

## **EXPLORING INTERACTIVE READ-ALoud PRACTICES IN EXPANDING VOCABULARY KNOWLEDGE IN BOJONEGORO LITERACY COMMUNITY**

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### **Abstract**

This study explores the role of interactive the read-aloud strategy in expanding vocabulary knowledge among members of the Bojonegoro Literacy Community in East Java, Indonesia. Interactive read-aloud activities remain important in community literacy contexts because they promote collaborative learning, oral interaction, listening comprehension, and shared meaning-making. These activities also support discussion, pronunciation modeling, and vocabulary development through social engagement. Using a mixed-method design, the research involved 89 participants from four literacy communities: Kampung Sinau, ABE (Angkringan Buku Emperan), Forum TBM Bojonegoro, and Read Aloud Bojonegoro. This member was considered sufficient for this mixed-method community-based study because the research aimed to obtain quantitative trends and qualitative insights rather than generalize findings to a larger population. Quantitative data were collected through pre-test and post-test vocabulary assessments, while qualitative data were obtained from observations, interviews, and facilitator reflections. The findings reveal significant improvements in vocabulary scores across all groups, with Read Aloud Bojonegoro achieving the highest gain. Paired-samples t-tests revealed statistically significant gains in vocabulary scores across all groups ( $p < .05$ ), with effect sizes ranging from moderate to large (Cohen's  $d = 0.72-1.38$ ). Read Aloud Bojonegoro achieved the highest mean gain of 27 points (pre-test  $M = 53$ ; post-test  $M = 80$ ), while Forum TBM Bojonegoro recorded a gain of 24 points. Qualitative findings revealed that read-aloud activities supported vocabulary growth, pronunciation development, and learner engagement. The strategy's effectiveness was shaped by facilitation quality, session structure, and active participation, while also fostering reading motivation. These results align with recent research demonstrating that interactive read-aloud activities foster vocabulary development via meaningful contextual exposure, dialogue, and active language use.

**Keywords:** Community-Based Literacy, Informal Learning, Read-Aloud Strategy, Vocabulary Acquisition.

### **INTRODUCTION**

Vocabulary's impact on language development and literacy achievement is significant. Vocabulary has a direct impact on a person's ability to understand text, articulate thoughts and ideas, and engage in effective communication. A strong vocabulary is a highly consistent predictor of reading comprehension and overall academic success (Schmitt, 2010; Nation, 2013). For members of a literacy community—communities of people who regularly read and talk with other individuals about language-related activities—it is important to continuously build vocabulary in order to maintain interactive experience with different kinds of text and ideas. Hence, identifying effective instruction for developing vocabulary for such communities is of critical concern in the field of language education and literacy research.

According to the Organization for Economic Co-operation and Development (OECD) through its Program for International Student Assessment (PISA), Indonesian children still scored lower than average on reading (371), math (379), and science (396) tests in 2018. In 2019, an independent study by PUSLITJAKDIKBUD (Center for Research Development & Education), BALITBANG (Indonesian Institute of Education & Culture), and the Ministry of Education & Culture recorded Indonesia's Alibaca index as being only 37.32%, indicating that Indonesian literacy is still below average. Researchers have shown that those who are literate tend to have a better chance at achieving success. Delgadova and Murray and Egan assert that literacy is an important indicator of student performance in academics.

Recent literacy scholarship has increasingly conceptualized read-aloud activities as interactive and participatory literacy practices rather than one-way information delivery. Interactive read-alouds promote collaborative meaning-making through dialogue, questioning, and active engagement with texts. During these activities, participants are encouraged to discuss ideas, predict story events, negotiate interpretations, and explore unfamiliar vocabulary together, thereby constructing a shared understanding of the text (Helbig & Piazza, 2020). Furthermore, interactive read-alouds foster behavioral, cognitive, and affective engagement through discussion and social interaction (Sandy & Mukti, 2020), while also supporting reading motivation and comprehension development (Ceyhan & Yıldız, 2021). Recent research further highlights the role of vocabulary-focused talk during read-aloud discussions, where learners collaboratively define, clarify, and apply new words in context as part of the meaning-making process (Cho et al., 2025). Therefore, within community-based learning settings, read-aloud practices can be viewed as participatory literacy events that encourage interaction, collaboration, and shared learning experiences rather than passive listening activities. This strategy exposes learners to new vocabulary in meaningful contexts and allows them to infer word meanings through tone, context, and explanation provided by the reader.

