Young Learners Interest in English Stories: A case Study at Six-year Pupils of SD Islam Az Zahrah Polygon, Palembang, Indonesia

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Abstract: The objectives of this research were to explore the interest and to find out the factors influencing of six-year pupils of SD Islam Az Zahrah Polygon, Palembang in reading English stories. There were 114 pupils registered as six-year pupils in SD Az Zahrah. They consisted of 61 boys and 53 girls and 28 of them were selected as samples by simple random sampling technique There were four English teachers in this school, but only one teaher who taugh six-year class was chosen. The data was taken by a set of questionnaire for the pupils and the teacher. Then they were analyzed descriptively. There were three major findings, namely (1) six-year pupils of SD Islam Az Zahrah were interested in reading English stories, and (2) there were four factors that influence their interest in reading English stories. The first factors was from the pupils themselves. The second factor was from their family. The third factor was from their teacher. The last factor was from their living environment. Therefore, the result of this study are expected to contribute something useful for the pupils related to their interest in reading particularly in reading English stories.

Key Words: reading stories, English stories, young learners, elementary school

Introduction

Nowadays, as the world has changed so rapidly in every aspect, the lives of the young generations. Including young Learners, have also changed. Young Learners must face the reality that English has already become an integral part in today's life. That is why, in this condition, they must be well prepared to face the changes. One of the ways is by mastering one of the International language, English. Realizing this condition, Indonesia government claims that English is the first foreign language which is considered important in the aims of observing and developing the science, technology and culture and art, and establishing the relationship with other countries.

English is taught in school as a compulsory subject for level of junior high school, senior high school and college. However, young learners are different. English for young learners is taught at school as a local content or optional subject. In studying English, according to Elementary School Local Content Curriculum for English Lesson, there are four aspects which young leaners should master, namely 1) vocabulary, 2) reading text, 3) dialogue conversation and 4) structure.

Reading is one the important skills which young learners should master. According to Levine and Munsch (2014), Little (1997) and Scott and Ytreberg (1993), reading and writing are extremely important for the child's growing awareness of language and for their own growth in the language, although both are very demanding and taking time and patience to learn. Furthermore, Woolley (2011) and Rubin (1993) states reading is a complex, dynamic process that involves bringing the meaning from the printed pages. Even though reading is a complex process is does not mean we neglect the interest, because a great interest in something will encourage a person to do it better, including in reading activity.

According to The New Webster Dictionary, "interest is curiosity about something". Furthermore, Scott and Ytreberg (1993) stat the making reading as and enjoyable activity is very important. So form the above explanation we can conclude that to make student enjoy reading, it is necessary for them to have interest in it.

Nevertheless, having interest solely is not enough. Facilitating school with good library, qualified and active teacher are also important. Lynch-Brown and Tomlinson (1993) describe the importance of having those matters as follows

> Common sense tells us that children will apply themselves more vigorously read or learn something that thy are interested in then they will read or learn something that they find interesting or boring. Interest generates motivation, and good teachers and librarian put that motivation to work by guiding student to good books on topics that satisfy their individual interest.

Young learners love the read. They have a natural interest in the print environment around them and express it through their own imaginative taste at reading and writing. English stories can become perfect reading materials in young learners' English class. Scott and Ytreberg (1993) state that stories can become material for young learners. This is because stories are able to invite young learners' interest in reading. Moreover, Wright (1997) in Cameron (2001) state that stories are frequently claimed to bring many benefit to young learner classroom, including language development.

Pictures, imaginative stories and moral value contained in stories are some component which can arise their curiosity. Furthermore, Cameron (2001) state that the power attributed to stories, which sometimes seem the move toward mystical and magical, is probably generated by their

link into poetics and literature in one direction and to the warmth of early childhood experiences in another.

Having consulted to English teacher who teaches six-year pupils in SD islam Az-zahrah Polygon Palembang, the writer knew that six-year pupils love to read stories. The writer found that the school also has a library. The writer also asked for the catalog book, and it is a fact that the library also provides some of English storybooks.

Based on the description above, the writer was interested in carrying out a research entitled *Young Learners' in Reading English Stories: A case Study at Six-Year Pupils of SD Islam Az-zahrah Polygon Palembang.* The writer chose to conduct this research at SD Islam Az-zahrah Polygon Palembang specifically for the six-year pupils.

