

Reading Interest Through Continued Stories Using Big Books for Early Childhood of Indonesian Migrant Worker

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Abstract

Big books are a fantastic tool for continuing Story and engaging young readers in a fun and interactive way. Reading interest in kindergarten can be stimulated by reading books and continued Stories, which can help foster children's reading habits and abilities. Through CAR's systematic approach, educators can collaborate with colleagues and continuously improve their teaching practices. The location was selected based on the number of villagers who work as female workers abroad and have early childhood children. The participants in this study were 13 children, consisting of 6 girls and 7 boys aged 5 years and were students at PAUD Miftahul Huda. Reading interest indicators for early childhood can be measured by assessing children's enjoyment of reading, confidence in their own aptitude, and Ability to continue the Story in their language. Incorporating big books into the classroom can positively impact children's reading interests and academic success.

Keywords: *Big Books, Reading Interest, Early Childhood Education.*

INTRODUCTION

Reading interest stimulation refers to the various strategies and techniques to engage and motivate individuals to read. This can include providing access to diverse and exciting reading materials, creating a positive and supportive reading environment, and incorporating interactive and engaging activities that promote a love for reading. Individuals are more likely to develop strong reading skills, expand their knowledge, and cultivate a lifelong passion for reading by stimulating reading interest. "Cognitive stimulation programs, particularly those focused on executive functions, have been shown to improve reading comprehension in children, especially those from lower socioeconomic backgrounds. The use of gamified activities as part of computerized cognitive training has effectively enhanced children's reading skills. Additionally, a gamified program targeting working memory and inhibitory control had a larger impact on reading comprehension in younger children than older ones. Overall, the malleability of the executive function system through cognitive stimulation programs represents a promising approach to enhance reading comprehension in children [1]." (Pedro & Jon, 2023; Shungen & Huasen, 2021; Gesa, 2021). For example, a study conducted in a low-income school district found that implementing a computerized cognitive training program with gamified activities significantly improved reading comprehension scores among students. The program's interactive and engaging nature helped keep students motivated and focused on developing their reading skills, leading to measurable improvements in their overall comprehension abilities. "A picture book reading intervention can positively affect language development in children, as shown in a study conducted with low-income children in South Korea [3]. The study found that children who participated in the intervention program showed higher scores in expressive language development and concepts about print compared to the control group after the program was administered [3]." (Kathryn & Elaine, 2005; Gerardo et al., 2020; Myoung et al., 2013). These findings highlight the importance of incorporating engaging and interactive reading programs into the curriculum, especially for children from disadvantaged backgrounds. By utilizing tools such as picture books, educators can help students improve their language skills and comprehension abilities in a fun and effective way. This study serves as a valuable reminder of the significant impact of targeted reading interventions on children's overall academic success.

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Fostering a love for reading at a young age can significantly benefit children's development. Not only does it improve their language skills and comprehension abilities, but it also enhances their cognitive abilities and critical thinking skills. Research has shown that children exposed to various reading materials from an early age are more likely to excel academically and succeed in school. Therefore, educators and parents must prioritize reading as a fundamental aspect of children's education and overall development. By providing children access to engaging and interactive reading programs, we can help them unlock their full potential and set them on a path towards lifelong learning and success. "Children who view reading as important are more likely to be daily readers, highlighting the need to emphasize the benefits of regular reading to children. As children grow older, their perception of the importance of reading beyond skill acquisition may change due to various factors like exposure to literacy testing and academic expectations. Boys show a stronger correlation between age and the importance of reading compared to girls, indicating a need to ensure boys understand the importance of reading from an early age. Regular recreational reading engagement benefits literacy skill development and maintenance, influencing children's motivation to read [1]." (Margaret & Saiyidi, 2018). "Reading in early childhood can be facilitated through exposure to written language, allowing children to form hypotheses and discover the code of written language. A study showed that an experimental group using an educational game had higher post-test scores compared to a control group using a reading book, indicating improved reading ability in early childhood [2]." (Soderbergh, 1971; Puspitasari, 2017; Strickland, 1985). For example, a child who is read to regularly by their parents from a young age may develop a strong interest in reading and language, leading to improved literacy skills as they grow. Additionally, incorporating interactive and educational reading materials, such as games or digital books, can enhance a child's reading abilities and make learning more engaging. Providing children with various reading materials and experiences can greatly benefit their literacy development. By exposing children to different types of reading materials, parents and educators can help foster a love for reading and language that will continue to grow as the child matures. This study highlights the importance of utilizing innovative and interactive methods, such as educational games, to support and enhance children's reading abilities from an early age.