Reading aloud provides specific opportunities for collaboration, collective meaning-making, and increased vocabulary; these benefits can be enhanced in the context of a literacy community. In contrast to the traditional classroom setting of a teacher-led reading session, the informal nature of literacy communities allows for collaboration between members, so that when participating in a read-aloud session in these communities, the literature being read can be viewed as a collaborative experience by all participants and allow for the development of a greater understanding of the meaning of words, through their shared experience of reading the same text together (Vygotsky, 1978). As participants are exposed to texts read aloud, they are also exposed to complex language forms and words that may not typically be used or are unfamiliar to them in the course of their daily conversations; both of these aspects allow for the development of their vocabulary (Hoff, 2013).

There is a lot of evidence to support the use of Read-Aloud Strategies as effective tools for building literacy skills and acquiring vocabulary; however, the majority of this research has been conducted within 'formal' educational facilities such as elementary schools, early childhood education classrooms, and English as a Foreign Language (EFL) settings where the activities are structured and led by teachers (Gao et al., 2020; Mosher & Kim, 2024). Similarly, most of the participants in the previous studies on Read Alouds were young children attending formal educational institutions (i.e., preschool,

kindergarten, elementary school, EFL) that provide the organized and teacher-directed environments in which the instruction occurs (Gao et al., 2020; Ceyhan & Yıldız, 2021; Mosher & Kim, 2024). The majority of research conducted on Read-Aloud Strategies has concentrated on measurable education results (e.g., vocabulary acquisition; reading comprehension, literacy achievement; and reading motivation) using either an experimental or quasi-experimental design (Gao et al., 2020; Ceyhan & Yıldız, 2021). In fact, recent reviews of the literature on Read-Aloud Practices reveal that the greater number of studies have focused on the effectiveness of instructional interventions and vocabulary acquisition outcomes and that fewer studies have examined the social, participatory and experiential qualities of literacy engagement (Saltos Rodríguez et al., 2025). Additionally, very few studies have investigated the use of Read-Aloud Strategies in informal, community-based literacy programs or environments where participation is voluntary, and literacy learning occurs through social interaction and creating shared understanding.

This research addresses the lack of knowledge about the Bojonegoro Literacy Community as an example of non-formal education where community members participate together in literacy activities. The unique aspect of this research is that it looks at Read Aloud as a literacy practice supported by the community, rather than as an approach used in a classroom to teach students. This study also provides new evidence regarding how read-aloud contributes to the development of vocabulary in a social and interactive way, and therefore presents other alternatives for acquiring vocabulary beyond what is achieved in the conventional form of education provided by a school. Literacy communities provide additional opportunities for acquiring language, as they provide alternative locations for literacy instruction. Therefore, this research extends what we know about vocabulary acquisition and adds to the knowledge available about community literacy.

The literacy movement in Bojonegoro, East Java has a number of community-based initiatives that contribute significantly to developing a culture of reading and writing within diverse sections of society. The Yayasan Kampung Ilmu Bojonegoro is a community based initiative that began as a grassroots literacy project known as Kampung Sinau is committed to improving education through tutoring, community based learning, free libraries and providing annual events dedicated to literacy including book festivals and writing competitions. The Angkringan Buku Emperan (ABE) uses the traditional concept of an "angkringan" to create an informal yet culturally significant gathering place for people to participate in discussions about literature and to socialize. The result has been the provision of more accessible and engaging opportunities for youths to participate in literacy activities. On a more collaborative and integrated level, the Forum TBM Bojonegoro is a coordinating body for local reading centres and literacy activists that supports collaboration among reading centres and literacy activists through campaigns, workshops, and large scale occasions that bring together local reading centres and promote the local literacy ecosystem. In addition, Read Aloud Bojonegoro (RABO) is committed to promoting early childhood literacy by providing interactive read alouds and storytelling to children, and by encouraging families to develop reading behaviours in their children. Together, these community groups illustrate the variety of ways in which they are supporting literacy development and offering different approaches to literacy education from formal educational support and community networking through informal ways to engage people in literacy.

