

Enhancing Listening Skills and Indonesian Language Learning Outcomes through the Reading Aloud Method

Ratih Nahutri^{1*}, Setiawan Edi Wibowo²

^{1,2} Elementary school education, Faculty of Education, Universitas Negeri Yogyakarta, Indonesia

Correspondence author: Ratih Nahutri, ratihnahutri.2025@student.uny.ac.id

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Abstract

This study aimed to improve the listening skills and Indonesian language learning outcomes of fifth-grade students at SD Negeri 2 Kalahien, Barito Selatan, through the implementation of the Reading Aloud method. The study was motivated by students' low listening skills and learning outcomes, which were attributed to the use of less engaging teaching methods that did not encourage active participation. This research employed a Classroom Action Research (CAR) approach conducted in three cycles, consisting of planning, action, observation, and reflection stages. Data were collected through observation, tests, and documentation, and analyzed using both quantitative and qualitative methods. The findings revealed that the implementation of the Reading Aloud method improved students' listening skills and learning outcomes. The average pre-cycle score was 48.80% (very low). Listening skills increased from 53.34% in Cycle I to 63.84% in Cycle II and 76.32% in Cycle III, representing improvements of 10.50%, 12.48%, and 22.98% overall. Students' learning outcomes also improved: in Cycle I, 70% of students were in the very low category, 15% in the low category, and 15% in the moderate category; in Cycle II, 55% reached the moderate category; and in Cycle III, 90% achieved the very high category. These findings indicate that the Reading Aloud method is effective in improving elementary school students' listening skills, classroom participation, and Indonesian language learning outcomes.

Keywords: Student Listening Skills Activities, Learning Outcomes, Reading Aloud Method.

Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menyimak dan hasil belajar Bahasa Indonesia siswa kelas V SD Negeri 2 Kalahien, Barito Selatan, melalui penerapan metode reading aloud. Penelitian dilatarbelakangi oleh rendahnya kemampuan menyimak dan hasil belajar siswa akibat penggunaan metode pembelajaran yang kurang menarik dan belum mendorong keaktifan siswa. Penelitian menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam tiga siklus, meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui observasi, tes, dan dokumentasi, kemudian dianalisis secara kuantitatif dan kualitatif. Berdasarkan hasil analisis data, penerapan metode reading aloud meningkatkan keterampilan menyimak dan hasil belajar siswa. Rata-rata hasil pra siklus sebesar 48,80% (sangat rendah). Keterampilan menyimak meningkat dari 53,34% pada siklus I menjadi 63,84% pada siklus II dan 76,32% pada siklus III, dengan peningkatan 10,50%, 12,48%, dan secara keseluruhan 22,98%. Hasil belajar juga meningkat, yaitu pada siklus I 70% siswa ber kriteria sangat rendah, 15% rendah, dan 15% sedang; pada siklus II 55% ber kriteria sedang; dan pada siklus III 90% ber kriteria sangat tinggi. Hasil ini menunjukkan bahwa metode reading aloud efektif meningkatkan keterampilan menyimak dan hasil belajar Bahasa Indonesia. Temuan ini menunjukkan bahwa metode reading aloud efektif dalam meningkatkan keterampilan menyimak, keaktifan, dan hasil belajar Bahasa Indonesia pada siswa sekolah dasar.

Kata Kunci: Aktivitas Keterampilan Menyimak Siswa, Hasil Belajar, Metode Reading Aloud.

INTRODUCTION

Learning Indonesian in elementary schools aims to develop students' language skills which include four main skills, namely listening, speaking, reading and writing (Anjelina & Tarmini, 2022; Dalimunthe & Ikawati, 2025; Sugiharti & Sari, 2023). Listening skills are a fundamental aspect because they form the basis for the development of other language skills (Avello & Muñoz, 2023; Zhao & Lee, 2022). Nazarieh et al., (2022) states that listening is an active process that involves paying attention to speech, understanding meaning, and interpreting the message conveyed orally by the speaker, so that the listener can construct an understanding of the information received. Therefore, listening skills must be developed through effective and contextual learning strategies so that students can comprehend information critically, accurately, and meaningfully.

Students' listening skills in Indonesian language learning are still relatively low. This is evident in students' lack of attention when teachers deliver material orally and in the low learning evaluation results related to listening competency. It is hoped that students will not only learn to read, write, listen, and speak, but also learn to understand and express ideas logically, coherently, and politely. Thus, Indonesian language learning serves as a means of developing basic literacy skills, which are the foundation for successful learning in all subjects (Gunawan et al., 2026; Zafrullah et al., 2024).

The Indonesian language subject plays a crucial role in developing students' thinking, communication, and cultural skills. Learning Indonesian is aimed not only at improving students' competence in using the language effectively and correctly, but also at fostering positive attitudes, language awareness, and appreciation for Indonesian as a national identity and unifying language (Harsanti & Nasanius, 2023; Suhery et al., 2022). Language is not only seen as a means of communication, but also as a means that supports the thought process, builds identity, and forms individual personality through social and cultural interactions (Altarriba & Basnight-brown, 2022; Wiltshko, 2022).

