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Analysis of Early Reading Ability of Children Aged 5–7 Years in Nuclear Family

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ABSTRACT

Early reading ability is a crucial component in shaping children's language development in later stages of life. Various factors, such as mental readiness, social conditions, health status, educator competence, parental involvement in the learning process, and intelligence level, contribute to the formation of early literacy. Among these aspects, the role of parents is particularly decisive in children's language development. This study focuses on language skills, particularly early reading ability, in children growing up in nuclear families. The research applied a quantitative method using survey techniques. A total of 34 children from nuclear families participated as respondents. Data were collected by distributing questionnaires compiled in Google Forms. Based on the analysis results, the average value of the research instrument reached 4.71 on a scale of 0 to 5, which is far from the low point (1), indicates that the early reading ability of children in nuclear families is in the excellent category.

INTRODUCTION

Sudarna (Zulminiati, 2018) argues that the term "early childhood" refers to the age group of 0 to 6 years old, which is the phase when a child receives comprehensive parenting and stimulation to support physical and mental development readiness before entering formal education. The National Association for the Education of Young Children (NAEYC) describes individuals aged 0–8 years as children in their early childhood period (Trenggonowati & Kulsum, 2018). In line with its stage of growth, this age group exhibits varying developmental characteristics and levels of maturity. Compared to later stages of development, early childhood is a crucial phase with the occurrence of significant cognitive advances. According to Suyanto (Maulana et al., 2018), children are in an irreplaceable period of rapid growth and development. Findings from various neurological studies confirm that children have approximately half of their IQ capacity within the first four years of their life. This formative period, therefore, plays a fundamental role as it lays the foundation for children's characters and competencies that will influence their life journey in the future.

Various developmental aspects contribute to the early stages of a child's growth, with elements such as religious values, morality, cognitive capacity, physical and motor skills, socio-emotional maturity, and language development becoming an integral part. Bromley (Dhieni & Fridani, 2014) argues that language has five main functions within individual activities: (1) assisting in expressing

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desires and needs; (2) influencing and directing behavior; (3) supporting cognitive development; (4) strengthening interpersonal relations; and (5) reflecting individual identity. Through language, children can convey their ideas, aspirations, emotions, and needs verbally. Thus, language proficiency is a basic skill that must be developed alongside other potential abilities. Furthermore, Santrock (Jailani, 2018) highlights that language is a symbolic aspect that individuals use to communicate meanings and interpretations. A series of literacy domains, organized into four aspects (listening, speaking, reading, and writing) are the main foundations in the formation of children's linguistic competence. The earliest reading ability in young children refers to their capacity to pronounce letters, have knowledge of letter sounds, understand initial sounds, distinguish between different types and formations of letters, distinguish between the sounds of animals and objects in their environment, read and arrange syllables into words, match words, and generate visual representations.

According to Pertiwi (2016), there are a series of indicators that can be used as parameters for early reading ability, namely: (1) Proficiency in pronouncing vowels; (2) Proficiency in pronouncing consonants; (3) Spelling one consonant and one vowel; (4) Spelling open syllables, i.e., vowel-consonant-vowel (VCV); (5) Spelling reduplicated consonant-vowel-consonant-vowel (CVCV) open syllables; (6) Spelling nonreduplicated consonant-vowel-consonant-vowel (CVCV) open syllables; (7) Spelling consonant-vowel-consonant-vowel-consonant (CVCVC) closed syllables; (8) Spelling syllables with double vowels (diphthong); and (9) Spelling syllables with double consonants. From the perspective of developmental psychology, preschoolers typically lack the cognitive capacity to acquire reading and writing abilities. Meanwhile, since reading and writing activities require a more systematic and structured mindset, there is concern that children around the age of seven may experience psychological pressure in the process of learning these two skills. Solichah (Sulistiyawati et al., 2024) explains that this condition appears as teachers tend to demand that students master concepts that are beyond their current stage of development. Such practices can hinder children's growth and development as well as their learning in later stages. Apart from educator competence, early reading ability is affected concurrently by the child's readiness for school, health condition, and intelligence variation. Additionally, parents' involvement in the learning process, psychological preparation, and family and social conditions contribute significantly to improving early reading ability (Megawati et al., 2023).

With a lack of attention and support from parents within the family environment, a child may find it difficult to acquire reading skills. In addition to other contributing elements, home circumstances have an impact on children's language development. Family is viewed as a unique social structure in which all members are bound together in equal relationships, such as kinship or marriage (Wahid & Halilurrahman, 2019). It is the fundamental and earliest environment that shelters a child. When a child is born into a family, the home becomes the first space that the child recognizes. In the context of child development, family plays a crucial role and serves as the foundation for children's growth in various aspects. As this phase has a substantial impact on the evolution of language abilities, which are most susceptible to being influenced by the parenting practices applied at home, parents need to continuously monitor the dynamics of their children's linguistic development (Ita & Wewe, as cited in Wiyono et al., 2024). With regard to the types of family structure, a nuclear family functions as the primary environment for children to undergo the process of growth and development, with the father, mother, and child as a single systemic unit (Coello, as cited in Yulianti et al., 2022). On the other hand, an extended family is a family unit that contains more than one generation and forms an extensive kinship network compared to the nuclear family, which includes grandparents, uncles, aunts, nephews, nieces, and other family members (Awlaa, as cited in Yulianti et al., 2022).

