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Children's Comprehension, Interest and Values in Read-Aloud Activities: A Case Study of the Kota Baca Programme

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Abstract

Interactive read-aloud activities provide opportunities for children to engage with stories, express their interests and identify values through shared reading experiences. This study explored children's comprehension, interest and values in read-aloud activities conducted during the Kota Baca Programme. A qualitative case study design was employed involving 16 participants aged 4–17 years, selected through purposive sampling. Data were collected primarily through Google Forms, with informal observations providing supplementary contextual information, and analysed manually using a deductive, theme-based approach. The findings revealed that 11 of the 16 participants reported understanding the entire story, while five reported partial understanding. All 16 participants expressed positive interest in the story and indicated their willingness to engage in similar reading activities. All participants also selected Sara as their preferred character, with responses associating her with saving money, financial discipline and avoiding unnecessary spending. Participants further identified values related to saving and avoiding waste, with some expressing intentions to practise these values in their daily lives. The findings suggest that interactive read-aloud activities offer a promising approach to supporting children's literacy engagement and value-related reflections in community-based reading programmes.

Keywords: Community Literacy, Financial Awareness, Interactive Read-Aloud, Reading Comprehension, Reading Interest

Introduction

Interactive read-aloud is a literacy approach in which adults present stories expressively and invite children to participate through questions, discussion and illustrations. By creating opportunities to respond to narrative events and connect them with prior experiences, shared reading can support children's engagement with texts. Ceyhan and Yıldız (2021) found improvements in reading comprehension, motivation and fluency among primary school students participating in interactive read-aloud activities. Van der Wilt et al. (2022) likewise highlighted the relationship between adult-supported shared reading, children's story comprehension and causal reasoning. Together, these studies indicate that interactions surrounding a story are relevant to how children interpret its content.

The educational possibilities of read-aloud activities extend beyond story comprehension. Discussion of characters' emotions, intentions and decisions can invite children to consider social meanings and values conveyed through narratives. Schapira and Grazzani (2025) discussed the potential of shared book reading to support social and emotional competencies, while Chen et al. (2025) reported positive effects of social-themed picture book reading on prosocial behaviour among preschool children. In relation to financial awareness, Çetinkaya et al. (2023) found that interactive read-aloud using picture books supported financial literacy-related attitudes and behaviours among primary school students. These findings provide a rationale for considering comprehension, immediate interest and value-related responses together in a shared reading experience.

Much of the research discussed above concerns formal classrooms or structured educational activities. Its relevance to open, community-based literacy programmes warrants closer examination because these programmes may involve participants of different ages and educational backgrounds. In such settings, feedback collected immediately after a reading session can offer insights into what children say they understood, how they felt about the story and which lessons they identified. However, these responses should not be equated with objectively measured comprehension gains or sustained behavioural change. The specific research problem addressed here is the limited contextual understanding of these interconnected responses following interactive read-aloud activities in a community literacy programme.

The Kota Baca Programme, held at Dataran Kuala Lumpur on 25 and 26 April 2026, provided a setting in which to explore this issue. Adult readers presented *Misi Simpan Duit Ahmad dan Sara* (Ruslim, 2026), a story about saving money, financial responsibility and avoiding unnecessary spending, using expressive narration, illustrations and brief interactions. The programme involved children across age groups rather than one classroom cohort. This setting enabled the study to examine participants' self-reported story comprehension, interest and emotional responses, preferred characters, values identified and intended positive actions after the same shared reading experience.

The contribution of this study lies in examining these five dimensions of children's responses together within a single, open community-based read-aloud programme, using a story with everyday financial messages. Rather than evaluating an intervention's effectiveness, this qualitative case study provides context-specific evidence of how children across a broad age range articulate their comprehension, interest, character preferences, identified values and immediate intentions. For social science and educational research, it extends discussion of shared reading beyond classroom-based activities and offers insights for the design and interpretation of community literacy and values-oriented programmes. The findings are exploratory and are not intended to establish causal or long-term effects.

Therefore, this study aimed to explore children's comprehension, interest and values in interactive read-aloud activities conducted during the Kota Baca Programme. Using a qualitative case study approach, the study seeks to provide insights into children's responses to shared reading experiences in a community setting, particularly in relation to their understanding of the story, engagement and identification of values. To guide this investigation, five research questions were formulated:

Research Questions

1. How do children report their comprehension of the story after participating in the read-aloud activity?
2. How do children express their interest and emotional responses to the read-aloud activity?
3. Which story character do children prefer, and what reasons do they provide for their choice?
4. What values and lessons do children identify from the story presented during the read-aloud activity?
5. What positive actions or intentions do children express after participating in the read-aloud activity?

