



# The Influence of the Dialogic Reading Method with PEER-CROWD Techniques on the Listening and Speaking Skills of Preschool Children: A Quasi-Experimental Study

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## ABSTRACT:

Listening and speaking skills in children play an important role in their language development. These two skills complement each other and provide a strong foundation for children to interact with the world around them, learn effectively, and build good relationships with others. This study investigated the effect of the dialogic reading method on improving the listening and speaking skills of children aged 4-5. Using a quantitative approach of the quasi-experimental type with a non-equivalent control group design type. The subjects in this study were divided into two classes, namely the experimental and control classes with a total of 34 children in groups A1 and A2 of ABA Kindergarten Perumnas Condongcatur, Depok District, Sleman. In the experimental class there were 17 children, and the control class 17 children. The application of the dialogic reading method was applied during the activity of reading story books together consisting of six to eight children with a duration of about 15-18 minutes. The joint reading activity was carried out 4 times. The story book used for the experimental group has been modified to make it easier to remember the sequence of CROWD questions at the prompt stage. The modification lies in the question assistance stickers that will be asked to the child which are placed on certain pages. The instrument used is an observation instrument for the listening and speaking skills of children aged 4-5 years. The data analysis technique uses the Independent Sample t-Test with a significance level of 0.05. Based on the results of the data analysis, it can be concluded that: (1) There is a significant influence of the dialogic reading method on the listening skills of children aged 4-5 years with the results of the independent t-test obtained a Sig value (2-tailed) of 0.000 < 0.05 and a calculated t value of 4.757; (2) There is a significant influence of the dialogic reading method on the speaking skills of children aged 4-5 years with the results of the independent t-test obtained a Sig value (2-tailed) of 0.004 < 0.05 and a calculated t value of 3.131. In short, the application of the dialogic reading method has an effect on the listening and speaking skills of children aged 4-5 years.

## Artikel History

Submission : December 04, 2024

Received : April 16, 2025

Accepted : April 30, 2025

## Keywords:

Dialogic reading method, listening skills, speaking skills

## Doi:

<https://doi.org/10.21009/jpud.v19i1.50476>

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## 1. Introduction

Language acquisition is an important part of early childhood development (ECD). Language functions as a means for individuals to convey information, articulate ideas, and convey emotions to others (Maghfirah, 2019). Children's language development is shaped by social relationships, emotional growth, cognitive abilities, and physical/motor development (Husna & Eliza, 2021). Language functions as a means of communication, including speaking, listening, reading, and writing. It plays an important role in children's cognitive development, helping to

increase their intellectual capacity and facilitating the expression of their thoughts and emotions to others (Robingatin and Ulfah, 2019: 31). Language proficiency includes four basic components: listening, speaking, reading, and writing (Maghfirah, 2019). Listening and speaking have a strong relationship because good listening skills are the foundation for effective speaking, and both together help to convey information well in the communication process (Tarigan in Rahmah et al, 2023). Listening skills are where someone intentionally captures and understands messages both directly and implicitly, so that the message can be generally accepted. Speaking is the act of conveying knowledge to others clearly, precisely, and directly. Speaking is an active language act and listening is a passive language activity, both of which are carried out directly (Hijriyah, 2016: 153).

Listening skills and speaking skills in children play a very important role in their language development. Through good listening skills, children will be exposed to a wider vocabulary, correct sentence structure, and correct intonation. Good speaking skills also train children to express themselves clearly, use the right vocabulary, and practice more complex language skills, such as asking questions, giving arguments, or delivering presentations. All of this contributes to the development of children's verbal communication and helps them become effective speakers. These two abilities complement each other and provide a strong foundation for children to interact with the world around them, learn effectively, and build positive interpersonal relationships (Putri et al, 2018).

Jalongo (2007:64) states that around the age of 4 years, children have linguistic abilities such as the ability to construct coherent phrases, have increasingly better speaking skills, and their sentence structure begins to improve. Children at this age have a vocabulary of around 1400-1600 words, they also begin to adjust the topic of conversation, and tend to play together more often. According to Jalongo (2007:87), children begin to enjoy listening to various stories when they are around 4-5 years old. They even ask for the narrative to be told repeatedly. They are also able to understand longer stories during this stage. Children can identify the characters in the story after listening to it.

