

The Effect of Reading Aloud Strategy on Third-Grade Students' Reading Comprehension

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Abstrak

Penelitian ini mengkaji pengaruh strategi membaca nyaring (read-aloud) terhadap pemahaman membaca siswa kelas tiga sekolah dasar. Banyak pembelajar tahap awal mengalami kesulitan dalam kemampuan membaca akibat keterbatasan keterlibatan dengan pedagogi membaca timbal balik, yang menimbulkan tantangan berkelanjutan dalam pendidikan dasar, terutama karena kelas tiga menandai transisi krusial dari sekadar mendekode teks ke proses membangun makna darinya. Penelitian ini menggunakan desain kuasi-eksperimen dengan kelompok kontrol non-ekuivalen yang melibatkan 60 partisipan: kelompok eksperimen (n=30) yang diajar menggunakan strategi membaca nyaring dan kelompok kontrol (n=30) yang melakukan kegiatan membaca dalam hati secara mandiri. Pemahaman membaca diukur menggunakan tes pilihan ganda yang terdiri dari 15 soal dan dikembangkan berdasarkan lima indikator pemahaman yang dikemukakan oleh Burns dan Roe. Data dianalisis menggunakan uji-t sampel independen (independent samples t-test). Hasil penelitian menunjukkan bahwa kelompok eksperimen (M=69,33) menunjukkan hasil yang secara signifikan lebih baik daripada kelompok kontrol (M=55,53), dengan $t(58)=4,808$ dan $p<0,001$. Temuan ini mengonfirmasi bahwa strategi membaca nyaring efektif dalam meningkatkan pemahaman membaca siswa kelas tiga dan dapat dijadikan sebagai pendekatan pembelajaran yang layak di kelas membaca sekolah dasar.

Kata kunci: *Kelas Tiga, Membaca Nyaring, Pemahaman Membaca, Sekolah Dasar.*

Abstract

This investigation examined the effect of the read-aloud strategy on the reading comprehension of third-grade elementary school students. Many early-stage learners struggle with reading proficiency due to limited engagement with reciprocal reading pedagogy, posing a persistent challenge in primary education, particularly as third grade marks a critical transition from decoding text to

constructing meaning from it. A quasi-experimental design with a non-equivalent control group was employed, involving 60 participants: an experimental group (n=30) taught using the read-aloud strategy and a control group (n=30) engaged in independent silent reading. Reading comprehension was measured using a 15-item multiple-choice test developed based on the five comprehension indicators proposed by Burns and Roe. Data were analyzed using an independent samples t-test. The results showed that the experimental group (M=69.33) performed significantly better than the control group (M=55.53), with $t(58)=4.808$ and $p<.001$. These findings confirm that the read-aloud strategy is effective in enhancing reading comprehension among third-grade students and may serve as a viable instructional approach in elementary reading classrooms.

Keywords: Elementary School, Reading Aloud, Reading Comprehension, Third-Grade.

INTRODUCTION

Instruction in the Indonesian language at the primary education level is essential for cultivating students' language proficiency, concurrently addressing the four cardinal language competencies: (1) listening, (2) speaking, (3) reading, and (4) writing. Tarigan (as cited in Syifa et al., 2025) states that reading comprehension is a crucial component because all subjects require an understanding of ideas and theories that can be grasped through reading practice. Therefore, the cultivation of reading proficiency from an early age is vital for nurturing a robust literacy environment (Subandiyah, 2017). Reading proficiency goes beyond mere word recognition or pronunciation, encompassing the reader's ability to comprehend the semantic content contained within a text, understood as a process of acquiring knowledge through written linguistic symbols (Harahap et al., 2023). Laily (as cited in Tusifiana & Tryanasari, 2020) characterized reading comprehension as an individual's capacity to engage with written content, emphasizing a thorough grasp of its meaning. Therefore, since every educational activity in school requires students to understand various materials presented in the form of texts, reading comprehension skills are crucial and must be possessed by every student (Akib, 2019). Students with poor reading comprehension skills will also fall behind in their education, making it more difficult for them to succeed as they advance to higher levels (I. S. Harahap & Zunidar, 2025). The paramount aim of instruction in reading comprehension is to equip students with the capacity to engage with and deconstruct textual content accurately and efficiently, utilizing established methodologies of textual interpretation (Damanik & Devianty, 2024).

