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Analysis of the Read-Aloud Strategy on the Reading Interest of Grade V Students at SDN 4 Kore

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ABSTRACT

Reading aloud is a very important skill for elementary school students. This study aims to (1) analyze the reading-aloud strategy implemented by teachers in the school and (2) determine the impact of implementing the reading-aloud strategy on students' reading interest. The research was conducted at SDN 4 Kore in Grade 5, with a total of 14 students. This study used a descriptive qualitative approach, with data collection techniques including classroom observation, interviews with teachers and students, and questionnaires distributed to all 14 students as respondents. The observation results showed that the teacher consistently applied the read-aloud strategy in Indonesian language instruction in an engaging way—using varied intonation, facial expressions, and involving students in discussions after reading. The interviews confirmed that students felt happier learning when the teacher read aloud, as it helped them understand the story content more easily. Additionally, the questionnaire data revealed that most students experienced an increase in reading interest, ranging from a desire to read books independently to increased visits to the library. In conclusion, the read-aloud strategy was proven to foster students' reading interest by creating an enjoyable and meaningful reading experience.

1. Introduction

Reading interest is a vital foundation in building a literacy culture within primary school environments (Susanti & Maulina, 2024). In classroom practice, low reading interest poses a frequent challenge for teachers who aim to foster students' love of books. Yet, when students have a high reading interest, they can develop critical thinking skills, expand their vocabulary, and better understand lesson material. In general, the purpose of language instruction is to enable effective communication in Indonesian, both orally and in writing. Among the many language skill components reading, writing, speaking, listening the most crucial is reading proficiency. This aligns with Muhsyanur (2019:11), who states, "reading is an activity performed through the synergy of several skills: observing, understanding,

and thinking.” Meanwhile, Harianto (2020:2) defines “reading as a thinking process that includes understanding, retelling, and interpreting the meanings of written symbols, involving vision, eye movements, inner speech, and memory.”

One strategy proven effective in enhancing reading interest at the primary school level is the read-aloud strategy (Harahap, Monang, & Yusniah, 2023). This strategy involves the teacher reading texts or stories aloud with clear expression, intonation, and pronunciation, capturing students’ attention and creating an enjoyable reading experience. It not only serves as a medium for delivering information but also stimulates imagination, reinforces comprehension, and builds emotional connections between students and reading materials (Tini, Odje, & Lawe, 2024). At SDN 4 Kore, the read-aloud strategy is beginning to be implemented in the learning process, particularly in Indonesian language lessons. However, the extent of its effectiveness in improving students’ reading interest needs further study. Therefore, this research focuses on analyzing how teachers implement the read-aloud strategy in grade V and how the strategy impacts students’ reading interest.

This study was conducted on February 3, 2025, at SDN 4 Kore in Bima Regency. The school has approximately 76 students from diverse socioeconomic backgrounds and varying levels of parental education. The research was carried out in grade V, involving 14 students. The researcher began with initial observations at SDN 4 Kore, where the read-aloud activity is used as a type of loud reading in the learning process. This observation included grade V students participating in a reading session with their teacher for 30 minutes each week. During the initial stage, the researcher observed students’ reactions to traditional read-aloud methods used by the teacher, including their engagement, attention, and responses to the reading material. Additionally, the researcher observed teacher student interactions during the learning process and noted any increase in reading interest as seen through questions or comments after the session.

Preliminary findings show that most students appeared more focused and enthusiastic when the teacher read aloud, especially when the texts were engaging such as picture stories or adventure narratives using conventional methods. Some students showed greater interest in the books they heard and even expressed a desire to read them independently after the read-aloud session. However, some students seemed less interested and did not pay much attention during the lesson, indicating that not all students have high reading interest or are receptive to the teacher’s methods. These issues suggest that inadequate implementation of read-aloud skills can lead to difficulties for students. Based on the description above, it is important to conduct this study entitled “Analysis of the Read-Aloud Strategy on the Reading Interest of Grade V Students at SDN 4 Kore.”

