

COMMUNITY SERVICE THROUGH A READING ALOUD EVENT TO PROMOTE A READING-LOVING FAMILY

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Abstract

The purpose of this service is to provide knowledge about Read Aloud skills. This community service approach includes introduction, service delivery, and evaluation. The approach in this report is documentation. This community empowerment is carried out through reading techniques by parents to their children to improve literacy. This activity has taken place successfully and was attended by approximately 30 parents and children from RT 5 RW 3 Peneleh Surabaya on May 27, 2025. In practice, parents read aloud short stories to their children. As a result, this community service plays a role via literacy in improving reading habits among families through the Read Aloud technique. This technique is also excellent for improving the relationship between parents and children through daily reading. In conclusion, this service is important to increase literacy, especially among families in RT 5 RW 3 Peneleh Surabaya, especially parents are motivated to read familiar reading together with their children. The implication of this service is how Reading Aloud fosters reading habits in families by involving parents and children in a closer bond.

Kata Kunci:

Membaca itu
Menyenangkan,
Membaca
Nyaring, Keluarga
Gemar
Membaca,
Pemberdayaan
Masyarakat.

Abstrak

Tujuan pengabdian ini adalah memberikan pengetahuan tentang keterampilan Membaca Nyaring. Pendekatan pengabdian masyarakat ini meliputi pendahuluan, pemberian layanan, dan evaluasi. Pendekatan dalam laporan ini adalah dokumentasi. Pemberdayaan masyarakat ini dilakukan melalui teknik membaca oleh orang tua kepada anak-anaknya untuk meningkatkan literasi. Kegiatan ini telah berlangsung dengan sukses dan dihadiri kurang lebih 30 orang tua dan anak dari RT 5 RW 3 Peneleh Surabaya pada 27 Mei 2025. Praktikanya, para orang tua membaca nyaring cerita pendek untuk anak-anak mereka. Hasilnya, pengabdian masyarakat ini berperan via literasi meningkatkan kebiasaan membaca di kalangan keluarga melalui teknik Membaca Nyaring. Teknik ini juga sangat baik untuk meningkatkan hubungan antara orang tua dan anak melalui bacaan sehari-hari. Kesimpulannya, pengabdian ini penting guna menaikkan literasi, khususnya di kalangan keluarga di RT 5 RW 3 Peneleh Surabaya, khususnya orang tua termotivasi membaca bacaan yang familiar bersama-sama dengan anak-anak mereka. Implikasi pengabdian ini adalah bagaimana Membaca

Nyaring menumbuhkan kebiasaan membaca di keluarga dengan melibatkan orang tua dan anak dalam ikatan yang lebih erat.

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INTRODUCTION

Community service is an integral part of higher education institutions' contribution to society, evolving in line with perceptions, as well as spatial and temporal contexts [1], [2], [3]. As a form of the university's social responsibility, community service activities aim to support sustainable development and human progress. Universitas Dr. Soetomo (UNITOMO), through its academic community, actively engages in such initiatives by implementing science and technology-based approaches to empower target communities. One such effort is the implementation of community service focused on enhancing literacy skills, particularly within family environments in Surabaya [4], [5], [6].

This community service specifically aims to expand public awareness of English Literature studies at UNITOMO by introducing Reading Aloud as a literacy-promoting activity among families. Reading Aloud is defined as the act of reading text aloud, either for oneself or others, allowing interaction with the text through sound and meaning. It not only serves as a technique to improve reading comprehension and pronunciation but also functions as a tool to convey emotions, context, and narrative structure, thus enriching the reading experience [4], [5], [6].

The program was conducted in RT 5 RW 3, Peneleh, Surabaya, particularly at Rumah Baca Tante Djie, located on Jl. Peneleh V No. 31, on May 27, 2025. The activity involved the participation of UNITOMO lecturers and students, along with local mothers who practiced reading aloud to their children. Selected short stories were chosen and read together, aiming to build a joyful reading atmosphere and instill reading habits within the family setting. Through this initiative, the concept of a "Reading Family" is promoted, where reading becomes a shared activity that strengthens family bonds and improves early literacy.

Previous community service activities related to Reading Aloud have focused on different contexts. Rosadi et al. [7] emphasized the use of pop-up books to support the Reading Aloud technique in early literacy. Puspitasari et al. [8] implemented Reading Aloud in elementary schools as part of literacy empowerment. Meanwhile, Jubaidah et al. [9] highlighted the cognitive and emotional benefits of Reading Aloud for children. However, no prior community service has specifically targeted RT 5 RW 3 Peneleh Surabaya. This current initiative offers novelty by focusing on family-based literacy development through everyday reading activities at home, promoting not only literacy but also stronger parent-child relationships.

Furthermore, while literacy is universally acknowledged as essential, there remains a lack of awareness that its foundation must begin within the family environment. Cultivating reading habits at home supports the broader goal of developing literate, informed communities. Families play a vital role in promoting lifelong learning, and by engaging parents and children in Reading Aloud activities, this community service contributes to the strengthening of family roles in advancing literacy culture, particularly in urban areas like Surabaya.