Reading comprehension is structured hierarchically, depending on the linguistic units that make up the text. Based on these linguistic units, Burns and Roe describe five distinct levels of reading comprehension: comprehension at the lexical, phrasal, sentential, and paragraph levels, as well as overall text

comprehension. The lexical level refers to word meaning comprehension, the phrasal level to understanding word groups, the sentential level to grasping individual sentences, the paragraph level to identifying main ideas within paragraphs, and the textual level to holistic interpretation of the entire text. Sudiana (as cited in Tantri, 2016) asserts that reading proficiency and comprehension, which encompass these five hierarchical levels, are crucial for every student to achieve, given that nearly all educational activities in a school setting require understanding of diverse information presented in textual form. In the present study, these five hierarchical levels serve as the conceptual framework guiding the construction of the reading comprehension test indicators, given that elementary school students' reading development spans from basic decoding to meaningful text interpretation. Reading comprehension skills at all these levels are crucial and must be possessed by every student, as they underpin success across all areas of academic learning and research has consistently affirmed that instruction targeting these competencies must begin at the early elementary level, integrating decoding, vocabulary, and strategy development in a layered approach. (Duke et al., 2021)

Nevertheless, compared to other countries, national levels of reading competence within Indonesia are characterized by comparatively modest attainments. Data derived from the Programme for International Student Assessment (PISA) indicate the following, 70% of students in Indonesia still fall far short of the required reading proficiency standards. Out of 81 countries, Indonesia ranked 67th in reading scores in 2022. Indonesia's literacy rate stands at 88%, compared to Japan's 99% (Kusuma et al., 2024). Additionally, Indonesia ranked 41st out of 45 participating countries in the 2011 PIRLS assessment, with a score of 428 points, which is below the international average of 500 points and has not seen a significant improvement since 2006 (Nurmalasari, 2023). This situation indicates that reading ability, particularly reading comprehension, remains an issue that requires attention in the field of education. At the classroom level, this phenomenon can be observed through students' tendency to respond to questions by verbatim reproduction of the text rather than using their own linguistic expressions, indicating that the pedagogical approach in reading instruction has not been sufficiently effective in improving reading comprehension skills (Saputri & Sukartiningsih, 2024).

A considerable body of prior scholarship has explored the effectiveness of the read-aloud pedagogical approach within the domain of reading instruction, suggesting its considerable potential for augmenting the reading competencies of students in the foundational years of schooling. Specifically, research conducted by Nainggolan et al. (2019), which utilized a quasi-experimental design incorporating pretest-posttest assessments with a control group of fourth-grade pupils, demonstrated that the implementation of the read-aloud strategy exerted a

statistically significant influence on the enhancement of reading comprehension skills concerning brief narrative texts. While this prior investigation shares methodological affinities and conceptual underpinnings with the current study, particularly in its designation of read-aloud as the independent construct and reading comprehension as the dependent variable, a key distinction lies in the target demographic; the aforementioned study concentrated on fourth-grade participants, whereas the present inquiry is specifically focused on third-grade learners. Furthermore, Jumaeda (2021) found that the systematic application of the read-aloud instructional technique produced a discernible improvement in the reading skills of second-grade elementary school pupils. Although this study shares similarities in using the read-aloud strategy and a quantitative approach, it differs in the dependent variables examined and the grade level, as this study specifically focuses on reading comprehension among third-grade students. Additionally, Azizah et al. (2023) validate the efficacy of the read-aloud approach in enhancing reading proficiency among second-grade students at SDN 44 Dampang, Bulukumba Regency. Collectively, these studies provide a foundation for understanding the potential of read-aloud instruction. Nonetheless, no existing research has addressed third-grade students as a transitional group, nor applied Burns and Roe's five hierarchical levels to guide reading comprehension instrument construction within a quasi-experimental read-aloud intervention for this age group—the central rationale for the present investigation.