Family itself acts as an essential source of social support in helping individuals deal with various problems. The support system provided by a child's immediate family is one example of a relevant external factor. The understanding of family as a support system can be reflected through the patterns of interaction and communication that take place within it, particularly the role of parents who guide their children's linguistic development through teaching, mentoring, and setting an example. When parent-child relationships are positive, children's language development generally proceeds optimally; conversely, negative relationships are often correlated with the emergence of linguistic barriers or delays. Language development can be disrupted if children are raised in a harsh, unwelcoming family environment, or one that fails to provide guidance and examples of good language use (Jailani, 2018).

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This explains how family has a significant influence on children's language development, specifically on the principle of early reading ability.

Based on practical experience, the reading ability of children from extended families shows consistency with the descriptions provided by their parents. This is reflected in the children's fluency in reciting each reading material; they can name the letters on the early reading assessment instrument fluently. Parents have also emphasized that since the age of 3–4 years, children have had a strong interest in reading. When children reach the age of 5, reading activities are carried out consistently with alternating assistance from parents and grandparents. Similarly, for children who grow up in nuclear families, parents' assessments of their children's ability to recognize consonants are also consistent with the actual situation. This can be seen from parents' responses to a series of questions related to the implementation of tests or reading ability assessments using similar tools. In this study, information and data were obtained from parents' roles and opinions regarding their level of confidence and their responses to their children's reading skills and ability to pronounce letters. Parents are also expected to answer several questions about reading routines at home. In the interviews, parents reported that family members, especially older sisters, played an active role in assisting children in the process of learning to read. Wiyono et al. (2024) highlight in their study that the role of parents in nurturing and monitoring their children's growth and development is a cardinal principle, and their findings indicate how parenting patterns affect the maturity of children's language abilities. Based on the above explanation, this study aims to map language competencies, with a focus on describing early reading abilities in children aged 5–7 years who experience growth and development within the nuclear family.

METHODS

This study employed a quantitative approach through the survey method. The development of the instrument began with preliminary observations of children from extended family and nuclear family to notice the real differences in their early reading ability. The results were used as the basis for the research. The instrument of this study is in the form of a questionnaire designed by Pertiwi (2016) based on the indicators for early reading ability. This instrument has undergone validity and reliability testing in the original study (Pertiwi, 2016) and has been declared suitable for use in measuring the early reading ability of young children. It has been declared valid in terms of content validity since it was developed based on the theory of early reading ability and has been reviewed by experts in the field of early childhood education. Therefore, in this study, the instrument was not retested for validity, and it was used directly with editorial adjustments to several items to suit the research context and data collection media (Google Form). The instrument used in this study has also been declared reliable in the initial study (Pertiwi, 2016), which shows that the items in the statements provide consistent and reliable results. Thus, the instrument was adopted in this study without being retested for reliability. Nonetheless, to maintain contextual appropriateness and ensure respondent understanding, a simple pilot test was carried out with several parents of children aged 5–7 years prior to the distribution of the main questionnaire.

Data were obtained based on assessment components, in the form of questionnaires (questions with sources), and determined based on indicators for early reading ability (Pertiwi, 2016), namely: (1) Proficiency in pronouncing vowels; (2) Proficiency in pronouncing consonants; (3) Spelling one consonant and one vowel; (4) Spelling open syllables, i.e., vowel-consonant-vowel (VCV); (5) Spelling reduplicated consonant-vowel-consonant-vowel (CVCV) open syllables; (6) Spelling nonreduplicated consonant-vowel-consonant-vowel (CVCV) open syllables; (7) Spelling consonant-vowel-consonant-vowel-consonant (CVCVC) closed syllables; (8) Spelling syllables with double vowels (diphthong); and (9) Spelling syllables with double consonants. Samples were collected using a purposive sampling technique, which involved classifying respondents according to predetermined criteria: children aged 5–7 years raised in nuclear families.

The sample size of this study was 34 children. This number was determined based on the accessibility of the population in the field, as well as in accordance with the rules of small-scale quantitative research, where a minimum of 30 respondents is considered sufficient to represent the population for descriptive analysis (Sugiono, 2008). The purposive sampling technique was utilized to deliberately select samples based on specific criteria that are considered most relevant to the research objectives. The selection of this method also took into account time constraints, location, and the nature

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of online data collection. Data were collected through an online questionnaire (Google Form) distributed to parents, who filled it out based on their children's reading abilities. The question components were adjusted to the predetermined indicators for early reading ability.

RESULTS AND DISCUSSIONS

This study reveals that children aged 5 to 7 years old in nuclear families have demonstrated early reading ability. The findings are as follows:

Vowels

Based on the analysis results, children staying in nuclear families demonstrate an excellent ability to read vowels, with the highest for the letters 'o', 'i', and 'u' (33 children) and the lowest for the letter 'a' (31 children) (Figure 1). This shows that variation in vowel recognition is critical for children's early literacy development (Mukhlis, 2023).

