THE IMPLEMENTATION OF INTERACTIVE READ ALOUD IN TEACHING ENGLISH TO EFL YOUNG LEARNERS

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Abstract

This study aims to investigate the ways classroom interactions in Interactive Read Aloud construct students' reading comprehension, and the strategies implemented by teacher before Interactive Read Aloud to produce classroom interactions in English as a foreign language context. This study employed a case study approach, and used two types of instruments which were classroom observation, and written documents to answer the research questions. The result of the study revealed that to construct students' reading comprehension, confirming, modeling, extending, and building interactions were produced during Interactive Read Aloud, and also revealed several strategies that were applied before Interactive Read Aloud to produce classroom interactions which were reading the book several times, formulating the learning objectives and questions, building students' background knowledge, identifying where students prediction should be shared, and devising opportunities for students to explore the story more. It is thus recommended for EFL young learners' teachers who implement this method to produce the interactions, and conduct the strategies before the implementation thus the interactions that construct students' reading comprehension are produced.

Keywords: interactive read aloud; teaching English using story book; reading comprehension; EFL young learners

INTRODUCTION

Read aloud is a commonly used teaching method in primary classroom (Flint, 2014). It is used by the primary level teachers in order to introduce literacy to their students (Barrentine, 1996). For example, in the United States, the practice of read aloud to young learners in classroom setting has been thought to be an important instructional strategy up to this day (Christenson, 2016).

Recent studies, however, claim that read aloud to young learners gives no impact to young learners' learning success, even some other studies believe that simply read aloud to young learners give negative effects (Johnston, 2015). Johnston further explains that as the result, some recent studies regarding read aloud come up with a new term and idea namely Interactive Read Aloud in which the teachers' read aloud is presented in a an interactive way.

According to Fountas and Pinnell (2006) cited in Johnston, (2015), Interactive Read Aloud is a systematic and explicit method of reading where the teacher models for the whole class vocabulary development, fluent reading, and comprehension strategies then the teacher requires students to join the discussion and makes them become interactive participants in their own learning.

The study about Interactive Read Aloud in English as a foreign language and English as second language context has not been investigated in detail (Gűler, 2013). He acknowledges that most of the studies are conducted in a country in which English is first language. For that reason, this research is seen as an important research to conduct in order to know the description of the ways the interactions construct students' reading comprehension, and the strategies conducted by teacher before implementing Interactive Read Aloud to produce classroom interaction.

LITERATURE REVIEW
Interactive Read Aloud

Interactive Read Aloud is an activity in which teacher reads for students and involves them in the reading process actively through questions delivered during the reading

(Barrentine, 1996). In relation to this, Dickinson and Tabors' (2001), cited in Johnston (2015) claim that in Interactive Read Aloud children are not simply passive listeners but are actively involved in making predictions, asking, and answering questions. Through that participation, teacher and students can build a space for constructing reading comprehension together.

Interactive Read Aloud Principles
Lane and Wright (2007) reveal three basic principles of Interactive Read Aloud which are (1) encouraging students to become active learners during Interactive Read Aloud; (2) providing feedback that models more sophisticated language; and (3) challenging the students' knowledge and skills by raising the complexity of the interaction to the level just above their recent ability.

The Interactions Produced in Interactive Read Aloud
In Interactive Read Aloud there is a space where meaning is constructed through classroom interaction, provides an important opportunity for children to respond to literature in a way that builds on their strengths and knowledge through scaffolding in a social context (Wiseman, 2011). Here are the interactions produced during the implementation of Interactive Read Aloud that construct students' reading comprehension according to Wiseman.

a) Confirming
Confirming is the interaction in which students and teacher or students with peers confirm each other's idea. This is produced because students and teacher try to capture their own and other's understanding regarding events or idea (Cameron, 2001).

b) Modeling
Modeling is an interaction where teacher models a fluent reading for the students and demonstrate the strategies needed during the reading to comprehend the text. This modeling benefits students in a way that it provides language input as language model for children (Pinter, 2006).

c) Extending

According to Wiseman, extending happened when the teacher explores what the students know and guides them to a deeper meaning, sometimes by focusing on an important theme or idea that might not have been discussed by simply facilitating the students' comments.

d) Building
Another important interaction produced in Interactive Read Aloud as revealed by Wiseman is building. Building provides students opportunities to build meaning together since it allows students to contribute to the conversation about the text and learn together as they read the story.