However, existing scholarly literature disproportionately concentrates on broad reading competencies at the expense of granular reading comprehension. Furthermore, it typically addresses either highly proficient readers possessing developed reading fluency or student groups outside of the third-grade academic stratum. Consequently, empirical inquiries examining the deployment of read-aloud pedagogical approaches, specifically aimed at augmenting reading comprehension within the third-grade elementary population, are comparatively infrequent. This observation assumes particular consequence given that third-grade students are situated at a pivotal developmental juncture, transitioning from a foundational stage of decoding text to an applied stage of extracting meaning from text. This transition necessitates the implementation of meticulously designed instructional interventions to cultivate robust comprehension proficiencies. The present study addresses this gap by empirically examining the influence of the read-aloud strategy on basic reading comprehension among third-grade students at SDI Al-Istighfar, Kabupaten Tangerang, through a quasi-experimental design comparing an experimental group receiving read-aloud instruction with a control group engaged in silent reading.

METHOD

The current research was conducted using a quantitative methodology, specifically a quasi-experimental framework characterized by a non-equivalent control group structure. This approach entails the implementation of an educational intervention, followed by an evaluation of its efficacy, without the utilization of random allocation to form the study groups. Cook (as cited in Abraham & Supriyati, 2022) explains that this structure incorporates both an experimental group and a control group established through non-random procedures, with pre- and post-intervention measurements conducted to ascertain disparities between the two groups (Anantasia, n.d.).

The participant pool for this research consisted of all 60 third-grade students enrolled at SD Islam Al-Istighfar, distributed across two distinct classes. Due to the complete accessibility and manageable scope of this group, a comprehensive sampling method was adopted, resulting in the inclusion of all individuals within the population as research subjects (Mardhiyah et al., 2025). The 60 participants were divided into two groups: Class A, consisting of 30 students, served as the experimental group receiving instruction through the read-aloud strategy, while Class B, consisting of 30 students, served as the control group receiving instruction through the silent reading strategy.

The intervention was implemented across four distinct sessions within a single week, each enduring for a duration of 60 minutes. Throughout the entirety of the study, participants in both groups attended their designated sessions concurrently on identical days. Two sessions were dedicated to the core instructional components: the experimental group was exposed to an explicit read-aloud strategy, whereas the control group engaged in independent silent reading. The remaining sessions were systematically scheduled for the administration of both the pretest and posttest assessments. Each instructional session adhered to a rigidly defined four-phase protocol: (1) Commencement (5 minutes): This phase encompassed greetings, a recitation of a prayer, and the execution of an engaging motivational activity designed to foster student participation; (2) Pre-reading and Concurrent Reading (35 minutes): During this segment, the instructor strategically posed prereading and during-reading questions pertinent to the textual material, succeeded by an expressively delivered read-aloud session augmented by interactive discourse; (3) Post-reading Engagement (10 minutes): A question-and-answer period was instituted to rigorously evaluate the students' comprehension of the text; and (4) Conclusion (10 minutes): This final phase involved a comprehensive summary of the session's content and a structured period for student reflection.

The reading materials used in the intervention consisted of two narrative texts sourced from the Indonesian Ministry of Education and Culture's quality reading book program (Buku Bacaan Bermutu): "Si Anak Dieng" by Fauzi (2022),

addressing themes of Javanese cultural tradition and environmental awareness, and "Rumah Dendeng" by Wijaya and Makhluh (2019), addressing themes of daily life and creative problem-solving. Both texts were administered to the experimental and control groups on the same days to ensure equivalence of reading material across groups, with the first text used in the first treatment session and the second text used in the second treatment session.

The pedagogical intervention was implemented across a quartet of distinct sessions stratified for each participant group. Every session incorporated a unique textual stimulus to facilitate diverse engagement with comprehension materials and to mitigate the influence of nascent text familiarity on emergent scholastic outcomes. Within the experimental group, each instructional module commenced with a vocal rendition of the selected text by the educator, characterized by pronounced expressiveness, judicious intonation, and deliberate pacing, concurrent with the careful listening by the learners. Subsequent to this modeled auditory presentation, a reciprocal discourse was initiated in a question-and-answer format. During this phase, the educator posed inquiries pertaining to textual comprehension, thereby stimulating learners to articulate responses, expand upon their interpretations, and establish linkages between the presented material and their prior knowledge. This interactive discussion was designed to support the comprehension dimensions underlying the instrument's construction, as delineated by Burns and Roe. Conversely, within the control group, participants engaged with equivalent textual materials via independent silent reading, precluding any educator-led modeling or structured guided discussion. To ensure the comparability of exposure duration, equivalent instructional time was allocated to each group during every session.