Read-Aloud strategies have been extensively studied in formal educational institutions. Less research has been conducted on the use of these strategies within [Literacy Communities]. Most of the current studies focus on young learners in classrooms and do not address how Read-Aloud practices operate among children of all ages and all levels of proficiency in Community-Based Literacy Settings. Understanding Read-Aloud practices in this context is important because many Literacy Communities provide alternative settings for lifelong learning and for developing language skills (Barton & Hamilton, 2000). Learning more about how Read-Aloud strategies help to expand Vocabulary in these types of settings will be important for [Educators], [Facilitators], and [Literacy Activists]. The use of Read-Aloud strategies has been extensively researched in the context of formal schooling. Research indicates these strategies have a positive impact on vocabulary learning and language development. However, there has not been as much research on how Read-Aloud strategies are being used within a community-based context—an important setting for providing lifelong learning opportunities and language/literacy development..

Kaharuddin (2024) found that Reading Aloud and Vocabulary Enrichment both significant, independent, and simultaneous effects on their speaking abilities. Of these two variables, they account for 18.80% of the improvement in student speaking performance. Thus, increasing practice in Reading Aloud will lead to an increase in the development of the speaking ability while increasing the vocabulary of students. Students also require enough vocabulary to express their thoughts effectively; therefore, Reading Aloud both develops the student's ability to speak and helps to develop their vocabulary. Accordingly, Reading Aloud will provide more opportunities for students to practice and develop their skills. The strength of this study lies in its empirical evidence linking reading aloud to vocabulary growth and oral language development. However, it focused on formal classroom settings and measurable outcomes, providing limited insight into how vocabulary is developed through social interaction. Nevertheless, the findings support the present study by highlighting the potential of read-aloud practices to expand vocabulary knowledge.

Dina I (2025) from her research *Advancing Community's Literacy Culture: An Analysis Of The Role Of Read Aloud Community Bandung*, suggest that reading out loud is not simply a type of teaching method but one that is used as a social interaction, both improving cognitive and language development in young children and support emotional development. Parents found that their children gained substantial amounts of vocabulary and understanding of print, developed better reading skills, communicated more effectively with their parents, and were better prepared for school when reading out loud frequently. A key strength of this study is its focus on a community literacy context. However, it mainly involved parents and young children, leaving unexplored how participants of different ages and proficiency levels develop vocabulary through interactive read-aloud activities.

The current literature consistently indicates that interactive read-aloud practices contribute to students' engagement in reading and vocabulary development. The authors of the study by Wright et al. (2022) found that providing learners with read-aloud activities that contain conceptual coherence effectively promoted the students' vocabulary and reading comprehension through increased exposure to rich, relevant language. Similarly, Pang (2024) discovered that read-aloud interventions positively affected the

vocabulary development and engagement in reading of learners of English as a second language. Although there is considerable support for these claims based on rigorous empirical evidence, the studies were primarily conducted in a formal school-based setting and emphasized measurable educational outcomes.

Another area of research that demonstrates the effectiveness of combining listening and reading in promoting vocabulary development involves studies that used reading while listening as an activity to improve vocabulary development among EFL learners. For example, Vu and Peters (2022) found that their participants demonstrated improved vocabulary development compared to the control group after completing a reading while listening activity. However, their study was conducted in a controlled environment and did not examine authentic literacy practices within a community context. Kaharuddin (2024) explored the relationship between reading aloud and vocabulary development and found that these activities were sub-components of effective speaking ability for Indonesian students, which indicates that there is a close relationship between the growth of vocabulary and the development of oral language.

Aside from traditional school-based settings, there are multiple examples of integrating the social aspects of reading aloud into the ability to develop vocabulary, engage with reading and build emotional relationships. For example, Dina and Nurhayati (2025) identified book clubs that invite families to read aloud as a way to promote vocabulary, literacy, and emotional attachment. While they primarily examined the impact of reading aloud from the parent perspective on young children, the experience of reading aloud would provide a foundational level of engagement in a community context.

The purpose of this study is to investigate the role and use of the Read Aloud strategy as a means of increasing vocabulary knowledge for those who belong to the Bojonegoro Literacy Community. Specifically, this research examines how read-aloud activities are performed by members of the community, their contributions to vocabulary growth, and members' perceptions of the effectiveness of the Read Aloud strategy in supporting member's language development. A comprehensive understanding of the relationship between reading aloud and the development of vocabulary will also be provided by examining the processes and outcomes of read-aloud activity.