2. Methodology

This study is a descriptive qualitative research project. This type of research is considered capable of accurately revealing how the read-aloud strategy is implemented and its impact on students’ reading interest. Qualitative research is

inherently descriptive, with data presented as descriptions or images rather than numbers (Sidiq, U., Choiri, M., & Mujahidin, A., 2019). The study was conducted at SDN 4 Kore, located on Jalan Lintas Pelabuhan Kore, Sanggar District, Bima Regency. One of the main reasons for selecting this location was the identification of an issue at the site. The study took place during the odd semester on May 15, 2025. Data sampling was employed through purposive sampling techniques. The informants comprised the Grade V teacher at SDN 4 Kore and 14 Grade V students, who served as the focal point for analyzing the implementation of the read-aloud strategy and its impact on their reading interest.

Data collection techniques included interviews, observations, questionnaires, and documentation (Maya, N., 2015). The data analysis techniques used were data reduction, data display, and conclusion drawing. To check the validity of qualitative data, triangulation was utilized. This study employed both source triangulation and technique triangulation to ensure the authenticity of the findings. Make sure that work can be repeated according to the details provided. It contains technical information of the study presented clearly. Therefore, readers can conduct research based on the techniques presented. Materials and equipment specifications are necessary. Approaches or procedures of study together with data analysis methods must be presented. Explain using Sub; Instrument, Data Collection, Data Analysis.

3. Results and Conclusion

A. Results of Implementing the Read-Aloud Strategy by the Teacher

Based on observations and interviews, the teacher integrates the read-aloud strategy as part of the opening or core activities in Indonesian language lessons. The teacher uses children's storybooks, thematic texts, and short reading passages. The strategy implementation proceeds through the following stages:

1. Preparation: The teacher selects reading materials that match the lesson theme and the students' comprehension level. The chosen texts contain moral values and are written in clear, communicative language.
2. Implementation: The teacher reads the text aloud using expressive intonation, facial expressions, and clear pronunciation. Students are instructed to listen attentively.
3. Follow-Up: After the reading, the teacher asks simple questions, invites students to retell the content, and facilitates a discussion about the text's underlying messages.

The activities conducted by the teacher during the implementation of Reading Aloud Strategy can be seen in the table 1 below:

Table 1. Observation of The Stages of Implementing The Reading Aloud Strategy by Teachers

No	Strategy stages	Observed teacher activities
1.	Preparation	Teachers choose textbooks that are appropriate to age and interests.
2.	Reading execution	The teacher reads with intonation and expression when reading.
3.	Discussion and questions and answers	The teacher asks open questions, gives students time to answer/pause
4.	Continued activities	Students reread the story in front of the class

The teacher stated that this strategy is implemented 2–3 times per week, depending on the material being taught. The teacher also observes students' responses during each session. In Grade V at SDN 4 Kore, the read-aloud strategy is used by the teacher with the aim of improving students' literacy skills and fostering reading interest, including correct pronunciation, text comprehension, and public speaking ability. This strategy is carried out twice a week, with each session lasting 15–20 minutes.

The frequency and structure of the teacher's read-aloud activities in Grade V at SDN 4 Kore are shown in the table 2 below:

Table 2. Frequency and form of reading aloud activities by grade V teachers of SDN 4 Kore

Day/date	Reading aloud activities	Reading type	Duration	Student response
Wednesday, May 14	Learning starters	Folk tales	20 minutes	Enthusiastic
Friday, 16 mei	Core activities	Nonfiction text	15 minutes	Focused and active
wednesday, 20 mei	Conclusion of learning	Thematic	20 minutes	Entertained
Friday, 23 mei 2025	Core activities	Thematic	15 minutes	Entertained and active

he table above, it is evident that the teacher utilizes this strategy across various parts of the lesson. The teacher selects diverse reading materials to prevent student boredom and allow exploration of different text types.

a. Teacher's Techniques in Read-Aloud Sessions

During the read-aloud, the teacher employs clear intonation, facial expressions that match the story's content, and simple body movements to aid visualization. These techniques aim to help students better imagine the plot and become emotionally engaged. Additionally, the teacher occasionally pauses to explain difficult vocabulary and asks students to predict what will happen next. This creates

interactive moments in which students are not merely passive listeners but are actively thinking and participating.