According to Johnston (2015) these interactions teach children to monitor comprehension, summarize what has happened, and clarify understanding. In addition, Johnston further explains that these interactions also require students to make predictions or inferences that explain events of the story thus they become active learners.

The Applied Strategies Conducted before Implementing Interactive Read Aloud to Produce Classroom Interactions
Choosing an appropriate book does not ensure successful Interactive Read Aloud. A natural and meaningful engagement of Interactive Read Aloud with stories is a result of behind-the-scenes preparation (Barrentine, 1996). Thus, it is suggested for the teacher to conduct several strategies before implementing Interactive Read Aloud. Here are the strategies proposed by Barrentine to produce classroom Interaction in Interactive Read Aloud.

a) Reading the Book Several Times
First, reading the book several times. This is important since it offers teachers many opportunities to practice for modeling fluent and expressive reading (Lane and Wright, 2007). According to Barrentine (1996), during reading the book to themselves, teachers have opportunity to think about the characters in the story, the structure of the text, the plot conflicts and

resolutions, and the language the author has chosen to create the characters, the story, and the images.

b) Formulating the learning objectives and questions
A clear purpose for the Interactive Read Aloud should be established for the lesson (Fisher, et al., 2004). Regarding the learning objectives Lane and Wright (2007) believe that multiple instructional goals can be accomplished with one Interactive Read Aloud, which can actually save instructional time. Moreover, teachers need to think the way to phrase questions that are designed for the students to make them become active learners before the implementation of Interactive Read Aloud. According to Lane and Wright, the emphasis of phrased questions during Interactive Read Aloud should be on asking "what" questions, following answers with questions, repeating what the children say, and providing help and praise

c) Anticipating and building students' background knowledge.
Students' background knowledge can be built before or during the interactive reading. It is important to build since it prepares students for the reading (Harmer, 2007). After the students are ready with their background knowledge, teacher can take what the students know and guide them to a deeper meaning, sometimes by focusing on an important theme or idea that might not have been discussed by simply facilitating the students' comments (Wiseman, 2011).

d) Identifying where students' predictions about the developing story should be sought and shared.
Sharing students' prediction towards the story is important because providing students with opportunities to share their idea together through discussion is an essential aspect in Interactive Read Aloud (Wiseman, 2011). Moreover, Wiseman also elaborates that this gives students opportunities to participate in the interaction about the text and learn together as they read the story.

e) Devising opportunities for students to explore the story more.
According to Barrentine, teachers have to provide opportunities for students to explore the story in personal and exciting ways. This follow up activity allows for greater personalization of stories, whereas interactive readings tend to focus on building a shared meaning, thus it leads children to meaningful exploration. Teachers and students can conduct a discussion about the text after the reading or teachers can invite students to respond to a series of comprehension questions (Cameron, 2001).

Teaching English to EFL Young Learners
Foreign language learning in primary education quickly expands all over the world. In Indonesia, Government Regulation No.060/U/1993 dated 25 February 1993 emphasizes that English language can be taught as a local subject starting from Grade four in Indonesia (Alwasilah, 2013).

In applied linguistics over the last decades, it has been common to divide language into four skills which are listening, speaking, writing and reading. However, this division of language seems inappropriate for the young language learners who start learning the language very young (Cameron, 2001). As the result, Cameron (2001) proposes the division of learning foreign language for young learners in a way that the learning is divided into two types which are learning oral skills and learning the written language. For further explanation, her are the points explain two aspects above.

Teaching oral skill
There are many reasons to teach Oral skill to young learners. Harmer (2007) explains one of the reasons is that teaching spoken language provide students opportunities to practice real life speaking required outside the classroom. Staab (1992, cited in Alam, 2013) explains that oral communication skills are

integrated skills which support in developing each other. Moreover, according to Stabb oral communication skills means both speaking and listening to oral language. Both talking and listening are lifelong activities and probably the most important communication tool (ibid).

According to Cameron (2001), teaching the spoken language to young learners should be based on two guiding principles which are meaning come first and children's participation in classroom interaction. In order to implement these principles in the classroom, Cameron (2001) recommends some activities to conduct which are listen and identify, listen and take away, find the odd one out, look and say, guess my animals, and Tennis game.