The problems of this study are formulated in the following questions, (1) are six-year pupil of SD Islam Az-zahrah interested in reading English stories? And (2) what factors influence six-year pupils of SD Islam Az-zahrah's interest in reading English stories? Based on these problems, the objectives of this study are: (1) to know the interest of six-year pupil of SD Islam Az-zahrah Polygon Palembang in reading English stories, (2) to find out the factors influence six-year pupils of SD Islam Az-zahrah's interest in reading English stories.

Review of Literature

The Concept of Young Learners

Young learners are different from adolescents or adults. According to Cameron (2001), young learners are those between five and twelve years old. In the world of teaching a foreign language, there are some differences between teaching young learners, adult and adolescent. Young learners are active learner and teachers must prepare more energy and patient in facing them. Children are often more enthusiastic and lively as learners.

Furthermore, Scott and Ytreberg (1990) claim that there are seven characteristic of young learners, namely: 1) their basic concept are formed; they have very decides view of world; 2) they can tell the difference between fact and fiction; 3) they ask question all the time; 4) they rely on the spoken world as well as the physical world to convey and understand meaning; 5) they have definite view about what they like and don't lie doing; 6) they have developed sense of fairness about what happens in the classroom and begin to question the teacher's decision and 7) they are able to work with others and learn from others. Based on the characteristic given concerning young learners, the writer can conclude that although they are still young, young learners do their action consciously. They know what is real, what is imagination. They are really active. They understand something both by the explanations theoretically and the reality. They can decide what they want to do or not. They also realize when their teachers do unfair things and when this happen they will ask their teacher's conformation. Besides, they are capable to

socialize with others. From the above explanations, it is known what young learners are special because of their characteristics and uniqueness that make them different from adults or adolescents.

The Young Learners in Reading

When someone wants to get a better result of his or her activities, there is one substance that he or she must have, it is interest. Interest is a complex word. According to The New Webster's Dictionary states "interest is curiosity about something or something on which these feelings are fixed". Furthermore, Chaplin (1999) says that interest is the feeling that an activity or the things we do or an object is valuable or meaningful to a person. Thorndike and Elizabeth (1979) say that interest refers to the tendencies to seek out and participate in certain activities. James (1948) as citied in Kelly (1989) states that to be interest meant to have concern for or curiosity about a person or thing, while to interest is to arise curiosity or attention, to matter or make a difference. In other words, interest is a person's tendency to involve in an activity based on the feeling of like or dislike. The activity mentioned above can be activity including reading.

Dupus *et al.* (1989) states that reading is gaining meaning from the print. Goodman (1982) in Jalongo (1992) states that reading is a process in which a person reconstructs a message graphically encoded by writer. Reading is complex cognitive process in which the reader, through interaction with the text, constructs meaning (Kim and Goetz, 1995).

Children have their own view about reading definition as the experts do. Reading for young leaners can be categorized as appreciative reading. According to Rubin (1992), appreciative reading is defined as reading for pleasure and enjoyment that fits some mood, feeling or interest. Reading for enjoyment allow readers to experience many adventures vicariously and to engage in *something interesting and exciting*. In addition, Scott and Ytrebreg (1993) suggest to let your pupils read book for understanding and for pleasure. For the explanation above, the purpose of reading for young learners is not only for formal situation, such as reading textbooks, but also for relaxing purpose, such as reading English stories.

Young learners are different from adults, including about their stories selection. Although they are still young and read simple texts in their reading lesson, still they needed to be served good books including stories. There are some requirements of good stories for young learners. According to Cameron (2001),

> A good story is, at one level, simply one that listeners or readers enjoy. Qualified story have characters and plot that engage children, often the art work is as important as the text in telling the story, and they create the strong feeling of satisfaction when the end is reached. Children also need to be able to enter the imaginative word that the story creates. This means able to empathize with them.

In addition, Cameron (2001) adds that the most important personal value that good books are offered to children is the most obvious one---enjoyment. Furthermore, Jalongo (1992) says that the goal is *enjoyment*.

Jalongo (1992) states there are five basic features of good story for young children: 1) represent the best quality that literature has to offer, 2) match the interest and tine conceptual level of the audience, 3) have a compact, action-filled plot, 4) capture the children's interest immediately and 5) build to a satisfying conclusion. So, the stories selected for young learners should be qualified.

Stories for Young Learners

According to Jalongo (1992), stories are fictional narratives which an inanimate being through a series of event with goal-directed behaviors. Stories can be the alternative reading materials because children love to read stories. Bourke (2003) claim children love stories. They even listen to the same story over and over again.