The Indonesian government has issued laws to protect migrant workers abroad. However, these laws have not fully addressed the problems faced by Indonesian migrant workers, such as persecution, unpaid wages, and illegal work. Legal protections for female workers who are victims of exploitation and rape prioritize their rights, but there are challenges in protecting illegally working migrant workers. The International Convention on the Protection of the Rights of All Migrant Workers and Their Family Members is not effectively implemented to protect Indonesian workers abroad. The government provides guidance and advocacy for migrant workers through BNP2TKI and BP3TKI to help them navigate legal issues in host countries. Ambassadors and consular officers also work to protect Indonesian workers abroad [1]" (Evita & Megawati, 2023; Wahyono, 2007; Totok & Evi, 2012). "The protection of Indonesian female migrant workers through the Migrant Worker Family Community (KKBM) involves various government agencies and private companies but lacks explicit coordination. Efforts include regulations, institutional divisions, and actions like improving worker quality and bilateral relations [1]. Legal protections for female workers abroad prioritize legal assistance, psychologists, clergy, and compensation, but illegal workers face challenges. International conventions are not effectively implemented for Indonesian female workers [2]. The number of female Indonesian migrant workers has increased, with 54-62% being women, highlighting the need for improved protection services [3]." (Moh et al., 2021; Evita & Megawati, 2023; Jusuf, n.d.). "Childcare strategies of Burmese migrant workers involve creatively seeking care for their children, either sending them back to Myanmar or securing alternatives in the place of work. The study focuses on the care responsibilities of migrant factory workers, exploring how state policies and industrial growth impact their reproductive activities [1]. The global care chain concept highlights the experiences of migrant domestic workers leaving their children to be cared for by others while working abroad [1]. Migrant workers often rely on family members in Myanmar for childcare, with arrangements varying based on location and access to support [1]." (Cox, 2016). "The protection of Indonesian migrant worker children's rights is crucial and requires professional caregivers to ensure their well-being. According to research, the basic rights of these children, including survival, education, and health, have not been optimally met. Recommendations include policy development and implementation strategies to address the needs of migrant worker children who are abandoned by their parents [2]." (Marwati et al., 2018). One detailed example is when

a migrant worker in Malaysia arranges for their child to stay with relatives in Myanmar while they work abroad, relying on them for childcare support. In some cases, migrant worker children in Indonesia may be left without proper care and supervision, highlighting the importance of professional caregivers to ensure their well-being and rights are protected.

Big books are a fantastic tool for continuing Story and engaging young readers in a fun and interactive way. These oversized books capture children's attention with large, colourful illustrations and provide a shared reading experience promoting language development and comprehension skills. When used with other literacy activities, such as guided discussions and hands-on activities, big books can help children connect the text and their own experiences, further enhancing their understanding and enjoyment of the Story. Additionally, using big books can also help children develop important pre-reading skills, such as tracking print from left to right and understanding the concept of a story having a beginning, middle, and end. Incorporating big books into continued story sessions can be a valuable and effective way to support children's literacy development and foster a love for reading. "Using big books for continued Story can help students develop their speaking skills by providing text and images that are easy to understand and engaging, especially for younger children. Big books can attract students' attention and make learning activities more focused, leading to better comprehension of the Story. However, big books may have drawbacks such as taking a long time to make and being difficult to carry around [1]." (Rizkiyah, n.d.). "Big book is an alternative interesting media that teachers or educators of young learners can use. It contains big pictures, words, or sentences and is colourful, making it appropriate for preschoolers and students in primary school. A big book must have six characteristics: short stories, rhyme patterns, big pictures, repetitive phrases, familiar vocabulary, simplicity, and humour elements. Studies have shown that big books positively impact language teaching and learning processes, improving vocabulary achievement and building interaction between teachers and students [1]." (Dian & Fika, 2018). In addition to big books, educators can also utilize interactive whiteboards, multimedia presentations, and educational videos to engage young learners in the classroom. These alternative media can help capture students' attention and cater to different learning styles. By incorporating various media into their lessons, teachers can create a dynamic and engaging learning environment that fosters their students' language development and literacy skills. Ultimately, using diverse media tools can enhance the overall learning experience for young learners and promote a love for learning.