According to a report quoted from [cnnindonesia.com](http://cnnindonesia.com) in 2022 (Safir Makki, 2022) showed a number of problems faced by children during the transition period after the pandemic. The results of the latest survey revealed that the Covid-19 pandemic has caused children to have difficulty interacting. Around 31.7 percent of parents stated that their children often show crying behavior when meeting strangers. As many as 31.5 percent of parents reported that their children lacked experience in socializing with others. In addition, around 14.8 percent of parents stated that their children had speech disorders, while 13 percent of other parents observed that their children were unable to respond well to others. This survey involved 1,232 parents who experienced various obstacles when accompanying their children in going through this transition period. Meanwhile, based on previous studies conducted by Munasih and Nurjaman (2017), research by Anggalia and Karmila (2020) and research by Ni'mah, Rakhmawati & Septiana (2020) it was found that children aged 4 to 5 years experience language difficulties, especially in speaking skills. In particular, a large number of children in this age group are unable to speak fluently and articulately due to the use of inappropriate and entertaining learning methods, the absence of media to stimulate the speaking skills of children aged 4 to 5 years, and the lack of desire to appreciate children who already speak fluently. Then this study found that students are less motivated to share experiences, ideas and how to use vocabulary, verbs, articulation, and sentence structure, and are still less precise in pronouncing words and symbols based on letter sounds. Meanwhile, research by Dytarisma et al. in 2023 revealed that the decline in listening skills shown in children aged 4 to 5 years can be due to two different sources: internal triggers inherent in the child and external influences from outside the child. The child's personal aspect is formed by the tendency and drive to learn, the tendency to be uninterested and easily bored throughout the learning process, and the tendency to ignore teacher instructions. In addition, the suboptimal ability of children to listen is influenced by external variables which are further exacerbated by the failure of teachers to apply new learning techniques.

Meanwhile, based on the results of the researcher's initial observations on a group of 4 to 5-year-old Kindergarten A children in Cluster 6 Condongcatur, Depok Sleman District, totaling 181 children, showed that 22.6% of children spoke little when asked by the teacher to tell stories or recount experiences experienced by the child, 49.7% of children did not pay attention when the teacher was talking, 58% of children did not concentrate while the teacher was telling stories, then 17% of children still did not want to respond to questions given by the teacher. Throughout the activity, the learning experience was still limited and focused on the teacher, where the

teacher took a more dominant role while the children had less opportunity to actively participate and express themselves. The activity gave more assignments such as coloring, thickening, and sticking from the child's worksheet.

Dialogic reading is one method that can improve language skills (Permanik, 2017; Mustary, 2019; Asrifan, 2022; Agustin, 2023). According to Pillinger & Wood (2015), the dialogic reading method is one of the interactive book reading methods that encourages children's active participation in reading stories. According to Petrisia, Salim & Safitri (2018), dialogic reading is a method of reading story books that seeks to actively involve children in the process of reading stories. In this method, the story reader or teacher invites children to be more actively involved, such as completing sentences that are read, identifying objects in the book, or relating story elements to the child's personal experiences. According to Razak et al (2020), the dialogic reading method provides benefits for various elements of child development, including language development. Maria Montessori observed that children between the ages of 4 and 6 years go through a critical stage in their development where they have a high sensitivity to learning to read, write, and communicate. This perspective is upheld by the dialogic reading approach, which provides interactive story reading activities that allow children to engage in discussions and talk about the stories they read together.

The dialogic reading method consists of a set of stages abbreviated as PEER and CROWD (Abarca, 2018: 12). PEER and CROWD are used to ensure interaction during shared reading (Whitehurst in Asrifan et al, 2022) PEER aims to help children acquire language through structured and responsive interactions. CROWD aims to encourage children's understanding of the story, engage them in critical thinking, and increase their involvement in the shared reading process. The use of the PEER-CROWD technique in dialogic reading provides dual benefits. First, the PEER steps help facilitate interaction between adults and children, thereby strengthening social relationships and communication between them. Second, CROWD questions are used to ensure that children are actively involved in shared reading, understand the content of the story, and develop language skills.