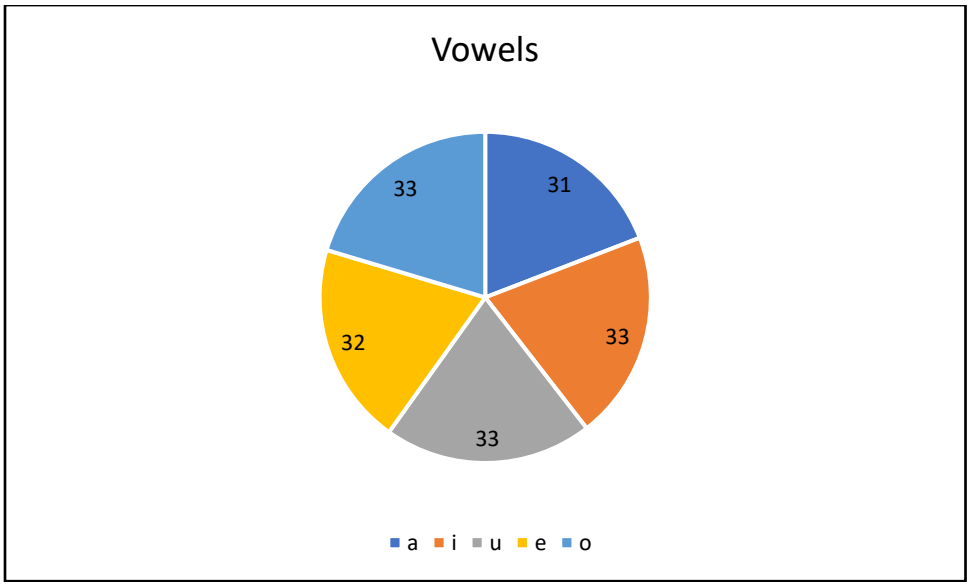

Figure 1. Diagram of Children Able to Read Vowels

Consonants

For consonants, children growing up in nuclear families are highly capable of reading and pronouncing the letter 'c' (34 children), while the letter 'y' is the lowest, with only 27 children (Figure 2). This indicates that focusing on consonant recognition is also essential in children's literacy development. These findings support a previous study by Napoli et al. (2021), which found that balanced recognition of consonants and vowels can affect children's reading abilities.

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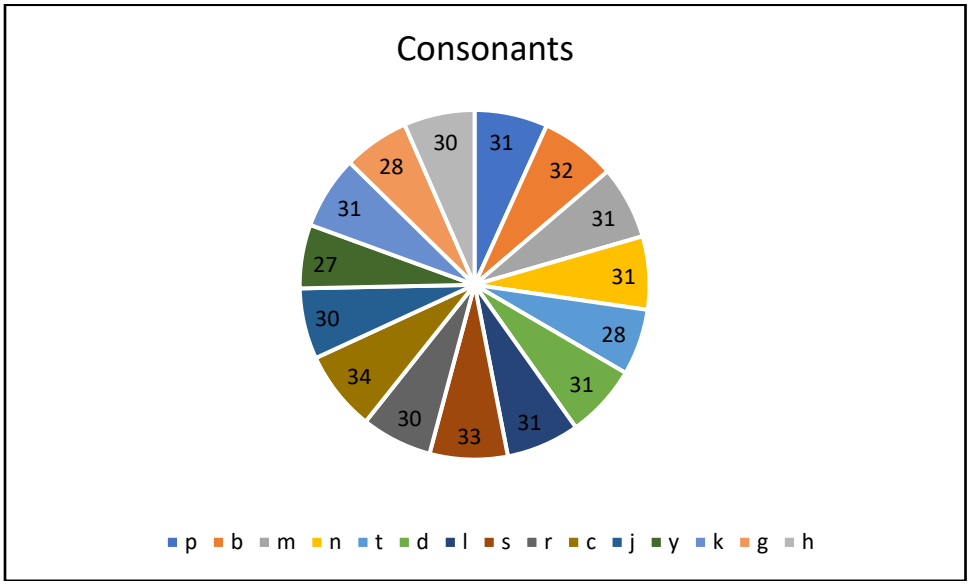

Figure 2. Diagram of Children Able to Read Consonants

Consonant-Vowel (CV)

The results of the analysis demonstrate that children raised in the environment of a nuclear family have varying levels of ability to spell consonant-vowel (CV) (Figure 3). In this regard, 32 children are most capable of spelling the letter combination "M-a". Meanwhile, the letters "G-u" and "R-e" show lower results, with only 26 children able to spell them correctly. This phenomenon is most likely related to the learning environment, which plays a vital role in children's language proficiency, especially in understanding and using vowels and consonants. Marasabesy et al. (2025) have reported a significant improvement in recognizing vowels and consonants through games, supporting the premise that play interactions can improve children's phonological abilities.

