

CHILDREN RESPONSES TO SHORT STORIES READ ALOUD

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ABSTRACT

This study is intended to show (1) the students' responses in listening to "Short Story" read aloud, and (2) the similarities or differences in terms of emerged responses and the reasons underlined them. Data were collected using qualitative approach through questioners, students observation and field notes, interview and, students' retelling. Recording was treated as another supporting data. There were six students of second grader elementary school reveal as focal respondents. In qualitative research they are as panels.

The study showed students' impressive responses, as they really enjoyed not only the Reading Aloud of the story but also the activities as well. They were involved in ten weeks of "The Shy Ostrich" Reading Aloud program. During and after reading aloud sessions students were welcomed to ask questions and I as the reader interacted with it, even I used questioning strategies to see their enacting to the story. In addition to that, different voices and intonations were used to show different characters of the animals, and also some gestures. It was purposefully done to see the students' responses and their engagement to the story.

The result showed that students' responses covered verbal and nonverbal categories. Responses revealed through verbal communication can be categorized into a set of sub categories covering making comment and connection, repeating, translating, controlling or critiquing. Whereas nonverbal communication responses can be categorized into a set of sub categories covering kinesics: body language, acting out, and facial expression; silence, drawing and writing. This finding also supported by Sipe (2002), Levine and Adelman (1993), Senchal (1995, in Neuman and Dikerson, 2001), Huck Hepler & Hickman (1993), Piaget (in Huck Hepler & Hickman, 1993), Reece and Walker (1997), Probst (1982), Jandt (1998), Slattery and Willis (2001). The responses appeared were spontaneous and non-spontaneous. It could help children to build ownership, personal relationship, and have multiple interpretations. Other findings showed that there were no differences in the emerged responses between those to whom the story read aloud and those to whom were not read aloud at home.

This finding would be able to portray the children responses, thus, further teachers, readers and parents need to provide different stimulus in inviting children responses in order to increase student's thinking to the higher level. Therefore, Students' responses through Reading Aloud program need to be taken into one of considerations of Teaching English for young learners because even in silence they are paying attention. Besides, this study hopefully inspires other researchers to conduct further research on the similar study or after reading aloud program.

INTRODUCTION

Children love to listen to stories. For generations, in Indonesia, people are used to 'listen to *dongeng*' or oral stories usually passed from generation to generation. The story could be in Indonesian, Sundanese, Javanese, or even in English. English as one of languages taught to a few elementary schools at the previous years. But since 1994, English is one of language lessons officially taught in elementary level of Indonesian schools as local content curriculum (Murdibjono, 1997:179). One aspect of the language lessons at elementary schools is to give high priority in promoting positive attitudes toward learning target language (Halliwell, 1992 cited by Murdibjono, 1997:179). This study focuses on impact of read-aloud stories program toward students' English language learning.

Finegan (1992) informs that any child who capable of acquiring some particular human language is capable of acquiring any human language. There are different ways usually used in reading program such as sustain silent reading, choral reading, personal reading or reading aloud. This research is interested in using reading aloud as technique used in learning.

Reading aloud is one of techniques that can be used in introducing students to literacy. In context of Indonesian school, this technique is usually used only in English courses but not in school program. The information of the merit of this technique is not known yet for most of the teachers at the elementary level, when I had the opportunity to talk about it in informal discussion.

Reading aloud is an interactive process. Read aloud to children can promote their literacy abilities (Trelease, 1989:200) that helps children explore language and develop listening skills (Florida Institute of Education, 1993). In addition to that, Anderson et. al. (1985, *ibid*) observe that reading aloud has been shown to be the "single most important activity for building the knowledge required for eventual success in reading."

The key of successful reading aloud is fun, simple and cheap (Trelease, 1989:201). First, it is fun for both the listener and the reader. It is the most effective advertisement for the pleasure of reading. Reading is accumulated skill which means the more you do it, the better you get it; the better you get it, the more you do it. This is nothing more than concept of automaticity in reading (Samuels, 1988 and Brown, 1992, *ibid*). Reading aloud works directly on converting negative attitudes to positive ones. Second, we don't need a college or even high school diploma to do it. All one needs is the ability to read. That means not only teachers, but parents can also do it with children. Indeed, educators frequently recommend parents to read aloud to their children (Vukelich, 1984 in Trelease, 1989).