There are some elements that become an integral part of a good story. According to Cameron (2001), the prototypical features of stories consist of eight parts: 1) an opening, 2) introduction of characters, 3) description of the setting, 4) introduction of a problem, 5) a series of event that lead to, 6) the resolution of the problem, 7) a closing and, 8) a moral. Moreover Jalongo (1992) states that there are five traditional literary elements-setting, characters, plot, theme, and style.

The right book could be a special story which will lead children to their world and invite curiosity, or accompany a child going through a boring time, as we know that reading purpose is not only for formal situation but also for pleasure. According to Scott and Ytreberg (1993), good stories put the readers in the good mood of expecting to know what happens next.

In addition, Rothlein and Meinbach (1991) state that between the covers of books, children can visit the past, explore the wonders of our universe and find special friends. Stories invite children to become one of the characters and vicariously experience their joys, sorrows, hopes, and fears.

Furthermore Lukens (1990) explains there are five categories of stories read by children namely: 1) traditional literature, 2) realism, 3) formula fiction, 4) fantasy, and 5) nonfiction. Below is the explanation about each of the categories of children's stories.

Children's stories use many figurative languages. Cameron (2001) states that children's stories contain the use of language that is considered typical of poetic and literary texts. Furthermore, Lukens (1990) states,

> Another device is figurative language. The writer uses words in a nonliteral way, giving them meaning beyond their usual, everyday definitions, and thereby adding an extra dimension to meaning. Personification, simile, and metaphor, are the most common kinds of figurative language in stories for children.

Methodology

Method of the Research

In writing this research, the writer used case study method to present the data that had been collected during the research. According to Sax (1979) defines case study as any relatively detailed description and analysis of a single person, event, instruction or community.

From Sax's statement above, it can be understood that the case study method can be used to give detailed description about a person, event, instruction or community. In this research the writer tried to find out whether six-year pupils of SD Islam Az-zahrah were interested in reading English and what factors that influenced their interest in reading English stories. This method was chosen since it was considered to be appropriate to formulate and solve the problems and to collect the data. Descriptive quantitative research, in which there is no statistical test (Hutchinson and Lovell, 2004), is apllied in this study.

Populations and Sample

The total number of population of this research is shown in Table 1.

Table: 1

Population of The Six Year Class in SD Az Zahrah

No	Class	Number of Population		The Total Number of Population
		Boys	Girls	
1	Abu Bakar	13	17	30
2	Umar	18	11	29
3	Usman	16	12	28
4	Ali	14	13	27
Total	4 Classes	61	53	114

The sample of this research was taken randomly by using sample random sampling technique. In this study, the sample was taken about 25% of the total numbers of six-year pupils. So, the total number of the sample was about 28 pupils.

The Documentation and Data Collection

The writer recorded the written data from documentation. Documentation is used to get the additional data about the population, to know the six-year pupils of SD Az-zahrah Polygon names, the number of six-year classes that the school has, the total sum of the six-year pupils and the English teacher.

In collecting the data the writer administered the questionnaire to the pupils and the English teacher and recorded the official written document. The writer distributed the questionnaires to the samples, six-year pupils of SD Islam Az-zahrah, in order to know their interest in reading English stories and to find out factors influence their interest in reading English stories and another type of questionnaire was to the English teacher to get additional information about six-year pupils' interest in reading English stories. There is only one teacher who teacher who teaches six-year pupils in SD Islam Az-zahrah. So the sample taken for English teacher was only one teacher.

The Data Analyzes

The process of analyzing data is as follows: First, the data from documentation were analyzed descriptively to find out the additional data about the school, the pupils and the teacher. The second, the data collected from questionnaire for the English teacher was interpreted on the basis of answers of the questions. Next, the data collected from the questionnaire for the pupils were described and analyzed.

In analyzing the data, the writer just described and presented the data from the questionnaires. The analysis was focused on the six-year pupils of SD Islam Az-zahrah interest in reading English stories and the factors the influence their interest in reading English stories.

Findings

Pupils' Interest in Reading English Stories

Three questions were asked in this part to know the six-year pupils of SD Islam Az-zahrah's interest in reading English stories. The answers the pupils can be seen in Table 2.