Literature Review

Theoretical Framework

This study draws on Vygotsky's Sociocultural Theory, the Interactive Read-Aloud Approach and Reader-Response Theory. These perspectives provide a framework for understanding the roles of social interaction, adult guidance and children's responses in constructing meaning from stories.

Vygotsky's Sociocultural Theory emphasises the importance of social interaction and guidance from more knowledgeable individuals in children's learning. The concept of the *Zone of Proximal Development* (ZPD) explains how children can achieve higher levels of competence through support from adults or more capable peers (Vygotsky, 1978). In read-aloud activities, such support may be provided through questioning, explanations and discussions that help children understand the story. Van der Wilt et al. (2022) also examined the role of shared book reading in children's language development, story comprehension and causal reasoning. The Interactive Read-Aloud Approach emphasises expressive storytelling and children's active participation through dialogue, questioning and illustrations. Grøver et al. (2023) highlighted the potential of interactive book reading to support various aspects of children's development, including language and socioemotional skills. In the present study, this approach provides a basis for understanding the use of voice intonation, expressive delivery, illustrations and questioning during read-aloud activities in the Kota Baca Programme.

Reader-Response Theory emphasises that meaning is constructed through interactions between readers and texts, shaped by personal experiences, emotions and interpretations. Momeni et al. (2026) explained that this approach encourages readers to actively interpret stories and connect them with their own experiences. In this study, the theory informs the interpretation of children's responses concerning their preferred characters, identified values and positive intentions expressed after the reading session. Together, these perspectives provide an interpretative framework for exploring children's self-reported comprehension, interest and identification of values within a community literacy setting.

Interactive Read-Aloud and Children's Comprehension

Interactive read-aloud activities have the potential to support children's comprehension through questioning, discussion and adult guidance during shared reading. Ceyhan and Yıldız (2021) found that primary school students who participated in interactive read-aloud activities showed improvements in reading comprehension, motivation and fluency

compared with those receiving conventional instruction. Van der Wilt et al. (2022) examined two interactive book-reading approaches involving 176 children and seven early childhood educators. Their study highlighted the relevance of adult–child interactions and dialogic support in understanding children's language development, story comprehension and causal reasoning.

Beyond interactive strategies, the selection of reading materials and methods of delivery may also shape children's opportunities to construct meaning from stories. Wright et al. (2022) found that conceptually coherent read-aloud materials provided advantages in learning specific vocabulary, although no clear differences were observed across all measures of listening comprehension. Van Huisstede et al. (2024) examined the use of dramatic elements during storytelling to support preschool children's understanding of characters' emotional states. Together, these studies suggest that story comprehension involves multiple dimensions, including language knowledge, connections between ideas and interpretations of characters' experiences.

Overall, the literature suggests that interactive read-aloud activities provide opportunities to support story comprehension, although outcomes may vary according to the instructional approach, reading materials and aspects of comprehension assessed. The studies reviewed largely involved formal educational settings and structured measures of comprehension. In contrast, the present study explores children's self-reported comprehension following a read-aloud activity in a community-based setting. Rather than measuring improvements in reading achievement, the Kota Baca case study seeks to understand participants' responses to story content within a shared reading experience.

Reading Interest and Emotional Engagement

Children's interest and emotional engagement in read-aloud activities are closely associated with how stories are presented and the opportunities provided for interaction with adult readers. Xiao et al. (2023) found that the use of voice intonation, body language and supporting materials during storytelling activities could encourage emotional engagement and collaboration between teachers and children. In the context of read-aloud activities, expressive storytelling and two-way interaction can create more engaging reading experiences while allowing children to respond verbally and non-verbally.

Mohd Asraf and Abd Halim (2024), in a case study involving preschool children learning English as a second language, found that read-aloud activities could encourage engagement, participation and story comprehension. Istihari (2024) reported that interactive read-aloud activities improved reading engagement and critical literacy among primary school students, alongside positive responses to the enjoyment of these activities. Similarly, Maharjan et al. (2024) highlighted the role of storytelling pedagogy in fostering meaningful learning engagement among preschool children. Together, these studies suggest that children's engagement involves not only their ability to comprehend stories but also their willingness to participate and respond during shared reading experiences.