IMPLEMENTATION METHOD

The process of this community service followed the stages of assessment, implementation, and evaluation [10], [11]. During the assessment phase, conducted around April, the team identified the specific needs and priorities of the community through direct discussions with families in RT 5 RW 3 Peneleh, Surabaya. It was found that there was a strong



need for alternative approaches to literacy development, particularly in enhancing reading skills among children and parents.

Based on the assessment results, the team conducted strategic planning by designing a detailed action plan. This plan included clear goals, specific objectives, and tailored strategies to address the identified challenges. The main objective was to engage parents in enjoyable and meaningful literacy activities particularly through Reading Aloud, using short narrative texts as the primary learning medium.

The implementation phase was carried out on May 27, 2025, at *Rumah Baca Tante Djie*. During this event, mothers actively participated in Reading Aloud activities, accompanied and guided by the community service team consisting of lecturers and students. The activity fostered an engaging and supportive environment for families to explore reading together.

Following the implementation, the evaluation phase was conducted. This stage involved observing and assessing the impact of the activity, documenting participant responses, and identifying areas for improvement [10], [11]. The results showed that the families responded positively; they expressed enjoyment and enthusiasm, and showed a growing interest in continuing the Reading Aloud practice at home.

Additionally, this community service encouraged further collaboration. It is recommended that similar Reading Aloud events be organized regularly to sustain the literacy culture among families. Future activities could also introduce other narrative-based learning methods to diversify the experience and reinforce learning outcomes.

This article was developed using a documentation-based qualitative approach [12], [13]. Data were collected from field observations and existing records of the community service activities. The data were then categorized and analyzed using content analysis to highlight the significance of Reading Aloud as a medium for promoting literacy and strengthening family bonds in RT 5 RW 3 Peneleh, Surabaya.

FINDINGS AND DISCUSSION

For the reader or listener to grasp the information that the writer aims to express be it the writer's emotions, thoughts, perspectives, or experiences Reading Aloud requires articulating the text with proper intonation and pronunciation [4], [14], [15]. It is certainly engaged in the aspect of learning. The central concept is that learning is a continuous, intentional pursuit conducted by families, communities, and the state via various activities for future responsibilities. The activity of Reading Aloud is part of the process of educating individuals.

A. Reading Aloud and Its Significance

The concept of *Reading Aloud* plays a vital role in fostering emotional and cognitive connections between parents and their children. This method offers numerous benefits for family literacy development [4], [16], [17]. Firstly, it helps family members become more familiar with various types of reading materials and encourages regular engagement with them. In this community service activity, short narrative texts are utilized as tools to enhance participants' comprehension of simple yet meaningful concepts. Moreover, reading aloud builds confidence in language use, allowing both parents and children to become more comfortable with pronunciation and expression. Readers are encouraged to approach the activity attentively, recognizing that reading is not inherently difficult it simply requires consistency and routine. Importantly, Reading Aloud contributes significantly to the process of language acquisition, as it enables parents to model proper reading behavior while actively engaging their children in focused listening and interaction.



Figure 1. Flyer of Reading Aloud Event in RT 5 RW 3 Peneleh, Surabaya

Reading Aloud comprises several essential elements that determine its effectiveness. The first element is vocal expression reading aloud involves articulating words clearly rather than silently, which requires strong yet appropriate voice modulation. Readers are expected to avoid shouting while maintaining clarity and correctness in pronunciation. The second element concerns the audience. Unlike silent reading, Reading Aloud is performed for others; thus, the reader must remain attentive to the audience's reactions and ensure the content is understood. Eye contact, pausing for emphasis, and adjusting tone to maintain engagement are crucial aspects of this interaction [4], [16], [17]. The third element is engagement, which highlights the interactive nature of Reading Aloud. It goes beyond simply reading the text it involves fostering a dynamic and reciprocal communication with listeners.



Figure 2. Mothers and Their Children Read Short Stories Together

To evaluate Reading Aloud performance, this program adopts eight assessment indicators as proposed by prior research [6], including: speaking clearly and audibly to the audience, reading smoothly and without hesitation, pronouncing words correctly and fluently, using appropriate intonation and rhythm, observing punctuation marks such as periods, commas, exclamation points, and question marks, reading with a positive and enthusiastic attitude, demonstrating sincerity and expressiveness, and interpreting and conveying the meaning of the text effectively.

Reading Aloud offers multiple advantages, especially in terms of improving literacy skills within families. It supports vocabulary acquisition, pronunciation accuracy, and overall comprehension [18], [19], [20]. This practice also aids in developing reading fluency in daily contexts both at home and in formal educational settings. When introduced at an early age, it may even help prevent stuttering and encourage expressive reading. Furthermore, Reading Aloud serves as a model for meaningful reading behavior by combining clarity, emotion, and understanding.



