IMPROVING THE LOVE OF READING OF CHILDREN IN REMOTE AREA THROUGH CHILDREN'S BOOKS

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Abstract: Reading plays an important role to help people develop their knowledge and broaden their horizon. This research focuses on the children reading motivation in remote area. Two hundred and six children are involved in this study. They are grouped into experiment and control group. The experiment group was given children's books in order to improve their reading motivation. To know the improvement, this study used questionnaire by Wigfield and Guthrie to be analized through SPSS 20. The result shows that children in the experiment group are more motivated than the control one. Based on the Mean result, there is significant improvement between pre and post test in experiment group; 67.53 to 81.42. In the same line, the result of T_{count} 26,747 > t $_{tabel}$ 1,986, it means there is significant difference between pre and post result. Meanwhile, The mean of Control group is not significant improvement; 68.08 to 68.05. Control group also has T_{count} 1,731 < T_{tabel} 1,986 that means there is no significant difference between pre and post result. It can be concluded that children's books are useful to improve the children's reading motivation or the love of reading in remote area.

Keywords: children's books, the love of reading, remote area

INTRODUCTION

According to Hill (2006) reading is the process of comprehending the written form into something that has meaning. Nowadays, people can get information easily all over the world just by reading. Information can be obtained from the internet, newspapers, journals and others. UNESCO (2004) recommends several strategies regarding this literacy. The strategies are: (1) including literacy programs in the national education system and in developing the nation, (2) creating a literacy environment, and (3) monitoring and evaluating the literacy system. Based on the results of research on 3-Ls (libraries, literature, and literacy) conducted in Palembang by Diem (2011) shows the reading ability of students is still very low.

Based on a survey conducted by the United Nations Development Program, UNDP (2010) stated that the reading habits of Indonesian people are still very low. Indonesia ranks 96th out of 176 countries. There are several assumptions why the reading habits of these communities are still very low: (1)

Indonesians like to get lips' information (2) shopping centers are more interested. and (3) Limitations of the book. On the other hand, educators or teachers prefer to force students to read rather than arouse reading motivation.

Reading is a very important in a developing nation. The love of reading will be able to make a nation able to compete with other nations in this era of globalization. Therefore the love of reading must be compulsory for the Indonesian. They must have the love of reading in order to break away from being left behind. Data from UNESCO shows that almost one third of the world's population is still illiterate.

Children's literature serves as a window as well as a mirror. It serves as the latter because it reflects our reality and as the former because it provides an opening to different worlds. Children's literature is literature about children. It refers mainly to novels, stories, poetry, rhymes, folk tales, and books exclusively created for and addressed to infants, toddlers, and the young people as the target audience. Children's literature as individual reading offers the child enjoyment. Children's books with colorful pictures and fun stories stimulate the child's imagination and motivate them to read more.

Children's boooks are created by pictures or fun stories to enhance students' enjoyment in reading so that they are motivated to read by them selves rather than we compel them to read. Morrow (2003) stated that every classroom can and should be a literacy rich environment in which children read not because they have to but because they want to.

Furthermore, Krolak (2005) cited in Kusmartini, Putri, Andriani, Nurlina (2012) asserts that teachers encourage reading for pleasure as a prerequisite for continuing education. Reading for pleasure can be used to trigger the students to read more serious materials later in their advance levels. They can be motivated to read for fun reading and continue to academic reading. Teachers and school environment should encourage the students to read starting with a kind of fun reading and then continue with academic reading in adolescent and adult level.

The implementation of children's book or children's literature has good evidents. Chang (2007) stated that the use of literature designed primarily for first language speakers of English in teaching English to young learners in Taiwan may have little positive impact on learning, particularly in the hands of inexperienced and poorly trained teachers. Nevertheless, there is much that those who design materials for use in language teaching, in Taiwan and elsewhere, can learn from children literature. There four good reasons to use literature in primary school; (1) Authentic literature provides a motivating, (2) Literature can contribute to language learning, (3) Literature can promote academic literacy and thinking skills, and prepare children for the English-medium instruction, and (4) Literature can function as a change agent.