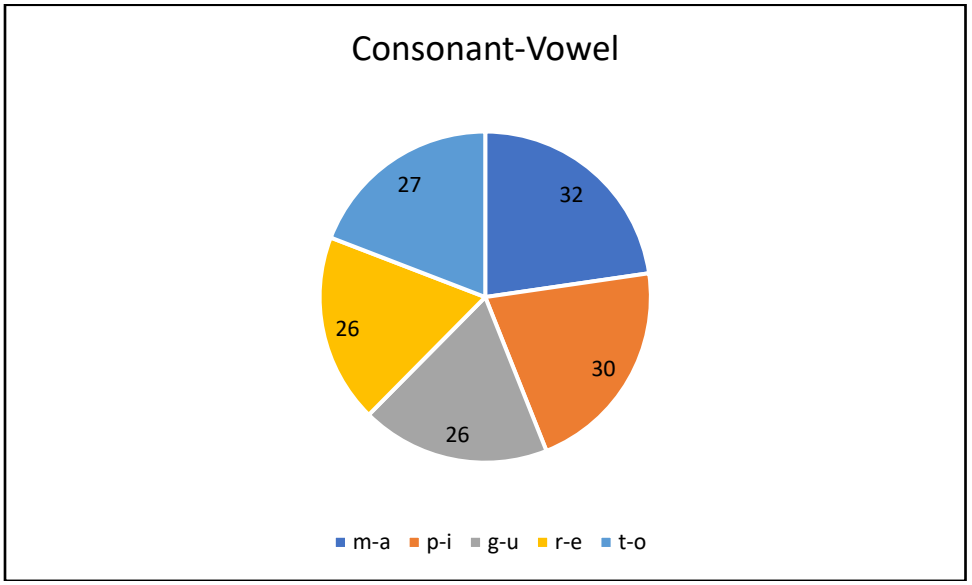

Figure 3. Diagram of Children Able to Spell Consonant-Vowel Letters

Vowel-Consonant-Vowel (VCV) Open Syllables

Based on the analysis results, children raised within a nuclear family demonstrate varying levels of ability to pronounce the vowel-consonant-vowel (VCV) open syllables (Figure 4). The syllable that is most often pronounced correctly is "*U-bi*", which can be pronounced by 30 children. Meanwhile, the syllable combination "*O-li*" was recorded as the lowest, with only 26 children able to pronounce it correctly. These findings indicate differences in phonological abilities among children who are far from

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the influence of external environments, such as education outside the home.

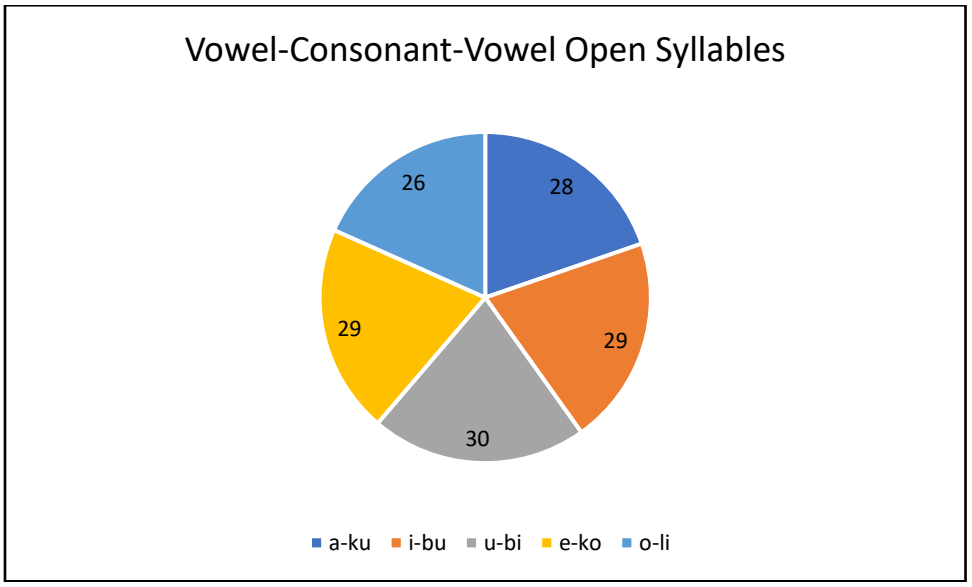

Figure 4. Diagram of Children Able to Spell VCV Open Syllables

Reduplicated CVCV Open Syllables

This study found that children in nuclear families have varying levels of ability to pronounce the reduplicated CVCV open syllables (Figure 5). Data shows that the CVCV syllable combination "*Ma-ma*" is the most correctly pronounced by 30 children, while "*Bo-bo*" is the least correctly pronounced, with only 25 children able to pronounce it correctly. The pronunciation of these simple syllables reflects the early phonological understanding that is essential in the development of children's reading and speaking abilities. When children recognize the CV pattern, such as "*Ma-ma*", they begin to build a phonological foundation that allows easier access to individual phonemes and other words, which in turn supports their reading development.

The pronunciation of "*Ma-ma*" or "*Bo-bo*" can be regarded as a reflection of children's daily experiences in interacting with adults and their surroundings. Thus, the pronunciation of CVCV open syllables, especially in "*Ma-ma*" and "*Bo-bo*", reflects a learning process that is influenced by the family environment, active involvement in verbal interactions, and teaching techniques applied. In-depth strategies for teaching syllables to young children can be explored further in future studies.

