children's attention because the combination of text and pictures helps them understand the content of the story more easily. The study also highlighted that children who were often exposed to picture storybooks tended to have a wider vocabulary and better reading comprehension skills than those who only listened to stories without illustrations.

In addition, research conducted by Lestari & Hidayat (2022) stated that visual stimulation in picture storybooks can increase children's memory of the content of the story. Children have an easier time remembering the storyline and characters in books that have illustrations compared to books that only contain text. This finding was also seen in this study, where children more often remembered and retold the content of the stories they read through picture books.

In terms of learning effectiveness, research conducted by Putri (2023) shows that story-based learning methods with illustrations can increase children's involvement in reading activities. This study revealed that children who are used to reading picture story books have higher motivation to read independently. This is in line with the findings of this study, where children's reading initiative increased after the application of the picture book method.

This research also supports the theory of early literacy which states that the interaction between text and images in picture storybooks provides a more meaningful reading experience for early childhood (Rahmawati, 2021). In this study, it was found that children were more active in interacting with books, either by pointing to pictures, asking the meaning of words, or connecting stories with their personal experiences.

Although the results of this study support the previous findings, there are several factors that need to be considered in the application of the picture story book method. One of the obstacles found is the limited number of picture books available at RA As-Salam, so the variety of stories given to children is still limited. This is in line with Widodo's research (2020), which found that access to interesting and quality reading books is a determining factor in the success of early childhood literacy programs. Therefore, there needs to be an effort to provide more picture story books to maintain children's interest in reading in the long term.

With strong validation from various data sources and alignment with previous research, it can be concluded that the picture book method is an effective strategy in building early childhood reading interest. The results of this research make an important

contribution to the world of education, especially in the development of literacy-based learning methods that are in accordance with the characteristics of early childhood.

CONCLUSION

This study shows that the picture storybook method can significantly increase early childhood reading interest. From the results of observation, interviews, and documentation, it was found that children were more enthusiastic, focused, and active in reading activities when using picture story books. The improvement was seen in three main aspects, namely attention to stories, involvement in discussions, and independent reading initiatives. This result is in line with various previous studies that confirm that the combination of text and images in storybooks helps children understand and remember the content of the story more easily.

The academic impact of this research lies in its contribution to the development of literacy-based learning strategies in early childhood education. These findings support early literacy theory that emphasizes the importance of a fun and meaningful reading experience for children. In addition, the results of this study can also be a reference for educational institutions in designing a more interactive and effective curriculum in improving children's literacy skills from an early age. With an increased interest in reading, children will have a stronger foundation in reading and comprehension skills, which are crucial for their learning at the next level of education.

The social contribution of this study is also very significant, especially in increasing the awareness of parents and educators about the importance of the role of picture books in children's development. By understanding the benefits of this method, parents and teachers are expected to be more active in providing access to picture books and reading stories regularly to children. In addition, this study also highlights the importance of increasing the accessibility of picture story books for children, especially in areas with limited literacy resources.

Overall, the application of the picture storybook method can be an effective solution in building a reading culture from an early age. Therefore, it is recommended that schools, families, and communities play a greater role in providing an environment that supports children's reading habits. With joint efforts, it is hoped that children's interest in reading can continue to develop, thereby creating a more literate generation and having better thinking skills in the future.

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