The children of Lubuk Pauh village are the young generation of the nation who were born in the Bulang Tengah Suku Ulu, Musi Rawas Regency. It is one of the villages that is categorized as a very underdeveloped village with most livelihoods as rubber farmers. Reading is

a very unusual activity carried out by the children because almost all of their parents are busy in the faming. They only read in the school. That is why, this study are conducted to find out the method that can be used to improve the love of reading of children through children's book in the remote area and their parents perception regarding this study.

THEORETICAL FRAMEWORKS
The Concept of Reading

Reading is very important to get new information, develop knowledge and certain goals. For students, reading in spare time is very important compared to reading because of assignments or being forced by the teacher. Everatt (1999) states that reading is a complex skill that is highly needed. Reading activities include two basic processes, (1) translating the written form and (2) listening to the message in the writing.

Furthermore, Broomley (1992) states that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. This can be translated that reading functions as an activity to respond appropriately to the intent of the writing. Reading is very important as a tool to improve knowledge, but reading is an activity that is quite difficult to do even though students are forced to read thousands of readings from textbooks, but that does not mean it can make them read on their own because they read by force.

Reading is an effortful activity and one that is difficult to master, particularly in the initial phases of learning to read. Therefore, having the desire to read and the persistence to continue reading even when facing difficulties, is an important factor that is likely to develop a child's reading skill. Motivation can be defined as the psychological processes that determine the effort and persistence of an individual's behavior and the course of action that one takes (Ryan & Deci, 2000). Guthrie and Wigfield (1999), who defined reading motivation as "the individual's goals and beliefs regarding reading" (p. 199), claimed that what influences reading engagement is different from what influences engagement in other fields.

With regard to reading and intrinsic motivation, students who are intrinsically motivated to read would be considered to be fully engaged during reading activities, and would find opportunities to read both in leisure time and in school. These students would also be expected to choose to engage in reading activities without extrinsic coercion. Extrinsic motivation may include the desire to gain acceptance and approval from staff (e.g., teachers) or the desire to achieve good grades.

Guthrie and Wigfield (1999) describe that the intrinsic motivation loadings include *reading curiosity,* the desire to learn about a particular topic of interest to the student, and *reading involvement, the* enjoyment of experiencing different kinds of literary or informational texts. The notion of involvement in reading refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting. Extrinsic motivation and performance goals loadings include *competition in reading, the* desire to outperform others in reading; *recognition for reading, the* gratification in receiving a tangible form of recognition for success in reading; and *reading for grades,* the

desire to be evaluated favorably by the teacher. Because students often read in school where they are evaluated and compared with others, competition, recognition, and grades may figure prominently in their motivation for reading.

Reading Through Children's Books

Children's books are an important element in shaping children's mindsets (Ebrahim, 2011). children's books are books that contain children's stories ranging from novels, short stories, poems, dogeng to special books for babies to adults as readers. Children's books usually contain fun and imaginative readings, stimulated with colorful pictures to motivate children to read. John Lock in Costenaro (2008) emphasizes the importance of preparing children with fun books to develop their mindset rather than forcing or scolding them to read. He also suggested using picture books to develop a culture of reading in children.

Furthermore, Morrow (2003)states stated that every classroom can and should be a literacy rich environment in which children read not because they have to but because they want to. This is also supported by the results of the OECD's 2009 Program for International Student Assessment (PISA) which states that students reading prefer to read fiction and books will bring good conditions to cultivate the culture of reading scientific literature to students.

Types of Children's Book
Picture books

Picture books come in many shapes and sizes and include ABC and counting books, board books for babies, wordless books, pop-up and moveable books, poetry and rhyme books, as well as information books. Baker (2001) under this umbrella are several types of books:

➢ Baby Books -- For infants and young toddlers, these books are generally lullabies, nursery rhymes, finger plays, or wordless books. The length and format varies with the content.