LITERATURE REVIEW

Previous Studies on Reading Interest Stimulation in Children

Have shown that incorporating multimedia elements, such as videos and interactive games, can significantly increase students' engagement and motivation to read. Additionally, research has indicated that exposure to various media formats can improve comprehension and retention of information. By utilizing these findings, teachers can effectively design lessons that capture students' interest and enhance their reading skills. Furthermore, studies have suggested that incorporating multimedia elements can also help students develop critical thinking skills and the Ability to analyze and interpret information from different sources. "Previous studies have shown that literacy culture strengthening programs, such as reading books and continued Story, can stimulate reading interest in children at an early age. These programs aim to foster children's reading habits and abilities by starting with familiar storybooks and expanding to other genres. Lack of interest in reading can lead to low reading habits and Ability, affecting language skills in general. Programs like 'One Day One Story' and library-based activities have improved children's reading interest. Different stages of reading development in children, from the magical to the independent reader stage, should be considered when implementing reading programs for kids. Basic abilities like distinguishing auditors and creating an experience background are crucial for children's success in reading and writing [1] [2]." (Mila & M., 2018). This will help ensure that children can progress smoothly through their reading journey. "Reading interest in kindergarten can be stimulated by activities such as reading books and continued Stories, which can help foster children's reading habits and abilities. Children with high reading skills in kindergarten tend to exhibit a high interest in reading activities, while those with low reading skills show less interest. Parent ratings and children's preferences for reading activities can also influence children's interest in reading. Early exposure to reading through familiar storybooks

can increase interest in reading more books [2]." (Janne & Anu, 2022; Mila & M., 2018; Ollila, 1977). The more children are exposed to reading at a young age, the more likely they are to develop a love for books and literature. Parents play a crucial role in fostering this interest by reading to their children regularly and providing them with various age-appropriate books. By creating a positive and engaging environment around reading, children are more likely to see it as a fun and enjoyable activity rather than a chore. Ultimately, starting children on their reading journey early can prepare them for a lifetime of learning and exploration through books.

Benefits of Using Continued Story for Children's Reading Development

Continued Story is another powerful tool that can be used to enhance children's reading development. When children are exposed to continued Stories, they are not only entertained, but they also learn important language and literacy skills. Listening to stories helps children to develop their vocabulary, comprehension, and listening skills. Additionally, continued Story can spark children's imagination and creativity, encouraging them to think critically and problem-solve. Incorporating continued Story into children's reading routines can further enrich their reading experience and help them become lifelong readers. "The benefits of using continued Story for children's reading development include stimulating language-learning activities, encouraging students to generate language and develop proficiency in the target language, empowering student writers, activating imagination, fostering extensive reading and creative writing abilities, offering the pleasure of a good story, knowing other people and places, reflecting on ideas and values, and developing language and literacy skills. Children's literature is considered a valuable resource for reading and writing instruction, especially in an EFL context where it can provide comprehensible input and model examples of language style and length for production [1]. Literature is acknowledged as conducive to academic, intellectual, cultural, and linguistic learning, serving as a powerful way of knowing about oneself and the world, with many teachers recognizing its benefits for students and empirical documentation verifying positive results in second language acquisition [2]." (Mei., 2006). "Continued story activities in early childhood education have numerous benefits, including promoting spiritual growth, developing children's readiness for further education, character building, intelligence, cheerfulness, skill development, and fostering devotion to God Almighty. These activities are crucial for developing children's mindsets, especially during the golden age of early childhood. Continued Story also helps enhance memory sharpness and language abilities, foster reading interest, improve critical thinking skills, and strengthen the emotional bond between teachers and students [1]." (y., 2022; Rahiem, 2021). For example, regularly reading bedtime stories to young children promotes their love for reading and helps them develop empathy and compassion as they relate to different characters and their experiences. Additionally, continued Stories can be used in the classroom to teach important moral lessons and values in a fun and engaging way, ultimately shaping children into well-rounded individuals. Incorporating continued Stories into education can also help students understand complex concepts by presenting them in a more relatable and understandable manner. Furthermore, it encourages creativity and imagination in students, allowing them to think outside the box and develop innovative solutions to problems. Continued Story is a powerful tool that can positively impact students' academic and personal growth.