The technical aspects and indicators of reading aloud are shown in the following table:

Table 3. Assessment of reading aloud techniques by class V teachers of SDN 4 Kore

No	Technical aspects of reading aloud	Observed indicators	Score (1-4)	Information
1.	Intonation	The teacher reads the text with the correct rise and fall of the voice	4	Very good
2.	Articulation	Pronunciation is clear and easy to understand	3	Good
3.	Expression	Face and voice match the story content	4	Very good
4.	Eye contact	Occasionally look at students while reading	3	Good
5.	Interactive (invites thinking)	The teacher asks questions or invites a short discussion	4	Very good
6.	Reading selection	Age appropriate and interesting reading	4	Very good

Score description:

1= less

2 = sufficient

3 = good

4 = very good

Based on observation results using a read-aloud assessment instrument, the Grade V teacher demonstrated a relatively high level of skill in implementing this strategy. The teacher effectively used intonation and expression, making the stories come alive and engaging for students. Voice articulation was generally clear, although some rapid words were not sufficiently emphasized. The teacher also maintained strong eye contact and encouraged students to think critically during the reading process. The selection of reading materials was also carefully considered. The teacher chose texts that were relevant to students' lives, carried moral messages, and were easy to understand. This indicates that the teacher did not apply the strategy merely as a formality, but as a meaningful learning approach.

b. Interview Results with the Teacher

Based on interviews with the Grade V teacher at SDN 4 Kore, it was revealed that this strategy was introduced in response to students' low interest in independent reading. The teacher explained: "I noticed many students had difficulty starting to read on their own. But when I read stories aloud, they immediately became interested. That's when I began to routinely read aloud every week."

(Grade V Teacher Interview, May 15, 2025). The teacher also shared that read-aloud sessions made the classroom atmosphere livelier, and students who were

previously passive began to engage more actively. The strategy is now regularly used, especially in Indonesian language lessons. The teacher emphasized that the activity is not simply reading aloud, but includes facial expressions, voice intonation, and appropriate pauses to convey meaning. These elements are intended to help students better understand the content and feel the emotions within the story. The teacher also adjusts story choices to match students' comprehension levels and relevance to their daily lives, so the stories feel more relatable and meaningful. The teacher noted that the read-aloud strategy has helped capture students' attention from the beginning of lessons. Students who were previously unfocused now show more enthusiasm and interest during reading activities. Some students have even begun imitating the teacher's intonation and expressions when reading aloud themselves.

Additionally, the teacher provides opportunities for students to discuss the content of the stories after reading. This helps them not only comprehend the text literally but also develop critical thinking and empathy for the characters. The teacher also acknowledged challenges, such as maintaining consistency and selecting appropriate reading materials. However, seeing the students' positive responses has motivated the teacher to continue using the strategy and even explore new methods, such as paired reading and reading through role-play. This shows that the read-aloud strategy has become more than a temporary method it is now an integral part of a learning approach that fosters students' active engagement.

c. Activity Documentation

Photographic documentation of the read-aloud activities was collected to support observational data. The teacher also maintains a collection of storybooks and short texts used in these sessions, further evidencing the consistent application of the strategy as part of their teaching method.



Figure 1. Reading Aloud Activity Process at SDN 4 Kore



Figure 2. Reading aloud activity process at SDN 4 Kore

• Impact of the Read-Aloud Strategy on Students' Reading Interest

Based on observations, students displayed enthusiasm while listening to the teacher read stories aloud. They appeared focused, actively responded to questions, and reacted with laughter or emotions aligned with the storyline. In interviews, one student mentioned, "I really enjoy it when the teacher reads stories with funny expressions; it makes me want to read books on my own at home." This statement indicates that the read-aloud activity is not only enjoyable but also encourages students to engage in independent reading. They feel happy, entertained, and motivated to read books on their own. The Read Aloud strategy implemented by the fifth-grade teacher at SDN 4 Kore has positively impacted students' reading interest. This impact is evident in several aspects:

1. **Increased Enthusiasm and Engagement** Students exhibit heightened enthusiasm during reading sessions, characterized by increased attention, cheerful expressions, and active participation in discussions. This aligns with findings from Walden University, which highlight that reading aloud improves comprehension and fosters a rewarding reading experience for students .
2. **Enhanced Independent Reading Habits** There is a noticeable rise in students' independent reading behaviors, such as borrowing more books from the library and bringing personal reading materials from home. This supports the assertion by the Huntington Learning Center that reading aloud helps students build literacy and listening skills, promoting a love for reading .
3. **Desire to Imitate Reading Practices** Students express a desire to emulate the teacher's reading style, indicating emotional engagement and interest in reading activities. According to Creative Classroom Core, interactive read-alouds encourage classroom discussion and foster a love of reading, leading to increased student interest in independent reading .
4. **Improved Comprehension and Understanding** Students demonstrate a better grasp of the reading material, aided by the teacher's expressive delivery. Research from AllRight.com indicates that reading aloud enhances

comprehension by helping students make connections between the text and their prior knowledge.

5. Creation of an Enjoyable Learning Environment The strategy contributes to a positive and enjoyable classroom atmosphere, making learning more appealing and reducing stress. Speechify notes that reading aloud lowers stress levels and promotes happiness, highlighting its benefits in the classroom.

The percentage of the questionnaire are shown in Table 4 as follow:

Table 4. Recapitulation of Questionnaire on the Impact of the Read-Aloud Strategy on Students' Reading Interest

No	Statement	Strongly agree	agree	Don't agree	Strongly disagree
1.	I became interested in reading books after the teacher read the story	5 students (35.71%)	5 students (35.71%)	2 students (14.29%)	1 students (7.14%)
2.	I read more at home because of the stories that are read	6 students (42.86%)	5 students (35.71%)	2 students (14.29%)	1 students (0.00%)
3.	I like going to the school library	4 students (28.57%)	6 students (42.86%)	3 students (21.43%)	1 students (7.14%)
4.	Want to read aloud a teacher in front of my frends	5 students (35.71%)	5 students (35.71%)	3 students (21.43%)	1 students (7.14%)
5.	Want to read aloud like a teacher in front of my freands	6 students (42.86%)	5 students (35.71%)	2 students (14.29%)	1 students (7.14%)

Based on the table above, the majority of students (strongly agree + agree) for each statement exceeds 70%, indicating a positive impact of the read-aloud strategy on their reading interest. The final results were calculated using the percentage formula for all statements in Table 4, based on 14 student respondents. Questionnaire data were processed using a percentage formula to determine the extent of student responses to the impact of the read-aloud strategy on their reading interest. The formula used is:

$$\text{Percentage Formula: } Presentase = \left(\frac{\text{number of students selecting a given response}}{\text{total respondents (14)(14)}} \right) \times 100\%$$

It was found that the read-aloud strategy implemented by the teacher at SDN 4 Kore had a positive impact on students' reading interest.

1. For the first statement, "I enjoy it when the teacher reads stories aloud," 50% of students responded Strongly Agree, 35.71% Agree, and 14.29% Disagree. No students selected Strongly Disagree. This indicates that the majority of students responded positively to the teacher's read-aloud activity.
2. For the second statement, "I feel like reading a book after the teacher reads a story," 42.86% of students Strongly Agreed and another 42.86% Agreed,

while only 14.29% Disagreed. This suggests that the strategy effectively fosters a desire for independent reading.

3. For the third statement, "I read more often at home because of the stories the teacher reads," 28.57% of students Strongly Agreed, 42.86% Agreed, 21.43% Disagreed, and 7.14% Strongly Disagreed. Although the percentage of Strongly Agree is lower, it still shows that more than half of the students have changed their reading habits at home.
4. For the fourth statement, "I enjoy going to the school library," 35.71% of students Strongly Agreed, 35.71% Agreed, 21.43% Disagreed, and 7.14% Strongly Disagreed. This reflects students' growing interest in school literacy resources as a result of the read-aloud activity.
5. For the fifth statement, "I want to read aloud like the teacher in front of my classmates," 42.86% of students Strongly Agreed, 35.71% Agreed, while 14.29% Disagreed and 7.14% Strongly Disagreed. This shows that the teacher's read-aloud activity not only engages students as listeners but also motivates them to actively participate by imitating the activity.