➢ Toddler books -- Very simple stories for ages 1-3 (fewer than 300 words) familiar to a child's everyday life, or concept books (teaching colors, numbers, shapes, etc.) Books are short (12 pages is average) and the format can be board books (sturdy paper-over board construction), pop-ups, lift-the flaps or novelty books (books that make sounds, have different textures, etc.)

➢ Picture books -- Traditionally, picture books (also called "picture story books") are 32-page books for ages 4-8 (this age may vary slightly by publisher).

➢ Manuscripts are up to 1500 words, with 1000 words being the average length.

➢ Plots are simple (no sub- plots or complicated twists) with one main character who embodies the child's emotions, concerns and viewpoint.

➢ The illustrations (on every page or every other page) play as great a role as the text in telling the story.

Occasionally a picture book will exceed 1500 words; this is usually geared toward the upper end of the age spectrum. Picture books cover a wide range of topics and styles.

o Nonfiction in the picture book format can go up to age 10, 48

pages in length, or up to about 2000 words of text.

o Early picture books -- A term for picture books geared toward the lower end of the 4-8 age range. These stories are simple and contain less than 1000 words.

o Many early picture books have been reprinted in the board book format, thus widening the audience.

The Very Hungry Caterpillar by Eric Carle (Philomel) is an example.

Easy Readers also called "easy-to-read". These books are for children just starting to read on their own (age 6-8).

o There are color illustrations on every page like a picture book, but the format is more "grown-up". It is a smaller trim size, sometimes broken into short chapters.

o The length varies greatly by publisher; the books can be 32-64 pages long, with 200-1500 words of text, occasionally going up to 2000 words.

o The stories are told mainly through action and dialogue, in grammatically simple sentences (one idea per sentence).

o Easy Reader books average 2-5 sentences per page. See the "Amelia Bedelia" books by Peggy Parish or other "I Can Read" books published by Harper Trophy.

Transition books sometimes called "early chapter books" for ages 6-9. They bridge the gap between easy readers and chapter books. Written like easy readers in style, transition books are longer (manuscripts are about 30 pages long, broken into 2-3 page chapters), books have a smaller trim

size with black-and-white illustrations every few pages. See "The Kids of the Polk Street School" series by Patricia Reilly Giff (Dell) or the "Stepping Stone Books" published by Random House.

Chapter books for ages 7-10. These books are 45-60 manuscript pages long, broken into 3-4 page chapters. Stories are meatier than transition books but still contain a lot of action. The sentences can be a bit more complex, but paragraphs are still short (2-4 sentences is average).

Chapters often end in the middle of a scene to keep the reader turning the pages. Look at the "Herbie Jones" books by Suzy Kline (Puffin) and the "Ramona" books by Beverly Cleary (Morrow).

Middle grade: This is the golden age of reading for many children, ages 8-12. Manuscripts suddenly get longer (100-150 pages), stories more complex (sub-plots involving secondary characters are woven through the story) and themes more sophisticated.

Kids get hooked on characters at this age, which explains the popularity of series with 20 or more books involving the same cast.

Fiction genres range from contemporary to historical to science fiction/fantasy; nonfiction includes biographies, science, history and multicultural topics.

Check out some middle grade novels from the list of Newbery Medal winners at your library to get you started.

Young adult: For ages 12 and up, these manuscripts are 130 to about 200 pages long. Plots can be complex with several major characters, though one character should emerge as the focus of the book.

o Themes should be relevant to the problems and struggles of today's teenagers, regardless of the genre.

o "The Outsiders" by S.E. Hinton defined young adult when it was first published in 1967; the Newbery Medal award list also contains many worthy titles.

o A new age category (10-14) is emerging, especially with young adult nonfiction. These books are slightly shorter than the 12 and up category, and topics (both fiction and nonfiction) are appropriate for children who have outgrown middle grade but aren't yet ready for the themes (fiction) or who aren't studying the subjects (nonfiction) of high school readers.