Teaching Written Language

Being able to read and write different sorts of text for different purposes is the definition of literacy skills (Cameron, 2001). In teaching English to young learners, Nunan (2011) says that teacher needs to provide a holistic approach to the language. He further explains that it means young learners are not able to understand the structure of language, such as grammar, and are not able to analyze it or use meta-language. However, at the same time they can understand and produce meaningful messages. This is in line with Moon (2005) who conveys her belief by stating that young learners work out the meaning first and they do not pay attention on the words they use in expressing the meaning.

A range of activities such as story-book reading or sending birthday cards in the real life in which reading and writing are both involved can be described as "literacy event" that helps children to master written language (Cameron, 2001). In teaching reading to young learners, several strategies can be implemented. One of the strategies that teachers commonly use in building comprehension during reading is "text to self" strategy in which teachers help students to connect the text into students' life (Cunningham and Shagoury, 2005). Meanwhile, Cameron (2001) proposes some classroom activities that create a literate environment in the classroom that are labelling children's stuff, posting colorful posters, having an English message board, and conducting reading aloud.

METHOD

This paper was aimed at identifying the implementation of Interactive Read Aloud in young learners English language classroom in English as foreign language context. The subject of the study was specified to an English class in which teachers' Interactive Read Aloud is observed and analyzed. Because of this specification and small number of area, this study belongs to a case study. This is in line with Zainal (2007) who states that a case study selects a small geographical area or a very limited number of individuals as the subjects of study.

This study was undertaken at one of private elementary school in Bandung. The participants of the study were fifth grader students who belonged to 5B class in the school. All participants of this study were between 11-12 years of age. They were 27 students in a class. The class was chosen since they are active students and have English as one of the subjects being taught.

To collect the data, this study used two instruments which were in the form of classroom observation, and written documents. After all the data were collected, they were analyzed by qualitative analysis. In analyzing data of qualitative research, the analysis is done chiefly with words, not with numbers (Miles and Huberman, 1994).

FINDINGS AND DISCUSSION
The Ways Classroom Interaction Construct Students' Reading Comprehension

Based on the data gained from classroom observation which were classroom interaction transcripts and classroom observation sheets, and from written documents which were teacher's daily teaching journals, and lesson plans, there were four roles of classroom interaction in Interactive Read Aloud that construct EFL young leaners' reading comprehension which were confirming, modeling, extending, and building.

Confirming

Confirming is the role of interaction that contains of reading participant's confirmation regarding the discussion produced during the reading (Wiseman, 20011). The example of this happened in Oscar and Arabella HOT HOT HOT (2004) first session of Interactive

Read Aloud being analyzed in this study. At the first Interactive Read Aloud session of this storybook, teacher conducted a book introduction session that encouraged students to identify the book identity such as title, writer, and publisher.

Excerpt 1: The Confirmation about the Title of the Book

T	**Oscar and Arabella, HOT HOT HOT. I think this one is the title. Do you agree with me?**
Ss	Yes.
T	Do you agree with me? *Setuju gak?*
Ss	Yes, yes.
S11	Neal
T	***Siapa disini yang berfikir, miss kayanya bukan itu deh judulnya.***
S11	Neal
T	Neal?
S11	Layton.
T	So S11, do you think that this one is the title of this book. *Judulnya itu yang ini, yang ini* (pointing the name of Neal Layton), *atau yang mana?*
S11	Hot Hot Hot
S2	*Yang ada disitu.*
S5	*Pedas, pedas, pedas.*
T	Students, the title is Oscar and Arabella HOT HOT HOT. Okay? So this one, Oscar and Arabella *adalah bukan penulisnya. Tapi judulnya,* Oscar and Arabella HOT HOT HOT
Ss	**Yes.**
T	**Okay thank you.**

(Classroom Observation 1, Video Recording Transcription 1, 22nd March, 2017)

It is found that the in the whole meetings of Interactive Read Aloud, the confirming interactions were always produced since confirming is the role of interaction that is dominantly produced in Interactive Read Aloud as stated by Wiseman (2011).