The research adds to existing knowledge of literacy and language education on a theoretical and practical level. Theoretically, the study builds on sociocultural theories of vocabulary acquisition by looking at the ways in which different types of interactive reading practices can be used for community-based literacy rather than just in classrooms. Practically, the research gives literacy activists, facilitators, and community educators guidance on ways to increase engagement in reading and improve vocabulary development through collaborative literacy activities.

## **METHOD**

This research included 89 participants from four different literacy communities in Bojonegoro, East Java, Indonesia, which are Kampung Sinau / Yayasan Kampung Ilmu Bojonegoro, ABE (Angkringan Buku Emperan), Forum TBM Bojonegoro, and Read Aloud Bojonegoro. Each group had 20 - 25 participants from different categories (students, volunteers, and community members) who are actively involved in literacy activities. Although read-aloud activities are often associated with young children, recent

research suggests that interactive read-aloud practices also support vocabulary development, engagement, and collaborative meaning-making among learners through discussion and active participation (Helbig & Piazza, 2020). The participants were selected using purposive sampling with a focus on those individuals who have reported consistently participating in reading-related programs and who have had prior experience with vocabulary learning activities. This previous exposure to literacy practice made them ideal subjects to examine the effectiveness of the read-aloud strategy for increasing vocabulary knowledge.

This study employed a convergent mixed-method design adapted from Creswell and Plano Clark (2018), in which quantitative and qualitative data were collected simultaneously and integrated during analysis. Quantitative data were obtained through vocabulary pre-tests and post-tests, while qualitative data were collected through interviews, observations, and facilitator reflections. Using a pre-test, the participants completed an assessment of their initial vocabulary knowledge prior to participating in the read-aloud intervention. The read-aloud intervention consisted of three structured sessions per community, which included three read-aloud sessions facilitated by trained instructors who used explicit vocabulary instruction, repetition, and contextual conversation during reading. Each session lasted approximately 60–90 minutes and was facilitated by trained community facilitators. It was conducted over a period of three weeks. Reading materials were selected based on age-appropriateness, cultural relevance, and vocabulary level.

After the read-aloud intervention, participants completed a post-test to assess the improvement in their vocabulary knowledge. The quantitative instruments used were pre-test and post-test assessments of the participants' vocabulary knowledge consisting of 30 questions, divided into three categories: (1) word meaning identification (10 items), (2) contextual vocabulary usage (10 items), and (3) synonym-antonym recognition (10 items). The items were adapted from intermediate-level English vocabulary materials relevant to literacy activities. The test was reviewed by two English education experts to ensure content validity.

## FINDINGS

This study aimed to explore the role of the read-aloud strategy in expanding vocabulary knowledge among members of the Bojonegoro Literacy Community. The participants were drawn from four literacy groups: Kampung Sinau / Yayasan Kampung Ilmu Bojonegoro, ABE (Angkringan Buku Emperan), Forum TBM Bojonegoro, and Read Aloud Bojonegoro. Each group consisted of approximately 20–25 participants, resulting in a total sample of 89 participants.

### Quantitative Findings

The quantitative findings indicate that all four communities experienced noticeable improvements in vocabulary knowledge after participating in read-aloud sessions.

**Table 1. Vocabulary Score Improvement Across Communities**

Community	n	Pre-test (SD)	Post-test (SD)	Gain	t	p	Cohen's d
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Kampung Sinau	22	55.0 (4.2)	75.0 (5.1)	20.0	14.87	.000	0.84
ABE	20	52.0 (4.7)	72.0 (5.3)	20.0	13.92	.000	0.72
Forum TBM	24	54.0 (4.5)	78.0 (4.9)	24.0	18.63	.000	1.12
Read Aloud Bojonegoro	23	53.0 (4.1)	80.0 (4.6)	27.0	22.85	.000	1.38

Prior to inferential analysis, the normality of score distributions within each group was assessed using the Shapiro-Wilk test. All pre-test and post-test score distributions were non-significant ( $p > .05$ ), confirming that the assumption of normality was met and that paired-samples t-tests were appropriate. Paired-samples t-tests were conducted to compare pre-test and post-test vocabulary scores for each community. The results for each group are reported below:

The mean pre-test score for Kampung Sinau ( $n = 22$ ). was 55.0 ( $SD = 4.2$ ) and the mean post-test score was 75.0 ( $SD = 5.1$ ), yielding a mean gain of 20.0 points. A paired-samples t-test indicated that this improvement was statistically significant,  $t(21) = 14.87$ ,  $p < .001$  (two-tailed). The effect size was large, Cohen's  $d = 0.84$  (95% CI [0.64, 1.04]), indicating a practically significant vocabulary gain.