Nevertheless, reading interest and emotional engagement should be interpreted in relation to the responses actually obtained from participants. In the Kota Baca study, interest was explored through children's self-reported feelings after the reading session, their enjoyment

of the story and their willingness to participate in similar reading activities. Rather than measuring long-term changes in reading motivation, this study focuses on children's immediate interest and emotional responses to a read-aloud experience within a community-based literacy programme.

Read-Aloud as a Medium for Values and Financial Awareness

Children's storybooks serve not only as literacy materials but also as opportunities for children to identify values and lessons through characters, narrative events and the consequences of actions. Breitfeld et al. (2021) found that children aged four to five could acquire different types of information simultaneously during shared book reading, including new vocabulary, story details and moral lessons. Balci et al. (2024) examined the influence of different types of storybook characters on children's sharing behaviour. These studies highlight the role of story content and characterisation in providing reading experiences that engage children with social values.

Chen et al. (2025) reported that social-themed picture book reading improved prosocial behaviour and empathy among preschool children. However, Ciesielska et al. (2025), in a meta-analysis of 21 studies, found that the effects of storybook reading on empathy-related skills were not consistent, with significant effects more evident for prosocial behaviour. In the context of financial awareness, Çetinkaya et al. (2023) found that interactive read-aloud activities using picture books had positive effects on financial literacy-related attitudes and behaviours among third-grade students compared with conventional read-aloud activities. These findings suggest that thematically focused reading materials may support children's understanding of values and basic financial concepts, depending on the content and how the activities are conducted.

In the Kota Baca study, the storybook *Misi Simpan Duit Ahmad dan Sara* was used to explore children's identification of values related to saving money, practising financial responsibility and avoiding wasteful spending. These values were examined through participants' preferred characters, reasons for their choices, lessons identified and positive intentions expressed after the reading session. Unlike intervention studies that measure behavioural changes, the present study focuses on children's identification of values and their self-reported intentions. Accordingly, their responses are interpreted as indications of how they understood and responded to the story's messages, rather than evidence of sustained changes in their financial behaviour.

Research Gap and Conceptual Framework

The literature indicates that interactive read-aloud activities have been examined in relation to children's reading comprehension, language development, reading interest and emotional engagement (Ceyhan & Yıldız, 2021; Van der Wilt et al., 2022; Xiao et al., 2023). Previous studies have also explored the role of storybooks in promoting social values and financial awareness (Çetinkaya et al., 2023; Chen et al., 2025). However, the studies reviewed have largely focused on formal educational settings or structured reading activities. This leaves scope for further exploration of children's responses to read-aloud activities in community-based literacy programmes involving participants from different age groups and educational backgrounds.

The present study focuses on read-aloud experiences within the Kota Baca Programme by exploring children's self-reported comprehension, interest and emotional responses, character preferences, identification of values and positive intentions following the reading session. Unlike intervention studies that examine changes in achievement or behaviour, this qualitative case study investigates children's responses within a specific community setting. This approach allows different dimensions of reading experiences to be explored together without assuming causal relationships between read-aloud activities and changes in participants' behaviour.

The conceptual framework of this study draws on Vygotsky's Sociocultural Theory, the Interactive Read-Aloud Approach and Reader-Response Theory. These perspectives provide a basis for understanding the conceptual connections between adult–child interaction, shared reading experiences and children's responses to stories. The responses are examined across five areas: story comprehension, interest and emotional responses, preferred characters, values and lessons, and positive actions or intentions. The framework serves as an interpretative guide for data collection and analysis rather than a model for testing causal relationships or evaluating intervention effectiveness.

Methodology

Research Design and Setting

This study employed a qualitative case study design to explore children's responses to an interactive read-aloud activity conducted during the Kota Baca Programme. The case was bounded by a specific community-based reading activity involving the storybook *Misi Simpan Duit Ahmad dan Sara* (Ruslim, 2026) and the feedback provided by participating children. A qualitative case study design was considered appropriate because it enables an activity or phenomenon to be examined within its real-life context, taking into account the circumstances in which participants' experiences occur (Greenhalgh, 2025).

