



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Students' Perception of Interactive Read-Aloud Strategies in Learning Narrative Texts

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ARTICLE INFO

Article history:

Received: 24 April 2025

Revised: 10 May 2025

Accepted: 17 May 2025

Published online: 24 May 2025

Keywords:

Interactive Read-aloud,
Narrative Text,
Reading Comprehension

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Article Doi:

<https://doi.org/10.31258/jes.9.3.p.1619-1625>

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ABSTRACT

This study aims to describe students' perceptions of the implementation of interactive read-aloud strategy in learning narrative text. This research used a qualitative approach with a case study design. The participants were one ninth grade class from a junior high school located in Karawang. Data were obtained through interviews with six students as well as observation during the learning process. The interviews were conducted after the implementation of interactive read-aloud strategy. The results showed that students' perceptions responded positively to the implementation of the interactive read-aloud strategy. There are three main findings related to students' perceptions: first, the Interactive Read-Aloud strategy helps students in understanding narrative text; second, the strategy makes the learning process more fun and interesting; and third, the strategy encourages students' active involvement in learning. Therefore, Interactive Read-Aloud plays an important role in creating an interactive learning environment and motivating students to be more engaged. Thus, this strategy is very useful and suitable to be applied to ninth grade students.

1. Introduction

Mastering reading skills is essential as it helps students improve their understanding of language. By reading, students can learn about the use of punctuation, correct grammar, enrich their vocabulary, and organize sentences and paragraphs well. Reading also allows students to expand their knowledge and access information from various sources. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success (Patel & Jain, 2008). However, there are still many students who still have difficulties in learning to read. One of the difficulties students experience when learning to read is that they struggle to understand the text they are reading. whereas, understanding the material is very important to develop reading skills. One of the factors students often find it difficult to understand what they read is because learning activities are boring or ineffective. When activities are uninteresting,

students can become distracted or bored, which negatively impacts their learning in class. In addition, repetitive or non-interactive teaching methods can reduce students' motivation to learn.

Effective and interesting teaching strategies have an important role in helping students overcome reading difficulties. An interesting strategy can increase students' learning motivation and make the learning process more enjoyable. One of the strategies that can be applied for interesting reading learning is Interactive Read-Aloud. Wright (2019) states that Interactive Read-Alouds is a process where an adult reads a text to children while encouraging discussion about the content of the text. This strategy has been shown to be very effective in supporting children's literacy development. According to Scanlon et al. (2010), in the Interactive Read-Aloud strategy, students are given the freedom to express their opinions, make predictions, ask and answer questions, and react to the story spontaneously. Readers also share their views and direct students' attention to certain elements of the text, according to the purpose of the reading. Interactive Read-Aloud is the right choice for learning narrative text because this type of text includes folktales, fairy tales, and folklore. Teachers can also collaborate this strategy with digital tools as the current era is a digital era, teachers can use digital storybooks to teach reading narrative text. Digital storybooks can also be a tool to make reading learning activities less boring and make students more motivated or focused to learn.

Some previous studies state that the implementation of the interactive Read-Aloud strategy has an impact on student engagement and student reading ability. The use of Interactive Read-Aloud strategy has been proven to improve students' reading comprehension, motivation, and fluency (Ceyhan & Yıldız, 2021). In foreign language learning, the interactive read-aloud method successfully facilitates students' active participation, strengthens their understanding of the text, and allows students to respond to the stories they hear (Fara et al., 2023). In addition, this strategy specifically enhances interaction between teachers and students, as well as between students, while helping students build greater self-confidence during the learning process (Opeoluwa Olagbaju & Racheal Babalola, 2020).

Based on the above problem, the purpose of this study is to find out how students perceive the interactive read-aloud strategy in learning narrative text, where the teacher reads the text aloud and interacts with students through questions and discussions. the use of interactive read-aloud strategy is expected to make learning in class fun and active. It is also expected that students can improve their literacy skills, increase their engagement in reading, enrich their vocabulary, and expand their understanding from the implementation of interactive read-aloud strategy.