Previous research by Asrifan et al (2022) found that dialogic reading programs can improve children's expressive language skills and provide them with opportunities to share reading experiences with older people or caregivers. Active participation in formative activities is very important because it increases children's vocabulary mastery and introduces them to new words in relevant contexts. Then Mustary's research in 2019 confirmed that the dialogic reading approach has the potential to improve early childhood language skills. The research findings showed that there was progress in children's language skills, with an increase of 31.4% from 34.3% in the control group to 65.7% in the intervention group. In addition, Intan Permanik's research in 2017 explained that the dialogic reading learning paradigm had a significant impact on young children's speaking and listening skills. And research by Rini Agustin et al in 2023 found that the dialogic reading approach can improve the oral communication skills of group A children.

Several previous studies have emphasized the importance of the dialogic reading method in improving children's language skills, especially listening and speaking skills in preschool children. Therefore, researchers are interested in conducting research on the dialogic reading method and the development of listening and speaking skills in children aged 4-5 years.

Based on the background that has been explained and the problems found by researchers related to children's language development in listening and speaking that have been described previously, researchers are interested in conducting this study to test the effect of applying the dialogic reading method on the listening and speaking skills of children aged 4-5 years at ABA Kindergarten Perumnas Condongcatur, Sleman Regency. In applying the dialogic reading method, picture story books are used that are adapted for children aged 4-5 years. The application of the dialogic reading method in this study is expected to provide benefits and contributions to early childhood education in improving children's listening and speaking skills.

## 2. Method

This study is intended to obtain information about the effect of applying the dialogic reading method on children's listening and speaking skills. In order to achieve the desired goals, the researcher used a quasi-experimental research type (Quasi Experimental Design) in a quantitative approach. The type of design used is Nonequivalent

Control Group Design. This research design involves two research groups, namely the experimental group & the control group. The experimental group received treatment using dialogic reading, while the control group was not given treatment using the dialogic reading method. The following is a description of the Non-equivalent control group design (Isnawan, 2020:12).

**Table 1. Non-equivalent Control Group Design**

<b>Kelompok</b>	<b>Pretest</b>	<b>Perlakuan</b>	<b>Posttest</b>
E	O1	X	O2
K	O3	-	O4

Details:

E: experimental group

K: control group

O1: Pretest before being given treatment to the experimental group

O2: Posttest after being given treatment to the experimental group

X: Treatment in the experimental class in the form of applying the dialogic reading method 4 times

-: The control group was not given treatment of applying the dialogic reading method, learning took place as usual or conventionally

O3: Pretest in the control group

O4: Posttest in the control group

The subjects of this study were groups A1 and A2 of ABA Kindergarten Perumnas Condongcatur. Group A2 was the control group which was carried out without treatment or dialogic reading method and group A1 was the experimental group which was carried out using the dialogic reading method on the listening and speaking skills of children aged 4-5 years. These two classes were selected through purposive sampling which had relatively the same or equivalent characteristics in academic quality, an age range of 4-5 years, the same number of children in one class, and the same listening and speaking skills. The number of subjects in this study was 34 children divided into 17 children in group A1 and 17 children in group A2.

The implementation of the dialogic reading method was applied during the storybook reading activity together, carried out in small groups consisting of six to eight children with a duration of reading the story together for around 15-18 minutes. The reading activity together was carried out in 4 meetings. The storybook used for the experimental group has been modified to make it easier to remember the sequence of CROWD questions at the prompt stage. The modification lies in the question help stickers that will be asked to the child which are placed on certain pages.

This study used observation data collection techniques. Observation is the process of collecting data or observing changes that occur in the observed variables. The instrument in this study used 2 observation guidelines for the listening and speaking skills of children aged 4 to 5 years. The measurement scale that will be used is the Likert scale. The purpose of this scale is to quantitatively assess the attitudes and views of a person/group of people towards social phenomena (Sugiono, 2022:146).