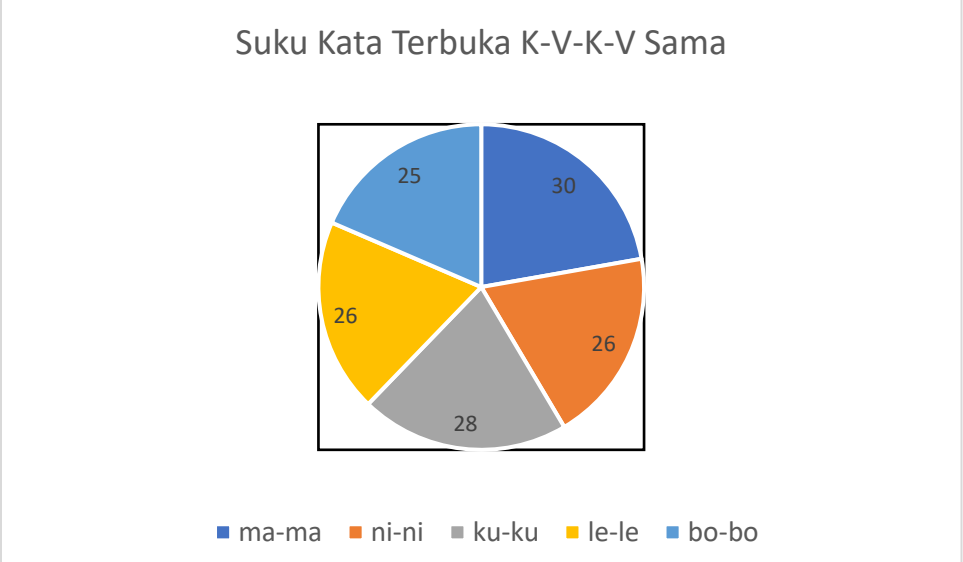

Figure 5. Diagram of Children Able to Spell Reduplicated CVCV Open Syllables

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Non-Reduplicated CVCV Open Syllables

Concerning the pronunciation of non-reduplicated CVCV open syllables, children's abilities vary depending on the type of syllables being learned. The syllable combination "*To-pi*" is most often pronounced correctly by 25 children, whereas the syllable combination "*Pi-pa*" is the least correctly pronounced, with only 23 children able to pronounce it correctly. This phenomenon is explained in various child language development theories, which show that the phonological structure and clarity of syllables affect children's pronunciation abilities (Ceron et al., 2022).

In phonological studies, preschoolers typically master syllables with simple and consistent patterns more easily (Sheng et al., 2023). Although specific pronunciation patterns such as CVCV have not been specifically mentioned in previous studies, simpler pronunciation patterns tend to be more "friendly" for children who are in the early stages of learning to speak. This is because children are usually more familiar with and able to produce the vowel and consonant sounds found in phonologically lighter syllables (Ceron et al., 2022).

Overall, the analysis of the pronunciation patterns of open syllables provides valuable insights into the understanding of child language development. Identifying syllables that are easier and more difficult to pronounce helps in designing effective educational approaches to encourage the language development of children in their early childhood period. This substance is extremely significant in supporting children's reading and speaking abilities in the future (Crowe & McLeod, 2020).

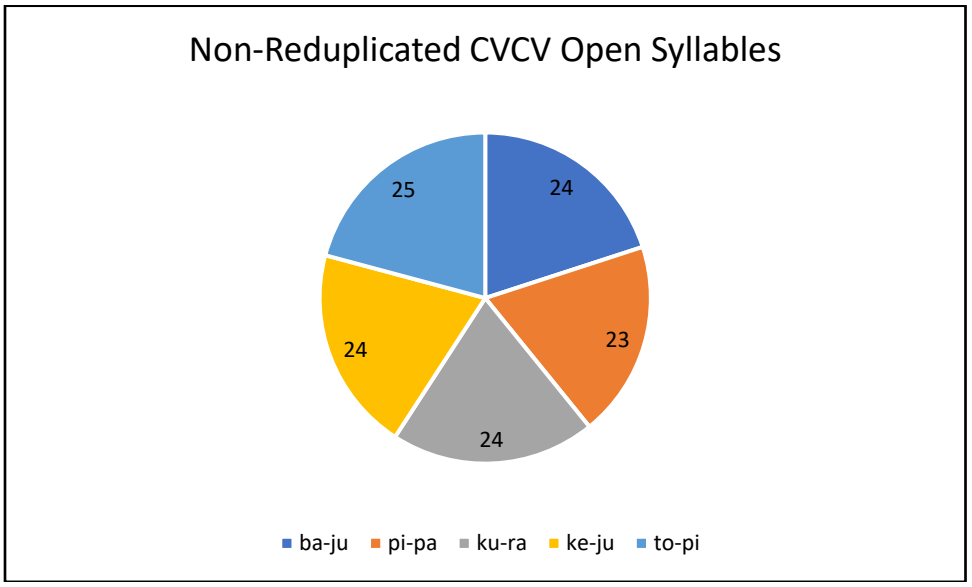

Figure 6. Diagram of Children Able to Spell Nonreduplicated CVCV Open Syllables

CVCVC Closed Syllables

The results of the analysis of CVCVC closed syllables reveal that children from the nuclear family demonstrate varying levels of pronunciation ability. Data show that *"Ba-lon", "Bu-lan",* and *"Mo-bil'* syllables are pronounced correctly by 22 children, while *"Ge-las"* is least often pronounced correctly by 20 children. These findings reveal an interesting pattern in the development of children's phonological abilities within the environment of a nuclear family. Furthermore, it is crucial to understand that syllable structure can affect children's pronunciation abilities.