2. Methodology

This research used a case study as a research method. Case studies are empirical investigations that investigate contemporary phenomena in real life contexts, especially when the boundaries between phenomenon and context are not clearly visible (Yin, 2003). The research will investigate how the strategy is used in a real

context, analyze how effective it is, and discover the factors that influence the success of the interactive read-aloud strategy. This method allows the researcher to gain a deeper understanding of how the learning process works, how students interact with digital media when building narrative reading skills and the benefits students get from this strategy. The participants in this study were ninth grade students at one of the junior high schools in Karawang. The researcher took one class for the implementation of Interactive Read-Aloud strategy in English subject.

In this study, the researcher used two data collection techniques, namely interviews and observation. Interviews were used to get in-depth views from students about the experience of implementing interactive read-aloud strategies in the classroom. Then, observation was used to directly observe the implementation of interactive read-aloud strategies in the classroom. This observation technique allowed the researcher to see how the interaction between teachers and students, as well as students' responses to learning. After the data was collected, the researcher analyzed it using the Miles and Huberman model which consists of three main steps: data reduction, data presentation, and conclusion drawing and verification. researchers use this model because it allows researchers to explain the findings in depth and present them clearly so that readers can understand easily.

3. Result and Discussion

In this section, the researcher describes the results of a study conducted in a junior high school in West Java, Indonesia. The study focused on students' perceptions of the use of Interactive Read-aloud strategy in narrative text learning. Based on the observations and interviews, the researcher identified three main topics, namely: (A) Interactive Read-aloud strategy makes it easier for students to understand narrative text, (B) Interactive Read-aloud strategy makes learning fun and interesting, and (C) Interactive Read-aloud strategy encourages students to participate in learning.

Interactive Read-aloud Strategy Makes It Easier For Students to Understand Narrative Text

The first main topic is Interactive Read-aloud strategy makes it easier for students to understand narrative text. According to the interview's findings, interactive read-aloud can help kids comprehend narrative stories. The outcomes of the student interviews are as follows:

Student 1: *“From the learning that you do, I think it is easy to understand, easy to observe, and contains a lot of moral messages and because the learning is story-based, it is easy to understand and fun. Yes, I find it easier to understand narrative text because the explanation is easy to understand too”*

Student 2: *“The story learning that you teach is really fun, interesting and there are many stories so it is easier to understand the stories too”*

Student 3: *“The learning you do is fun, exciting and the story is also interesting and there are pictures so it is easier to understand, and also the way you explain is easy to understand so it is easy to understand the stories”*

Student 4: *“Your learning is fun, interesting, doesn't make me bored and there are also sessions for translating so it's easy to understand the stories”*

Based on students' statements, it can be concluded that the implementation of interactive read-aloud strategy can improve students' understanding of narrative text because the learning process is fun and interesting, this interactive read-aloud strategy can motivate students to read. In addition, since interactive read-aloud learning also has an active learning process, where the teacher interacts a lot with students during the read-aloud process, it can make it easier for students to understand the story details of the narrative text. Interactive read-aloud strategy can also help improve students' reading comprehension and increase students' knowledge of the moral message in the narrative text. This is because the learning process is designed in a fun, interesting and active way.

The use of digital storybooks that have attractive illustrations also contributes to increased student engagement. Many students want to interact with the teacher during the read-aloud process, such as asking questions about the story, vocabulary, or pictures in the storybook. Therefore, digital storybooks also have an important contribution in improving students' reading comprehension. Digital storybooks that have attractive and colorful visuals can also increase students' motivation in reading, making it easier for them to understand and enjoy the story. Both interactive methods and visually attractive media play an important role in improving students' comprehension of narrative text.