Figure 3. Mothers Are Guided to Apply Reading Aloud Techniques with Their Children

Another significant benefit of Reading Aloud is its potential to create enjoyable and emotionally bonding experiences. Through shared storytelling, parents and children can build joyful memories while improving social-emotional development [18], [19], [20]. Reading together cultivates empathy, emotional regulation, and mutual understanding. Listeners become more aware of tone, emotion, and context, while readers develop sensitivity to their audience's responses. As a result, Reading Aloud is not only a literacy strategy but also an ethical and humanistic practice that promotes togetherness, learning, and emotional well-being within families.

B. The Activity of Reading Aloud in RT 5 RW 3 Peneleh Surabaya

The community service activity focused on *Reading Aloud* was implemented in RT 5 RW 3 Peneleh, Surabaya, with the objective of cultivating reading habits within families. This activity was organized by lecturers and students from the English Literature Program at Universitas Dr. Soetomo, Surabaya. Conducted at Rumah Baca Tante Djie, the event was attended by approximately 30 parents and children from various families. The program was delivered in several structured stages.

The first stage involved a presentation by the speaker, who explained the concept of Reading Aloud along with practical strategies for conducting it at home. This stage emphasized three main goals. First, to increase parents' understanding of early literacy

development and their roles as the primary educators for their children [5], [21], [22]. Parents are encouraged to accompany their children in everyday activities and provide literacy-rich environments at home.

Second, to raise awareness of the importance of Reading Aloud in supporting early literacy. For parents, this activity reinforces the idea that children need active companionship and guidance during their developmental stages. Parents are urged to balance their work and domestic responsibilities to support their children's educational growth. For children, Reading Aloud instills the understanding that reading should extend beyond the classroom, becoming an essential and habitual part of daily life. Third, the Reading Aloud activity serves as a means to stimulate children's literacy competencies. Literacy is not merely the ability to decode written words but also encompasses the capacity to understand and engage with the content. Furthermore, it introduces the idea of sharing reading experiences with others, including through discussion and listening to each other read [5], [21], [22]. This practice can activate emotional and cognitive responses, which gradually evolve into critical thinking and reflection. Through consistent reading, children begin to recognize their place in the world and develop deeper comprehension skills.



Figure 4. Mothers Try to Understand the Contexts of the Short Stories

After the introductory session, participants engaged in practical Reading Aloud activities. Some parents confidently performed storytelling based on their own capabilities, while others received guidance from UNITOMO lecturers and students. The key elements taught included proper pronunciation, word stress, and intonation when reading aloud short stories [5], [21], [22]. These techniques are essential, as the parents were expected to later retell the stories to their children in an engaging and comprehensible manner. They were also introduced to basic literary elements within the short stories, enabling them to answer potential questions from their children.

Following this, the parents practiced retelling the stories, both to their own children and to other children in the group. This moment created a warm, collaborative atmosphere where families jointly nurtured a culture of reading. The event not only promoted literacy but also strengthened family relationships through shared storytelling [5], [21], [22].

Nonetheless, several challenges emerged during the implementation. First, some children were easily distracted, preferring to play or engage with digital devices rather than listen to the stories. Second, certain parents became impatient and occasionally raised their voices to gain their children's attention. This approach contradicts the core philosophy of Reading Aloud, which prioritizes voluntary and joyful learning rather than enforced instruction. Parents were reminded that the goal is to encourage children to love reading through supportive and engaging interactions.



Figure 5. Documentation of Reading Aloud Event in RT 5 RW 3 Peneleh Surabaya

Upon completion of the Reading Aloud sessions, a monitoring and evaluation process was conducted to assess the outcomes and challenges of the activity. One commonly noted issue was maintaining the children's focus [5], [18], [23]. Despite this, participants expressed satisfaction with their experience, feeling a sense of achievement in being able to read and perform stories for their children. This activity proved to be both a novel and rewarding experience for families, promoting pride and confidence in their literacy engagement.

The outcomes of this community service show that parents have begun to take a more active role in guiding their children's reading experiences. However, sustained encouragement and support are still necessary to establish strong literacy practices within the home environment. Moving forward, future community service activities could introduce other reading comprehension strategies and explore creative storytelling, such as having parents and children co-create new stories. These innovations will further enhance family engagement with literary works and strengthen literacy culture at the grassroots level.

CONCLUSION

The community service activity conducted in RT 5 RW 3 Peneleh, Surabaya, focusing on Reading Aloud, was successfully implemented. The program succeeded in fostering enthusiasm among parents and children to actively participate in Reading Aloud sessions, even motivating others in the community to join. One of the main challenges encountered during the activity was maintaining the children's focus throughout the sessions. However, the encouragement from both parents and the children themselves played a crucial role in helping them become more aware and confident in expressing their interest in developing language skills through the Reading Aloud method. The primary objective of this community service to

involve parents in enjoyable literacy-based interactions with their children was achieved effectively. The selected short stories used during the sessions were engaging and helped strengthen the emotional bonds between parents and their children. This initiative provided meaningful benefits not only for the participating families but also for the organizing team and the English Literature Department at Universitas Dr. Soetomo. Moving forward, the program can be improved by involving a larger number of families to broaden its impact. In addition, expanding the variety of literary works used in the Reading Aloud sessions is recommended to reach and engage a wider audience.

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