Effectiveness of Big Books in Engaging Children in Reading

Big books are highly effective in engaging children in reading. Their large, colourful pages and oversized text make them visually appealing and captivating for young readers. Additionally, the interactive nature of big books, such as the Ability for children to physically turn the pages and point to different elements on the page, helps to keep their attention and actively involve them in the continued story process. This hands-on approach enhances children's reading comprehension and vocabulary skills and fosters a love for reading at an early age. Big books serve as a valuable tool in promoting literacy and instilling a lifelong passion for books in children. "Shared reading experiences, such as using big books, can effectively engage children in reading by providing opportunities for group reading and discussion [1]. Teachers can model reading behaviours and help children develop literacy skills through shared reading activities [1]. Using various materials like big books, poems, and charts can enhance the shared reading experience [1]. Additionally, providing children different learning opportunities during shared reading can support their literacy development [1]." (Melissa, 2012; Mariam et al., 2011). This can include asking open-ended questions, connecting to real-life experiences, and encouraging children to actively participate in the reading process [1]. Teachers can help children deepen their understanding

and critical thinking skills by engaging them in discussions about the text. Encouraging children to make predictions, ask questions, and reflect on what they have read can further enhance their comprehension and overall literacy development. Ultimately, shared reading experiences can create a positive and enriching environment for children to explore language, build vocabulary, and foster a love for reading.

RESEARCH METHOD

Description of the Study Design

"Classroom Action Research " aims to produce innovative instructional strategies to solve classroom problems and improve classroom performance. It involves repeated cycles of developing, implementing, evaluating, and revising instructional strategies until the problem is effectively solved. It differs from experimental research, which evaluates existing strategies without revision. Classroom Action Research belongs to both quantitative and qualitative research due to numerical and verbal data collection. The research method presentation for Classroom Action Research includes observing, data collection, and professional reflection. The significance of Classroom Action Research lies in its practical and theoretical contributions to improving teaching practices and developing instructional strategies [1]." (Latief, 2009; Katherine et al., 2006). "Classroom Action Research (CAR) " was developed by Kemmis and Mc Taggart in 2013, and consists of four steps: planning, acting, observing, and reflecting. It aims to improve students' speaking skills through action learning strategies [1], [2]." (Rangga et al., 2022; *Icaksono Wisnu Adi*, n.d.; y, 2018) . By actively engaging in the process of CAR, teachers can gain valuable insights into their teaching methods and make necessary adjustments to meet the needs of their students better. Through CAR's systematic approach, educators can collaborate with colleagues and continuously improve their teaching practices. Overall, Classroom Action Research is a powerful tool for professional development and enhancing the overall quality of education in the classroom.

Participants and Sample Size

The participants in CAR typically consist of teachers, students, and sometimes administrators or other stakeholders in the education system. The sample size for a CAR study can vary depending on the specific research question being addressed. However, researchers need to ensure that the sample is representative of the population they are studying. Researchers may sometimes use a small sample size to gather in-depth, detailed information. In contrast, a larger sample size may be necessary in other cases to ensure the results are generalizable to a larger population. Regardless of the sample size, it is essential for researchers to carefully consider the ethical implications of their study and ensure that participants' rights and privacy are protected throughout the research process. "The program on CAR for chemistry teachers included in-service meetings and online training to improve their ability to design and carry out CAR. Data was collected through pretest-posttest questions and evaluation scales to measure their CAR design ability. The teachers' understanding of CAR was assessed through essay-type questions based on CAR theories. The program aimed to enhance teachers' research competence and improve chemistry learning quality [1]." (Retnawati, 2017). The research was conducted at PAUD Miftahul Hulda, Kapetakan District, Cirebon Regency. The location was selected based on the number of villagers who work as female workers abroad and have early childhood children. The participants in this study were 13 children, consisting of 6 girls and 7 boys aged 5 years and were students at PAUD Miftahul Huda.