Reading aloud literature to children can give lots of benefits. According to Curtain & Pesola (1988:131) reading or telling a story can provide "input" for children at even very early stage of language acquisition when the story meets the following criteria:

1. The story is familiar to the students from their native culture, or highly predictable, with a large proportion of previous vocabulary.

2. The story is repetitive, making use of formulas and patterns that occur regularly and predictably. E.g.: Brown Bear, Brown Bear.
3. The story line lends itself to dramatization and pantomime.
4. The story lends itself to heavy use of visuals and realia to illustrate its content and progress.

Trelease (1989:202) says that time is money to read aloud in class in an already overcrowded curriculum. Read aloud takes time, a minimum of 15 minutes a day, but it is not additional time. It can be taken from seat work within the classroom time. There should be a balance of what could be accomplished within the 15 minutes reading a book aloud (Dahl, 1961 in Trelease, 1989). Mem Fox, former professor of literacy education, says that:

Although a read-aloud session can happen anytime, it's important to have ritual about reading aloud every night, in the same place, at the same time, with the same cushions or pillows, the same stuffed animals, the same books. Children not only appreciate the safety of a predictable life, they actually need regular routines to feel secure in the world. What could be more important than our children's literacy and the loving interactions that occur during read aloud session? The price of not reading aloud is too high.

In order to hold and catch the children's attention, the teacher's voice needs to be fluid and expressive, not loud or strident (noisy) as if reading at them or reading over a layer of intention (Holland, Hungerford and Ernst, 1993). Reading Aloud to Children Scale (RACS) contributes substantially to the quality of the read-aloud performance. According to Lamme (1986 *ibid*, 1993:108) readers have to consider:

1. Child involvement in story reading.
2. Amount of eye contact between reader and audience.
3. Putting expressions into the quality of the reader's voice.
4. Pointing to words and pictures in the books.
5. Familiarity to the story.
6. Selection of the books.
7. Grouping the children so that all could see the pictures and hear the story.
8. Highlighting the words and language of the story.

Bissu in 'How to Get Started in Early Literacy with Read Aloud' (2003) explains that Read aloud is an important part of the day in every early childhood classroom. It provides the teacher an invaluable opportunity to establish literacy learning environment in his/her classroom. It enables the teacher to demonstrate a love of books, words, stories, poems, and discovery of new ideas and knowledge. As the teacher reads, he/she models intonation, phrasing, reading with understanding, along with making observations, comments, and connections. A teacher can invite students to do the same by posing open-ended questions and responding enthusiastically to student responses. Children learn that reading is part of everyday social interaction. Read aloud provides students with a common experience over which they can bond. They can begin to form friendships based

on their discussions and responses to books read aloud in class. Love of reading becomes infectious. Children like different kinds of literature such as science, adventure, fairytale, imagination, fable or short story.

Reading ability in Indonesia today is still far from satisfactory. There are still lots of illiterate, they even do not know how to spell or write their own name. It does not only occur in suburb areas but also in big cities. The fact that most of them are adult, we as teachers should help our generation especially children to recognize words as early as possible. One exposure to do this is through reading stories aloud to children as this study is concerned.

Trelease (2003) mentions that reading aloud to children helps them develop and improve literacy skills – reading, writing, speaking, and listening. Murdibjono, one of the English lectures in Indonesia (1997:180) supports the fact that children love stories. As stated by many language teachers and writers, In English context, stories have been used for many reasons related to learning in general, and language learning in particular stated by language teachers and writers (see Brewster, 1991; Rixon, 1991; Halliwell, 1992; Pedersen, 1995; Stockdale, 1995, *ibid*). It is summarized as follows:

1. English stories, especially traditional ones such as The Little Red Hen and The Three Little Pigs, are authentic texts. They were not written (or told) for the sake of language teaching, and the language used is natural and real.
2. When being read or told a story, children will listen with a purpose. Children listen to stories because they want to, and not because they are told to do so.
3. Stories offer a good, if not best, available source of fluency in all four skills- listening, speaking, reading, and writing.
4. Stories introduce learner to language items and sentence constructions which he or she doesn't need to use productively. In elementary school level, children's ability for conscious learning of forms and grammatical patterns is still relatively undeveloped (Halliwell, 1992). By repeated listening and understanding pattern in the story, children will subconsciously become familiar with patterns.

In addition to above information, Calkins (2001:51) mentions that after evaluating ten thousands research studies, the U.S. Department of Education's Commission on Reading issues a report *Becoming a Nation of Reader* (1985), stating "The single most important activity building the knowledge required for eventual success in reading is reading aloud to children" (Anderson, Hiebert, and Wilkinson, 1985). The study finds "conclusive evidence" supporting reading aloud at home and in classroom, and claimed that adults need to read aloud to children not just when children cannot yet read on their own, but throughout all the grades.

