

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/320061109>

# Efferent–Aesthetic Reading in Reading across Curricula (An Implementation at Living Environment Education in Islamic Elementary School As–Salam, Malang, Indonesia)

Article · September 2017

DOI: 10.18535/ijsshi/v4i9.13

CITATIONS

0

READS

765

4 authors, including:



Rusdhianti Wuryaningrum

Universitas Jember

4 PUBLICATIONS 0 CITATIONS

[SEE PROFILE](#)



Imam Suyitno

State University of Malang

58 PUBLICATIONS 62 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



argopuro [View project](#)



---

**Research Article****Efferent-Aesthetic Reading in Reading across Curricula (An Implementation at Living Environment Education in Islamic Elementary School As-Salam, Malang, Indonesia)***Rusdhianti Wuryaningrum<sup>1</sup>, Imam Suyitno<sup>2</sup>, Suyono<sup>3</sup>, Sunaryo<sup>4</sup>*<sup>1</sup>University of Jember, Indonesia<sup>2</sup>State University of Malang, Indonesia<sup>3</sup>State University of Malang, Indonesia<sup>4</sup>State University of Malang, Indonesia

---

**Abstract:** Reading denotes an activity involving methodical, cognitive, and psychological aspects. It is not only seen as an endeavour to comprehend reading material, but also construed as the involvement of emotion, feeling, and reading experience. Carried out in such procedure, reading material, along with its knowledge and value aspects, will be more easily comprehensible. Efferent-aesthetic is one of reading methods. In this method, reading skill operative is silent reading, shared reading, open-ended question, and writing response to the reading material, which operates knowledge and feeling or experience. The material provided in the method includes texts, open-ended test item, chart, and writing response. From the analysis on establishing connection, it is comprehensible (1) that students can understand the connection of efferent through aesthetic connection and represent aesthetic connection with efferent connection, (2) that students need to receive stimulus in the form of questions, story, or explanation in order to lead them to efferent and aesthetic connection, (3) that students' experience from their environment and their point of view influences the response of aesthetic connection, (4) that students can have more liberty in story telling based on picture inasmuch as they have prepared themselves to deal with verbal question and comments in probing efferent and aesthetic, (5) that the procedure of efferent and aesthetic connection can be carried out by integrating other language skills, such as writing or speaking, (6) that visualization intensely helps students and teachers to come to shared perception, and (7) that media and visualization are proven beneficial in sequencing the process or understanding the concept, which elaborates process or procedure in science.

---

**Keywords:** efferent-aesthetic reading, reading across curricula.

**INTRODUCTION**

The reading issues in Indonesia can be scrutinized from psychological and methodical aspects. Psychological aspect deals with reading interest, and methodical aspect delves into the ways and process in reading. In reality, both can be surmounted simultaneously as these are intertwined. When elementary students have no interest or low interest in reading, methodically there will be an inclination of resorting to inappropriate reading method. The reading method in this article is the one applied by teacher in probing information students need to know from reading material, along with its content. Reading activity merely depicting and imparting information will make students think partially, without involving themselves in reading material. That will make them bored and further forget the knowledge they master. By involving feeling and reading as well as daily-life contexts, reading will be more pleasurable, and information in the material can be well apprehended.

This article delved into the implementation of the very reading method at one school, which applied personal approach to various knowledge, be it religion, environment, learning material based on national curriculum, and other elements. The teachers at this school were actively involved in

approaching their students with insufficient knowledge, compared to their peers. This aimed at approaching their emotion in order to become a friendly teacher. The school, situated in Malang, East Java, Indonesia, also empowered environment awareness. As a city identical for its beautiful and preserved natural condition, Malang city is consistently maintained for its beauty, cleanliness, and health. The citizens of Malang, growing bigger in number, manifest particular worry for natural preservation. Therefore, learning related to environment will be given serious emphasis at schools. At Islamic Elementary School of As-Salam, efferent-aesthetic reading is applied to probe knowledge and involve students' experience. The reading activity is presented in reading across curricula.