Hill (2008) explains some categories of stories:

☐ Fables: short moral stories not based on fact, using animals as characters.

☐ Fairytales: about the imaginary folk

☐ Folk talws: traditional stories in which ordinary people gain special insight, transforming them and enabling them to extraordinary obstacles

☐ Legend: stories based on the life of a real person in which events are depicted as larger than life.

☐ Myths: stories about gods and heroes, explaining the nature and human nature.

☐ Parables: fictions stories told to point to a moral.

☐ Religious stories: historical and philosophical stories based onn a particular culture and religious persuasion.

☐ Tall tales: exaggerated stories, often humorous.

☐ Traditional tales: stories handed down orally from generation to generation.

Goddard in Costenaro (2008) mentions several types of stories for children as follows:

1) Pictures book
Picture books are important for younger children. This type of book tells the story through pictures more than words, and may have no words at all.

2) Fiction
Fiction is a story that is untrue, unproven, or exaggerated. Some fiction, like folklore and fables are told in an attempt to explain abstract ideas in a concrete way by relating the intangible or unknown to things that are known and understood.

3) Nonfiction
Nonfiction is a story that is true like history, biography, autobiography, narrative, and science.

4) Nursery Rhymes and Poetry
Recognizing rhyming words helps small children learn to distinguish phonetic sound.

McKay and Dudley (1996) propose some types of stories here they are:

☐ Fable – a short moral story not based on fact, using animals as characters

☐ Fairytale – the best-known would be Grimm's fairytales about imaginary folk

☐ Folk tale – a traditional story, in which ordinary people gain special insight, transforming them and enabling them to overcome extraordinary obstacles.

☐ Legend – a story based on the life of a real person in which events are depicted larger than life.

☐ Myth – a story about gods and heroes, explaining the workings of nature and human nature.

☐ Parable – a fictitious story told to point to a moral.

☐ Personal story – a life story from your own or your family's experience.

☐ Religious story – a historical and philosophical story based on a particlar culture and religious persuasion.

☐ Tall tale – an exaggerated story, often humorous. Fishing stories, Australian Bush stories.

☐ Traditional tale – a story handed down orally from generation to generation.

The Benefits of Reading Children's Books

Following are a few of the specific benefits children derive from reading and listening to books (Baker, 2001):

❖ Strengthening a bond between the child and adult reader

❖ Experiencing the pleasure of escaping into a fantasy world or an exciting adventure

❖ Developing a favorable attitude toward books as an enrichment to their lives

❖ Stimulating cognitive development

❖ Gaining new vocabulary and syntax

❖ Becoming familiar with story and text structures

❖ Stimulating and expanding their imaginations

❖ Stretching attention spans

❖ Empathizing with other people's feelings and problems

❖ Learning ways to cope with their own feelings and problems

❖ Widening horizons as they vicariously learn about the world

❖ Developing an interest in new subjects and hobbies

❖ Understanding the heritage of their own and other cultures

❖ Acquiring new knowledge about nature

❖ Bringing history to life

❖ Stimulating aesthetic development through illustrations

❖ Exploring artistic media used in illustrations

Furthermore, Brown & Tomlinson (2005) assert that :

☐ hearing good picture story books read aloud regularly can help children lear to read and value reading. Reading and discussing picture story books bring young children and adults together for a shared activity that is enjoyable to both and extremely valueable to students, since such experiences lay the foundation for a student's learning to read and for becoming a lifelong reader. Since the best picture story books can be enjoyed at several differen levels of understanding, adults can also sincerely look forward to reading and rereading these books.

☐ Sharing picture story books with students fosters language development. The combination of intriguing text, art, and topics found in the best picture books feeds students ideas, simulates their imagination and curiousity, and

provides them with a rich vocabulary to use in book-related questions and discussions.