The study was conducted during the Kota Baca Programme held at Dataran Kuala Lumpur, Malaysia, on 25 and 26 April 2026. Adult readers presented the story using expressive narration, voice intonation, illustrations, questioning and brief interactions with participants. The study focused on five aspects of children's responses: self-reported story comprehension, reading interest and emotional responses, character preferences, identification of values and lessons, and positive actions or intentions expressed following the activity. The study was exploratory and did not seek to evaluate intervention effectiveness, measure improvements in reading ability or establish long-term behavioural outcomes.

Participants and Sampling

The study involved 16 children aged between 4 and 17 years who participated in the read-aloud activity. The participants comprised six preschool children, seven primary school pupils and three secondary school students. A non-probability purposive sampling approach, incorporating elements of convenience sampling, was employed. Participants were included based on their attendance at the programme, participation in the reading activity involving *Misi Simpan Duit Ahmad dan Sara*, and willingness to provide feedback following the session.

The wide age range reflected the open and community-based nature of the programme. Accordingly, the participants were examined collectively within the context of a shared reading experience rather than as separate developmental or educational groups. The study did not aim to compare comprehension, interest or values across age categories. Instead, it sought to explore the range of responses expressed by children participating in the same community literacy programme.

Data Collection and Instruments

Data were primarily collected through a feedback form administered using Google Forms. The form contained both closed-ended and open-ended questions aligned with the five research questions, covering story comprehension, interest and emotional responses, preferred characters and reasons for their selection, values and lessons, and positive actions or intentions following the read-aloud activity.

For participants who had not yet developed sufficient reading or writing skills, particularly preschool children, the adult reader read the questions aloud. The children responded verbally, and their answers were recorded in the Google Form by the adult reader. This procedure enabled younger participants to express their responses without requiring independent reading or writing skills. The recorded responses formed part of the same feedback dataset used in the analysis.

Informal observations during the programme provided supplementary contextual information about participants' visible expressions of happiness, excitement and enjoyment. These observations were descriptive and were not collected using a structured observation instrument or treated as an independent dataset.

Data Analysis

The data were analysed manually using a deductive, theme-based approach guided by the five research questions. Five predefined analytical themes were established: (1) story comprehension, (2) interest and emotional responses, (3) preferred characters and reasons for their selection, (4) values and lessons identified, and (5) positive actions or intentions following the read-aloud activity. This approach enabled participants' responses to be organised systematically according to the central focus of the study.

The analysis began with repeated reading of the feedback obtained from all 16 participants. Responses to closed-ended questions were summarised using participant counts to describe the distribution of responses within the predefined categories. Open-ended responses were examined to identify relevant words, phrases and statements that reflected participants' views and interpretations. These responses were then grouped under the corresponding themes, with attention given to both recurring ideas and differences in participants' responses. Selected quotations were used to illustrate the meanings expressed by participants. Responses originally provided in Malay were translated into English for presentation in the findings.

For younger participants whose verbal answers were entered into Google Forms by adult readers, the analysis was based on the responses as recorded in the forms. Informal observations of participants' positive emotional expressions were considered only as

contextual information when interpreting their reported interest and enjoyment. No systematic observational coding or independent analysis of observational data was undertaken. The findings were interpreted as children's self-reported comprehension, immediate interest, identification of values and stated intentions rather than evidence of improvements in reading ability or sustained behavioural changes.

Ethical Considerations

Prior to the activity, permission was obtained from parents or guardians for their children's participation and for the use of their feedback for research and publication purposes. Participants' responses were collected after the reading session and used to explore their experiences and interpretations of the story. To protect participants' privacy and confidentiality, each child was assigned a code from R1 to R16, and personally identifying information was not disclosed in the reporting of the findings.

Findings

This section presents the findings based on feedback from 16 participants (R1–R16) following a read-aloud activity using the storybook *Misi Simpan Duit Ahmad dan Sara* during the Kota Baca Programme. The findings are organised into five predefined themes aligned with the research questions: story comprehension, interest and emotional responses, preferred characters and reasons for their selection, values and lessons, and positive actions or intentions following the read-aloud activity. Participants' responses originally provided in Malay have been translated into English for reporting purposes.

Story Comprehension

The findings indicate that most participants reported understanding the story presented during the read-aloud activity. Of the 16 participants, 11 reported understanding the entire story, while five indicated that they understood only part of it. Their responses were as follows:

"I understood everything." (R1, R2, R3, R4, R5, R6, R8, R11, R12, R13, R14)
"I understood a little." (R7, R9, R10, R15, R16)

These findings reflect participants' self-reported comprehension following the read-aloud activity. Although most participants indicated that they understood the entire story, five reported only partial understanding. These responses represent participants' own assessments rather than scores obtained from a formal comprehension test.