Syllables with the CVCVC structure, e.g., *"Ba-lon", "Bu-lan",* and *"Mo-bil",* have simpler and more regular patterns, which are generally easier for children to recognize and pronounce (Winskel & Widjaja, 2007). On the contrary, syllables *"Ge-las",* which may contain more complexity in consonants or transitions between syllables, can be challenging for children, especially in the early stages of language development. In conclusion, children's pronunciation of the CVCVC closed syllables can reflect the development of their language abilities, which are influenced by various factors such as the phonological structure of syllables, the complexity of pronunciation challenges, and support from the

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surrounding environment.

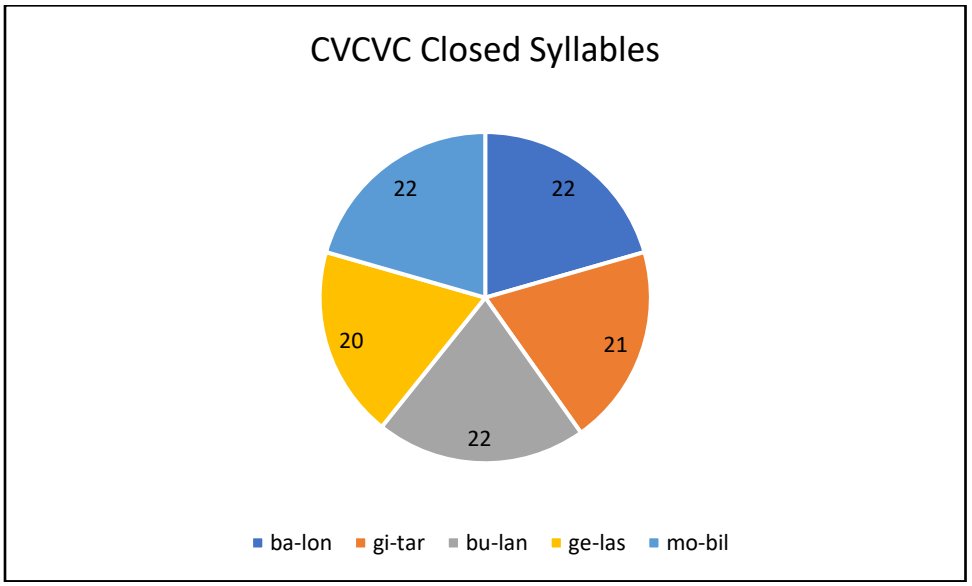

Figure 7. Diagram of Children Able to Spell CVCVC Closed Syllables

Double Consonant Syllables

About the pronunciation of double consonant syllables by children growing up within nuclear families, the analysis results show that the syllable combination *"Hi-dung"* is the most often pronounced correctly by 20 children, while *"Bo-lang"* is the least frequently pronounced correctly by only 16 children. These findings provide an interesting insight into children's phonological mastery and speech abilities at an early age, particularly in the context of double consonants, whose presence in syllables becomes a phonological aspect that often poses a challenge for children when pronouncing words. Double consonants can increase the complexity of pronunciation, which can potentially affect a child's ability to master those syllables (Agustin et al., 2023)

With regard to double consonants, the study also found that children are more likely to encounter difficulties if they have not yet fully developed the phonological awareness necessary to produce these sounds correctly. In *"Hi-dung"*, for example, the consonant cluster 'ng' following the vowel 'u' helps create a clearer phonological structure, making it easier for children to identify and pronounce. Conversely, despite its familiar form, *"Bo-lang"* contains more complex consonant transitions, which may contribute to the lower accuracy of children's pronunciation.

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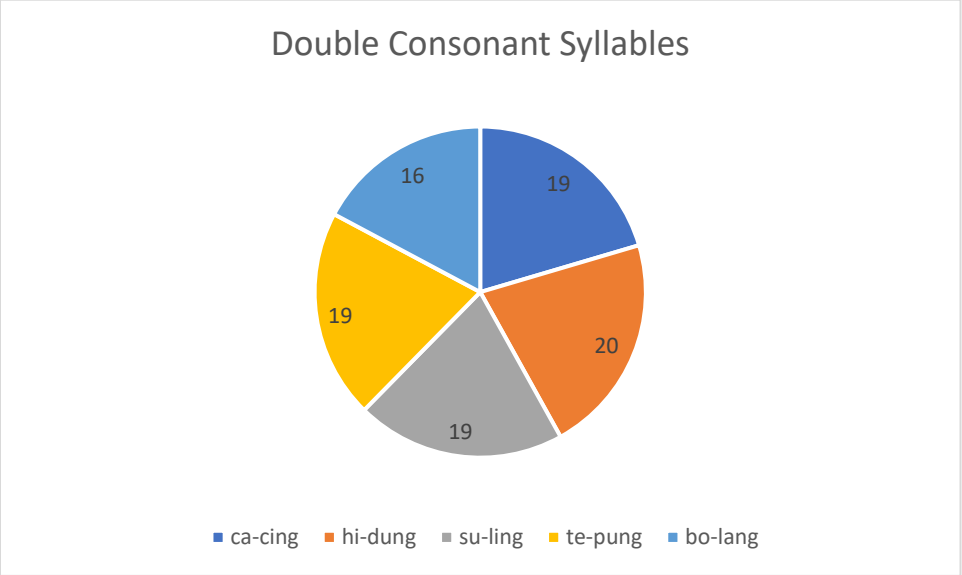

Figure 8. Diagram of Children Able to Spell Double Consonant Syllables

Diphthong Syllables

The analysis of the pronunciation of diphthong syllables among children in the nuclear family environment found that "*Da-nau*" and *"Tu-pai"* are the most commonly pronounced correctly by 18 children. Meanwhile, *"Su-ngai*" is the least correctly pronounced, by 15 children only. These findings provide useful insights into children's phonological mastery and speaking abilities at an early age, particularly in relation to the pronunciation of diphthongs. As a combination of two vowels in one syllable, diphthongs often pose a challenge for children in pronouncing syllables. Children who are in the early stages of language development frequently make sound substitutions or errors in distinguishing between simple vowels and diphthongs, which can result in difficulties in correct pronunciation (Suryani & Karunia Putra, 2024).