The efferent-aesthetic reading is carried out by maximizing cognitive and affective aspects toward reading material. The method denotes the combination between reading instruction and the attempts to gain knowledge through information in text and the students' emotion or feeling involvement manifest in their experiences generated through verbal and written responses based on reading material. Through the method, the students will gain knowledge and environmental awareness to

fill any gap or support theory being read. Through efferent connection, or knowledge, and aesthetic connection, or experience and feeling, the students will be accustomed to reading by focusing on material and schemata they possess. This learning procedure also supports the procedure in analysing and synthesizing, C4 and C5 respectively in Bloom's taxonomy, which will encourage them to interact critically with text and represent their experience and feeling on their reading.

## THEORETICAL BASES

Reading across curricula relates to the endeavour to think, integrated among understanding the organization of reading material, topic, and the connection between reading material and knowledge emphasized in reading material. The stance of reading across curricula is not merely seen as receptive activity, but also construed as productive activity in thinking and being productive as the follow-up of reading, that is verbal and written response. Thus, reading across curricula is deemed the bridge to other language skills and integrating understanding and knowledge on concept in accurate language skill.

According to Process Standard in The Regulation of Ministry of National Education number 41 of 2007 in Indonesia, the indicator of competence achievement is behaviour measurable or observable to evince the achievement of certain basic competence, serving the cornerstone for assessment in various subjects. The indicator is formulated using measurable operational terms, comprising of knowledge, attitude, and skill.

## EFFERENT-AESTHETIC READING (EAR)

Efferent reading is a method to gain solid information from a text. In this regard, readers do not have strong interest in language rhythm of prose and keep trying to reveal information, and they need to focus on things to remember as an extra to reading: information, logical solution, and action carried out. In aesthetic reading, readers attempt to find experience from reading process. Rosenblatt (1944:25) contends, "*in aesthetic reading, the reader's attention is centred directly on what he is living through during his relationship with that particular text*". When readers retell a story, for example, "Mouse Deer and Hornbill", they will enjoy how deceptive utterances were said by Hornbill in detail, how exhausted Mouse Deer was when tailing at flying Hornbill, or how Hornbill expressed his fullness after eating tomato, as well as how he expressed his regret when captured by the farmer. In aesthetic reading, students involve their emotion and enjoy the verbal expressions presented in the story. Aesthetic reading is an activity to capture the beauty, pleasure, and message from a text. As such, a text needs to be read in the right way to ensure precise understanding on the meaning and aim of a story.

Bohlke and Rogers (2011:44) mention that efferent reading skill is the ability to gain important information, followed by critical attempt, while aesthetic reading is lived-through

experience, which allows readers to establish connection between themselves and reading material. Subsequently, this term is used extensively in the instruction of other language skills and become the cornerstone for educational theory aiming at the involvement of knowledge and experience to be expressed in verbal and written comment. Reading phenomenon possesses two aspects, efferent and aesthetic. The focus facet present in reading always remains the same: when side A will be dealt with *efferently* and which side will be dealt with *aesthetically*. In the core of aesthetic part lies two important reader's attitudes, linking to personal aspect or personal experience. Then, during the activity, readers will move to a more efferent attitude or embark on reaching cognitive aspect from the text. Rosenblatt's idea (2005a:37) appears the key to this phenomenon, in that he mentions,

*"because all readings tend to have such 'mix', it becomes important for reader (and writers) to keep their main purpose"*.

From the aforementioned opinion, it is obvious that, regardless of any attitude from the reader, what matters most is the goal of reading, be it emphasizing on literal aspect or factual one or presenting personal emotion and experience.

During instruction, reading attitude is linked to the activity of making connection, which results in written and verbal expression. The linking activity denotes the window through which students' mind when reading becomes obvious. In transactional theory revealed by Rosenblatt, readers can assume efferently or aesthetically during reading. When they possess efferent attitude, readers have the interest in acquiring and retaining information, while with the aesthetic attitude, readers are involved in feeling and thinking experience evoked by text (Rosenblatt, 2005a). Readers will determine their attitude (Rosenblatt, 2005c:56). The point is that text type does not affect the response actualized. The response is under the impact of readers' attitude during reading, be it efferent or aesthetic. When opting for efferent attitude, readers will focus on facts depicted, instead of the aesthetic attributes.