Interest and Emotional Responses

All 16 participants reported that they enjoyed the story *Misi Simpan Duit Ahmad dan Sara* and expressed interest in listening to or reading similar stories again. Their responses also reflected positive emotions, including happiness and enjoyment following the activity. Examples of participants' responses include:

"Very happy." (R9)
"I feel happy about saving money." (R8)
"It was fun." (R13)

These responses indicate that participants expressed positive feelings about their read-aloud experience. Beyond enjoying the story, they also reported a willingness to participate in similar reading activities in the future.

Preferred Characters and Reasons for Selection

All 16 participants selected Sara as their favourite character. The reasons recorded for their choices associated Sara with saving money, practising financial discipline and avoiding unnecessary spending. Examples of participants' responses include:

"Sara, because she likes saving money." (R8)

"Sara, because she always saves money and does not spend it on things she does not need." (R9)

Although all 16 participants selected Sara as their preferred character, the reasons recorded in their responses reflected different aspects of the character's financial behaviour, particularly saving money and avoiding unnecessary spending. This suggests that participants' character preferences were associated with their recognition of the values conveyed through the story.

Values and Lessons Identified

All 16 participants indicated that *Misi Simpan Duit Ahmad dan Sara* conveyed positive lessons. The values identified in their responses were related to financial awareness, particularly saving money and avoiding wasteful spending. Examples of participants' responses include:

"We should save the money we have." (R14)

"Don't waste money." (R15)

"By saving money in the bank." (R9)

These responses show that participants were able to identify lessons related to saving and managing money after listening to the story. The values expressed were closely related to the central message of the reading material used during the activity.

Positive Actions or Intentions Following the Read-Aloud Activity

The final theme explores the positive actions or intentions expressed by participants after the read-aloud activity. Their responses included intentions to save money, reduce unnecessary spending and help others. Examples of participants' responses include:

"I don't want to buy snacks anymore." (R6)

"I will try to save money, even a little, every week." (R8)

"Helping." (R1)

These responses suggest that some participants were able to relate the lessons of the story to actions they intended to take in their daily lives. However, these statements reflect intentions expressed immediately after the reading session rather than evidence of actual behavioural changes. No follow-up observations were conducted to determine whether these intentions were subsequently translated into sustained practices.

Discussion

The findings indicate that read-aloud activities in the Kota Baca Programme provided opportunities for children to engage with stories, express interest and identify values through shared reading experiences. Regarding comprehension, 11 of the 16 participants reported understanding the entire story, while five indicated partial understanding. These findings reflect differences in participants' perceived comprehension despite their exposure to the same reading material. Ceyhan and Yıldız (2021) found that interactive read-aloud activities could support reading comprehension among primary school students, while Van der Wilt et al. (2022) highlighted the role of adult–child interaction in developing story comprehension and causal reasoning. From Vygotsky's Sociocultural Theory perspective, questioning, explanations and illustrations during shared reading can be understood as forms of social support that help children construct meaning from stories. However, the Kota Baca findings reflect participants' self-reported comprehension rather than objectively measured improvements in reading comprehension.

Regarding interest and emotional responses, all 16 participants expressed enjoyment of the story and a willingness to participate in similar reading activities. Their expressions of happiness and enjoyment reflected positive responses to the read-aloud experience. These findings are consistent with Xiao et al. (2023), who discussed the role of emotional engagement and interaction in storytelling activities, and Mohd Asraf and Abd Halim (2024), who examined the contribution of read-aloud activities to preschool children's engagement. Istihari (2024) also reported that interactive read-aloud activities could support students' reading engagement. In the Kota Baca Programme, voice intonation, expressive delivery, illustrations and brief interactions provided opportunities for participants to engage positively in the shared reading experience. Nevertheless, positive responses recorded immediately after the session do not necessarily indicate sustained improvements in reading motivation.

Character preferences also offered insights into how children interpreted the story's messages. All 16 participants selected Sara as their favourite character, while the recorded reasons associated her with saving money, practising financial discipline and avoiding unnecessary spending. This finding can be interpreted through Reader-Response Theory, which views readers as active meaning-makers who interpret texts through their experiences and perspectives. Wang et al. (2023) explained that children's responses to picture books can reflect how they understand characters and story content, while Momeni et al. (2026) emphasised readers' active involvement in constructing meaning. In the present study, the selection of Sara suggests that participants recognised the character associated with the story's central message. However, the consistency of character selection does not necessarily mean that all participants shared the same level of understanding or reasons for their preferences.