☐ picture story books can foster with students' appreciation of art. Some of the best artists of today are illustrating students' picture story books. Many parents, teachers, and librarians take the opportunity to comment on the artwork as they share picture story books with students. Their comments range from what they like about an illustration to calling attention to how artistic styles in different picture story books vary and which of varying styles the students prefer and why.

☐ Visual clues enable nonreaders and beginning readers to enjoy picture story books by themselves. After a picture story book has been read to a student, she can return to the book and use picture clues to reproduce enough of language of the text from memory for a satisfying independent reading.

METHODS

The research focuses on improving children the love of reading. The data was conducted through motivation questionnaire. Reading Motivation Question adapted from Wigfield and Guthrie (1997) was used in measuring children' reading motivation. There were 25 items which involves intrinsic and extrinsic motivation. Intrinsic Reading Motivation Questionnaire:

1) Reading Curiosity (4 items) :
a. Jika guru mendiskusikan sesuatu hal yang menarik, saya akan membacanya dengan tekun.

b. Saya suka membaca buku-buku yang saya suka.
c. Saya suka hal-hal yang baru.
d. Saya suka membaca buku-buku tentang orang-orang. asing.

2) Reading Involvement (6 items):
a. Saya membaca cerita fantasi dan mempercayainya.
b. saya suka cerita misteri.
c. Saya menggambarkan apa yang sedang saya baca dalam benak saya.
d. Saya merasa bagaikan berteman dengan buku-buku yang bagus.
e. Saya sangat suka membaca cerita-cerita pertualangan.
f. Saya sangat gemar dan menyukai buku-buku cerita atau buku-buku fiksi.

Extrinsic Reading Motivation Questionnaire:

1. Competition in Reading (6 items):
a. Saya lebih banyak belajar dengan cara membaca dibandingkan dengan teman-teman saya sekelas.
b. Saya suka menjadi yang terbaik dalam bidang membaca.
c. Saya suka menyelesaikan bacaan-bacaan saya sebelum siswa-siswa yang lain.
d. Saya suka menjadi satu-satunya yang bisa menjawab soal-soal yang kami baca.
e. Sangatlah penting bagi saya untuk mengetahui bahwa saya termasuk dalam daftar pembaca yang baik.
f. Saya sangat berusaha keras untuk bisa membaca lebih baik daripada teman-teman saya.

2. Recognition for Reading (5 items)
a. Saya suka mendapatkan pujian dari guru bahwa saya membaca dengan baik.

b. Kadang-kadang, teman-teman suka mengatakan bahwa saya adalah seorang pembaca yang baik.

c. Saya suka mendapat pujian untuk kemampuan saya dalam membaca.

d. Orang tua saya memberikan saya hadiah ketika saya membaca dengan baik.

e. Saya senang ketika ada orang yang menghargai nilai membaca saya.

3. Reading for Grades (4 items):

a. Nilai adalah tolak ukur yang bagus untuk mengetahui seberapa baik kemampuan kita dalam membaca.

b. Saya suka mencari tahu nilai membaca saya.

c. Saya membaca untuk meningkatkan nilai saya.

d. Orang tua saya menanyakan nilai-nilai membaca saya.

Research design

The research design was the equivalent control group (Mc Milan, 1992: 176).

Experimental group   01   X

              02

Control Group   03   -----
               04

Where:

--------   : Dash line presents that the experimental and control groups that have not been equated randomization

XI   : Treatment

01.   : Quesionnair for pre-test Experiment Group

02.   : Quesionnair for post-test Experiment Group

03.   : Quesionnair for pre-test Control Group

04.   : Quesionnair for post-test Experiment Group

Research site and participants

The participants are all of the children under 15 and up 7 years old. They are randomized in two group, control and experiment group.

Data collection and analysis

The data was conducted through quesionnarie. There are two kinds of questionnaire, motivation and parents' perception. The data was analized by SPSS 20.