Table: 2

Pupils' Interest in Reading English Stories

The Questions Number	Items							
	A		B		C		D	
	f	P (%)	f	P (%)	f	P (%)	f	P (%)
1	0	0%	20	71.42%	8	28.57%	0	0%
2	0	0%	4	14.28%	23	82.14%	1	3.57%
3	1	3.57%	6	21.42%	7	25.00%	14	50.00%

f = Frequency   P = Percentage

For question number 1, the writer found that most of the students (20 or 71,42%) were interested in reading English stories. For question number 2, there were 23 (82,14%) respondents disagreed that they were often drowning in time when reading English stories, but for how many times they

read English stories, based on questions number 3, 1 (3.57%) respondent read 3 times a week; 6 (21.42%) respondents twice a week; 7 (25.00%) respondents read once a week; and the rest 15 (53.57%) respondents gave the alternative choice clearly the description of the alternative answers can be seen below.

There was 1 (3.57%) respondent read once a month, 2 (7.134%) respondents read twice a month, 1 respondent (3,57%) read three times in a month, 2 (7.14%) respondents read once within six months, and 8 (28.57%) respondents never read English stories. From the data above it can be concluded that six years pupils of SD Islam Az-zahrah Polygon Palembang are interested in reading English stories.

The Efforts done by the Pupils that show they are Interested in Reading English Stories

When, someone is interested in something usually she/he will show her/his efforts. There were five questions related to this and the answers of the pupils can be seen in Table 3.

Table: 3

The Efforts done by the Pupils that show they are Interested in Reading the English

The Questions Number	Items									
	A		B		C		D		E	
	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)
4	1	3.57%	27	96.42%	0	0%	.	.	.	.
5	1	3.57%	2	7.14%	6	21.42%	19	67.85%	.	.
6	0	0%	1	3.57%	1	3.57%	26	92.85%	.	.
7	5	17.85%	2	7.14%	5	17.85%	4	14.28%	12	42.85%
8	1	3.75%	11	39.28%	14	50.00%	2	7.14%	.	.

f = Frequency   P = Percentage

For questions number 4, almost all of the respondents (27 or 96.42% respondents) claimed that the never save thei money to buy the English story books. For questions number 5, 19 (67.85%) respondents stated that they never borrowed their friends' English story books. For questions number 6, most of respondents (26 or 92.85% respondents) claimed that they never borrowed English stories from the school's library. For questions number 7, there were 5 (17.85%) respondents asked their father if they did not understand or found difficult words when reading English stories; 2 (7.14%) respondents asked their mother if they did not understand or found difficult words when reading English stories; there were also 5 (17.85%) respondents asked their older brother or sister if they did not understand or found difficult words when reading English stories; and they rest, there were 12 (42.85%) of them chose the alternative choice. Clearly, the description of the answers for the alternative answers can be seen below.

Two (7.14%) respondents answered that they consulted to dictionary; 1 (3.57%) respondent stated they asked no one, 1 (3.57%) respondent asked their friends and teachers; 2 (7.14%) respondents asked mother and older brother/sister; 3(10.71%) respondents asked father, mother and teacher; 1 (3.57%) respondent asked who ever understand and the last,there were 2 (7.14%) respondents asked their parents when they did not understand or found difficult words when reading English stories. Based on the questions number 8, 14 respondents (50.00%) tended to disagree to re-read the English story books.

From the data above, the pupils tended to ask someone that they considered could help them like their father, mother, older sister or brother, teacher or even dictionary.

Factor that Grow the Pupils' Interest in Reading English Stories

There were 6 questions in this part in order to gain the information about what factorsn grow pupils' interest in reading English stories. The answers of the pupils can be seen in Table 4.

Table: 4

Factor that Grow the Pupils' Interest in Reading English Stories

The Questions Number	Items											
	A		B		C		D		E		F	
	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)
9	3	10.71%	1	3.57%	7	25.00%	17	60.71%	.	.	.	.
10	1	3.57%	5	17.85%	5	17.85%	17	60.71%	.	.	.	.
11	11	39.28%	14	50.00%	2	7.14%	1	3.57%	.	.	.	.
12	0	0%	10	35.71%	5	17.85%	7	25.00%	6	21.42%	0	0%
13	0	0%	2	7.14%	3	10.71%	23	82.14%	.	.	.	.
14	2	7.14%	2	7.14%	1	3.57%	4	14.28%	0	0%	19	67.85%

f = Frequency   P = Percentage

For question number 9, about the family member who like to read English book, there were 3 (10.71%) respondents answered father; 1 (3.57%) respondent, answered their mother; 7 (25.00%) answered their older brother/sister, and the rest there were 17 (60.71%) of them chose, the alternative choice. Clearly, the description of the answers for option D can be seen below.