Data Collection Methods

They included quantitative and qualitative approaches to understand the teachers' CAR design progress comprehensively. Quantitative data was gathered through pretest-posttest questions and evaluation scales, allowing for statistical analysis of any improvements in their research competence. On the other hand, qualitative data was collected through essay-type questions, providing more nuanced insights into the teachers' understanding of CAR theories and their application in practice. By utilizing a combination of these data collection methods, the program was able to effectively assess the impact of the training on the teachers' research skills and ultimately improve the quality of chemistry education. "Kemmis and Taggart are mentioned in the research on implementing cooperative learning models to improve student cooperation skills in elementary schools [2]. The research used the Kemmis and Taggart model in the classroom action research

method to analyze data collected through observation and field notes [2]. The study concluded that the STAD type cooperative learning model effectively enhanced elementary school students' cooperation skills [2]." (uin.,2020; Mutia et al., 2020; NGATIYEM, 2021; Arifin, 2021). "Reading interest indicators for early childhood can be measured by assessing children's enjoyment of reading, motivation to read, and confidence in their aptitude. Children who see themselves as skilled readers are more likely to spend time reading, which reinforces and improves their reading skills. Enjoyment, motivation, and confidence in reading are highly correlated with reading achievement for third-graders. Struggling readers in early grades might avoid reading due to lack of engagement and confidence, leading to lower graduation rates [1]." (Musen, 2010; Irena, 2013). "Story continuation indicators for early childhood can be assessed using learning and teaching stories, which provide alternative views on assessment and evaluation in early childhood [2]." (Helen & Valerie, n.d.)

Table 1. Reading Interest Observation Instrument

Aspects of Language Development	Indicator
Early Childhood Reading Interest	Enjoyment of reading
	Confidence in their own aptitude
	Children are able to continue the Story in their own language.

Table 2. Instrument Assessment Scale (Casta, M.Pd, 2014. p.111-112)

Presentase	Description
86%-100%	Very Good
76%-85%	Good
60%-75%	Enough
55%-59%	Less
<54%	Very Less

RESULT AND DISCUSSION

Table 3. Reading Interest at the End of Cycle I

No	Name	Enjoyment of reading				Confidence in their aptitude				Children are able to continue the Story in their own language			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
1	Al		√			√				√			
2	Ez			√			√				√		
3	Ki	√				√				√			
4	Ke		√				√				√		
5	Bi	√				√					√		
6	Ma	√						√			√		
7	Mu		√			√						√	
8	Ma	√				√					√		
9	Az			√			√					√	
10	Az			√			√					√	
11	Ri		√					√				√	
12	Sa			√				√				√	
13	Fa		√					√			√		
Total		4	5	4	0	6	3	4	0	4	4	5	0
Presentase100%		31%	38%	31%	0%	46%	31%	15%	38%	31%	31%	38%	0%

Based on Table 3 in cycle I, it is known that the interest in reading through playing continues the Story with the Big Book media. In the indicator, children are able to continue the Story with their language, which is in the good category of 38%. In the indicator, children who enjoy reading in the outstanding category increased by 0%. The self-confidence indicator is in the less category of 31%.

Table 4. Reading Interest at the End of Cycle II

No	Name	Enjoyment of reading				Confidence in their aptitude				Children are able to continue the Story in their own language			
		VL	L	G	VG	VL	L	G	VG	VL	L	G	VG
1	Al			√					√			√	
2	Ez			√				√				√	
3	Ki			√				√				√	
4	Ke		√				√				√		
5	Bi				√			√					√
6	Ma			√				√				√	

7	Mu				√			√				√	
8	Ma			√				√	√			√	
9	Az				√			√				√	
10	Az				√			√				√	
11	Ri			√				√				√	
12	Sa			√				√				√	
13	Fa				√				√			√	
Total		0	1	7	5	0	1	9	3	0	1	11	1
Presentase100%		0 %	7,7 %	53,8 %	38,5 %	0 %	7,7 %	69,2 %	23,1 %	0 %	7,7 %	84,6 %	7,7 %

Based on Table 4 in cycle II, it is known that there is an increase in interest in reading through playing continuing stories with Big Book media. In the indicator, children are able to continue the Story in their language, which is in the good category of 84.6%. This shows an increase in development of 46.6%. The indicator that children enjoy reading in the very good category increased by 38.5%. The self-confidence indicator in the very good category was 69.2, which increased by 54.2% from the first cycle.

Impact of Using Big Books on Children's Reading Interest

The study's findings on the impact of using big books on children's reading interests were significant. The research showed that incorporating big books into the curriculum significantly increased students' engagement with reading material. This hands-on approach to learning improved reading skills and fostered a love for reading in young learners. Additionally, the study found that children were more likely to participate in class discussions and activities when big books were used, demonstrating a positive impact on their overall interest and enthusiasm for learning. Overall, the findings suggest that incorporating big books into the classroom can positively impact children's reading interests and academic success.