Modeling

Modeling interaction is produced when teacher models how to read, understand, and analyze the story (Wiseman, 2011). In Interactive Read Aloud of Neal Layton's book entitled Oscar and Arabella HOT HOT HOT, modeling interaction was produced only a few times from the whole meetings. Here is one of the modeling interactions produced in Interactive Read Aloud of Oscar and Arabella HOT HOT HOT.

In the interaction the teacher told the students that the publisher of the book was not "Smarties Book Prize Winner" by stating out loud the teacher's idea. The teacher demonstrated the strategy to find out what book aspect that the words Smarties Book Prize Winner belonged to by breaking out the words and making it as clues.

Excerpt 2. The Modeling Interaction about the Publisher of the Book

> *"Okay, tadi ada yang bilang, Miss ini tuh diterbitin sama Smarties book prize winner, katanya gitu. But actually, tapi sebenarnya, ini adalah penghargaan. Dan apa coba yang menjadi clue kalo ini tuh penghargaan* miss? (No response) *Soalnya ini ada tulisan ini atau apa gitu,* see this one, winner. *Ada kata prize,* so this one is a good book and this book get a prize, understand students?"*

(Classroom Observation 1, Building Transcript, 22nd March 2017)

Extending

Extending (see Excerpt 3) is a kind of dialogue in which teacher takes what the students know and guides them to a deeper meaning, sometimes by focusing on an important theme or idea that might not have been discussed by simply facilitating the students' comments (Wiseman, 2011).

An instance was when the teacher and students shared their personal experience about the activity they did when they felt hot.

The excerpt above shows the extending interaction produced once the teacher and students extended the event in the story by involving personal experience to get better reading comprehension.

Building

The forth role of dialogue produced by teacher and students in Interactive Read

Aloud is building. Building interaction (see Excerpt 4) provides students with opportunities to build meaning together, contribute to the conversation surrounding the text, and learn together as they read the story (Wiseman, 2011).

For example, when teacher and students discussed the depiction of Oscar and Arabella in the first meeting. Here is the excerpt containing teacher and students' discussion about the idea mentioned above.

Excerpt 3. The extending interaction about to do when feel hot

T	*Dan tidak ada es.* Arabella suggested that they seek shelter under the trees. *Coba mereka pindah kesini yah.* Under the trees. But none of the tree were big enough and it got hotter still. Okay? Oscar thought he could fan Arabella with a big leaf. It kept Arabella cool but made him even hotter than he had been before. ***kalo kalian panas biasanya,*** **you fan yourself?**
S1	*Mengipasi. ngipasin pake hihid.*
S5	*Mandi*
S3	Eat ice cream.
S8	*Masuk kulkas.*
T	*Masuk kulkas? Hehehe nanti keluar jadi* frozen
S1	Swimming
T	Okay you mentioned that if you feel hot you'll go swimming. And what Oscar and Arabella do?
S2	*Wih*
T	Arabella suggested that if they jump into the lake it might help to cool them down, but then it didn't work either.

(Classroom Observation 1, Extending, 22nd March 2017)

Excerpt 4. The Building Interaction about Oscar and Arabella Depiction

S2	*Oscar yang mana?*
T	Can you see the differences between these two mammoths?
S5	Oscar *tuh yang itu.*
T	*Ya*, this one is Oscar, what about this?
Ss	Arabella
T	Why, why do you think this one is Oscar and this one is Arabella?
Ss	(murmuring)
T	Ah, Rise your hand!
S3	I think this one is male and that one is female
T	Thank you S3, and you (pointing S5) you told me something before. S5 why do you think this one is Oscar and this one is Arabella?
S5	*Boleh jawab dalam bahasa Indonesia?*
T	*Iya boleh, kalau kalian mau menjawabnya dalam bahasa Indonesia boleh.*
S5	*Kalo yang item laki-laki kalau yang ga terlalu item perempuan.*
T	Okay you see from the colors, *kata* S5 *kalau yang laki laki itu lebih hitam, tapi kalau yang ga terllu hitam itu perempuan.* Thank you, and that's right. This one is Oscar and this one is Arabella.

(Classroom Observation 1, Building, 22nd March 2017)

The excerpt above shows that building interaction was produced in the first meeting of Oscar and Arabella HOT HOT HOT (2004) Interactive Read Aloud. It can be seen that in the building interaction many students participated in the interaction thus they can consider each other's idea about a topic.