The Likert scale used is divided into four alternative answers, namely always or abbreviated as SL with a score of 4, often or abbreviated as SR with a score of 3, sometimes or abbreviated as KD with a score of 2, and never or abbreviated as TP with a score of 1. There are 13 positive statements in the observation instrument for children's listening skills aged 4 to 5 years so that the maximum score is 52 and the minimum score is 13 and there are 9 positive statements in the observation instrument for children's speaking skills aged 4 to 5 years so that the maximum score is 36 and the minimum score is 9. Before being used in the study, the instrument for children's listening and speaking

skills aged 4 to 5 years in this study was tested for validity and reliability. The instrument validity test was carried out by testing content validity and construct validity.

The content validity test was carried out through expert opinions in the field of early childhood education, namely by Mrs. Dr. Martha Christianti, M.Pd. and Mrs. Dr. Nurhayati, M.Pd. lecturers at FIPP, PAUD Department, UNY. After testing the instrument that has been validated or assessed by experts, the instrument is then tested for construct validity and reliability on students who have similar characteristics to the population to be examined but are not research samples. The listening ability and speaking ability instruments for children aged 4-5 years were tested on 30 children in Kindergarten A at ABA Pringwulung Kindergarten to determine the validity of each item. Construct validity testing was carried out using statistical tests, namely Pearson correlation (Pearson product moment), with the help of SPSS 25 Statistics. The results of the trial of the children's listening ability instrument, there were 2 items declared invalid and 11 items declared valid. So that the listening ability instrument used in this study amounted to 11 statement items. The results of the validity test on the speaking ability instrument, there were 2 items declared invalid and 7 items declared valid. So that the children's speaking ability instrument used in this study amounted to 7 statement items.

Furthermore, a reliability test was carried out using Cronbach's Alpha. The results of the reliability test of children's listening ability showed a Cronbach's Alpha value of 0.816. Likewise, the reliability of children's speaking ability produces a Cronbach's Alpha value of 0.828. Therefore, the measuring instrument on the variable of children's listening and speaking ability aged 4 to 5 years that will be used in this study can be said to be very reliable or very trustworthy.

The data analysis technique in this study uses data normality testing as a prerequisite test and hypothesis testing using an independent sample t-test using the SPSS Statistics 25 application. This independent sample t-test is used to test whether there is a difference in the effect of the dialogic reading method on the listening and speaking skills of children aged 4-5 years. This statistical approach provides a strong framework for assessing the effectiveness of applying the dialogic reading method in improving the listening and speaking skills of children aged 4-5 years (Creswell & Guetterman, 2019).

### 3. Result

This study collected pretest and posttest data on listening and speaking skills of children aged 4 to 5 years in groups A1 and A2 of ABA Kindergarten Perumnas Condongcatur, Depok District, Sleman Regency. The results of the data before the treatment (pretest) and the data after the treatment (posttest) present an overall picture of the findings of the study obtained. The data obtained were in the form of observations of the listening and speaking skills of children aged 4 to 5 years at ABA Kindergarten Perumnas Condongcatur, namely class A1 as the experimental group and class A2 as the control group. The findings of this study were analyzed using SPSS Statistics 25 software. The following are the data results presented:

**Table 2. Description of Pretest and Posttest Data on Children's Listening Ability**

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
pretest listening ability (experimental group)	17	15	31	23.29	5.241	27.471
posttest listening ability (experimental group)	17	21	33	30.71	3.138	9.846
pretest listening ability (control group)	17	16	29	22.53	3.319	11.015
posttest listening ability (control group)	17	17	29	25.12	3.689	13.610

Based on table 2, the description of the pretest and posttest data on children's listening ability. The pretest results in the experimental group obtained a minimum value of 15, a maximum value of 31, a mean value of 23.29, a standard deviation of 5.241, and a Variance of 27.471. While the pretest results in the control group obtained a minimum value of 16, a maximum value of 29, a mean value of 22.53, a standard deviation of 3.319, and a Variance of 11.015. The results of the values obtained from the two groups did not show any significant differences in values. Furthermore, the posttest data in the experimental group for listening ability obtained a minimum value of 21, a maximum value of 33, a mean value of 30.71, a standard deviation of 3.138 and a Variance of 9.846. Meanwhile, the posttest results in the control group of children's listening ability obtained a minimum value of 17, a maximum value of 29, a mean value of 25.12, a standard deviation value of 3,689 and a Variance of 13.610. Based on the results of the values obtained, it can be concluded that there is a significant difference in the values of the two groups. A significant increase in value was obtained in the experimental group after being given treatment in the form of the dialogic reading method. This shows that the application of the dialogic reading method has a positive impact on the listening ability of children aged 4-5 years.