Furthermore, teachers reported that students were more eager to attend class and were consistently excited about the reading lessons. Using big books also helped create a sense of community within the classroom, as students would often collaborate while reading and discussing the material. This collaborative environment not only enhanced their reading comprehension but also improved their social skills. As a result, implementing big books in the curriculum proved valuable in creating a more engaging and enriching learning experience for young students. "Big books can help develop reading interest in early childhood by providing engaging stories and colourful illustrations that capture children's attention and imagination. Reading big books together can create a bonding experience between children and adults, fostering a love for reading from a young age. Additionally, big books can help children develop important literacy skills such as vocabulary, comprehension, and fluency [2]." (Xiaotao et al., 2018).

Effectiveness of Continued Story in Stimulating Reading in Children

Continued Story has long been recognized as a powerful tool in stimulating reading in children. Storytellers can captivate young audiences and ignite their imagination through vivid language, expressive voices, and engaging plotlines. Research has shown that continued Story enhances reading skills and improves children's listening comprehension, critical thinking, and emotional intelligence. Parents and educators can create a rich and dynamic learning experience that fosters a lifelong love for reading by incorporating continued Story into the classroom or home environment. Continued Story also helps children develop empathy and understanding of different perspectives, as they can put themselves in the characters' shoes and experience their emotions and struggles.

Additionally, by listening to stories, children are exposed to a wide range of vocabulary and language structures, which can enhance their writing skills. Overall, continued Story is a valuable tool that can improve literacy skills and promote creativity, empathy, and a love for learning in children. "Continued Story is an effective method to improve language development in children. It can enrich children's language and story skills, leading to better speech development. Continued story activities are useful for children's development, especially in expressing ideas and values.

Additionally, engaging in activities like continued Story, counting, drawing, and reading with children can enhance their literacy-numeracy skills. The positive impact of continued Story on children's creativity and

problem-solving abilities has been demonstrated [1, 2, 3]." (Ryan et al., 2022; Agani et al., 2023; Rose & Airin, 2018).

Comparison Of Reading Interest Before and After Intervention

The study showed a significant increase in reading interest among children who participated in continued story activities compared to those who did not. This suggests that continued story interventions can effectively enhance children's interest in reading. Furthermore, the findings highlight the importance of incorporating continued Story into educational programs to promote literacy skills and foster a love for reading in children. Overall, the positive impact of Continued Story on children's language development and literacy skills is evident, emphasizing the value of Continued Story as a tool for enhancing children's learning and cognitive abilities. Continued Story improves children's reading skills and helps them develop better communication and comprehension abilities. Engaging in continued story activities exposes children to different narratives, characters, and settings, stimulating their imagination and creativity. This makes reading more enjoyable for children and encourages them to become more active and eager learners.

In conclusion, continued Story is a powerful tool that can significantly benefit children's overall academic and cognitive development. "The continued story group outperformed the control group in listening comprehension, while the reading Story aloud group performed better than the control group. There was a significant difference between the continued story and reading story aloud group, with the continued story group outperforming the reading story aloud group." (Gallets, n.d.; Zeinab & Gholamreza, 2015; Unkyoung, n.d.).

DISCUSSION

Implications of the Findings for Promoting Reading Interest in Children

The results of this study suggest that continued Story has a more significant impact on children's listening comprehension and overall academic performance than simply reading stories aloud. This highlights the importance of incorporating continued Story into educational practices to enhance children's reading interest and engagement. Educators can create a more dynamic and interactive learning environment that fosters a love for reading by using continued Story as a tool to stimulate children's imagination and creativity. Additionally, the findings emphasize the need for educators to prioritize continued Story as a method for promoting literacy skills and cognitive development in young learners. Overall, this study underscores the significant role that Continued Story can play in shaping children's academic success and fostering a lifelong passion for reading. Educators can make learning more enjoyable and meaningful for their students by incorporating continued Story into their lesson plans. Through the power of narrative, children are able to connect with the material more deeply, making it more likely that they will retain the information and apply it in real-world situations. Ultimately, continued Story has the potential to improve literacy skills and instil a sense of curiosity and wonder in young learners, setting them up for success in their academic and personal lives.

