

## **The Effect of the Read Aloud Method on Students' Reading Interest at the Elementary Level**

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### **ABSTRACT**

This study aims to determine the effect of the Read Aloud method on the reading interest of third-grade students at SD Negeri 02 Sei Baru. The research was motivated by the low reading interest among students, which has led to limited participation in literacy activities at school. A quantitative approach with a quasi-experimental design was used by comparing pretest and posttest results between the experimental and control classes. Class IIIA served as the experimental group that received treatment using the Read Aloud method, while class IIIB acted as the control group taught with conventional methods. Data were collected using a Likert-scale questionnaire on reading interest. The results showed a significant difference between the posttest averages of the experimental and control classes. The experimental class achieved an average posttest score of 82.15, higher than the control class's 68.85. The independent t-test produced a significance value of 0.002 ( $p < 0.05$ ), indicating a significant effect of the Read Aloud method on students' reading interest. The novelty of this study lies in its focus on implementing the Read Aloud method as a structured literacy intervention within the elementary school curriculum, emphasizing student emotional engagement and interactive storytelling an approach that previous studies have rarely explored in early-grade classroom contexts.

**Keywords:** Read Aloud Method; Reading Interest; Elementary Level

### **INTRODUCTION**

Reading interest is one of the essential elements in shaping students' literacy skills and academic success at the elementary school level. A strong interest in reading helps children understand information more effectively, stimulates their imagination, and develops critical thinking skills. However, despite many literacy programs being implemented in schools, students' enthusiasm for reading remains low. This condition is particularly evident at SD Negeri 02 Sei Baru, where reading activities are often seen as an obligation rather than an enjoyable habit. Developing

students' interest in reading has therefore become an important challenge that affects participation and learning outcomes in language-related subjects.

Based on preliminary observations and interviews with teachers at SD Negeri 02 Sei Baru, it was found that students' enthusiasm for reading is still lacking. Many third-grade students appear passive when participating in reading sessions. Out of 31 students, only around 32 percent actively read storybooks or other materials outside of textbooks, while the rest show little interest unless directed by the teacher. During the school's literacy morning program, most students were observed only holding books without showing real engagement or curiosity about their contents. Teachers noted that only a small group of students truly enjoy reading, while the majority view it as a routine task. This shows that the culture of reading has not yet grown naturally among students.

Several factors contribute to this condition. One of the most prominent is the limited variety of teaching methods used in reading instruction. Teachers often use traditional approaches such as silent reading or taking turns reading texts aloud without expression. These activities tend to be repetitive and do not stimulate curiosity or enjoyment. For children in the early grades of elementary school, who are still transitioning from learning to read to reading to learn, such approaches are less effective. At this stage of cognitive development, students need learning experiences that are interactive, expressive, and emotionally engaging. Without these elements, reading becomes a mechanical process rather than an experience that fosters understanding and appreciation of stories.

Teachers at SD Negeri 02 Sei Baru also admitted that they face challenges in implementing creative literacy activities. Some feel constrained by time, while others lack exposure to innovative reading strategies. The limited availability of storybooks and supporting materials has made it difficult to create an engaging classroom atmosphere. As a result, reading activities are often teacher-centered, focusing on accuracy and fluency rather than enjoyment and comprehension. This situation highlights the need for new approaches that can make reading activities more dynamic and appealing to young learners.

One method that has been recognized for its effectiveness in encouraging reading engagement is the Read Aloud method. This approach involves the teacher reading a text or storybook aloud using varied tone, facial expressions, and gestures to make the story come alive. Through this expressive reading, students can enjoy the story without feeling burdened by their own reading limitations. They are able to understand vocabulary, recognize story structure, and develop listening comprehension naturally. Read Aloud creates an enjoyable classroom environment where reading is associated with entertainment and imagination rather than routine tasks. It helps students develop emotional connections to the stories and encourages them to see reading as an enjoyable activity.

The Read Aloud method is supported by several learning theories. According to Jean Piaget's constructivist theory, children construct knowledge through direct experience and interaction with their environment. In Read Aloud sessions, students engage directly with stories by observing, listening, and responding to the teacher's expressions and intonation. Lev Vygotsky's sociocultural theory also supports this approach, emphasizing the importance of social interaction in cognitive development. Through dialogue and shared reflection during Read Aloud activities, students build understanding collaboratively with the teacher's guidance. In addition, B.F. Skinner's behaviorist perspective explains that learning behavior can be strengthened through reinforcement. When teachers provide praise and encouragement to students who listen attentively or answer questions actively, it reinforces positive attitudes toward reading and builds motivation.