The data collection instrument utilized was a 15-item multiple-choice reading comprehension test, constructed to align with established indicators of reading comprehension proficiency at the elementary school level (Tantri, 2016). The instrument was initially developed with 20 items and subjected to validity and reliability testing with 30 respondents prior to implementation. Content validity of the instrument was established through expert review by two validators, both thesis supervisors, lecturers in education, who assessed the alignment of each item with the five Burns and Roe (2011) comprehension levels and confirmed its suitability for use. An evaluation of validity was performed using the Pearson Product Moment correlation, with an r -table value of 0.361 at a significance level of 0.05 and 28 degrees of freedom. This analysis identified 15 items as valid, while 5 items (specifically numbers 3, 6, 10, 15, and 17) were deemed invalid and therefore removed from further consideration. The reliability of the instrument was substantiated through the application of Cronbach's Alpha, which produced a coefficient of 0.914, indicating a very high level of reliability, indicating that the

instrument is consistent and dependable for measuring reading comprehension proficiency. (Haryadi et al., 2024)

The research data was analyzed in several stages. Descriptive statistical analysis was first conducted to describe the distribution of scores, including mean, minimum, maximum, and standard deviation for both groups. Before commencing hypothesis testing, essential preliminary assessments were undertaken. These included the Shapiro-Wilk test for normality and the Levene's test for homogeneity of variances. (Toedien et al., 2025) Following these preparatory steps, hypothesis testing was executed utilizing an independent samples t-test. This analysis aimed to ascertain if a statistically significant discrepancy in reading comprehension performance was present between the group subjected to the experimental condition and the control group. Furthermore, the degree of enhancement in students' reading comprehension was quantified by calculating N-Gain scores, expressed as percentages, interpreted using Hake's criteria, where a score above 70% indicates high gain, 30–70% indicates medium gain, and below 30% indicates low gain.

RESULTS AND DISCUSSION

Results

a. Descriptive Statistics

A descriptive statistical examination was performed to investigate the spread of initial and final assessment scores for both the intervention and comparison groups.

Table 1. Descriptive Statistics of Reading Comprehension Ability.

Descriptive Statistics of Reading Comprehension Ability						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental	30	34	33	67	48.00	8.670
Posttest Experimental	30	46	47	93	69.33	12.070
Pretest Control	30	33	27	60	41.10	7.871
Posttest Control	30	40	40	80	55.53	10.071
Valid N (listwise)	30					

The experimental group (n = 30) obtained a pretest mean of 48.00 (SD = 8.670) and a posttest mean of 69.33 (SD = 12.070), reflecting an improvement of 21.33 points. The control group (n = 30) recorded a pretest mean of 41.10 (SD = 7.871) and a posttest mean of 55.53 (SD = 10.071), an improvement of 14.43 points. These figures indicate that both groups improved following the

instructional period; however, the experimental group demonstrated a considerably greater mean gain than the control group.

b. Normality Test

Prior to hypothesis testing, a Shapiro-Wilk normality test was administered given that each group comprised fewer than 50 participants.

Table 2. Normality Test for Two Classes of Students.

Tests of Normality for Two Student Groups				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Result	Pretest Class A (Experimental)	.944	30	.116
	Posttest Class A (Experimental)	.963	30	.377
	Pretest Class B (Control)	.931	30	.053
	Posttest Class B (Control)	.938	30	.081

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

All significance values exceeded the threshold of $\alpha = 0.05$: the experimental group's pretest yielded $p = 0.116$ and posttest $p = 0.377$, while the control group's pretest yielded $p = 0.053$ and posttest $p = 0.081$. These results confirm that the data from both groups are normally distributed, satisfying the parametric assumption for subsequent analysis.

c. Homogeneity Test

A Levene's test was conducted to evaluate the homogeneity of variance between the two groups' posttest scores.