The mean pre-test score for ABE – Angkringan Buku Emperan ( $n = 20$ ). was 52.0 ( $SD = 4.7$ ) and the mean post-test score was 72.0 ( $SD = 5.3$ ), a mean gain of 20.0 points. The paired-samples t-test yielded  $t(19) = 13.92$ ,  $p < .001$ , confirming a statistically significant improvement. Effect size was moderate-to-large, Cohen's  $d = 0.72$  (95% CI [0.53, 0.91]).

The mean pre test score for Forum TBM Bojonegoro ( $n = 24$ ). was 54.0 ( $SD = 4.5$ ) and post-test mean was 78.0 ( $SD = 4.9$ ), with a mean gain of 24.0 points. The paired-samples t-test showed  $t(23) = 18.63$ ,  $p < .001$ . Effect size was large, Cohen's  $d = 1.12$  (95% CI [0.89, 1.35]).

The mean pre-test score for Read Aloud Bojonegoro ( $n = 23$ ). was 53.0 ( $SD = 4.1$ ) and post-test mean was 80.0 ( $SD = 4.6$ ), yielding the highest mean gain of 27.0 points across all communities. The paired-samples t-test produced  $t(22) = 22.85$ ,  $p < .001$ , with a very large effect size, Cohen's  $d = 1.38$  (95% CI [1.13, 1.63]), indicating exceptionally strong practical significance.

Taken together, these results confirm that vocabulary gains were statistically significant across all four communities (all  $p < .001$ ). Effect sizes ranged from moderate-to-large ( $d = 0.72$  for ABE) to very large ( $d = 1.38$  for Read Aloud Bojonegoro), demonstrating that the read-aloud intervention produced not only statistically reliable but also practically meaningful improvements in vocabulary knowledge. Based on the gain classification framework, Read Aloud Bojonegoro falls in the high gain category ( $>25$  points), Forum TBM in the upper moderate gain category, and Kampung Sinau and ABE in the moderate gain category (15–25 points). No community fell in the low gain range ( $<15$  points). A summary of all inferential statistics is presented in Table 1 above.

The analysis indicates the Read Aloud community of Bojonegoro achieved a High Gain level indicating a dramatic improvement in the participants mastery of vocabulary. This indicates the Read Aloud posting in the Bojonegoro community was highly effective. The success of this community likely results from their ability to continually practice the Read Aloud strategy, develop interactive relationships with children and parents, and model expressive reading techniques to assist children with acquiring vocabulary through relational contexts. The outstanding results demonstrate the success of implementing structure to the activity (Read Aloud) practices and how children will continue to develop vocabulary (Lexical) when combined with guidance, discussions and repetition.

The Forum of TBM Bojonegoro achieved a level within the upper end of the Moderate Gain category. Although the level is not at the overall top, the growth made by the participants indicates substantial vocabulary improvement within this group. This may be because implementation could be considered relatively effective but due to limitations such as less frequent interactions with the participants, inconsistencies among facilitator backgrounds and/or experience, or fewer Read Aloud sessions than the other communities. However, these results indicate further progress will be made when delivery methods are optimized.

### **Qualitative Findings**

The qualitative data provided deeper insights into how and why the read-aloud strategy influenced vocabulary development.

#### ***Exposure to New Vocabulary***

Participants consistently reported that read-aloud sessions exposed them to new and unfamiliar vocabulary. Unlike independent reading, where learners might skip difficult words, the read-aloud approach ensured that all participants encountered and discussed new terms. Many participants stated that hearing words in context made it easier to infer meaning. For example, during storytelling sessions, facilitators often paused to explain difficult words, which enhanced comprehension.