The findings concerning values and lessons suggest that participants were able to identify the financial awareness messages conveyed in *Misi Simpan Duit Ahmad dan Sara*, particularly saving money, practising financial responsibility and avoiding wasteful spending. These findings are consistent with Çetinkaya et al. (2023), who reported that interactive read-aloud activities using picture books could support financial literacy-related learning among primary school students. Breitfeld et al. (2021) also found that children could acquire different types of information, including moral lessons, through shared book reading. Although these studies highlight the potential of storybooks as a medium for values education, the Kota Baca findings

are more specifically concerned with participants' ability to recognise and express the lessons presented in the story. Therefore, identifying financial values should not be equated with comprehensive financial literacy competence.

Beyond identifying values, some participants expressed intentions to engage in positive actions, such as saving money regularly, reducing unnecessary spending and helping others. These responses suggest that participants could relate the story's messages to potential actions in their daily lives. Chen et al. (2025) reported that social-themed picture book reading could support children's prosocial behaviour, while Ciesielska et al. (2025) showed that the relationship between storybook reading and empathy-related or prosocial skills varied according to the outcomes assessed. However, the Kota Baca study did not include follow-up observations to establish whether participants subsequently acted on their stated intentions. Their responses should therefore be interpreted as positive intentions expressed after the reading session rather than evidence of sustained behavioural change.

Overall, this study provides insights into read-aloud experiences within a community-based literacy programme involving participants from different age groups and educational backgrounds. While the studies reviewed have largely focused on formal educational settings or structured reading activities, the Kota Baca case study explored self-reported comprehension, interest, character preferences and the identification of values within a community reading experience. The findings highlight the potential of interactive read-aloud activities to bring together literacy engagement and values exploration through reading materials that relate to children's everyday experiences. Although the study was limited to 16 participants in a single programme and its findings cannot be generalised to all children, it offers contextual insights for teachers, adult readers and literacy programme organisers in planning reading activities that respond to participants' diverse needs and experiences.

Conclusion, Implications and Limitations

This qualitative case study explored children's comprehension, interest and values in read-aloud activities conducted during the Kota Baca Programme. The findings revealed that most participants reported understanding the entire story, while all participants expressed positive responses to the read-aloud activity and selected Sara as their favourite character. Participants also identified lessons related to saving money, practising financial responsibility and avoiding wasteful spending. Some participants further expressed intentions to engage in positive actions associated with the lessons conveyed through the story. Overall, these findings highlight the potential of interactive read-aloud activities as community-based literacy experiences that provide opportunities for children to understand stories, express interest and identify values through reading materials.

In terms of practical implications, this study provides insights for teachers, adult readers and literacy programme organisers into the importance of creating interactive reading experiences that are responsive to participants' diverse needs. The use of voice intonation, expressive delivery, illustrations and questioning may be considered to encourage children's engagement during shared reading activities. Selecting reading materials that relate to children's everyday experiences, such as stories about saving money, may also help children identify values through characters and narrative events. However, these recommendations

represent context-specific implications rather than evidence that such strategies directly improve comprehension or lead to behavioural changes.

This study has several limitations. First, it involved only 16 participants from a single community-based literacy programme, with a wide age range of 4 to 17 years. Second, comprehension and interest were primarily identified through participants' feedback immediately after the activity, without formal comprehension assessments or repeated measures of reading motivation. Third, informal observations were not systematically recorded or analysed, while no follow-up observations were conducted to determine whether participants' positive intentions were translated into actual practices. Furthermore, adult assistance in reading questions and recording verbal responses may have influenced how younger participants expressed their answers. Therefore, the findings should be interpreted within the specific context of the Kota Baca Programme and should not be generalised to all children.

Future research could involve participants from different community-based literacy programmes and employ more in-depth data collection methods to explore read-aloud experiences across children's developmental stages. Further studies could also incorporate age-appropriate comprehension questions, brief interviews and follow-up observations to examine changes in reading interest and the application of values after reading activities. Such approaches could provide a deeper understanding of the role of interactive read-aloud activities in supporting literacy experiences and values exploration within community settings.

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