The data taken from classroom observation and written documents answer the first research question regarding the ways classroom interaction in interactive read aloud construct student's reading comprehension in EFL young learners'

classroom. Although the interaction mostly produced in Indonesian language, the teacher can still teach the English language through the bilingual interactions which consisted of four types of interactions as proposed by Wiseman. These types were confirming, modeling, extending, and building.

The Applied Strategies Conducted before the Implementation of Interactive Read Aloud to Produce Classroom Interactions
To answer the second research question about the strategies used to produce classroom

interactions conducted by teacher before the implementation of Interactive Read Aloud, several data were analyzed. From the data, both written documents and classroom observation, it was found that to produce classroom interaction, teacher conducted several strategies before the implementation of Interactive Read Aloud.

Reading the book several times
In order to produce modeling interaction, reading the book several times before the class should be conducted by teacher to themselves. Reading the book before the class offers the teacher many opportunities to practice for the reading (Lane and Wright, 2007). Thus, the classroom interactions, especially modeling interactions can be produced.

Formulating learning objectives and questions
The second strategy should be conducted before the implementation of Interactive Read Aloud to produce classroom interaction is formulating learning objectives and questions. Referring to the data collected from written documents which were confirmed by the data collected through classroom interaction, it can be seen that before the implementation of Interactive Read Aloud being analyzed in this study leaning objectives and questions are formulated thus classroom interaction can be produced during the reading.

In formulating learning objectives, it is said that a clear purpose for Interactive Read Aloud should be established (Fisher, et al., 2004). Fisher et al, explained that the learning purpose for the young learners should be focused on certain skill. On the other hand, Lane and Wright (2007) argue different statement about it. They believe that multiple instructional goals can be accomplished with one Interactive Read Aloud session. They further argue that designing Interactive Read Aloud lesson with multiple objectives can actually save instructional time.

Building students' background knowledge
Teacher always conducted pre-reading activity to build students' background knowledge in every meeting of Oscar and Arabella HOT HOT HOT (2004) Interactive Read Aloud. Regarding this, Barrentine (1996) argues that building students'

background knowledge whether before or during the read aloud session is a must.

Identifying where students' prediction should be shared
It is said that having students make and share predictions at critical points in the story creates opportunity for them to figure the story out for themselves (Barrentine, 1996). Moreover Barrentine also says that predicting activates students' background knowledge and experiences, which prepares them to compare their own feelings and experiences with those in the story.

Devising opportunities for students to explore the story more
Conducting follow up activity is a must in young learners' classroom (Cameron, 2001). Barrentine (1996) suggests the same idea in conducting Interactive Read Aloud. She believes that a follow up activity must be designed to facilitate students exploring the story that can lead to meaningful exploration. In the Interactive Read Aloud session of Oscar and Arabella HOT HOT HOT (2004), the follow up activity as suggested by Barrentine was implemented.

The findings and discussion regarding the strategies proposed by Barrentine (1996) in conducting Interactive Read Aloud presented above are based on the data found in Interactive Read Aloud session of Neal Layton's book being observed in this study. Referring to the findings and the discussion found in the written document and classroom observation, it can be found that strategies proposed by Barrentine to produce interaction in Interactive Read Aloud were implemented.

CONCLUSIONS
Referring to the findings and discussions that have been elaborated in the previous chapter, it can be concluded that there are at least two conclusions can be drawn. Based on the data collected from classroom observation, and written documents, it is discernible that there were four ways in which the interactions construct reading comprehension during interactive read aloud which were confirming, modeling, extending, and building.

Moreover, it is also found that there were some applied strategies to produce classroom interactions conducted before Interactive

Read Aloud. The strategies are (1) reading the book several times; (2) formulating the learning objectives and questions; (3) building students' background knowledge; (4) identifying where students prediction should be shared; and (5) devising opportunities for students to explore the story more. It is obvious that Interactive Read Aloud is effective for teaching English as Foreign Language to young learners since it helps students to construct comprehension through the produced interaction. Thus, it can be said that this method is feasible to implement in teaching English at Indonesian elementary level, particularly in the fifth grade.

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