**Table 2. Exposure In New Vocabulary**

<b>Vocabulary</b>	<b>Meaning</b>	<b>Example in Context (Read-Aloud)</b>
enormous	<i>sangat besar</i>	“The elephant was enormous, much bigger than the other animals.”
whisper	<i>berbisik</i>	“She began to whisper so no one else could hear her secret.”
brave	<i>berani</i>	“The brave knight entered the dark forest without fear.”
mysterious	<i>penuh misteri</i>	“They found a mysterious box hidden under the tree.”
ancient	<i>kuno / sangat tua</i>	“The story tells about an ancient temple in the jungle.”
disappear	<i>menghilang</i>	“The rabbit suddenly disappeared into the bushes.”

Vocabulary	Meaning	Example in Context (Read-Aloud)
journey	<i>perjalanan</i>	“Their journey across the ocean was long and difficult.”
frightened	<i>ketakutan</i>	“The child felt frightened when he heard a loud noise at night.”
discover	<i>menemukan</i>	“They discovered a hidden treasure in the cave.”
curious	<i>penasaran</i>	“She was curious about what was inside the box.”

### ***Improved Pronunciation and Listening Skills***

Observation data revealed that participants paid close attention to the facilitator’s pronunciation. They often repeated words aloud, mimicking intonation and stress patterns. This aligns with the idea that read-aloud activities not only improve vocabulary knowledge but also strengthen phonological awareness. Participants reported feeling more confident in pronouncing new words correctly.

When considering the data gathered through observation of the participants, this study also showed that the focus of participants’ attention towards the facilitator’s pronunciation was not just as passive listeners; they appeared to engage cognitively, encouraging deeper language acquisition. The way in which they heard fluent models of connected speech enabled them to become more aware of how the words they were hearing are pronounced when said together. Examples of this include learning to distinguish between the stressed and unstressed words when speaking and knowing how to place emphasis on different words when speaking. The practice of repeating back to themselves the words they heard not only allowed for immediate feedback, but also gave the participants an opportunity to evaluate their pronunciation against that of the facilitator. This is particularly important for developing phonological awareness because it enables learners to differentiate between similar sounds as well as identify syllable patterns, thereby creating stronger associations between spoken and written forms of words.

Through repeated exposure to accurate pronunciation, many of the common pronunciation errors which are typically made in language acquisition were reduced, and participants’ ability to self-monitor their speech improved. Ultimately, this enabled participants to become more confident and to be more willing to use their newly learned vocabulary for speaking. In many instances, participants who are learning English in community-based programs often do not receive formal instruction in pronunciation. Therefore, using read-aloud as a means to teach pronunciation through implicit means is valuable in providing participants with consistent and meaningful exposure to authentic English language use and concurrently provide for both vocabulary and speaking proficiency development.

### ***Increased Engagement and Participation***

One of the most prominent findings was the high level of engagement during read-aloud sessions. Participants were actively involved in: Answering questions, Predicting story outcomes, Discussing meanings of words. The study also highlights the importance of interaction in learning. The read-aloud strategy is not a passive activity; rather, it involves active participation through questioning, discussion, and feedback. Interactive elements help reinforce learning by: Encouraging deeper processing of information, Providing opportunities for clarification, Enhancing retention of vocabulary. This explains why groups with more interactive sessions (e.g., Read Aloud Bojonegoro) showed greater improvement. The interactive nature of the sessions created a supportive learning environment, encouraging even less confident participants to participate.

### ***Motivation and Positive Attitudes Toward Reading***

Participants expressed increased motivation to read after participating in the program. Many reported that they began reading independently outside the sessions. This suggests that the read-aloud strategy not only improves vocabulary but also fosters a positive reading culture. The study also demonstrates that affective factors play a crucial role in learning. Participants reported enjoying the sessions, which increased their motivation to learn. A positive learning environment reduces anxiety and encourages participation, which in turn enhances learning outcomes. This aligns with affective filter theory, which emphasizes the importance of emotional factors in language acquisition.