Many and Wiseman (1992) explore three instructions across three levels. On students with the first approach, discussion takes place after reading focuses on efferent aspect. Second, at the third level, the focus lies on aesthetic aspect during discussion. On the third group, on discussion was applied. Glaringly, when asked to retell what has been read, the first group remember a lot of literary aspects, which is efferent characteristic. The second group focus much on the personal response as a form of aesthetic aspect, and the third group are asked to rewrite events in the story. In the same wavelength, Wiseman, Many, Altieri (1992) apply this study at three levels in three types of post-reading discussion: (1) free discussion, (2) teacher-guided discussion with aesthetic aspect focusing on students, (3) teacher-guided aesthetic discussion along with efferent components, which focuses on literary element or aspect. Wiseman, Many, and Altieri (1992) conclude that no statistically significant evidence deals with the response differences among the groups in which discussion regarding

aesthetic and efferent aspects is applied. The point is that discussion involving efferent component will hinder aesthetic response. When trying out attitude and comprehension on reading material, Many (1991) reveals that students at grade 4, 6, and 8, assumed to have aesthetic attitude in reading, achieve higher mark in reading comprehension.

That premise can be linked to Sipe's statement (2000), which brings forward that aesthetic and analytical attitude during reading will enrich reading comprehension. This is in line with Knee and Zimmerman's theory (1997) concerning making connection in reading. In their elaboration, they point out that good comprehension can be done through (1) text-to-self method, (2) text-to-text method, and (3) text-to-world method. *Text-to-self* includes the connection with text or self or experience. Text-to-text denotes the connection between text being read with other texts, which gives cognitive knowledge or empirical experience. Text-to-world means the connection between text and the world, which enables the text to generate bigger impact. Harvey and Gouvids (2007:92) point out that:

*"The background knowledge we bring to our reading colours every aspect of our learning and understanding. If reader have nothing to hook new information to, it's pretty hard to construct meaning"*.

This premise emphasizes on the importance of prior knowledge and experience to be linked to new information and how hard it is to construct meaning when prior knowledge is non-existent. Learning strives to make students know, realize, experience, and feel.

### ***Cogito and Feel in Understanding Discourse***

Students, with their experience, have to be able to represent it through expression. The representation will be *conditio sine qua none*. Under this circumstance, students will capture codes in language as *cogito* and feels. Maynard (2003:23) states that both constitute part of functional language study, which is applicable to learning process. Theory or understanding construction on the part of students cannot be neglected inasmuch as language does not have function (functional), yet the function only appears within speakers as language user with functional needs. As such, teaching language is not a matter of teaching functional construct, but rather provides the opportunity to students to represent their needs in order to be functional when using language. Maynard calls it as *expression intentions*. Through this paradigm, language denotes an emotivity, which has to be consistently understood scientifically. Language learning is not only about teaching something emerging from texts or language form as a form of information in *cogito* "thinking", but also about communication, interaction, and participation, beyond which feelings are evident.

To date, language learning proceeds with efferent foundation, 'cogito', cognitive, scientific thinking-although the scientific point has yet to be obvious-and put emotivity, affective, emotion involvement, experience, and feels aside. That notion does not evince the ignorance of efferent aspect. Efferent and

aesthetic aspect should be taken into account in every activity.

### **Various Sources for Reading across Curricula in EAR**

The material for reading allow students to create the connection between efferent and aesthetic to comprehend it cognitively and further do internalization by involving their experience and emotion (feeling), so learning can be more meaningful. The meaningfulness can be assessed through efferent and aesthetic questions and aesthetic responses. From the activity, the students will understand the theoretical and conceptual facet of a concept.