In general, the questionnaire data show that the majority of students display a positive attitude toward the teacher's read-aloud sessions. Most students feel happy, interested, and even encouraged to read independently and take an active role in literacy activities. The following is Figure 3, which illustrates the percentage of student responses to each statement in the questionnaire regarding the impact of the read-aloud strategy.

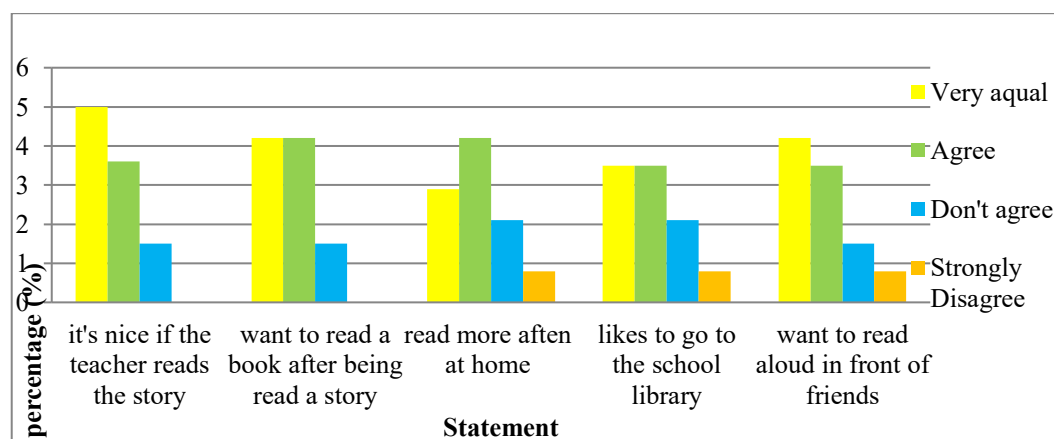


Figure 3. Percentage Chart of Students' Responses to the Impact of the Read-Aloud Strategy

Based on the chart in Figure 3 above, it can be seen that students' responses to the read-aloud strategy vary, but overall show a very positive trend. Each color in the chart represents a different category of responses, namely:

1. Light yellow represents the "Strongly Agree" category. This color dominates almost all of the items in the chart, indicating that the majority of students are very pleased with the read-aloud activity. For example, statements such as "I enjoy it when the teacher reads stories aloud" and "I want to read a book after

listening to a story” show the highest percentage in this category, reaching 50% and 42.86%, respectively. The dominance of light yellow serves as strong evidence that this strategy is well-liked and has a positive impact on students.

2. Light green represents the "Agree" response. This color also appears significantly across almost all statements. The combination of light yellow and light green indicates that more than 80% of students gave positive responses to the read-aloud strategy. This shows that the strategy is not only enjoyable but also has a real influence on students' reading habits, both at school and at home.
3. Light blue represents the "Disagree" option. This color appears in much smaller proportions compared to the two previous colors. This suggests that only a small number of students have not yet felt the impact or are less interested in the teacher's read-aloud activities.
4. Bright orange represents the "Strongly Disagree" category, which is either not present in the chart or appears in very small amounts (less than 7.14%). The minimal presence of bright orange indicates that rejection of the read-aloud strategy is very low.

The chart shows that the read-aloud strategy successfully ignited students' reading interest. This is evident from the dominance of light yellow and light green representing “Strongly Agree” and “Agree” responses. Meanwhile, light blue and bright orange which indicate negative responses appear in only limited amounts. Therefore, it can be concluded that this strategy is highly effective and well-received by the fifth-grade students at SDN 4 Kore. Based on observations and interviews, the read-aloud strategy is routinely implemented by the Grade V teacher twice a week, especially during Indonesian language lessons. The teacher reads stories or texts using varied intonation, expressive gestures, and clear pronunciation. He selects reading materials appropriate for students' age and interests, such as fables, folktales, or short motivational stories. Each session lasts 15–20 minutes at the start of the lesson.