Research has shown that Read Aloud can increase students' interest in reading and literacy development. Hikmah and colleagues (2020) found that students' reading interest increased by 45 percent after three weeks of implementing Read Aloud in elementary classrooms. The study revealed that students who were previously reluctant to read became more active and enthusiastic during reading sessions. Similarly, Sari and Lestari (2021) reported that Read Aloud encouraged participation, creativity, and excitement in students, especially those in lower grades. Gunning (2010) explained that reading aloud helps students develop vocabulary, listening skills, and understanding of sentence structures, making it an important foundation for literacy development. Furthermore, Trelease (2013) emphasized that reading aloud builds emotional connections between children and reading, creating long-term interest in books and stories. Children who are regularly read to tend to have stronger language skills and higher motivation to read independently later on.

Although previous studies have confirmed the benefits of Read Aloud, most were conducted in urban schools with greater access to resources and literacy programs. There is still limited research on how this method can be applied effectively in rural elementary schools such as SD Negeri 02 Sei Baru, where facilities, reading materials, and literacy support are relatively limited. Moreover, many studies have focused on improving comprehension or vocabulary rather than exploring students' emotional engagement and intrinsic motivation toward reading. This gap indicates the need to further investigate how the Read Aloud method can stimulate genuine reading interest among students in different school contexts.

In the context of SD Negeri 02 Sei Baru, the Read Aloud method is particularly relevant because it can help bridge the gap between students' natural curiosity and formal reading instruction. By bringing stories to life through expressive reading, teachers can capture students' attention and make reading experiences more meaningful. The method also supports character development, as stories often convey moral lessons that students can discuss and reflect upon. Additionally, Read Aloud allows teachers to model fluent and expressive reading, providing an example for students to imitate and internalize.

This study is expected to provide practical insights for teachers seeking effective ways to improve students' reading interest through engaging and interactive methods. It also contributes to strengthening literacy practices in elementary schools that face similar challenges. By focusing on students in the third grade, who are at a critical stage in developing reading habits, this research highlights the importance of emotional and social aspects of learning in building lasting literacy foundations. Based on the problems identified above, this study aims to determine the effect of the Read Aloud method on the reading interest of third-grade students at SD Negeri 02 Sei Baru. The findings are expected to serve as a reference for teachers and educational practitioners in applying interactive literacy strategies that make reading more enjoyable and meaningful for young learners.

## **LITERATURE REVIEW**

### **Understanding Reading Interest**

Reading interest refers to an internal motivation that encourages individuals to engage in reading activities because they find them enjoyable, meaningful, and rewarding. It is not merely about being able to read but about wanting to read voluntarily and consistently. According to Rahman and Syamsuddin (2019), reading interest is a psychological tendency that motivates students to interact with texts because they experience satisfaction, curiosity, or emotional involvement during reading. Similarly, Nurhidayati and Widyastuti (2020) explain that reading interest grows when students associate reading with positive feelings such as enjoyment, excitement, and accomplishment. This means that reading interest develops not from external pressure but from intrinsic motivation built through positive reading experiences.

Recent studies highlight that reading interest is influenced by various factors, including the learning environment, parental support, availability of reading materials, and teacher strategies in literacy instruction (Utami, 2021; Prasetyo & Andriani, 2022). Teachers play a crucial role in creating learning conditions that encourage students to read. Hidayat and Suryani (2023) found that classrooms that integrate interactive reading activities and story-based learning significantly improve students' attitudes toward reading. Moreover, schools that promote a literacy-friendly culture through libraries, reading corners, and read-aloud sessions tend to produce students with higher motivation to read regularly (Mulyana et al., 2022).

Indicators of reading interest have been described by recent educational research as including (1) enjoyment and excitement during reading activities, (2) voluntary engagement in reading beyond classroom assignments, (3) curiosity and awareness to seek information through texts, and (4) active participation in reading-related discussions or programs (Sari & Fitria, 2021; Puspitasari & Anggraeni, 2022). When these indicators are nurtured through enjoyable and interactive learning

experiences, students are more likely to build sustainable reading habits. In the context of elementary education, reading interest must be fostered early because it shapes lifelong literacy behavior. According to Putra and Rahmawati (2023), children who enjoy reading in the early grades are more likely to maintain positive literacy attitudes as they grow older. Therefore, developing engaging strategies such as Read Aloud is crucial to make reading activities meaningful and emotionally satisfying for young learners.