### **Reading in Science**

What needs to be under the spotlight in reading across curricula is that material and form of reading have to be varied, devoted to escalating reading skill and the ability to understand reading content. In efferent-aesthetic reading, it is imperative to have material which can involve student's schemata stimulation, concerned with content knowledge and also enable them to involve their emotion and experience as well as feeling emerging from the text. Only then connection between efferent and aesthetic will be established in reading. The material or type of reading applicable in scientific reading is those dealing with science, explanatory text germane to theory, actual information, and real impact in humans' life (such as disease and health, poverty, and environment damage), recommendation supported with theoretical and factual gap, graphic, bar chart, and cycle, which directly bring forward natural reaction pertinent to life process.

Maguire and Widler (1993:156) describe text in science as considerate and inconsiderate<sup>1</sup> texts. Considerate texts are those containing logical structure; title, sub title, heading, sub heading, essential contents organized in hierarchical pattern for easier comprehension. Inconsiderate texts are those interfered by poorly structured sentences, which is confusing, with insufficient explanation and even no cohesiveness. The logical organization of discourse is highly needed in scientific text inasmuch as order and scheme showing division are held essential and will be easily interfered when the order in text is changed. For instance, metamorphosis has to be depicted in details with precise order because its fixed characteristics.

In instructional textbooks in Indonesia, the positioning of main idea in scientific discourse remains the main issue. Main idea oftentimes is put in the beginning of sentence since discourse will attempt to direct readers to think deductively in order to gain details and prepare mapping in their mind. Formal textbooks at school also apply deductive pattern to put students at ease in understanding and finding the substances in reading. Dupuis and Merchant (1993:157) state that deductive discourse is effective form for making concept comprehensible to students with below-average, average, or over-average intelligence. Based on this premise, the research

<sup>1</sup> Mayer, L.A. et al. 1985. *The Heuristicband Measurement Models During a Study of Reading Comprehension*. (Technical Report)

by Bauman *et al* result in one set of recommendations for science teachers and reading teachers.

- 1) Helping students identify main idea as major idea in texts.
- 2) Teaching children to organize (such as organizing outline), use syntactical network, and create diagram showing connection among ideas.

Backgrounded by the observation on scientific reading instruction, students require pre-reading activity. Also, Maguire and Widler (1993:157) recommend survey to be done by teachers and students. The other consideration is text readability. Pleasing instruction through textbooks can be achieved by using story books. In this case, efferent reading is prevalent, which is a reading process aiming at gaining the extract of what is accurately read. For example, when reading text on continent, students read for detailed information regarding continent. The other type is aesthetic reading. In this activity, students read to enjoy the text, in which every part of text, including action, emotion, and character, creates pleasure for readings, such as when reading overseas-voyage report of navy. From this type of reading activity, the students will be at advantage for they have the chance for aesthetic reading.

### Methodology

In the reading activity reported in this study, reading was done in sequence by applying various procedures of reading skill, from technical aspect, including shared reading, silent reading, and reading chart. These three activities were ended with a closing activity requesting the students to answer questions dealing with efferent-aesthetic connection based on reading material and aesthetic response so as to internalize positive values, from the text to the students. Learning activity in applying aesthetic-efferent reading is described in the following diagram.

In reading across curricula, the discourses operative are type two discourse, that is explanatory text containing theory, actual information, and real effect in human's life (such as disease and health, poverty, and environmental damage). In this research, the subjects were fifth-grade students of elementary school, assumed to have the understanding on scientific terms and require reading across curricula in order to escalate learning process and outcome. There were 18 students involved, comprising of 8 male students and 10 female students. Learning practice dealt with Science, pertinent to Environmental Education.