Findings

1. Result of Normality

The normality of the data was analized by SPSS to know the distribution of the data. The pre-test and post-test of the experiment group show the normality by sig. Kolmogorov – Smirnov 0,621 or more than 0.05. It means that the data was distributed normally.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		103
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4.64441737
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.040
Kolmogorov-Smirnov Z		.753
Asymp. Sig. (2-tailed)		.621

a. Test distribution is Normal.
b. Calculated from data.

Moreover, the normality for the pre-test and post-test of control group was also normal by sig. Kolmogorov – Smirnov 0,068.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		103
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4.87315549
Most Extreme Differences	Absolute	.128
	Positive	.128
	Negative	-.090
Kolmogorov-Smirnov Z		1.300
Asymp. Sig. (2-tailed)		.068

a. Test distribution is Normal.

b. Calculated from data.

1. Result of T-Test

Regarding to get the T-Test Value, the researcher also analized the mean of the data.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	67.53	103	4.671	.460
	Post Test	81.42	103	2.985	.294

The mean average of the pre-test and post-test of the experiment group was 67.53 to 81.42, it shows significant improvement. The T-Test result of T_{count} 26,747 > t $_{tabel}$ 1,986 and the Sig. (2-tailed) value is 0,000 < 0,05 , it means there is significant difference between pre and post result.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-13.883	5.268	.519	-14.913	-12.854	26.747	102	.000

Meanwhile, The mean of Control group is not significant improvement; 68.05 to 68.08. Control group also has T_{count} 1,731 < T_{tabel} 1,986 and Sig. (2-tailed) is 0,086 > 0,05 mean there is no significant difference between pre and post result.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	1.214	7.115	.701	-.177	2.604	1.731	102	.086

Discussion

The reading motivation questionnaire was adopted from the Wigfield and Guthrie questionnaire (1997). There are 25 questions involved intrinsic and extrinsic motivation. The results show that there is a difference between the motivation of the children before and after the experiment by being treated using children's books. The

children are more motivated both intrinsically and extrinsically. This is consistent with John Lock's statement in Costenaro (2008) emphasizes the importance of preparing children with fun books to develop their mindset compared to force them to read. The results of this study are also supported by the results of the OECD's 2009 Program for International Student Assessment (PISA) states that students prefer to read fiction books and this preference will bring good conditions to motivate them in reading scientific literature.

The results from the observation and treatment also indicate the lack of reading access, assistance and understanding of the benefits of reading also affect the motivation of the children in reading. Reading access provided by the government in the form of a mobile library has never come again to this village area. The library with very limited books is also only opened in the morning and afternoon when the children are in school.

Reading activities in this study were carried out in groups where the children were distributed to the questionnaire first. After reading the questionnaire, the 206 children were distributed (39 children study at Senior High School in the subdistrict) divided into 2 groups: the treatment group and the control group. The treatment group was 103 people divided into 5 groups, each consisting of 20/21 children. The control group is the group without treatment. The ttreatments carried out in the morning as many as 2 groups and 3 groups for the afternoon and evening. In carrying out treatment researchers and research member make creations in the form of storytelling to make the children not get bored in reading.

As a complement of the study, the researcher find out the response of parents toward reading activities through children's books, the researchers gave questionnaires to parents. The questionnaire adopted from the Family Literacy Survey conducted by the OECD and the results showed that these children were not invited to read at home. Only a few parents ask children to read textbooks at home. There is no habit of reading even to give a book or provide a book does not yet exist. After this activity was held, the parents gave positive responses in addition to being able to make children read independently also able to provide positive activities to the children.

Conclusion and Recommendations

Since children's books play a fundamental role in building up the love of reading, it is concluded that children's books are very important in fostering them to become independent readers as early as. Children's books can also greatly contribute to improving students' reading skill since children's books are the sources of many interesting written materials to be read. To accommodate this urgent need, every parents and teacher are hoped to provide children's books for their children or students in enhancing their love of reading as early as.

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