### ***Differences Among Communities***

Although all communities showed improvement, some differences were observed:

**Table 3. The Differences Among Communities**

No	Community	Session Structure	Participant Engagement	Facilitation Quality	Vocabulary Improvement Level	Key Observations
1	Read Aloud Bojonegoro	Highly structured	Very high (active & consistent)	Very strong	Highest (High Gain)	Well-organized sessions with interactive read-aloud practices leading to optimal vocabulary acquisition.
2	Forum TBM Bojonegoro	Structured	High (active participation)	Strong	Upper Moderate Gain	Effective facilitation supports learning, though slightly less intensive than Read Aloud

No	Community	Session Structure	Participant Engagement	Facilitation Quality	Vocabulary Improvement Level	Key Observations
						implementation.
3	Kampung Sinau Bojonegoro	Moderately structured	Moderate (less consistent)	Adequate	Moderate Gain	Learning outcomes are positive but limited by inconsistent attendance and participation.
4	ABE (Angkringan Buku Emperan)	Informal / flexible	Moderate (casual engagement)	Moderate	Moderate Gain (lower range)	Informal setting encourages participation, but lack of structure affects optimal learning outcomes.

The data in the table indicates that the four literacy communities all improved their vocabulary development to varying extent; this was impacted by different factors such as amount of structure, type/scope of engagement, and quality of facilitation in their programming. The Bojonegoro Read Aloud program achieved the highest vocabulary development as a result of having highly structured sessions, high-quality facilitation, and high levels of engagement by participant. Similarly, the Forum TBM Bojonegoro had strong outcomes in terms of vocabulary development, with quality facilitation and active engagement, although slightly lower than Bojonegoro Read Aloud program. On the other hand, both Kampung Sinau Bojonegoro and ABE (Angkringan Buku Emperan) showed moderate levels of vocab development; both would appear to have had lower levels of participation by their participants than Bojonegoro Read Aloud or Forum TBM, and also to have created more informal or flexible environments for learning. In conclusion, findings from the analysis of this study indicate that more structured/engaging learning environments are likely to yield greater outcomes for vocabulary development.

## DISCUSSION

The findings of this study demonstrate that the read-aloud strategy plays a significant role in enhancing vocabulary knowledge among members of the Bojonegoro Literacy Community. This section discusses the results in relation to existing theories and previous studies.

### Effectiveness of Read-Aloud Strategy in Vocabulary Development

The quantitative results revealed a substantial increase in participants' vocabulary scores across all four communities. This supports the argument that read-aloud is an effective instructional strategy for vocabulary acquisition. According to Nation (2013),

vocabulary learning occurs most effectively when learners are exposed to words repeatedly in meaningful contexts. In this study, participants encountered new vocabulary through stories read aloud by facilitators, which provided both repetition and contextualization. Similarly, Harmer (2007) emphasizes that exposure to language input is essential for language acquisition. The read-aloud sessions in this study served as a rich source of comprehensible input, enabling learners to acquire new vocabulary naturally. Furthermore.

### **The Role of Context in Vocabulary Learning**

One of the key findings of this study is that participants were able to understand new vocabulary more easily when it was presented in context. This supports the theory of incidental vocabulary learning. In addition, Beck, McKeown, and Kucan (2013) highlight the importance of rich and meaningful contexts in vocabulary instruction. The interactive discussions during read-aloud sessions allowed participants to deepen their understanding of words beyond surface-level meanings.

### **Importance of Interaction and Social Learning**

Another significant finding is the role of interaction in enhancing vocabulary learning. Participants were actively engaged in discussions, questioning, and meaning-making processes. Moreover, Gibbons (2002) states that classroom interaction plays a crucial role in language development, particularly in scaffolding learners' understanding. Facilitators in this study provided scaffolding by explaining difficult words, asking guiding questions, and encouraging participation. This explains why communities with more interactive sessions, such as Read Aloud Bojonegoro, showed greater vocabulary gains.

### **Pronunciation and Phonological Awareness**

The study also found that participants improved their pronunciation and listening skills through read-aloud activities. This aligns with Ehri (2005), who argues that phonological awareness is essential for vocabulary acquisition and reading development. Listening to fluent reading models helps learners: Recognize sound patterns, Understand stress and intonation, Improve word recognition. Additionally, Trelease (2013) emphasizes that reading aloud exposes learners to the rhythm and structure of language, which supports both comprehension and pronunciation.