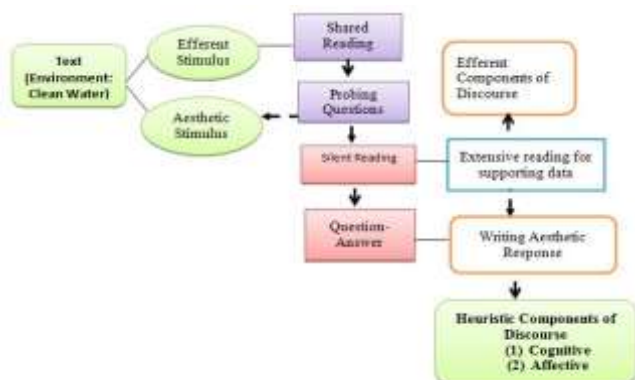


Figure 1: Learning activity in applying aesthetic-efferent reading

### The Practice of Applying Reading across Curricula at SD Islam As-Salam Malang

In the present study, the activity comprised of several phases including revealing efferent and aesthetic knowledge, reading with efferent-aesthetic connection, and doing assessment on efferent-aesthetic connection. The activity is detailed in the following table.

#### The Implementation of Learning Efferent-Aesthetic Connection

No	Activity	Description
1	Reading in succession (shared reading) in which every time teacher found difficult word he would spontaneously explain and write the word on the board. All these activities were related to efferent connection.	It was initiated by providing illustration on efferent germane to clean water by teacher
2	Teacher asked the students to explain how they treated water at home and what would happen if the world lacked of clean water, including their feeling when seeing people did not keep their environment and threatened the availability of clean water in long term.	This condition was efferent illustration involving explanation and question-answer session
3.	Students did silent reading on discourse concerning clean water	Creating efferent-aesthetic connection
4.	Students read chart regarding water recycle, which was then connected to the use of clean water and how they felt about the need for saving water	Creating efferent-aesthetic connection
5.	Students answer the questions on efferent-aesthetic connection	Running written assessment
6.	Students composed an aesthetic report on saving water	Upon creating the response, the students connected their experience and feeling as well as their knowledge on the importance of saving water and the attitude concerning clean water of people around them

The chart for efferent reading is presented in water cycle on

the next page (in Bahasa).



Figure 2: Water Cycle

## Result

### The Result of Applying EAR in Reading across Curricula

#### The Result of Activity

In this activity, both attitudes in reading (efferent and aesthetic) were connected to making connection, which could generate written and oral expression. The activity of making connection denoted the window through which students' mind on the discourse regarding clean water became visible. Efferent aspects pertained to the benefit of clean water, the characteristics of clean water, the chart on water cycle, disease occurring due to the consumption of impure water, and how to save water. By contrast, the aesthetic components were related to their feeling when seeing people who could not consume clean water, and their experience in saving clean water, all of which were put into a recount of their family's attitude in consuming clean water.

The benefit of clean water, the characteristics of clean water, the chart on water cycle, diseases occurring due to the consumption of impure water, and how to keep the environment water-sufficient and save water were discussed. In exploring students' efferent attitude when reading, the following activities were done.

- 1) Asking the students to do shared reading
- 2) Asking the students to do silent reading
- 3) Asking the students to read chart
- 4) Asking the students to answer open-ended questions with various alternative answers connected to their knowledge based on text and non-text resources.

The results of these activities were pointed as follows.

#### (1) The Knowledge on The Benefits of Clean Water

In this aspect of knowledge, students generally answer the questions on the benefit of water correctly. During reading and dealing with apperception questions, the students could answer teacher's question. Of 18 students, four students provided incorrect answer. This was because these 4 students answered by "drinking and other needs". The answer "other needs" was unclear response to the question. Therefore, only 22% of the students did not understand the benefit of water properly while reading and creating efferent connection in class. On the other hand, 78% of them understood the question by providing various answers, such as taking shower and drinking, taking shower and water, taking shower and

washing, cooking and washing, and drinking and washing. From the abovementioned answers, it is clear that the connection between efferent attitudes in reading text on the benefit of water and the context of reading lied in the knowledge of using clean water for (1) drink, (2) shower, (3) cooking, (4) washing, and (5) cooking. The answer with the highest number was "drinking". In the activity, the students connected the ads on mineral water, which always appeared persuasive to public with such labels as clean water, healthy, and hygienic water for health and escalated concentration (brain). Therefore, the knowledge on the benefit of water was strongly influenced by the students' schemata regarding mineral water as the drinking water mostly informed on television.