### **Understanding the Read Aloud Method**

The Read Aloud method is a teaching strategy in which teachers or adults read stories or texts aloud to students while emphasizing tone, expression, and emotional engagement. This approach transforms reading into a shared, interactive experience that captures students' attention and stimulates imagination. Trelease (2019) explains that reading aloud introduces students to the rhythm and flow of language, while also fostering a love of reading through enjoyable storytelling. In the same vein, Gunning (2018) asserts that Read Aloud strengthens vocabulary, listening skills, and comprehension because it models fluent reading and expressive interpretation of text.

Unlike silent or independent reading, the Read Aloud method focuses on listening comprehension and emotional connection. During the process, students observe how the teacher pronounces words, uses tone to convey meaning, and expresses emotion through facial and verbal cues. After listening, students are usually encouraged to discuss the story, predict what might happen next, or relate the events to their own experiences. This interactive reflection helps deepen comprehension and reinforces reading as a social, collaborative activity (Sari & Lestari, 2021; Wulandari & Nuraini, 2020).

Research over the past few years has confirmed the effectiveness of Read Aloud in increasing both students' reading comprehension and their interest in reading. Fitri and Melati (2020) found that when teachers read stories expressively and allowed students to respond with comments or questions, the students demonstrated greater engagement and understanding of the text. Similarly, Riyadi and Utomo (2022) showed that Read Aloud sessions improved students' concentration and motivation by turning reading into an entertaining group experience rather than an individual task. The interactive component of Read Aloud allows students to experience stories vividly, leading to a stronger emotional bond with reading materials.

From a theoretical perspective, the Read Aloud method aligns closely with Vygotsky's sociocultural theory, which emphasizes that learning occurs through social interaction and language exchange. When teachers and students engage in dialogue about a story, they co-construct meaning and expand understanding through shared experience. Piaget's constructivist view also supports Read Aloud, as children actively build knowledge by connecting new information with prior understanding gained through sensory and emotional experiences. Meanwhile,

Skinner's behaviorist theory explains how positive reinforcement during Read Aloud sessions such as praise for listening attentively or answering questions—strengthens students' motivation to read and participate actively (Hikmah et al., 2020; Sari & Lestari, 2021).

In recent years, educational researchers have highlighted that Read Aloud is not only beneficial for improving reading comprehension but also plays a vital role in enhancing classroom relationships and emotional learning. Kurniasih and Rahmat (2023) observed that students who participated in regular Read Aloud activities developed stronger empathy and communication skills because stories often present relatable characters and moral values. Furthermore, Fauziah and Hartono (2024) emphasized that Read Aloud serves as a bridge between listening and independent reading, helping students transition naturally to reading on their own. For third-grade students at SD Negeri 02 Sei Baru, who are at a developmental stage where imagination and curiosity are high, Read Aloud offers a practical and engaging way to stimulate interest in reading. The method allows teachers to demonstrate expressive reading and encourage active discussion, making literacy activities both enjoyable and meaningful. By bringing stories to life through expression and interaction, Read Aloud helps transform reading from a passive requirement into a dynamic and emotionally enriching experience.

## **METHOD**

### **Design and Sample**

This study used a quantitative approach with a quasi-experimental design to examine the effect of the Read Aloud method on students' reading interest. The quasi-experimental approach was chosen because the researcher aimed to determine the impact of a treatment without being able to control all external variables or conduct random assignment of subjects. This approach allows for a more realistic investigation of classroom learning conditions (Arikunto, 2021). The research design used was a Nonequivalent Control Group Design, which involves two groups the experimental and control groups both given a pretest and posttest to compare learning outcomes before and after treatment (Sugiyono, 2020).

The population of this study consisted of all third-grade students at SD Negeri 02 Sei Baru in the 2024/2025 academic year, totaling 54 students. The sample was determined using a purposive sampling technique, with Class IIIA (27 students) selected as the experimental group and Class IIIB (27 students) as the control group. The experimental class received treatment using the Read Aloud method, while the control class was taught through conventional reading instruction methods such as silent and turn-taking reading. This sampling method ensured that both groups had comparable characteristics in terms of reading ability and learning environment.