**Table 3. Description of Pretest and Posttest Data for Speaking Ability**

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
pretest speaking ability (experimental group)	17	7	21	15.53	4.557	20.765
posttest speaking ability (experimental group)	17	7	22	18.88	3.586	12.860
pretest speaking ability (control group)	17	11	21	14.82	2.744	7.529
posttest speaking ability (control group)	17	12	18	15.94	1.713	2.934
Valid N ( <i>listwise</i> )	17					

In table 3 above are the results of observations of the speaking ability of children aged 4-5 years by applying the dialogic reading method. Based on table 2, the description of the pretest and posttest data on the speaking ability of children aged 4-5 years. The results of the pretest of the speaking ability of children aged 4-5 years in the experimental group obtained a minimum value of 7, a maximum value of 21, a mean/average value of 15.53, a standard deviation of 4.557, and a variance of 20.765. While the results of the pretest of the speaking ability of children aged 4-5 years in the control group obtained a minimum value of 11, a maximum value of 21, a mean/average value of 14.82, a standard deviation of 2.744, and a variance of 7.529. The results of the values obtained from the two groups did not show any significant differences in value. Furthermore, the posttest results in the experimental group of children's speaking ability aged 4-5 years obtained a minimum value of 7, a maximum value of 22, a mean value of 18.88, a standard deviation value of 3.586 and a variance of 12.860. While the posttest results in the control group of children's speaking ability aged 4 to 5 years obtained a minimum value of 12, a maximum value of 18, a mean value of 15.94, a standard deviation value of 1.713 and a variance of 2.934. Based on the results of the values obtained, it can be concluded that there is a significant difference in the values of the two groups. A significant increase in value was obtained in the experimental group after being given treatment in the form of the dialogic reading method. This shows that the application of the dialogic reading method has a positive impact on the speaking ability of children aged 4-5 years.

Data normality test is used to assess the normality of the distribution of two research variables. The data normality test in this study uses Kolmogorov-Smirnov computation. The testing process is based on the following

criteria: a) If the Sign in the Exact Sig. (2-tailed) column  $> 0.05$  then the sample comes from a population that follows a normal distribution, b) If the Sign in the Exact Sig. (2-tailed) column  $< 0.05$  then the sample data is not normally distributed. This test uses the help of SPSS Statistics 25 software, here are the test results:

**Table 4. Results of the Normality Test of Data on the Listening Ability of Children Aged 4-5 Years**

<b>One-Sample Kolmogorov-Smirnov Test</b>					
		<b>pretest (experimental group)</b>	<b>posttest (experimental group)</b>	<b>pretest (control group)</b>	<b>posttest (control group)</b>
N		17	17	17	17
Normal Parameters <sup>a,b</sup>	Mean	23.29	30.71	22.53	25.12
	Std. Deviation	5.241	3.138	3.319	3.689
Most Extreme Difference	Absolute	.186	.238	.092	.148
	Positive	.186	.232	.092	.146
	Negative	-.135	-.238	-.087	-.148
Test Statistic		.186	.238	.092	.148
Asymp Sig. (2-tailed)		.122 <sup>c</sup>	.011 <sup>c</sup>	.200 <sup>c,d</sup>	.200 <sup>c,d</sup>
Exact Sig. (2-tailed)		.540	.247	.996	.801
Point Probability		.000	.000	.000	.000

Based on table 4 above, the results of the normality test of the listening ability data of children aged 4 to 5 years using the Kolmogorov-Smirnov statistical test show that the Exact Sig (2-tailed) value for the experimental group in the pretest and posttest shows figures of 0.540 and 0.247, respectively. This value indicates that the research data in the experimental group, both pretest and posttest, are normally distributed because the significance value is  $> 0.05$ . The Kolmogorov-Smirnov statistical data analysis for the control group shows that the Exact Sig (2-tailed) value in the pretest and posttest shows figures of 0.996 and 0.801, respectively. This value indicates that the significance level is  $> 0.05$ . Therefore, the research data is normally distributed.