Table 3. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.950	1	58	.334
	Based on Median	1.381	1	58	.245
	Based on Median and with adjusted df	1.381	1	58.000	.245
	Based on trimmed mean	1.021	1	58	.317

The Levene statistic, calculated based on the mean, indicated a significance value of $p = 0.334$. This value is greater than the predetermined threshold of $\alpha =$

0.05. Consequently, this outcome substantiates the homogeneity of variances between the experimental and control groups, thereby satisfying a critical prerequisite for conducting an independent samples t-test.

d. Independent Sample T-test

Following the confirmation of normality and homogeneity assumptions, an independent samples t-test was performed to examine differences in posttest reading comprehension scores between the two groups.

Table 4. Independent T-test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
								Lower	Upper
Nil Equal ai variances assumed	.950	.334	4.80 8	58	.000	13.800	2.870	8.055	19.545
Equal variances not assumed			4.80 8	56.1 98	.000	13.800	2.870	8.051	19.549

The analysis revealed a t-value of 4.808 with a significance level of $p < 0.001$, which is well below the $\alpha = 0.05$ threshold. The mean difference between the experimental and control groups was 13.800 (95% CI [8.055, 19.545]). These findings lead to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1), indicating that the read-aloud strategy produced a statistically significant effect on students' reading comprehension scores compared to the silent reading strategy.

To assess the practical significance of the observed difference, Cohen's d was calculated as a measure of effect size. Based on the posttest scores of both groups ($M = 69.33$, $SD = 12.07$ for the experimental group; $M = 55.53$, $SD = 10.07$ for the control group), Cohen's d was 1.24, indicating a large effect according to Cohen's (1988) criteria ($d > 0.8$). This suggests that the read-aloud strategy not only produced a statistically significant difference but also yielded a substantively meaningful improvement in reading comprehension scores.

e. N-Gain Analysis

To measure the magnitude of learning improvement in each group, the N-Gain score was calculated using Hake's (1999) criterion, where scores above 70% indicate high gain, 30–70% indicate medium gain, and below 30% indicate low gain. The N-Gain results are presented in Table 5.

Table 5. N-Gain Analysis

Group	N-Gain %	Category
Experimental	43.09	Medium
Control	25.33	Low

The experimental group achieved an N-Gain of 43.09%, categorized as medium gain, while the control group recorded an N-Gain of 25.33%, categorized as low gain. This difference of approximately 17.76 percentage points indicates that the read-aloud strategy produced a meaningfully greater learning improvement than the silent reading strategy, reinforcing the significance finding from the t-test analysis.

f. ANCOVA with Pretest as Covariate

Given the intact-group design employed in this study, the equivalence of the two groups at baseline could not be guaranteed through randomization. To address this limitation, an analysis of covariance (ANCOVA) was conducted to statistically control for pretest differences prior to comparing posttest outcomes between the experimental and control groups. Look in Table 6.

Table 6. ANCOVA Results with Pretest as Covariate

ANCOVA Results with Pretest as Covariate

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9021.602 ^a	2	4510.801	256.825	.000	.900
Intercept	94.033	1	94.033	5.354	.024	.086
Pretest	6165.002	1	6165.002	351.008	.000	.860
Instructional_Strategy	345.014	1	345.014	19.644	.000	.256
Error	1001.132	57	17.564			
Total	243898.000	60				
Corrected Total	10022.733	59				

a. R Squared = .900 (Adjusted R Squared = .897)

To address the potential influence of pre-existing differences between groups arising from the intact-group design, an analysis of covariance (ANCOVA) was conducted with posttest scores as the dependent variable, instructional strategy as the fixed factor, and pretest scores as the covariate. The results confirmed that, after statistically controlling for initial reading comprehension differences, the instructional strategy remained a significant predictor of posttest performance ($F(1, 57) = 19.644, p < .001, \text{partial } \eta^2 = .256$), indicating a large effect. These findings corroborate the t-test results and further strengthen the conclusion that the read-aloud strategy produced a meaningful and significant improvement in reading comprehension beyond pre-existing group differences.