From the descriptions above, it is clear that reading aloud can introduce the children to literacy subconsciously. This research is interested in seeing students' responses to short stories read aloud.

Purpose of the Study

This study was an exploratory research on an elementary school which has introduced English since the first grade. This research focused on the second

graders, who can be described as concrete operational thinkers, as Piaget proposes (Huck, Hepler & Hickman, 1993:65) as concrete operational thinkers, important abilities within children's command during this period, children are classifying and arranging objects in series that are making them more systematic and orderly thinkers. Their thought also becomes flexible and reversible, allowing them to sort out and rearrange a sequence of events.

This study is intended to find out the students' responses to short stories read aloud; their responses to events of story related to their literacy history, and to discover similarities or differences on the emerged responses between the students who were read aloud and those who were not read aloud at home.

Responses to Short Stories

The investigation on children's response to literature, including short stories, is still limited, but it is important. New knowledge has emerged concerning children's responses to literature and the critical roles that teachers play in its encouragement (Holland, Hungerford and Ernst, 1993: 4). Nielsen (1989 in Collins, 2002) says that professional organizations and literature support critical thinking in the classroom and call for teacher to guide students in developing higher level of thinking skills. Because teaching higher level cognitive process requires comprehension, inference and decision making, the reading classroom is the logical place to begin. Sweets (1993 in Collins, 2002) adds that children literature is a powerful tool for teaching critical reading. It offers children opportunity to actively engage in texts while simultaneously considering ideas, values, and ethical questions. Through literature, students learn to read personally, actively and deeply.

Children demonstrate respond to literature in their own unique ways. Sipe (2002) finds that they are capable of verbal, artistic, dramatic and written responses. Holland and Shaw (Holland, Hungerford and Ernst, 1993) mention that their response emphasized through various response modes such as oral language, drama, art and media, and writing. This is in line with Huck, Hepler & Hickman (1993) and Rosenblatt opinion (ibid).

Children growth pattern also influence students' responses. Children are not miniature adults but individuals with their own needs, interests and capabilities – all of which change over time and at varying rates. Huck, Hepler and Hickman (1993:56) say that few differences between the interests of boys and girls are apparent before age 9. Experience affects the age at which development may appear. The children will influenced by Physical Development, Cognitive Development, Language Development, and Moral Development

Factors that Encourage Children Responses

There are some factors need to be taken into consideration to encourage students response. The following is offered by Yokom, (cited by Holland, Hungerford and Ernst, 1993:106):

- 1) An atmosphere of Acceptance

- 2) A Community of Shared Experiences
- 2) Guidance and Modeling of Responses
- 3) Selection of Books
- 4) Insightful Observation of Parents
- 5) Value of Rereading Selected Books
- 6) Reader-Writer Connections

The deepening of children's responses to read aloud books depend on the extended period of time for development. Children whose first language was not English needed even more time to adequately express their responses in a group situation.

GENERAL APPROACH TO THE STUDY

This research used qualitative case study or approach in search for answer of Students' Responses to Short Stories Read Aloud. It can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Merriam (1988:13) also labels "descriptive", "holistic", "grounded", and "exploratory" in case study definition. Qualitative data consist of "detailed description situations, events, people, interactions, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories" (Patton, 1980:22 in Merriam, 1988:68). These descriptions, quotations, and excerpts are "raw data from the empirical world,... data which provide depth and detail". Qualitative case studies rely heavily upon qualitative data obtained from interviews, observations and documents. In order to find kinds of response produced by students while reading aloud program, observation and fieldnotes from fieldwork were treated as basic information. Recording was considered as another source of data besides supporting the data for observations and fieldnotes.

Participants

The participants used were as purposeful sampling on this research, they were the second graders of elementary school children who had transitional level of cognitive development as Piaget has explained (Wardworth cited in Curtain and Pesola, 1988: 66 and Huck, Hepler & Hickman, 1993:63). This study was conducted at Istiqamah Elementary School which is one of private schools in Bandung that applies public curriculum and enriched the curriculum with religious program and also the local content curriculum. Here, English program offers as a primary extracurricular activity in studying hours.