#### (2) The Knowledge on The Characteristics of Clean Water

The students' knowledge concerning the characteristics of 100% clean water was very good. The students answered with the concept of 3-less, odourless, colourless, and tasteless. After being investigated, the textbooks used also presented the knowledge of 3-less or 3L. In most books and mass media was also presented the same concept in parallel sentence construction with *less*. This parallel construction put the students at ease to understand the concept of characteristics of clean water. As a corollary, it was clear that the textbooks presented with effective sentences (supported with parallelism) would make the students understand knowledge or establish efferent attitude easily.

#### (3) The Ability to Read and Understand Chart on Water Cycle

When reading chart, the students did not really understand the explanation in the cycle. Some scientific terms, such as evaporation and evapotranspiration, filtration, vaporization, and precipitation above the sea, had yet to be understood by the students and required further construction. For that purpose, contextual description, which was easily understandable to students, was called for. The descriptive explanation could be done by providing explanation on specific terms in the text. For example, evaporation is spontaneous molecular change from liquid form (such as water) into gas (such as water vapour); evapotranspiration is the combination of evaporation and plant's transpiration on the earth. Water vaporized by the plants was released into the atmosphere.

It was clear from the activity that (1) the students had yet to understand technical terms in water cycle, (2) the students found it difficult pronouncing the technical terms (scientific) comprising of seven syllables, that was e-va-po-trans-pi-ration. E-va-po-ra-tion, on the other hand, could be pronounced precisely by the students. The word *filtration* was basic word for filtering, yet the word *filtration* was not yet socialized in scientific context. Therefore, the role of learning Bahasa in the socialization of scientific terms was imperative. Students even found it easier to understand the word *filter*, rather than *tapis*

(formal form in Bahasa)

When dealing with the word *jaringan* (tissue), the students found one issue with the term which had never been contextualized. Thus, it was important to understand the concept of tissue as the cluster and vapour being easily fragile and unified in molecules or network.

From the schematic description, it was found out that reading with efferent attitude called for (1) sufficient schemata, (2) teacher's ability to narrate the chart in order to help them contextualize what was being read. Generally, the students in the activity could understand the water cycle, but this was limited to verbalization and not at comprehensive extent.

**(4) The Knowledge on Disease due to Consuming Impure Water**

In this aspect of efferent, the students could answer based on their schemata, although in the text some diseases were in fact enlisted. 90% of the students mentioned diarrheal disease and polio. The rest mentioned cholera. Diarrheal disease and polio were more comprehensible to them as they gained more information regarding diarrheal disease and polio than that concerning cholera and goitre. Unlike goiter in Jember or any other cities, goiter was not endemic in Malang. Therefore, when observation on the very disease was done, the students in Jember mentioned diarrheal disease, polio, and goitre. They could understand and create connection, and they posed efferent attitude when reading and receiving the explanation on this aspect.

**(5) The Knowledge on How to Preserve Environment**

In this efferent activity, the students responded to the question more openly for in the reading ways to preserve environment were only stated implicitly to keep it clean. Generally, the students connected river. The attempt to preserve the environment was done by not disposing factory waste to the river, not fishing using poisonous gas in the river, and not disposing waste in the river. The answer did not need to be initiated by negation. The answer could also be positive things feasible to preserve the environment in order to keep clean water intact, such as planting trees, constructing dam, making effective use of irrigation, or making infiltration well.

From the students' answer, it was revealed that they knew more things related to prohibition than those on recommendation. They more oftentimes mentioned *not ...* when asked about the ways to preserve the environment. Consequently, in their written statements, they were fluently capable of enlisting the examples of the deeds with no environmental awareness in keeping water clean, and they found it hard verbally answering questions dealing with what needed to be done to preserve the environment in order to keep clean water consistently available. As a result, balanced information between the two was required.

**(6) The Knowledge on Saving Water**

Verbally, the students found it hard understanding what was meant by *saving water*; *ways to save water*; and *what it had to*

*be saved*. The concept of saving water needed to be connected to comprehension (1) stating that water is renewable natural resource. What decreased was water used for consumption in only 0.5% water was consumable. As such, what decreased was the quantity and quality of clean water we used. The ways to save water could be linked to the knowledge students gained in their activities at home. It was obvious from their verbal answer that they sufficiently gained information on how to save water.