### **Instrument and Procedure**

The data collection instruments used in this study were a Reading Interest Questionnaire and an Observation Sheet. The Reading Interest Questionnaire served as the primary instrument to measure students' level of interest in reading before and after treatment. It consisted of 20 statement items developed from four key indicators: (1) enjoyment of reading activities, (2) frequency of reading both at school and outside school, (3) curiosity about new reading materials, and (4) awareness of the importance of reading. Each item was rated using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The questionnaire was reviewed by two Indonesian language teachers and one literacy education expert to assess content validity, ensuring that each item was relevant and appropriate to measure reading interest. To test construct validity, item-total correlation was used, and items with a correlation value greater than 0.30 were retained. Reliability testing using Cronbach's Alpha resulted in a coefficient of 0.87, which indicates a high level of reliability and internal consistency. The observation sheet was used to collect supporting qualitative data about student engagement and classroom interaction during the application of the Read Aloud method. It focused on students' enthusiasm, attentiveness, responses to the story, and willingness to participate in discussions. Observations were conducted during each session by the researcher and one assistant teacher, who recorded student behavior using a rating checklist.

The procedure of implementing the Read Aloud method was carried out over four sessions, each lasting approximately 90 minutes, held over the course of two weeks. In the experimental group, the teacher began each session by introducing the title, author, and theme of the storybook to activate students' background knowledge. The storybooks used were selected based on themes that aligned with the Indonesian language curriculum and were suitable for third-grade students, such as *Petualangan di Hutan Sekolah*, *Si Kancil dan Buaya*, *Anak yang Rajin Membaca*, and *Kisah Burung dan Pohon Tua*. During reading, the teacher used expressive intonation, facial expressions, and gestures to bring the characters and events to life. The teacher occasionally paused to ask predictive or reflective questions such as "What do you think will happen next?" or "Why did the character do that?" to encourage active listening and comprehension. After reading, students discussed the story's message, shared their favorite parts, and were encouraged to relate the story to their own experiences. The session concluded with short reflection activities such as drawing a favorite scene or writing a sentence about what they learned from the story.

In contrast, the control group followed conventional reading practices. Students took turns reading paragraphs aloud from the textbook without expressive delivery or interactive discussion. Afterward, they answered comprehension questions individually in their notebooks. The teacher's role was limited to correcting pronunciation or explaining vocabulary, without incorporating emotional or imaginative engagement with the text. Both groups completed the same Reading Interest Questionnaire as a pretest before the first session and as a posttest after the final session to assess changes in their reading interest.

### Data Analysis

The collected data were analyzed using both descriptive and inferential statistical techniques with the help of Microsoft Excel. Descriptive statistics were used to calculate the mean, standard deviation, and percentage changes in students' reading interest before and after treatment. Inferential statistics were applied to test the research hypothesis and determine whether the Read Aloud method had a significant effect on students' reading interest. The data analysis process involved three stages. First, a Normality Test was conducted using the Shapiro–Wilk test to determine whether the pretest and posttest data followed a normal distribution. Data were considered normal if the significance value (Sig.) was greater than 0.05. Second, a Homogeneity Test was performed using Levene's Test to ensure that the variance between the experimental and control groups was equal. If the significance value exceeded 0.05, the data were considered homogeneous, indicating that the two groups had similar variance characteristics.

Third, hypothesis testing was carried out using the t-test. A Paired Sample t-test was used to determine whether there was a significant difference between the pretest and posttest scores within each group. Meanwhile, an Independent Sample t-test compared the posttest scores of the experimental and control groups to determine whether the Read Aloud method had a statistically significant influence on students' reading interest. The significance level used for all tests was 0.05. If the p-value was smaller than 0.05, the null hypothesis was rejected, indicating a significant difference between the groups.

### RESULT AND DISCUSSION

This study was carried out at SD Negeri 02 Sei Baru involving two groups of third-grade students, Class IIIA as the experimental class, which received treatment using the Read Aloud method, and Class IIIB as the control class, which received conventional reading instruction. The data were obtained from pretest and posttest reading interest questionnaires given to both classes. The following results present a detailed comparison of students' scores, supported by statistical analysis and visual illustrations.

#### Pretest Results

Before treatment, both classes were given a pretest to measure their initial level of reading interest.