Table 1
The Background of Students on Reading Aloud Program

No	ID	Gender	Age	Notes	Significant Person
1.	R#1	M	14/7/96 (7.1)	S-RA 31/07/03	Mom/PT/Private Co.- Grandma
2	R#2	M	9/1/97 (6.4)	S-RA 31/07/03	Mom/S1/Government Employee – Dad, Uncle, Grandpa, Grandma, Aunty
3	R#3	F	20/10/96 (6.10)	S-RA 31/07/03	Mom/Academy/ Home maker - Grandma
4	R#4	F	19/4/96 (7.4)	N-RA 31/07/03	Mom/D1/Home maker – Dad

5	R#5	M	29/1/96 (7.6)	N-RA 31/07/03	Mom/PT/Entrepreneur – Uncle/Driver
6	R#6	M	29/12/95 (7.8)	N-RA 31/07/03	Dad/S2/ Private Government Employee - Ne2k

Notes: S-RA= Sometimes Reading Aloud; N-RA=Not Reading Aloud, and the date of the questionnaires returned.

Phases of Data Collection

'The Reading Aloud Program', had been designed as an additional program on Saturday from 10.45-11.45 after the school program which was lasting about an hour for three months. The class schedule can be seen on the appendix. English in this school was an imperative extracurricular. Thus, the school put it in the school time basis. The Reading Aloud program was added to one class of the second grade program, but not to substitute their English lesson at school. In this research, fable short stories were read aloud in seeing students' responses in ten meetings.

Reading aloud is an interactive process that helps children explore language and develop listening skills (Florida Institute of Education, 1993). It was the core programs in this research, which was used "The Shy Ostrich" storybook as a chosen story, written by June Woodman and illustrated by Ken Morton. It consists of thirteen pages. The story is not only juxtaposes with the colorful pictures, but the pictures are also big enough to be seen by students for Reading Aloud program. The fonts of the letters are 28. Therefore, the students were easily seeing the pictures as well as the words related to the pictures. It printed in Portugal 1992, paperbacks edition.

The phases of weekly program can be summarized as follows:

Table 2
Weekly Program

Time	Program	Kinds of Activity	Setting
Week 1	Reading Aloud	The whole class	Sitting on the rug
Week 2	Reading Aloud – Making Picture	Individual	Sitting on the rug
Week 3	Reading Aloud – Act Out Story	In Groups	The students act out in front of the class
Week 4	Reading Aloud – Act Out Story	In Groups	The students act out in front of the class
Week 5	Choral Reading	In Groups & The Whole class	Sitting on the chair
Week 6	Reading Aloud - Story Strips	In Pairs	Sitting on the chair
Week 7	Reading Aloud - Pocket Story Book + Story	Individual	Sitting on the chair
Week 8	Reading Aloud – Guided Exercises	Individual	Sitting on the chair
Week 9	Reading Aloud - Pocket Story Book + Picture	Individual	Sitting on the chair
Week 10	Reading Aloud – Rearrange the Picture	Individual	Sitting on the chair

Data Analysis

The Constant Comparative Method (Glasser & Strauss, 1967; Strauss, 1987 as cited by Bogdan & Biklen, 1972) is a research design for multidata sources, which is like analytic induction in that the formal analysis begins early in the study and is nearly completed by the end of data collection.

Once choosing the students in the classroom, the data were examined, coding, reworking it in an attempt to see the connections between who responds and what is the respond about, in order to understand the dimension of students' response.

Answering the research questions, the responses across the weeks could be analyzed under the following categories:

Table 3
Data Analysis Categories for Students' Responses

VERBAL	NONVERBAL
<ol style="list-style-type: none"> 1. Making Comment <ol style="list-style-type: none"> a. Evaluating b. Recalling c. Retelling 2. Repeating 3. Translating 4. Making Connection <ol style="list-style-type: none"> a. To personal life b. To other story c. To its own story 5. Controlling or Critiquing <ol style="list-style-type: none"> a. Characters b. Plot 	<ol style="list-style-type: none"> 1. Kinesics <ol style="list-style-type: none"> a. Body Language b. Acting out c. Facial Expression 2. Silence 3. Drawing 4. Writing

Data analysis in qualitative research very much depends on investigator's sensitivity and analytical skills. Whether one is analyzing data in a single case study or across several individual cases, the process is inductive (Merriam, 1991: 121). The data gathered was across ten weeks of Reading Aloud Program.

In the process of analysis, data are consolidated, reduced, and to some extent, interpreted. The goal of data analysis, according to Taylor and Bogdan (1984:139 in Merriam, 1991:130), is "to come up with reasonable conclusions and generalizations based on a preponderance of the data".