In dealing with the question on efferent connection, the students were required to provide answer on ways to do for saving water. There was one answer, which did not really provide detailed explanation, such as using water as needed, and not wasting water. These two answers did not explicitly point out the ways to save water. From these answers, 60% they answered the question explicitly by stating *closing water tap when they were through with it and not frequently watering flowers*, and *drinking water as required*. These answers made clear that the concept of saving (clean) water and the actions to save (clean) water had yet to be well understood.

**The Analysis on Aesthetic Connection Ability**

The assignment on creating the connection clues was coded for the type of connection the students created. The connection codes included (a) no data (when students did not create the connection), (b) data could not be coded (when it was not readable or interpretable), (c) no topic (when the connection was not related to text), (d) topic basis (when students only retold the content of text), (e) substitution topic (when the students connected the text with events taking place beyond their experience), (f) direct connection (when students connected text with events they experienced).

From these six criteria, designed by Paola Pilonieta and Stephen D. Hancock University of North Carolina in Charlotte, writing criteria showing the attitude and action of creating aesthetic connection was evident, which included (1) three compositions showing no data, (2) three compositions with no topic, (3) two compositions which could not be coded, (4) one composition with substitution connection, and (5) nine compositions with direct connection. The details of the above characteristics were presented as follow.

**The Characteristics of Aesthetic Connection Responses**

Characteristics of Aesthetic Connection Responses	Description
No data	Providing general explanation which was not supported with the evidence of actions in saving water or wasting water
No Topic	Creating connection with no relation to saving water or wasting water, or data partially missing the connection, such as exemplifying wasting water by toddlers who liked playing water

Data which could not be coded	Connection data written without the interpretation of healthy lifestyle and saving water, such as explaining ways to save water by not turning TV off after playing Playstation and filling bath tub
Substitution Connection	Providing irrelevant substitution connection, such as saving water by drinking small amount of water in their family
Direct Connection	Elaborating ways to save clean water along with the examples suitable to precise explanation. In addition, when the activity was done reversely, the attitude or actions of wasting water were exemplified

It is obvious that 50% of the students are able to create aesthetic connection by direct connection. The rest, 9 students or 50% of the class, are not able to create aesthetic connection due to problems in: (1) schemata, (2) the low ability to structure sentences, leading to weak or absent thinking on connection, and (3) no focus on assignment requirements.

### Conclusion

As analyzed from the responses, it can be concluded that the students have responded using various possibilities, which are related to the content of story. Efferent connection established constitutes the knowledge about clean water, encompassing water recycle, diseases due to the use of impure water, the characteristics of clean water, and the analysis on needs as well as the threat to the dearth of clean water at world level. From the aesthetic responses evident, it is found that the students connect schemata or prior knowledge with (1) how their family save water, (2) the awareness of saving water, (3) self-awareness of being clean-water-efficient, (4) realizing the attitude of those who do not save water, (5) practical action to do for saving water, and (6) their feeling when they see those who cannot benefit from clean water.

Backgrounded by these findings, the following conclusions can be drawn.

- (1) The students can understand the efferent connection through aesthetic connection and represent aesthetic connection with efferent connection. Therefore, the connection is complementary in learning process.
- (2) The students need to be given stimulus in the form of question, story, or explanation in order to lead them to efferent and aesthetic connection.
- (3) The students' experience from their environment and their viewpoint is influential to aesthetic connection response.
- (4) The students can have more liberty in story telling based on picture because they have prepared themselves to deal with question and verbal comment in probing on efferent and aesthetic.
- (5) The procedure in efferent and aesthetic connection can be carried out by integrating four language skills.