Only one respondent (3.57%) answered only he/herself in his/her family who like to read English book; 1 (3.57%) respondent answered mother and I; 1 (3.57%) respondent answered her cousin, there were 2 (7.14%) respondents answered father and older brother/sister; 1 (3.57%) respondent answered mother and older brother/sister; 1 (3.57%) respondent answered little brother/sister and I; 1 (3,57%) respondent answered father, mother, older sister, older brother, grand father, uncle

and I; and there were 7 (25.00%) respondents answered no one in their family who like to read English book.

For question number 10, about the frequency of visiting the library with family; the writer found that choice "never" became the dominant answer of respondent (17 or 60.71%). For question number 11 that dealt with the frequency of visiting the book stores with family, the writer found that the respondents tended to answer that they were seldom visiting the book stores (14 or 50.00%). For question number 12, the respondents tended to answer that they sometimes bought English story books (10 or 35.71%). For questions number 13, about English story books they owned by at home, none of the respondents owned 10 books; there were 2 (7.14%) respondents answered they have 8 books; 3 (10.71%) respondents answered they have 5 books, while the rest, about 21 (75.00%) respondent gave the alternative answers. To be clearer, the description of the alternative answers can be seen below.

There were 3 (10.71%) respondent owned 1 book; 3 (10.71%) respondent owned 2 book; 5 (17.85%) respondent owned 3 book; 2 (7.14%) respondent owned 4 book; 1 (3.57%) respondent owned 7 book; 1 (3.57%) respondent owned 9 book; 1 (3.57%) respondent owned 11 book; 2 (7.14%) respondent owned 15 book; and there were 3 (10.71%) respondent didn't own any English story books.

For questions number 14, who influence them to read the English story books, there were 2 (7.14%) respondents influenced by father, 2 (7.14%) respondents were influenced by mother; 1 (3.57%) respondents was influenced by older brother/sister; 4 (14.28%) respondents were influenced by teacher, while the rest 19 (67.85%) respondents gave the alternative answers. Clearly, the descriptions of the alternative answers can be seen below.

There were 13 (46.42%) respondents were influenced by no one; 2 (7.14%) respondents influenced by themselver; 1 (3.57%) respondent was influenced by her cousin; 1 (3.57%) respondent answered that he was influenced by the aunty next door; 1 (3.57%) respondent was influenced by his father and older brother/sister and 1 (3.57%) respondent was influenced by father, mother, older sister and older brother.

From the data above, it can be concluded that there were four factors that influenced six-years pupils of SD Islam Az-zahrah's interest in reading English stories. They are (1) pupils themselves, (2) family, (3) teacher and (4) the living environment.

Favorite English Story Themes

In this part there was only one question, a list of themes was given to be chosen by the students. There are 16 themes and the pupils could choose more than one theme. The answers of the pupils can be seen in Table 5.

Table: 5

Favorite English Story Themes

The Questions	Items											
Number	A		B		C		D		E		F	
	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)
	6	21.42%	14	50.00%	8	28.57%	8	28.57%	1	3.57%	11	39.28%
	Items											
	G		H		I		J		K		L	
	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)
15	6	21.42%	6	21.42%	7	25.00%	10	35.71%	11	39.28%	15	53.57%
	Items											
	M		N		O		P					
	f	P(%)	f	P(%)	f	P(%)	f	P(%)				
	13	46.42%	4	14.28%	3	10.71%	0	0%				

f = Frequency   P = Percentage

The writer found that there were 6 (21.42%) respondents chose folktales theme; 14 (50.00%) respondents chose fable theme; 8 (28.57%) respondents chose the myth theme; 8 (28.57%) respondents chose the legend theme, and only 1 (3.57%) respondent chose the poetry theme.

The writer found that there were 11 (39.28%) respondents who chose problem realism and social issue theme and 6 (21.42%) respondents chose the animal realism theme. The writer found that, there were 6 (21.42%) respondents who chose sport stories theme, and there were 7 (25.00%) respondents chose the historical fiction stories theme.

The writer found that 10 (35.28%) respondents chose mystery stories theme. And there was 11 (39.28%) respondents who chose the thriller stories theme. There were 15 (53.57%) respondents chose romance stories theme and 13 (46.42%)respondents chose the fantasy stories theme.

There were 4 (14.28%) respondents chose the science fictions stories; 3 (10.71%) respondents chose the non-fiction stories and none of the respondents chose the biography stories. From the data above, it can be concluded that romance stories, fable stories and fantasy stories became the pupils' favorite themes of English story.