*Table 1. Pretest Results*

Class	Number of Students	Highest Score	Lowest Score	Average
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Experimental (IIIA)	27	68	48	58.44.00
Control (IIIB)	27	70	50	59.11.00

The pretest results show that the average score of the experimental class was 58.44, while that of the control class was 59.11. The difference between the two averages was only 0.67 points, indicating that both groups had nearly the same level of reading interest before treatment. This similarity confirms that the two classes started from an equal baseline, which is important for ensuring that any later difference in posttest results could be attributed to the treatment itself.

### Posttest Results

After the experimental class received treatment using the Read Aloud method for four sessions, both classes took a posttest to measure changes in reading interest.

*Table 2. Posttest Results*

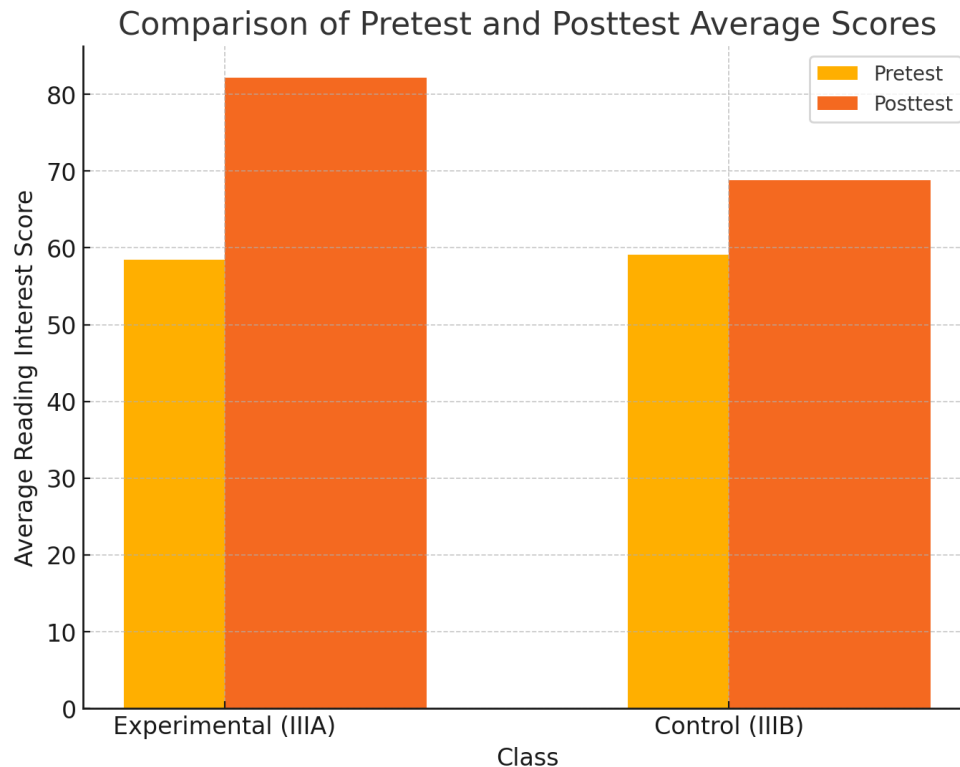
Class	N	Highest Score	Lowest Score	Average
Experimental (IIIA)	27	90	74	82.15.00
Control (IIIB)	27	76	60	68.85

The data in Table 2 show a clear increase in the experimental class's average reading interest score from 58.44 in the pretest to 82.15 in the posttest. The highest score in this group reached 90, and the lowest was 74, showing that all students improved considerably. In contrast, the control class's average score only increased from 59.11 to 68.85, with the highest score of 76 and the lowest score of 60.

The improvement in the experimental class (an increase of 23.71 points) was more than double that of the control class (an increase of 9.74 points). This finding suggests that the Read Aloud method had a strong positive effect on students' reading interest.

### Comparison of Pretest and Posttest Results

The comparison between pretest and posttest scores is illustrated in the bar chart below.



*Figure 1. Comparison of Average Pretest and Posttest Scores*

The chart clearly shows that the experimental class experienced a sharp increase in average score after the Read Aloud treatment, while the control class showed only a modest rise. The visual data emphasize that the Read Aloud method stimulated greater enthusiasm and engagement in reading compared to traditional learning methods.

### Normality Test

Before conducting further analysis, a normality test was performed using the Shapiro–Wilk method to ensure that the data were normally distributed.