Furthermore, table 5 below presents the results of the normality test of the speaking ability data of children aged 4 to 5 years using the Kolmogorov-Smirnov statistical test. It is known that the Exact Sig (2-tailed) value for the experimental group in the pretest and posttest showed figures of 0.897 and 0.236, respectively. The significance value is greater than 0.05 indicating that the research data in both the pretest and posttest of the experimental group are normally distributed. The Kolmogorov-Smirnov statistical data analysis for the control group shows that the Exact Sig (2-tailed) value in the pretest and posttest showed figures of 0.244 and 0.335, respectively. This value indicates that the significance level is greater than 0.05. Therefore, it can be concluded that the data is normally distributed. From the results of the normality test of the listening and speaking skills of children aged 4 to 5 years in the experimental and control groups, it shows that the pretest and posttest data are normally distributed. Thus, the t-test can be used to perform statistical data processing for hypothesis testing.

**Table 5. Results of the Normality Test of Data on the Speaking Ability of Children Aged 4-5 Years**

<b>One-Sample Kolmogorov-Smirnov Test</b>					
		<b>pretest (kelompok eksperimen)</b>	<b>posttest (kelompok eksperimen)</b>	<b>pretest (kelompok kontrol)</b>	<b>posttest (kelompok kontrol)</b>

N		17	17	17	17
Normal Parameters <sup>a,b</sup>	Mean	15.53	18.88	14.82	15.94
	Std. Deviation	4.557	3.586	2.744	1.713
Most Extreme Differences	Absolute	.131	.241	.239	.220
	Positive	.115	.192	.239	.115
	Negative	-.131	-.241	-.088	-.220
Test Statistic		.131	.241	.239	.220
Asymp Sig. (2-tailed)		.200 <sup>c,d</sup>	.010 <sup>c</sup>	.011 <sup>c</sup>	.029 <sup>c</sup>
Exact Sig. (2-tailed)		.897	.236	.244	.335
Point Probability		.000	.000	.000	.000

The results of the prerequisite test in the form of a data normality test are met, then a hypothesis test will be carried out using an independent sample t-test which aims to determine the effect of the dialogic reading method on the listening and speaking abilities of children aged 4 to 5 years. The following is the first hypothesis proposed, namely: a) Ho: There is no effect of the dialogic reading method on the listening abilities of children aged 4-5 years, b) H1: There is an effect of the dialogic reading method on the listening abilities of children aged 4-5 years. The decision making in this test is as follows: a) If the significance (2-tailed) < 0.05 or t count > t table then Ho is rejected and H1 is accepted, b) If the significance (2-tailed) > 0.05 or t count < t table then Ho is accepted and H1 is rejected. This test utilizes the help of SPSS Statistics 25 software, and the test results produced are as follows:

**Table 6. Results of the Independent Sample T-test on the Listening Ability of 4-5 Year Old Children**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Listening skills of children aged 4-5 years	Equal variances assumed	.736	.397	4.757	32	.000	-5.588	1.175	-7.981	-3.196
	Equal variances not assumed			4.757	31.17	.000	-5.588	1.175	-7.983	-3.193

Based on table 6 above, the results of the independent t-test of the listening ability of children aged 4 to 5 years showed a significant value (2-tailed) of 0.000 < 0.05 and a calculated t value of 4.757 > 2.032 (t table N = 34). Based on the decision making, Ho is rejected and H1 is accepted, which shows that there is an influence of the dialogic reading method on the listening ability of children aged 4 to 5 years.

Furthermore, the second hypothesis proposed is: a) Ho: There is no influence of the dialogic reading method on the speaking ability of children aged 4-5 years, b) H2: There is an influence of the dialogic reading method on the speaking ability of children aged 4-5 years. The decision making in this test is as follows: a) If the significance (2-tailed) < 0.05 or t count > t table then Ho is rejected and H2 is accepted, b) If the significance (2-tailed) > 0.05 or t count < t table then Ho is accepted and H2 is rejected.

count < t table then Ho is accepted and H2 is rejected. This test utilizes the help of SPSS Statistics 25 software, and the test results produced are as follows:

**Table 7. Results of the Independent Sample T-test on the Speaking Ability of Children Aged 4-5 Years**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
speaking ability of children aged 4-5 years	Equal variances assumed	1.229	.276	3.131	32	.004	-3.059	.977	-5.049	-1.069
	Equal variances not assumed			3.131	24.5	.004	-3.059	.977	-5.072	-1.045

The results of the independent t-test on the speaking ability of children aged 4 to 5 years can be seen in table 7. The Sig value (2-tailed) of 0.004 is less than the significance level of 0.05. In addition, the calculated t value is 3.131, greater than the critical t value of 2.032 (t table N = 34). Based on the decision making, Ho is rejected and H2 is approved, which shows that there is an influence of the dialogic reading method on the speaking ability of children aged 4 to 5 years.

#### 4. Discussion

This study reports the results of the application of the dialogic reading method to the listening and speaking skills of children aged 4 to 5 years in group A of ABA Kindergarten Perumnas Condongcatgur. The main objectives of this study were: 1) to determine whether or not there is an effect of the dialogic reading method on the listening skills of children aged 4-5 years; 2) to determine whether or not there is an effect of the dialogic reading method on the speaking skills of children aged 4-5 years. This quasi-experimental study used 34 children as research subjects, where 17 children were in the experimental group who were given the application of the dialogic reading method, and 17 children were in the control group who were not given the application of the dialogic reading method. The results of the analysis showed that all hypotheses proposed in this study have been proven true.

The first hypothesis proposed in this study tests the effect of the dialogic reading method on the listening skills of children aged 4-5 years. The results of the analysis using the independent t-test obtained a significance value (2-tailed) of 0.000 < 0.05 and a calculated t value of 4.757 > 2.032 (t table N = 34). Based on the decision making, Ho is rejected and H1 is accepted, which means that there is an influence of the dialogic reading method on the listening skills of children aged 4-5 years.

The research findings show that the application of the dialogic reading method affects the listening skills of children aged 4 to 5 years. This can be seen from the average score obtained in the group that was given the application of the dialogic reading method, which was 30.71, while in the group that was not given the application of the dialogic reading method, the average score was 25.12. It can also be seen when applying the dialogic reading method in storybook reading activities together, children looked more enthusiastic and paid attention to the story

being read together by showing responses to the conversations asked in the story, understanding the story by knowing the characters in the story and important events in the story.

In line with the opinion of Maghfirah et al (2019) that listening involves receiving and understanding information through visual and verbal symbols. The application of the dialogic reading method in story reading activities together makes children learn to listen when other people are talking or telling stories, this develops active listening skills and fosters respect for the words, thoughts, and ideas of others (Permanik, 2017). When reading stories together, children are invited to have a dialogue about the story being read together by asking children questions, expanding children's responses and encouraging them to contribute to the conversation so that children can understand and repeat the storyline they hear.

According to research conducted by Aliyah and Andriyani (2022) which shows that the use of the dialogic reading method can develop students in understanding stories that are read together, such as responding to questions related to the content of the story and being able to answer characters and events in the story that is read together. According to Watkins in Herdanti & Saefullah (2021) it is stated that the use of the dialogic reading method in reading stories together can help develop comprehension skills in students. Supported by research by Aqmar, Azis & Aqib (2022) that the use of the dialogic reading method has a positive effect on students' understanding in understanding stories that are read together.

Furthermore, the second hypothesis proposed in this study is the influence of the dialogic reading method on the speaking skills of children aged 4 to 5 years. The results of the analysis with the independent t-test obtained a significance value (2-tailed) of  $0.004 < 0.05$  and a calculated t value of  $3.131 > 2.032$  (t table  $N = 34$ ). Based on the decision making,  $H_0$  is rejected and  $H_2$  is accepted, indicating that there is an influence of the dialogic reading method on the speaking ability of children aged 4-5 years.

The research findings show that the application of the dialogic reading method affects the speaking ability of children aged 4 to 5 years. This can be seen from the average score obtained in the group that was given the application of the dialogic reading method, which was 18.88, while in the group that was not given the application of the dialogic reading method, the average score was 15.94. It can also be seen that when applying the dialogic reading method, children can actively interact about the story book that is being read together, by pronouncing words clearly, being able to follow oral instructions, being able to use sentences correctly when answering questions and expressing opinions about the story being read together.