The Result of the Questionnaire for the Teacher

There was only one teacher that the writer gave the questionnaire for. From the answers, it was found that the teacher gave the chance for the pupils to read English story books, but she did not give specific time how often she let her pupils read English stories. She just answered if the English book they use instructs them to observation, she found that the pupils were delighted and showed an enthusiastic response when she gave them time to read English stories.

When her pupils found any difficulties in understanding the content of the stories and the vocabularies, she encouraged them to consult the dictionary or gave explanations about the content of the story. She said that she always let the pupils know about the genre of English stories they read. Tale became the pupils' favorite English story.

She claimed that family factor is dominantly influence the pupils so they are interested in reading English stories. Besides, she also added that friends also play a role in influencing the pupils' interest in reading English stories. When asked about the collection of English stories in the school library, she mentioned that the school library has not yet provided enough English story books and needs to have more collections of them.

Interpretations

The data collected in this thesis were interpreted from the result of the questionnaire given to the pupils' and the teacher.

From the result of the questionnaire given to the pupils, it could be interpreted that the six-years pupils of SD Islam Az-zahrah were interested in reading English stories. Although none of them stated that they were really interested in reading it because they were drowning in time, they spared some time to read it.

The pupils claimed they never or purpose saved their money to buy English story books. They rarely borrowed their friends' English stories or those that belong to school library. In general, the pupils counted on their family members to consult difficulties they found when reading English stories. Some pupils claimed that they liked to reread English stories they have read, but most of them claimed they did not like that activity.

Most of the pupils admitted that their family like to read English books, they never visited library with their family and seldom went to book stores but they possessed English books. Based on these explanations the writer knew that most of the pupils were facilitated by their family with English story books. Family influence, teacher influence, living environment influence played roles in influenced them so they were interested in reading English stories. Nevertheless, it was interesting that most of the pupils admitted that they are interested in reading English stories without being influenced them because they did not like to read English stories and second, no one influenced them because they themselves wanted to read the English stories. Based on the pupils' answers, most of them claimed kids' romance stories, fable stories and fantasy stories are their favorite themes of English story.

The questionnaire for the English teacher gave us information that she spared some time for the pupils to read English stories, but only when the instruction was given by the book they used. The pupils were delighted and show enthusiastic response when she gave them time to read English stories. She always helped her pupils when they found any difficulties in understanding

the content of the stories and the vocabulary by enccuraging them to seek the meaning of the words in the dictionary of giving explanations about the content of the story.

She always told her pupils the genre of English stories they read and she knew that tale was their favorite English story. She claimed that family factor in the most dominant factor that influences the pupils so they are interested in reading English stories. Besides, she also added that friends also played an important role. She admitted that the school library needs to have more collections of English story books.

Based on the above explanation, it is known that from the total samples, most of the pupils were interested in reading English stories. This statement was also supported by the teacher statements on questionnaire which said the pupils were delighted and showed enthusiastic response when they were given some time to read English stories.

Conclusion

From the analysis of the data gathered during the research, it can be concluded that the six-years pupils of SD Az-zahrah were interested in reading English stories. In other words it can be said that the six-year pupils of SD Az-zahrah like to read English stories.

Furthermore, there are four factor that influence six-year pupils of SD Az-zahrah's interest in reading English stories. The first factor was from the pupils. The pupils admitted that they are interested in reading English stories because of the internal factor. The second factor was from their family. Their family facilitated them with many English stories or their family loved to read English book. The third factor was from the teacher. The teacher gave chances to the pupils to read English stories or read the stories for them and the teacher was opened to the pupils when the pupils found difficulties in reading the English stories. The last factor was from the living environment. The pupils lived in good environment where the people around them love to read books, especially English, possess English stories and let them read.

Suggestions and Recommendations

Based on the conclusions, there are some suggestions that might be helpful for SD Az-zahrah. The first, based on the result of the questionnaire given to the pupils, it is known that they are interested in reading English stories. The teacher can take the benefits from English stories by using it as the additional materials for English lesson. By using the English stories as the material the teacher can serve English as a fun lesson. The teacher must also notice what themes that are liked or disliked by the pupils.

The second, the family should pay attention to their children. It is worth enough to spend some times to visit library or book store with their children or read them a story every night. The

family should be aware of the living environment where their children usually play around. It is necessary for the family members to know what their children are doing during their play time.

The third, the school as the facilitator should facilitate the library with proportional English story books. By providing the library with proportional English story books, the teacher can use them use them as supporting means to grow the pupils' interest in reading, especially in reading English stories.

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