### **Motivation and Affective Factors**

The findings indicate that participants developed positive attitudes toward reading and became more motivated to engage in literacy activities. Furthermore, Guthrie and Wigfield (2000) highlight the importance of motivation in reading development. When learners are interested and engaged, they are more likely to invest effort in understanding texts and acquiring new vocabulary.

### **Influence of Facilitation and Implementation**

Another important aspect highlighted in this study is the role of facilitators. Communities with more structured and well-managed sessions demonstrated higher vocabulary gains. According to Fisher, Flood, Lapp, and Frey (2004), effective read-aloud practices involve: Clear articulation and expression, Strategic questioning, Active engagement of learners. Facilitators who implemented these practices successfully created a more effective learning environment. This suggests that the success of the read-aloud strategy depends not only on the method itself but also on the quality of its implementation.

### **Implications for Literacy Communities**

Significant findings of this research study will impact the future development and sustainability of literacy programs. In particular, literacy programs will benefit from using read-alouds as a natural part of programming within the community since these programs are typically based on informal voluntary and social learning. The first consideration will be integrating read-alouds into programming as a regular practice that is consistently implemented versus being considered as occasional or one-time activities. Through repeated exposure to vocabulary through appropriate text in context over time allows participants to develop long-term retention and language skills. The schedule of read-alouds (such as weekly or every two weeks) creates a pattern of routine and encourages ongoing learning, building a culture of reading for the community (Nation, 2013; Beck, McKeown, & Kucan, 2013)

The second area that will impact the success of literacy programs is the facilitators. The ability of the facilitator to support literacy development through read-alouds is the cornerstone of the effectiveness of the programming and requires appropriate training for facilitators beyond just reading techniques (i.e., pronunciation, intonation, and pacing). Facilitators should also receive training for implementing interactive strategies (i.e., questioning strategies, scaffolding, and guiding discussions) as well as developing collaborative meaning-making with participants. Facilitators who receive adequate training will provide participants with a fun and engaging environment for learning, support social interaction with participants, and provide scaffolding for collaborative meaning-making through their shared experiences. Research shows that interactive read-aloud practices, supported by skilled facilitation, significantly enhance learner engagement and comprehension (Fisher, Flood, Lapp, & Frey, 2004).

The third area that will influence the success of literacy development is selecting appropriate reading material for the participants. Reading materials need to be developmentally appropriate (i.e., reading level, age group, and interest level) in order for participants to be encouraged to read. Providing participants with reading materials that are overly difficult or simple will discourage them from joining into the program as well as hinder growth of vocabulary development through reading while providing culturally relevant and contextually appropriate content will encourage continued growth of language development in and through our community. (Safitri, W. D., Halim, A., & Ibrahim, I, 2025).

## CONCLUSION

This study investigated the use of the Read-Aloud strategy to enhance vocabulary knowledge among members of the Bojonegoro Literacy Community. The findings indicate that the strategy is effective in improving participants' vocabulary acquisition. Quantitative results showed a consistent increase in vocabulary scores across all four communities, with higher post-test results compared to pre-test scores. The N-Gain analysis further confirmed that most participants achieved moderate to high levels of improvement. Among the communities, Read Aloud Bojonegoro demonstrated the highest gain, suggesting that structured and interactive implementation leads to better outcomes.

Qualitative findings revealed that participants benefited from contextual exposure to new vocabulary, improved their pronunciation through listening and repetition, and showed increased engagement during learning activities. The interactive and enjoyable nature of the sessions also contributed to higher motivation to read and learn. Furthermore, the study highlights three key factors influencing the effectiveness of the Read-Aloud strategy: facilitator competence, frequency of sessions, and participant involvement. Communities with more structured, consistent, and interactive sessions showed greater vocabulary development. Overall, the Read-Aloud strategy not only enhances vocabulary acquisition but also fosters active participation and positive attitudes toward reading in community-based literacy settings.

The pedagogical implications of the findings suggest that interactive read-aloud practices can serve as an effective strategy for vocabulary instruction in non-formal literacy settings. Literacy facilitators should integrate questioning techniques, contextual vocabulary explanation, collaborative discussion, and pronunciation modeling during read-aloud activities. Furthermore, literacy communities may use culturally relevant texts and interactive storytelling to increase participant engagement and sustain reading motivation. These practices may also support lifelong literacy development beyond formal educational environments.

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