Discussion

This research indicates that the read-aloud approach yielded a notable enhancement in the reading comprehension abilities of third-grade pupils attending SD Islam Al-Istighfar. This conclusion is supported by a statistically significant t-value of 4.808 ($p < 0.001$), coupled with a mean posttest discrepancy of 13.800 points favoring the group that engaged in the read-aloud strategy. The large effect size ($d = 1.24$) further corroborates the practical significance of these findings, suggesting that the read-aloud strategy produced a meaningful and substantial impact on students' reading comprehension, beyond what is captured by statistical significance alone. The N-Gain scores further corroborate these findings, with the experimental group achieving a medium gain classification (43.09%), whereas the control group registered a low gain classification (25.33%). Collectively, these results underscore that regular engagement in guided oral reading exercises offers a substantial benefit compared to solitary silent reading for cultivating fundamental comprehension skills among early-grade learners.

The effectiveness of the read-aloud strategy can be attributed to its capacity to activate multiple cognitive and sensory channels during the reading process. When teachers model fluent reading with appropriate intonation, vocal rhythm, and expressive delivery, students receive a clear example of competent and accurate reading (Ramdhan et al., 2025). This modelling simultaneously fosters mutual engagement between the teacher and students, creating an interactive learning dynamic that supports deeper text comprehension (Ceyhan & Yildiz, 2021). Within this interactive framework, teachers are afforded the opportunity to clarify challenging vocabulary, pose questions relevant to the text, and facilitate connections between the text content and students' prior knowledge (Febriani et al., 2025). Such engagement during read-aloud activities helps students develop critical thinking skills while simultaneously enhancing their ability to interpret information conveyed through the text (Wahyulia et al., 2025). Furthermore, through repeated auditory exposure to the text, students are able to re-engage with the content, enabling a progressively deeper level of understanding (Rahman

& Haifaturrahmah, 2025). This process allows students to integrate both auditory and visual information, which ultimately strengthens their ability to comprehend written texts. (Oktapiya et al., 2025)

This evidence aligns with previous studies that have demonstrated the effectiveness of read-aloud methods for improving early literacy skills. Nainggolan et al. (2019) reported a significant positive effect of read-aloud instruction on short narrative comprehension among fourth-grade students, a finding closely aligned with the current study's results at the third-grade level. Jumaeda (2021) similarly documented meaningful improvements in reading skills among second-grade students following read-aloud intervention. Azizah et al. (2023) corroborated these results in a different regional context, confirming that read-aloud activities serve as an effective tool for enhancing literacy competencies across the early grades. Taken together, these studies conducted across varying grade levels and geographic settings consistently point to read-aloud instruction as a pedagogically sound strategy for supporting reading development in Indonesian primary education. This convergence of local findings is further corroborated by international evidence: a meta-analysis of 23 studies involving 2,284 participants demonstrated that interactive read-aloud produced the highest effect size among four instructional strategies examined across school levels (Li et al., 2021), reinforcing the cross-contextual robustness of the present study's findings.

The relatively modest gain observed in the control group (N-Gain = 25.33%, low category) suggests that silent reading, while valuable as an independent practice, may not provide sufficient instructional support for third-grade students who are still developing the foundational mechanisms of reading comprehension. During this developmental phase, where students transition from the foundational skill of learning to read to utilizing reading for knowledge acquisition, independent reading without direct support might fail to address potential deficits in comprehension. Students in the control group improved in absolute terms, indicating natural developmental progress, but the absence of explicit modelling and interactive discussion likely limited the depth of comprehension gains. This finding reinforces the importance of teacher-mediated literacy instruction during the early primary years, particularly for students who may not yet have developed robust self-monitoring comprehension strategies. (Nuryanto et al., 2025)

The reading comprehension instrument in this study was constructed based on Burns and Roe's (2011, as cited in Tantri, 2016). five hierarchical levels—lexical, phrasal, sentential, paragraph, and whole-text—to ensure that the test items captured comprehension at multiple linguistic depths rather than a single dimension. Although the present design analyzed comprehension as a composite score rather than separate subscale scores, the significant posttest improvement in the experimental group suggests that read-aloud instruction supported gains beyond surface-level word recognition. These results align with the view that

reading comprehension is a complex cognitive process in which individuals actively engage in decoding, interpreting, and consolidating information to construct meaning from text (Sinurat et al., 2024). This process further demands critical thinking to establish meaningful connections between textual content and students' prior knowledge (Marantika, 2019). The application of engaging pedagogical methodologies such as read-aloud is therefore crucial for enhancing students' comprehension of written information in elementary education settings. (Syajida et al., 2024)