Strengthened by the findings of research conducted by Ariawan & Pratiwi (2018) that the dialogic reading method has significant benefits in improving children's speaking skills, expanding their knowledge of vocabulary, and supporting morphological development. And also supported by research by Aliyah & Andriyani (2022) which states the results of their research that dialogic reading can develop communication in children such as children being able to articulate ideas and choose appropriate vocabulary during communication. In addition, children showed the ability to fill in missing words, respond to characters and events in the story, describe story elements, and identify objects shown by the teacher. Then during the story reading activity together, the children were very enthusiastic about raising their hands to tell their experiences related to the story topic.

According to the research findings of Agustin, Dewi, and Adjie (2020), the use of the dialogic reading method can improve children's storytelling and sentence composition skills. Strengthened by research by Brannon, Dauksas & Coleman (2013) showing that dialogic reading can improve children's expressive language skills and give them the opportunity to engage in shared storytelling experiences. The stages used in the dialogic reading method, namely PEER and CROWD, help children acquire language through structured and responsive interactions in reading story books together (Whalon et al., 2016) and the CROWD question sequence helps adults involve children to actively participate while implementing the dialogic reading method (Zevenbergen & Whitehurst, 2003: 173).

In the experimental group or group that was given the application of the dialogic reading method, it was applied during the activity of reading story books together, carried out in small groups consisting of six to eight children with a duration of reading stories together of around 15-18 minutes. The shared reading activity was carried out 4 times. The storybook used for the experimental group has been modified to make it easier to remember the

sequence of CROWD questions at the prompt stage. The modification is located on the question help stickers that will be asked to the child which are placed on certain pages.

Based on the results of the study, it was found that the dialogic reading method has an effect on the listening and speaking skills of children aged 4 to 5 years. It was seen that children were more enthusiastic and paid attention to the story by showing responses to the conversations asked in the story, understanding the story by knowing the characters and important events in the story, children can actively interact about the story book being read together, by pronouncing words clearly, can follow oral instructions, can use sentences correctly when answering questions and giving opinions about the story being read together. The dialogic reading method involves children in more active and meaningful interactions with story books and helps them understand and use language more effectively (Huebner in Pillinger & Wood, 2015). Strengthened by research by Whitehurst in Asrifan (2022) which shows that the dialogic reading method has a positive impact on children's language development. However, in implementing the dialogic reading method for preschool children, it must be done with small groups of 6-8 children and spend several sessions so that all children participate in the story reading activity together with the dialogic reading method, so that the implementation and impact are more effective in improving the listening and speaking skills of preschool children.

## 5. Conclusion

Based on the research and analysis conducted, it can be concluded that the results of the research and analysis that have been conducted that all research hypotheses are accepted, which means that the application of the dialogic reading method has a significant effect on the listening and speaking skills of children aged 4-5 years. Children's listening and speaking skills increased after being given the application of the dialogic reading method in joint reading activities, children looked more enthusiastic and paid attention to the story being read together by showing responses to the conversations asked in the story, understanding the story by knowing the characters in the story and important events in the story. It is also seen when applying the dialogic reading method, children can actively interact about the story book being read together, by pronouncing words clearly, being able to follow oral instructions, being able to use sentences correctly when answering questions and giving opinions about the story being read together. Based on the results of the study, the discussion that has been presented, the author proposes a recommendation, namely that teachers as educators are expected to be able to apply the dialogic reading method during joint story book reading activities carried out in small groups consisting of six to eight children with a duration of reading stories together of around 15-18 minutes and for schools it is recommended that teachers receive training in the form of applying the dialogic reading method in joint story reading activities. This research has attempted to achieve optimal results, but still encountered limitations so that there are still certain shortcomings including the limited classroom space which is not spacious enough and the absence of a special library room or reading corner, and the limitations in determining the time or schedule for reading story books together because of activities such as extracurricular activities and preparation for art performance practice every day at the school that the author studied.

## 6. Acknowledgement

Praise be to God Almighty who has given the author the ease and ease in completing this research article. Thank you to all parties who have been involved and helped a lot in compiling this article, to parents, friends of the PAUD UNY master's program, and the supervising lecturer in this research.

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