While containing diphthongs, the syllables *"Da-nau"* and *"Tu-pai"* demonstrate vowel transitions that may be easier for children to articulate. Environmental factors and verbal exposure from parents have a great influence on children's language abilities, particularly with regard to diphthongs. Children who frequently hear and use these types of words in their family environment tend to have better skills in pronouncing syllables containing diphthongs (Umami et al., 2023). The structure of "*Su-ngai*", on the other hand, may be considered more complex or unfamiliar to many children, which may explain why its pronunciation score is lower than those of *"Da-nau*" and *"Tu-pai"*. This difficulty is most likely caused by more complex transitions between sounds, which are usually associated with more difficult phonetic patterns (Yani, 2019). Thus, when planning effective strategies to support children's language development, it is crucial to understand how they pronounce syllables containing diphthongs.

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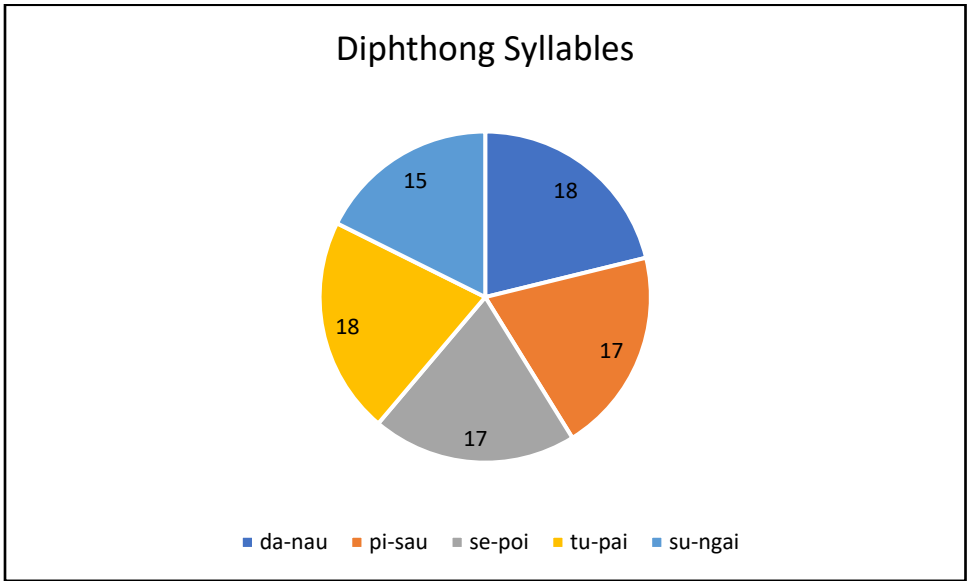

Figure 9. Diagram of Children Able to Spell Diphthong Syllables

This study examined the language capacity, particularly early reading ability, of children living in nuclear families. The results show that, in the aspect of reading initial vowels and consonants, 31 children have difficulty recognizing the letter 'a'. A previous study has explained that such difficulty appears due to the similarity in shape between lowercase letters in components that often confuse children (Nurani et al., 2021). Furthermore, 27 children also struggle in identifying the letter 'y'. These findings support the notion of Siantayani (Yasir et al., 2021) that children generally find it easier to recognize letters with rounded shapes (e.g., 'c' and 'o') or letters with straight lines (e.g., 'l', 't', and 'h'). Conversely, letters with diagonal lines, such as 'k', and letters without an intersection point, including 'j', 'r', and 'y' are typically more difficult for children to understand. In the Consonant-Vowel category, the most easily recognized combination is "M-a", which can be pronounced correctly by 32 children. In the reduplicated CVCV open syllable pattern, a total of 30 children can read the word "Ma-Ma", indicating that children have a fairly good understanding of a series of basic letters. This is in line with Pertiwi (2016), who reveals that children's ability to read and spell words and syllables is closely related to their fluency and understanding of vowels and consonants. Nevertheless, at more complex reading levels—for example, when children begin to move from syllables to words—specific challenges often present for children who have not yet adequately mastered the recognition of vowels and consonants. In the VCV open syllable pattern, the easiest word to read is "*U-bi*" (read by 30 children), whereas the hardest word is "*O-li*" (read by 26 children). This condition shows the tendency for children to have difficulty analyzing differences between letters with similar shapes, such as the letters 'l' and 'i' (Atiya Farhah, 2022). In the non-reduplicated CVCV open syllable category, the most recognizable word is "*To-pi*" (25 children), which shows that children are familiar with the vocabulary. This finding aligns with the opinion of Pradipta (2014). According to the findings of this study, parental involvement in daily interactions plays a significant role in shaping children's literacy development.