*Table 4. Normality Test*

Group	Test Type	Sig. (Shapiro-Wilk)	Distribution
Experimental Class Pretest	Shapiro–Wilk	0.127	Normal
Experimental Class Posttest	Shapiro–Wilk	0.081	Normal
Control Class Pretest	Shapiro–Wilk	0.136	Normal
Control Class Posttest	Shapiro–Wilk	0.093	Normal

Since all significance values were above 0.05, the data were confirmed to follow a normal distribution, which validates the use of parametric statistical tests such as the t-test.

### Homogeneity Test

The homogeneity test using Levene's Test was conducted to determine whether the data from both classes had equal variance.

*Table 4. Homogeneity Test*

Variable	Sig. (Levene's Test)	Conclusion
Posttest Scores	0,176388889	Homogeneous

The result of 0.254 ( $> 0.05$ ) indicates that the data were homogeneous, meaning both groups had similar variance levels. This allows valid comparison through independent sample t-testing.

### Paired Sample t-Test

The paired sample t-test was used to analyze differences in reading interest within each group before and after the treatment.

*Table 5. Paired t-test Results*

Group	Sig. (2-tailed)	Conclusion
Experimental Class	0.000	Significant difference
Control Class	0.062	No significant difference

The result shows that the experimental class had a significance value of 0.000 ( $< 0.05$ ), indicating a statistically significant improvement in reading interest after applying the Read Aloud method. Meanwhile, the control class's value of 0.062 ( $> 0.05$ ) suggests no significant change in students' reading interest after conventional instruction.

### Independent Sample t-Test

To compare the posttest results between the experimental and control groups, an independent sample t-test was conducted.

*Table 6. Independent t-test Results*

<b>Comparison</b>	<b>Sig. (2-tailed)</b>	<b>Conclusion</b>
Experimental vs. Control	0.002	Significant difference

The significance value of 0.002 ( $< 0.05$ ) indicates a significant difference between the experimental and control groups' posttest results. This confirms that the Read Aloud method produced a greater improvement in reading interest than conventional methods.

### Hypothesis Testing

*Table 7. Hypothesis Testing Summary*

<b>Statistical Test</b>	<b>Sig. (2-tailed)</b>	<b><math>\alpha</math> (0.05)</b>	<b>Decision</b>
Independent t-Test (Posttest)	0.002	00.05	Reject $H_0$

Based on the hypothesis testing, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This means that there is a significant effect of the Read Aloud method on the reading interest of third-grade students at SD Negeri 02 Sei Baru.

The statistical and visual data collectively demonstrate that the Read Aloud method effectively enhances students' reading interest. Students in the experimental class became more enthusiastic about reading, participated more actively in discussions, and showed curiosity about new books. The expressive storytelling used in the Read Aloud sessions helped students enjoy the learning process and connect emotionally with the stories. In contrast, the control group's modest improvement suggests that conventional methods failed to generate the same level of excitement or motivation for reading. These results provide clear evidence that incorporating expressive reading strategies like Read Aloud can significantly increase students' engagement and enjoyment in literacy activities, leading to higher reading interest and better literacy development.

The results of this study show that the Read Aloud method significantly improved the reading interest of third-grade students at SD Negeri 02 Sei Baru compared to conventional teaching methods. Students who experienced the Read Aloud sessions demonstrated higher enthusiasm, better engagement, and more consistent participation in reading activities. This increase was supported by the sharp rise in the experimental class's average score from 58.44 in the pretest to 82.15 in the posttest while the control class improved only slightly, from 59.11 to 68.85.

The findings are consistent with earlier research showing that the Read Aloud method effectively fosters literacy engagement. Hikmah et al. (2020) reported that students became more enthusiastic about reading when teachers used expressive storytelling. Similarly, Sari and Lestari (2021) found that Read Aloud increased students' participation and curiosity about books, particularly when the teacher used clear intonation, facial expressions, and gestures. The results of this study strengthen these findings by confirming that the Read Aloud method not only boosts interest in reading but also creates a meaningful emotional connection between students and stories.

The effectiveness of the Read Aloud method can be explained through several theoretical perspectives. From the constructivist theory proposed by Piaget, children learn best when they actively build understanding through direct experiences. In this study, students constructed meaning by listening to stories, interpreting characters, and connecting the events to their daily lives. The storytelling process transformed reading from a mechanical skill into an interactive, imaginative experience. The expressive voice and emotional tone of the teacher helped students visualize the story, which stimulated their imagination and curiosity.