Beyond reading aloud, the teacher actively engages students through predictive questioning, brief discussions, and asking for their responses to the story. This strategy livens up the classroom atmosphere, makes learning enjoyable, and encourages students to focus more on the reading material. Moreover, the teacher integrates listening and speaking skills, thereby strengthening students' overall literacy. The strategy also emphasizes teacher–student interaction (Ni'mah, 2017). The teacher doesn't just read aloud but involves students by asking questions, requesting predictions about the story's progression, and conducting light discussions about characters and plot. This aligns with Vygotsky's theory, which asserts that verbal interaction between teacher and student can enhance cognitive and language development through scaffolding within the zone of proximal development (ZPD).

This implementation reflects the literacy teaching principle that emphasizes creating meaningful reading experiences (Wibowo, 2023). Read-aloud sessions model fluent reading for students, introduce new vocabulary, and build listening comprehension. Thus, reading aloud is an effective literacy activity for increasing reading interest and language skills Priyantini, LDE, & Yusuf, A. (2020). In

summary, the read-aloud strategy employed by the teacher at SDN 4 Kore functions not only as a method of delivering material but also as a pedagogical approach to cultivate reading interest, familiarize students with text structure, and nurture a natural love for literature.

Based on observations, interviews, and questionnaire data, the read-aloud strategy has had a positive impact on students' reading interest. Students appeared enthusiastic during the storytelling sessions displaying full attention, responding actively, and even showing interest in reading independently outside class. According to the questionnaire, most students responded "Strongly Agree" or "Agree" to statements such as enjoying the teacher's read-aloud, feeling motivated to read, wanting to visit the library, and wanting to read aloud like the teacher. On average, over 70% of responses across items were positive, demonstrating a significant increase in reading interest.

These findings support Trelease's (2006) assertion that read-aloud sessions boost reading interest, broaden students' horizons, and foster a positive relationship with reading. They also align with Priyono's (2018) study, which concluded that read-alouds enhance student engagement and help nurture a literacy culture in elementary schools. Thus, read-aloud is proven to be an effective and enjoyable method that directly increases students' reading interest. Furthermore, emotional engagement during read-aloud sessions contributes to positive learning experiences (Anggillia, Idris, & Irawan, 2025). This results in students being motivated to read not only in school but continuing the habit at home, as reflected in questionnaire data showing increased home reading and desire to read aloud in front of peers.

Additionally, this strategy offers students a live demonstration of fluent reading (Iswandi & Septiana, 2024). By listening to the teacher, students learn how to use expressive intonation, recognize punctuation, and adjust voice to suit the story's tone. This significantly supports the development of fundamental literacy skills. Consequently, the read-aloud strategy not only provides engaging reading experiences but also positively impacts students' attitudes, comprehension, and reading habits in a comprehensive and sustainable manner thus promoting a stronger literacy culture in elementary school education.

4. Conclusion

Based on the results of research conducted in Grade V at SDN 4 Kore, it can be concluded that the read-aloud strategy implemented by the teacher makes a significant contribution to increasing students' reading interest. Through read-aloud activities, students are more focused on listening, actively involved in learning, and display a high level of enthusiasm for the stories being read. This strategy successfully creates an enjoyable learning environment and sparks students' curiosity about the content. Findings from observations, interviews, and questionnaires show that the majority of students feel happy and motivated after listening to the teacher read expressively. This is reflected in an increased desire to

read books independently at home, visit the library, and even the students' eagerness to imitate the teacher by reading aloud in front of their classmates. The strategy not only helps students comprehend texts but also fosters their confidence and language skills. Therefore, the read-aloud strategy proves to be an effective method for building a literacy culture from an early age in primary schools. It deserves to be used routinely in Indonesian language instruction, as it transforms students' attitudes toward reading from a boring activity to an enjoyable and meaningful one. Ongoing support from both the school and teachers is essential to ensure that all students can fully benefit from this strategy.

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