In the CVCVC closed syllable pattern, the sequences that can be recognized effortlessly by children are *"Ba-lon", "Bu-lan",* and *"Mo-bil*", which can be read by 22 children. This finding confirms the notion of Tarigan (Atiya Farhah, 2022) that vocabulary that is frequently encountered in daily interactions plays an important role in developing language skills, particularly reading ability. In the double consonant syllable category, 16 children find it difficult to read *"Bo-lang*". Meanwhile, in the diphthong syllable category, 15 children struggle to read *"Su-ngai"*. These findings support the statement of Slamet Suyanto (Pertiwi, 2016) that double letters, such as 'ng', 'kh', and 'sy', are generally a grapheme that is difficult for children to understand, as the use of two letters for one sound is confusing for children when the majority of sounds are represented by one letter. Based on the analyses, the early reading ability of children staying within a nuclear family shows an average score of 4.71. Thus, the early reading ability of children in this group can be categorized as excellent. This result is consistent with a prior study by Purnamasari et al. (2022), which reported that, in four nuclear families involved in

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the study, parental involvement is not only related to material support but also contributes significantly to the psychological development of children. In addition, parents play a crucial role in early education since the home is the first educational environment for children. The study also revealed that parents' perceptions of the importance of caring for, educating, and raising children in nuclear families do not differ substantially from those in other types of family (Purnamasari et al., 2022). This is reflected in parenting patterns that give parents complete control over family dynamics without external intervention. Wiyono et al. (2024) underline that the stimulation provided by parents and surrounding adults plays a critical role in helping children to prioritize their respective linguistic aspects. Levy (Pradipta, 2014) emphasizes that the foundation for reading development is laid through children's early literacy experiences. In this context, the environment is a crucial element in the educational process.

Referring to the basic principles of literacy that grow from literate communities, supported by literacy practices in the home environment carried out by parents and children, the role of parents is central to the process of shaping the growth and development of literacy in children. The findings of this study are related to Bronfenbrenner's ecological theory, which places the nuclear family as one of the most influential microsystems in child development, including in developing reading abilities. This microsystem includes direct interactions between children and those closest to them, which in this context are parents and other family members, who have an impact on children's social, emotional, and cognitive development (Rosa & Tudge, 2013). A responsive and supportive family can provide optimal literacy stimulation for children, especially at an early age when learning to read is crucial. Parents' involvement in reading activities and the provision of positive encouragement for children's learning activities contribute significantly to their literacy skills (Axelsson et al., 2013; Kamp Dush et al., 2013). A well-functioning family with effective communication can help children feel secure and motivated to learn (Huber-Mollema et al., 2018). This is consistent with the assumption that parental involvement in children's education affects both children's academic outcomes and their mental and emotional health, which in turn supports their holistic development (Antunes et al., 2014; Renzaho & de Silva-Sanigorski, 2014).

Bronfenbrenner's theory emphasizes the importance of interaction between various microsystems, including those of family and educational environment, in supporting children's adaptation and development (Rosa & Tudge, 2013). In Piaget's preoperational stage, children understand language symbols through concrete interactions. In this regard, the social and emotional aspects of family interaction are crucial in supporting reading acquisition. Numerous studies have reported that parental attention, effective communication, and a supportive home environment contribute significantly to the development of children's language and literacy skills. For example, Sénéchal and Young (2008) have shown in their meta-analysis that literacy interventions from the family can substantially improve children's reading abilities with significant effects. Children who receive emotional support—such as sincere attention and open communication—from their parents typically have a greater interest in reading and are more often involved in literacy activities. The findings of this study, therefore, strengthen the notion that the nuclear family plays a fundamental role in shaping children's early reading ability, both through cognitive stimulation in the form of literacy activities and through warm social-emotional support.

CONCLUSIONS

Based on the results of data analyses, the average reading ability score of children aged 5–7 years living in nuclear families was 4.71 on a scale of 0–5, indicating that the early reading ability of children in nuclear families is in the excellent category. This finding suggests that the nuclear family plays a vital role in providing early stimulation for children's literacy development. Children who receive active support from both parents, for example, through reading together before bedtime, demonstrate faster recognition of letters and syllables. Conversely, children who rarely have the opportunity to read with their parents tend to be less enthusiastic and have difficulty distinguishing between letter sounds. This confirms that parental involvement in literacy activities contributes significantly to early childhood reading readiness. Numerous studies have considered reading together with parents an effective method in stimulating children's literacy development (Kamp Dush et al., 2013; Rosa & Tudge, 2013). Based on the findings of this study, parents within the nuclear family environment are recommended to establish a consistent reading routine with their children, e.g., by reading bedtime stories or introducing

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letters in everyday activities. To foster a positive interest in reading, parents are also advised to provide reading materials, such as picture books or interactive letter cards, that are appropriate for their children's interests, age, and developmental stage. In addition, parents should set an example by having good reading habits. This is because children are more likely to imitate their parents' behavior when they observe their parents actively engaged in reading. Hidayatullah et al. (2023) highlight the importance of positive communication and behavior models created by parents in encouraging an interest in reading. Emotional support in the form of praise, attention, and warm communication is also essential to foster children's confidence in learning to read.

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