Interactive Read-aloud Strategy Makes Learning Fun and Interesting

The next main topic to be discussed is Interactive Read-aloud strategy makes learning fun and interesting. According to the interview results, interactive read-aloud can make learning more fun and interesting so that it does not make students become bored during the learning process. The outcomes of the student interviews are as follows:

Student 1: *“what I like about your learning is that it is fun because there is a story because usually other learning is monotonous and also the pictures in the book are interesting”*

Student 2: *“I like the way you read-aloud because the delivery is easier to understand and the learning also becomes more exciting”*

Student 3: *“the way you read-aloud is interesting, exciting and the story is also good and illustrated so it is easy to understand”*

Student 4: *“I like the way you read the story because it's also detailed and relaxed so it's fun to learn and also the story book has pictures so it's interesting”*

Based on the students' statements above, it can be concluded that students' experience in participating in interactive read-aloud learning is very positive. In the interactive read-aloud learning process, the teacher interacts a lot with students about the story being read such as asking about the vocabulary in the story, discussing the story, discussing the moral message and linking it with students' personal experiences. Therefore, the learning atmosphere is much more fun, interesting and active compared to usual learning because of the students' involvement in the learning process.

In addition, The selection of interesting stories also affects the fun learning atmosphere. The selection of exciting stories can increase students' interest in reading. Furthermore, the use of digital picture storybooks with interesting pictures and colors makes them more enthusiastic and entertained during the learning process. Thus, it can be concluded that the use of interactive read-aloud strategies can make the learning process more fun and interesting.

Interactive Read-aloud Strategy Encourages Students to Participate in Learning

The next main topic to be discussed is Interactive Read-aloud strategy encourages students to participate in learning. Based on the results of interviews with students, it is known that the interactive read-aloud strategy is able to increase their motivation and desire to participate during the learning process. Because they are not only listening to the story, but also invited to interact through questions, discussions, or activities related to the story, this makes students more involved. The results of student interviews are as follows:

Student 1: *“Yes, when learning with you I want to participate more often like asking questions because I am curious and also want to answer questions from you”*

Student 2: *“Yes, learning like before, I want to participate more often because I want to ask about what I don't understand, answer questions from you, and want to participate in translating too”*

Student 3: *“Yes, I like to participate in learning like asking questions, and answering questions to”*

Student 4: *“yes, during the lesson I asked a lot of questions to understand, and I also participated in translating”*

Based on the students' statements above, it can be concluded that the use of interactive read-aloud makes students' participation increase during the learning process. In the learning process of interactive read-aloud, the teacher and students

have a lot of interaction because the teacher asks a lot of questions about the story, moral message and vocabulary. The teacher invites students to be involved during the learning process so that these actions increase students' desire to be involved in the learning process. Many students want to participate to answer questions and discuss the story with the teacher. This also happens because the learning atmosphere is exciting and fun unlike the usual monotonous learning, thus encouraging students' desire to be more involved.

Examples of student participation during the learning process such as, asking questions about vocabulary, stories, and moral messages from the story, then students also answer many questions from the teacher, translate words or sentences and discuss the story and relate it to their experience. Students who actively participated showed that the interactive read aloud strategy succeeded in creating an interactive and active learning atmosphere.

4. Conclusion

Students' perception towards the use of interactive read-aloud strategy in learning narrative text shows positive results. The implementation of this strategy helps students understand the story more easily because of the active interaction between teachers and students. In addition, the interactive read-aloud strategy also makes learning more interesting and fun, thus increasing students' involvement and enthusiasm in the learning process. This strategy also encourages students' participation because the interactive classroom atmosphere motivates them to ask more questions, answer, give opinions, and translate the sentences in the story. It can be concluded that the application of interactive read-aloud strategy is very useful and appropriate to be applied in learning narrative texts in grade nine.

Acknowledgement

The researcher would like to express her deepest gratitude for all forms of guidance, support, and assistance that have been given during this research process. Special thanks go to the institution, parents, friends, and English teachers. The researcher really appreciates every help given, both directly and indirectly. Hopefully, the results of this study can provide meaningful benefits for educators in improving the quality of learning and can be a small contribution that has a positive impact in the world of education.

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How to cite this article:

Putri, T., Rahmawati, M., & Kartini, D. (2025). Students' Perception of Interactive Read-Aloud Strategies in Learning Narrative Texts. *Journal of Educational Sciences*, 9(3), 1619-1625.