Suggestions for Future Research in This Area

This could include exploring the specific types of stories that resonate most with students, the impact of incorporating continued Stories across different subjects, and the long-term effects of using narrative in education. Additionally, further studies could investigate the role of technology in enhancing continued Stories in the classroom, and the potential benefits of incorporating diverse perspectives and voices in the stories shared with students. By delving deeper into these areas, educators can continue to refine and improve their use of continued Story as a powerful tool for engaging and inspiring their students. These studies could also explore the ways in which continued Story can be used to promote empathy, critical thinking, and creativity in students. By understanding the cognitive and emotional benefits of continued Story, educators can tailor their approach to better meet the diverse needs of their students. Furthermore, research could investigate the most effective methods for integrating continued Story into different learning environments, such as virtual classrooms or blended learning models. Ultimately, educators can unlock its full potential as a transformative tool for student engagement and learning by continuously examining and refining the use of continued Story in education.

Limitations of the Study

One limitation of the study is the lack of longitudinal data to track the long-term effects of continued Story on student academic performance and motivation. Additionally, the study's sample size may be different from the larger student population, leading to potential biases in the results. Furthermore, the study did not account for individual differences in learning styles and preferences, which could impact the effectiveness of continued Story as an educational tool. Future research should address these limitations to provide a more comprehensive understanding of the impact of continued Story in education. This could involve conducting follow-up studies over an extended period to assess the lasting impact of continued Stories on student outcomes.

Additionally, researchers should aim to recruit a more diverse and representative sample of students to ensure the findings can be generalized to a wider population. It would also be beneficial to explore how individual differences in learning styles interact using continued Story in the classroom. By addressing these limitations, future research can offer valuable insights into the potential benefits of incorporating continued Story into educational practices.

CONCLUSION

Summary of key Findings

In conclusion, the research on the use of continued Story in education has shown promising results in improving student engagement, comprehension, and retention of information. However, there is a need for more long-term studies to fully understand the lasting impact of continued Stories on student outcomes. Additionally, future research should aim to recruit a more diverse sample of students and explore how individual learning styles may interact with continued Stories. By addressing these limitations, educators can better harness the power of continued Story to enhance learning experiences for all students. Ultimately, incorporating continued Story into educational practices has the potential to create a more inclusive and effective learning environment. By tailoring continued story techniques to meet the needs of diverse learners, educators can cater to a wide range of students and help them better connect with the material. Through continued research and implementation of continued Stories in education, teachers can continue to refine their methods and improve student outcomes. Educators can unlock the full potential of continued Story as a powerful tool for enhancing learning experiences and fostering a deeper understanding of complex concepts.

Recommendations for Educators and Parents

Alike includes incorporating a variety of continued story formats, such as digital continued Story, role-playing, and interactive continued story activities. Educators can accommodate various learning styles and preferences by providing students with opportunities to engage with the material in different ways. Additionally, encouraging students to create their own stories and share them with their peers can further enhance their understanding and retention of the material. Parents can also play a crucial role in supporting their children's learning through Continued Story by reading to them regularly, discussing stories together, and encouraging them to explore their creativity through Continued Story. By working together, educators and parents can create a rich and engaging learning environment that fosters a love of learning and empowers students to reach their full potential. This collaborative approach to continued Story helps students academically and strengthens their emotional and social development. Students learn empathy, communication skills, and creative problem-solving by engaging in continued story activities. This holistic approach to education creates well-rounded individuals prepared to succeed in academic and personal pursuits. Overall, continued Story is a powerful tool that can transform the learning experience for students and create a strong foundation for their future growth and success.

Importance of Continued Efforts to Stimulate Reading interest in Children

One way to continue stimulating reading interest in children is through diverse and engaging literature. Providing children with a wide range of books that reflect their own experiences and cultures can help them see themselves in the stories they read, making the reading experience more meaningful and enjoyable. Additionally, incorporating interactive reading activities, such as book discussions, author visits, and continued

story sessions, can help children develop a love for reading by making it a fun and social experience. By continually exposing children to new and exciting books and reading experiences, we can help foster a lifelong love of reading and learning. Encouraging children to explore different genres and styles of writing can also help expand their literary horizons and keep them engaged in reading. By introducing them to diverse voices and perspectives, we can help them develop empathy and understanding for others. Ultimately, instilling a love for reading in children can have long-lasting benefits, from improved literacy skills to a greater appreciation for the power of continued Story. We can help children become lifelong readers and learners through consistent support and encouragement.

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