- (6) Teacher's guidance in understanding scientific discourse from the medium pertinent to water recycle allows the students to understand the content and order through visualization.
- (7) It is important to simplify word concept concerned with reading chart, so that the students can understand reading materials in the form of chart on water recycle more easily

Backgrounded by the discussion on research findings, the study corroborates that the implementation of efferent and aesthetic connection in learning can put the students at more ease upon comprehending content and meaning of story, comprehending message content, and responding through interaction between themselves and text being read as well as picture being told.

### References

- [1] Anderson, R. C., & Pearson, P. D. (1984). "A Schema-Theoretic View of Basic Processes in Reading Comprehension". In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp. 255—291). New York: Longman
- [2] American College Testing. (2006, 1 March). *Reading between the lines: What the ACT reading test reveals about college readiness*. Retrieved March 1, 2006, from <http://www.act.org/path/policyreports/reading.html>
- [3] Charmaz, K. (2000). "Grounded theory: Objectivist and constructivist methods". In N. K. Denzin, & Y. S. Lincoln, *Handbook of Qualitative Research* (2nd ed., pp. 509—535). Thousand Oaks, CA: Sage
- [4] Dupuis, M.M. and Merchant, L.H. 1984. *Reading Across Curriculum: A Research Report for Teacher*. Bloomington, Indiana: ERIC Clearinghouse on Reading Communication Skills
- [5] Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press
- [6] Gay, G., & Howard, T. (2000). "Multicultural teacher education for the 21st century". *Teacher Educator*, 36(1), 1—16
- [7] Harvey, S., & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (2nd ed.). Portland, ME: Stenhouse Publishers
- [8] Horning, A.S. 2008. "Reading Across the Curriculum as The Key to Student Success. Oakland University. [www.wac.colostate.edu](http://www.wac.colostate.edu) "Guidelines for Writing Critique". [www.ucsb.edu](http://www.ucsb.edu)
- [9] Keene, E. O., & Zimmermann, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann
- [10] Kuta, K.W. 2008. *Reading and Writing to Learn: Strategies Across Curriculum*. USA: Greenwood Publishing Group



- [11] Many, J., & Wiseman, D. L. (1992). "The effect of teaching approach on third-grade students' response to literature". *Journal of Reading Behavior*, 24, 265—287
- [12] Martinez-Roldan, C. M., & Lopez-Robertson, J. M. (1999/2000). "Initiating literature circles in a first- grade bilingual classroom". *The Reading Teacher*, 53(4), 270—281
- [13] Maguire, B.E. and Widler, S.D. 1984. "Reading in Science" in Dupuis , M.M. and Mercahant, L.H. 1984. *Reading Across Curriculum: A Research Report for Teacher*. Bloomington, Indiana: ERIC Clearinghouse on Reading Communication Skills
- [14] Pilonieta and Hancock. 2012. "Negotiating First Grader's Reading Stance: The Relationship Between Their Efferent and Aesthetic Connection in Their Reading Comprehension" in *Current Issues in Education*. Vol 15 Number 2. Mary Lou Fulton Teacher's Collage. Arizona State University
- [15] Rosenblatt, Louise M. 1994. *The Reader, The Text, The Poem: The Transactional Theory of Literary Work*. USA: Sourthern Illionis University
- [16] Rosenblatt, L. M. (2005a). "Literature - S.O.S.! Voices from the Middle", 12(3), 34—38
- [17] Rosenblatt, L. M. (2005b). From "Viewpoints: Transaction versus interaction". *Voices from the Middle*, 12(3), 56—58
- [18] Rosenblatt, L. M. (2005c). From "What facts does this poem teach you?". *Voices from the Middle*, 12(3), 43—46
- [19] Sipe, L. R. (2000). *The construction of literary understanding by first and second graders in oral response to picture storybook read-alouds*
- [20] Smith, F. 1973. *Psycholinguistics and Reading*. USA: Rinehart and Winston Inc.
- [21] Whilshire, D.K. dan Berryhill, P. 1993. "Reading in Social Studies" in Dupuis, M.M.and Merchant, L.H. 1984. *Reading Across Curriculum: A Research Report for Teacher*. Bloomington, Indiana: ERIC Claearinghouuse on Reading Communication Skills.