Despite the meaningful results obtained, several limitations of this study warrant consideration. First, the investigation was carried out at a solitary institution (SD Islam Al-Istighfar), involving a participant group of 60 individuals, thereby limiting the applicability of the outcomes to larger demographic groups or alternative educational settings. Second, the absence of random participant allocation, a characteristic feature of the quasi-experimental non-equivalent control group methodology, presents a potential for selection bias that could influence the distinctions observed between the groups. Third, the intervention was implemented over a limited instructional period, precluding conclusions about the long-term retention of comprehension gains. Fourth, potential confounding variables such as students' home reading exposure, parental literacy support, and individual cognitive differences were not controlled in the current design. Fifth, although the instrument was built on Burns and Roe's five hierarchical levels, the analysis relied on composite scores rather than item-level data, precluding level-specific comparisons; future studies should employ per-item scoring to address this gap.

Future research is recommended to address these limitations by employing larger, multi-school samples to enhance external validity. Randomized controlled trial (RCT) designs should be considered where feasible to strengthen causal inference. Longitudinal studies tracking the sustained impact of read-aloud instruction across academic years would provide more robust evidence of its long-term benefits. Additionally, researchers are encouraged to explore the integration of read-aloud strategies with complementary approaches such as reciprocal teaching or graphic organizers to examine potential synergistic effects on comprehension outcomes. Comparative studies across grade levels and subject areas would further clarify the boundaries and optimal conditions for deploying read-aloud as a primary literacy intervention in Indonesian elementary education.

CONCLUSION

The objective of this investigation was to assess the impact of the read-aloud strategy on elementary reading comprehension proficiency among third-grade students at SD Islam Al-Istighfar. The findings derived from the data analysis and subsequent discussion indicate that the read-aloud methodology exerts a

substantial beneficial influence on students' reading comprehension proficiency. Specifically, the group subjected to the read-aloud strategy in their instruction achieved a significantly superior average score on the posttest ($M = 69.33$; $SD = 12.070$) when contrasted with the control group, who participated in silent reading activities ($M = 55.53$; $SD = 10.071$). This disparity amounted to an average difference of 13.800 points. The statistical validity of this difference was substantiated by an independent samples t-test, which yielded a t-statistic of 4.808 with a probability value of $p < 0.001$. Consequently, the alternative hypothesis (H_1) was accepted, and the null hypothesis (H_0) was rejected.

The magnitude of learning improvement was further reflected in the N-Gain analysis, wherein the experimental group achieved a medium gain category (43.09%) compared to the low gain category recorded by the control group (25.33%). These findings indicate that the structured implementation of read-aloud activities characterized by expressive oral delivery, appropriate intonation, and interactive teacher-student engagement simultaneously activates students' auditory and visual processing channels, resulting in more meaningful comprehension outcomes than those achieved through independent silent reading. This conclusion is further supported by prior studies conducted by Nainggolan et al. (2019), Jumaeda (2021), and Azizah et al. (2023), each of which demonstrated the effectiveness of read-aloud instruction in improving reading competencies among elementary school students across varying grade levels and contexts.

Based on the gathered evidence, it is advisable for educators in elementary settings to incorporate the read-aloud technique into their standard literacy curricula. This is especially pertinent for the initial school years, when pupils are progressing from the foundational stage of learning to read to the application of reading for knowledge acquisition. Educational leaders and those responsible for curriculum design should facilitate organized professional learning sessions designed to furnish educators with the requisite competencies for successful execution of read-aloud practices. Additionally, future scholarly endeavors should broaden their investigative parameters by including a greater number and variety of participants from different educational institutions. Adopting longitudinal study frameworks will permit an evaluation of the sustained effects of read-aloud instruction, while also examining its synergistic potential when combined with other validated literacy approaches to enhance understanding in developing students.

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