The results also align with Vygotsky's sociocultural theory, which emphasizes that learning occurs through social interaction and dialogue. The Read Aloud method created an interactive environment where students not only listened but also discussed, asked questions, and shared interpretations. These exchanges between the teacher and students, and among peers, strengthened comprehension and built social confidence in reading. Through guided questioning and feedback, the teacher provided scaffolding that helped students understand story elements and vocabulary more deeply. This collaborative experience helped foster positive attitudes toward reading and strengthened their intrinsic motivation.

Furthermore, the results support Skinner's behaviorist view, which suggests that positive reinforcement shapes desirable learning behaviors. In this study, students received immediate verbal praise or gestures from the teacher during reading sessions, such as smiles or encouraging words, whenever they showed attentiveness or engagement. This reinforcement motivated students to remain focused and participate actively in subsequent sessions. The repeated positive experience built a sense of enjoyment and success associated with reading, which is essential for developing long-term interest.

Another reason why the Read Aloud method proved effective lies in its emotional and auditory appeal. As Trelease (2019) emphasized, hearing fluent and expressive reading helps children internalize rhythm, tone, and vocabulary, while also fostering empathy and imagination. The multisensory nature of Read Aloud combining sound, emotion, and imagery stimulates both cognitive and affective domains, which are often neglected in conventional literacy instruction. Students who

listened to stories read aloud were more likely to relate emotionally to the content and view reading as an enjoyable and meaningful activity rather than a chore.

The Read Aloud method also provides an inclusive environment for students with varying reading abilities. At the third-grade level, students are transitioning from learning to read toward reading to learn. Many still face challenges in fluency and comprehension. By allowing them to listen first, the method reduces pressure and anxiety, enabling them to experience success and enjoyment in understanding stories even if they are not yet fluent readers. This aligns with findings by Rahmat and Utami (2022), who observed that Read Aloud helps early learners gain confidence and develop positive attitudes toward reading.

These results carry important pedagogical implications. Teachers can use the Read Aloud method as a daily or weekly literacy activity to enhance engagement and build a reading culture in schools. By selecting age-appropriate, interesting texts and using expressive delivery, teachers can create a classroom environment that makes reading enjoyable and emotionally engaging. Schools should also support teachers through literacy training focused on interactive reading strategies, as effective implementation requires practice and confidence in storytelling techniques.

Despite its effectiveness, this study has limitations. It was conducted in a single school with a relatively small sample size, so the findings may not fully represent other contexts. The study also focused only on short-term improvements; it did not measure whether the increased reading interest persisted over time. Future research could extend the duration of the intervention or explore the method's long-term effects on reading comprehension and vocabulary development. Additionally, combining Read Aloud with digital storytelling or student-led reading could offer insights into how traditional and modern literacy approaches can complement each other. The Read Aloud method is a powerful and practical approach for increasing students' reading interest, particularly at the elementary level. Its success lies in the combination of expressive storytelling, emotional engagement, and interactive participation that make reading a joyful, shared experience. By fostering curiosity and connection through stories, Read Aloud transforms reading from a task into an inspiring journey encouraging children to become lifelong readers.

## CONCLUSION

The study confirmed that the Read Aloud method significantly improved the reading interest of third-grade students at SD Negeri 02 Sei Baru. Students who participated in Read Aloud sessions showed greater enthusiasm and engagement compared to those taught through conventional methods. Listening to stories read expressively by the teacher helped them connect emotionally with the material, develop imagination, and view reading as an enjoyable experience. In contrast, students in the control group showed only slight improvement, indicating that traditional methods were less effective in stimulating reading interest. These

findings demonstrate that the Read Aloud method is an effective and engaging approach for promoting literacy and nurturing a love of reading among elementary school students. For teachers, the Read Aloud method can be used regularly as part of classroom literacy activities. It is recommended that teachers select stories that match students' age, interests, and language development, and use expressive delivery through tone, gestures, and pauses to bring stories to life. Integrating short discussions or reflective questions after each reading can also help strengthen comprehension and critical thinking. For future researchers, this study opens opportunities to explore the long-term effects of the Read Aloud method on other literacy skills, such as comprehension, vocabulary development, and creative writing. It can also be combined with digital storytelling or student-led reading activities to suit modern learning environments. Conducting studies in different grade levels and school contexts would further validate its effectiveness and provide broader insights into how Read Aloud can enhance reading motivation and literacy culture in Indonesian classrooms.

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