Data Classification

The student response can be categorized into verbal and nonverbal.

A. Verbal Response

Students' verbal response can be categorized into a set of sub categories covering making connection; repeating; translating; making connection; controlling or critiquing. Levine and Adelman (1993:102) propose the definition of verbal as spoken communication, including the use of words and intonation to convey meaning.

B. Nonverbal Response

On the other hands, parents and teachers of young children recognize nonverbal behaviors as sign of response. For instance, young listeners almost always show their involvement in body postures and facial expression (Huck, Hepler and Hickman, 1993:86). Students responses emerged through nonverbal can be categorized into a set of sub categories covering kinesics (Jandt, 1998:105): body language, acting out, and facial expression; silence; drawing and writing.

FINDINGS AND DISCUSSIONS

Students' responses to Short Stories aloud with respect to student' responses, there are several main aspects found from all data gained. The first thing to do with the way the students responded to The Shy Ostrich story was by *making comments and connections*.

Commenting on physical characteristic of the book, sharing opinions on characters and their motivations, stating pleasure or displeasure with events or ending, relating the story to their personal experiences, comparing it to other works of literature, and making judgment about the book's merit emerged almost all spontaneously. It reflects the students' responses to the stories read aloud. Unconscious participation depended upon their interest and also related to their literacy background. Therefore, all students can relate the responses to their personal life (Sorensen an Lehman, 1995:xii), and they have their individual interpretation (Chamber, 1970:61 in Thomas and Milk, 1990:xii).

Cairney (1988, in Holland, Hungerford and Ernst, 1993:69) recommends us to "Read literature to your students which can be analyzed, criticized, assessed, interpreted, compared, and linked with their owns knowledge and experiences". Moreover, Atwell (1984:241, *ibid*) suggests "we links books with our own knowledge and experiences, and generally get inside written language". By doing these, students easily involve with the story and they will live through the story and not afraid to make any comment.

During their interaction with the story, students seem to have natural course toward examination of their own thoughts and values. As students began to move the story into their own lives and relate it to their own experiences, the stage becomes a set for understanding the universality of literature (Kristo cited by Holland, Hungerford and Ernst, 1993:63). Therefore they make personal connection to literature and get multiple interpretations. Moreover, reading aloud works directly on converting negative attitudes to positive ones (Vukelich, 1984 in Trelease, 1989).

Other aspects found was regarding *repeating which was also a response stated by most of the respondents*. Mimicking of unique words or sound, and questions or statements about the meaning of specific words was offered by Kristo (Holland, Hungerford and Ernst, 1993). The words were often repeated by students, not only during the story but while they were participating in variety of activities. The meaning captured were unclear, usually. Most of the students repeated what they thought interesting, strange, simple or even funny.

Bissu (2003) reminds that as the teacher reads, he/she models intonation, phrasing, reading with understanding, and also making observations, comments

and connections. A teacher invites students to do the same by posing open-ended questions and responding enthusiastically to their responses. Children learn that reading is part of everyday social interaction.

The concrete principles are introduced from icon (picture) to spoken words; spelling does not teach explicitly; but individual vocabulary introduce as sight word (read without spell the word but as whole parts). Phrases, clauses and sentences only introduced in speaking, not to be discussed in writing. Introducing new words or concepts through exposure, guided engagement and independent practice support language comprehension (Musthafa, 2001). Repeating activity reinforces the acquisition of vocabulary and enables children to acquire a larger base of sight vocabulary (Neuman and Dickerson, 2001).

Third matter was *translating that spontaneously emerged from two respondents*. Teachers can direct many extension activities to bring out certain aspects of response. One strategy is to ask children to translate meaning from a story through artwork using other characters, incidents, or settings to represent their understanding of the author's message (Huck, Hepler and Hickman, 1993: 92). Their responses were supported by their interest or to be related to their existing background knowledge. The new information of knowledge will enlarge their curiosity in looking for the new world.

Another theme related to *controlling or critiquing which covers characters and plots, demonstrated as well by most of the participants*. All students controlled or criticize the characters of story but two of them did not want to change plot. As proposed by Hyman and Grimm, (1993 in Sipe 2002:478) children suggest alternatives in plots, characters, or settings. These responses show that the children thought there were rooms on the stories for them – their personalities, their choices, and their capabilities. It was one way of personalizing stories, of drawing stories, to themselves; more important, it allowed them to control and manage plots and characters. They thought of themselves as authors, with ideas as valid as the book they were discussing. The responses revealed could be spontaneous and not spontaneous.

The fifth feature connected with *nonverbal response covered kinesics, silence, drawing and writing*. Fascinated by hearing or reading a story or poem, children often give various nonverbal sign of such immediacy of experience (Rosenblatt as cited by Holland, Hungerford and Ernst, 1993). They delightedly sway to the sound and rhythm of words, their facial expression reveal “sensitive to tone”, their postural responses and gestures imitate the actions being described. Facial expression is important to be learned in order to understand one's intention. It is in line with what Jandt has offered (1998:105). In addition to that, a well-read story can move us to tears or laughter.

Active listeners often indicated their participation throughout story time by responding in ways that did not interrupt the flow of the story. These responses are so personal, attest to the active meaning making occurring during a story (Kristo, in Huck, Hepler and Hickman, 1993). He calls this response as non-word response. A lot of silence responses were observed in the classroom, but it did not mean that students did not learn anything, because actually they do. We should not underestimate those who are silent, because they responded in different ways.

Students' picture shows how they make connection to every aspect of lives. Cheating was even permitted in drawing activity, but students decide their own picture. So they own their choices. The plot of the story also influenced the students' picture in describing their picture on the follow up interview. The setting of the story influenced the students whether they still used the same setting or different ones. It might be influenced by their literacy history. The example of artifacts can be seen below:



Figure 1

R#1 picture related to The Shy Ostrich Story

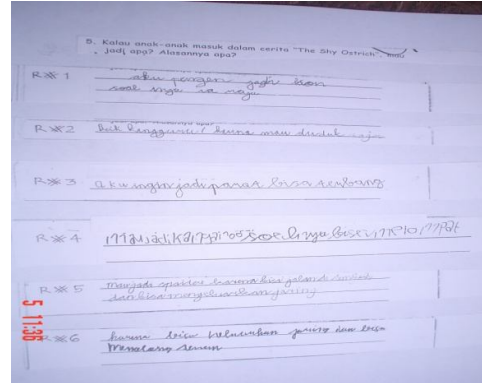


Figure 2

Students' Writing

Students need to know character of the story to describe it; they did it by making picture. Strauss Lowenfield and other educationalist (in Thomas & Milk, 1990:31) propose that encouraging spontaneous self-expression in art promotes cognitive development and personal growth. For children, actually, picture is considered as written expression. And written expression is also offered by experts as one of students responses. Encouragement to respond to books through variety of means other than talk-especially through art, writing and creative drama is supported (Kiefer in Holland, Hungerford and Ernst, 1993:281). Through writing, students do not only understand the content but also could describe it in a new way, even controlled or criticize the story.

Last but not least, data from the field concerned with students' responses to short stories read aloud, *there are no differences in students' responses between the students who sometimes were read aloud and those who were not read aloud at home*. Different activities followed the Reading Aloud Program in order to invite students' response along the weeks. Even so, the provided activities did not produce significantly different responses between those to whom the stories were read aloud and those to whom were not read aloud at home. Their responses did not cover all aspects of verbal but it covered on nonverbal. Huck, Hepler and Hickman (1993:56) support that few differences between the interests of boys and girls are apparent before age 9. Thus, no wonder there were no differences found.

Conclusions

All students' responses consist of two major parts: verbal and nonverbal. The range of verbal responses covered evaluating, recalling and retelling when

they were making comments; relating to personal life, other stories, and to the same story when they were making connections. It encourages students to make multi interpretations related to their literacy history or background knowledge, thus making personal connection.

Repeating words, phrase, or sentences were an interesting part because the sound production sometimes miscues. Most of them did repeating based on their interest and their literacy background. They were also introduced to new words or concepts through exposure at reading aloud.

Few students were courageous to translate certain words, e.g.: bucket – *ember* (Indonesian). By rereading the story, the students would gain the meaning of any word read aloud related to the story.

Even though controlling or critiquing seemed impossible, but the children were actually capable of doing so. They were controlling or critiquing the characters, setting and plot. Here, they built ownership of the story.

Students demonstrated kinesics, silence, drawing and writing in their nonverbal responses. It meant they engaged to the story read aloud.

Last but not least there were no significantly differences observed in the emerged responses between the students who sometimes read aloud and not read aloud at home. Their responses did not cover all aspects of verbal but it covered on nonverbal

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