In the context of elementary education, Indonesian is the key to developing students' literacy skills (Rainane et al., 2026). Through meaningful learning activities, students are expected to be able to understand reading material, write well and correctly, and express their thoughts effectively. However, in reality, many problems still exist, such as low interest in reading, limited vocabulary, and students' difficulties in understanding texts, listening to stories, and writing simple compositions. This indicates that Indonesian

language learning in elementary schools still requires attention and innovation in its implementation.

Curriculum changes that emphasize literacy competencies and the Pancasila student profile require teachers to develop active, creative, and student-centered Indonesian language learning. Teachers are expected to create a fun and contextual learning environment to help students understand the material more easily and relate it to their daily lives. Therefore, Indonesian language learning in elementary schools is not only oriented towards academic outcomes but also towards character development, critical thinking skills, and effective communication skills.

The implementation of learning practices in elementary schools, particularly in grade V of SD Negeri 2 Kalahien, still encounters various problems that hinder the achievement of Indonesian language learning objectives. Based on the results of initial observations, it was found that students' listening skills and learning outcomes are still relatively low. Most students appear passive during the learning process, are less courageous in expressing opinions, and rarely ask or respond to teacher questions. Learning activities are still dominated by the lecture method, so students tend to only listen and pay attention without actively participating in the learning process. Our school also still lacks learning media in the form of storybooks and textbooks, which are completely insufficient for the number of students in the class.

In addition, Indonesian language instruction is still largely dominated by teacher-centered approaches, resulting in limited student engagement during the learning process. Classroom activities tend to emphasize the memorization of language rules rather than the practical use of language in authentic communication, thereby restricting students' opportunities to develop critical thinking, creativity, and communication skills. Furthermore, the learning media and instructional resources available are often insufficiently engaging and lack contextual relevance. In fact, the use of innovative and interactive learning media can enhance students' interest in learning and facilitate a deeper understanding of the subject matter.

Based on the results of daily learning outcomes and mid-term tests in September 2025, it is known that students' achievement in Indonesian language learning outcomes was still low previously, namely that 20 fifth-grade students still obtained scores below 70% of the Learning Objective Completion Criteria (KKTP) in the listening and writing skills aspects. From the data I collected from the beginning of the test and mid-term exam, there were 14

students, namely 70% whose achievements were still below the KKTP score and there were 6 students whose achievements were above 70% of the KKTP score. The lowest scores obtained by students were 35 (4 students), 40 (4 students), 45 (2 students), 50 (2 students), 55 (3 students), 60 (2 students), 65 (2 students), and the highest score only reached 70 (1 student). The number of students was 20 people and the total score was 976 divided by the number of students. The calculation results showed a class average score of 48.80, which indicates that students' abilities in understanding and writing texts were still suboptimal. This shows that most students are unable to understand the full meaning of a text, have difficulty summarizing its contents, and are less able to translate the text into written form in their own words.

Low student learning outcomes can be caused by several factors, including the use of learning methods that lack variety and are not student-centered. Teachers tend to still use lectures and silent reading without providing guidance or engaging strategies to foster student interest in reading. As a result, reading activities are often perceived as boring and meaningless.

To overcome this problem, a learning method is needed to improve listening skills, namely the reading aloud method. According to Batini & Toti, (2024) Reading aloud is an activity that improves students' language and literacy skills through active and meaningful interactions in elementary school. This method not only helps students listen actively but also increases their interest in learning, vocabulary comprehension, and ability to interpret texts. Furthermore, reading aloud is an activity that emphasizes accurate pronunciation, intonation, and expression (Priyadi et al., 2026). Through this method, students can practice pronouncing words correctly, understand the meaning of reading, and increase their self-confidence when speaking in front of their friends (Sanches-ferreira & Martins, 2022).

The use of the reading aloud method is considered ideal for elementary school students because at this stage of development, students find it easier to understand information through enjoyable audio and visual stimuli. Schiavo et al., (2021), explains that reading aloud improves student comprehension through the integration of auditory and visual information. Furthermore, this method can create a more lively learning environment, enabling students to become more active participants in the learning process than just passive listeners. A recent Systematic Literature Review (2018–2024 entitled Identification of the Read-Aloud Method for Improving Primary School Students' Reading Literacy

reported that the read-aloud method consistently improves primary students' reading comprehension and vocabulary development. Its effectiveness is influenced by teacher quality, appropriate reading materials, and interactive implementation. Supporting evidence from an early childhood study at RA Darul Falah Ketanggen also showed that reading aloud significantly enhanced emergent reading skills, achieving an N-Gain score of 77%. Furthermore, qualitative studies suggest that combining reading aloud with scaffolding strategies, such as discussions, question and answer activities, and visual aids, produces greater learning outcomes than using the method alone .

To implement the reading aloud method more effectively, it also requires the support of engaging and contextual learning media, one of which is reading textbooks. Classroom reading corners can be a tool that encourages students to read more actively, broaden their horizons, and improve literacy habits in the classroom. Textbooks in the reading corner can create a pleasant learning atmosphere, motivating students to actively participate in reading and discussion activities.

Thus, improving reading literacy can begin with listening skills. Through reading aloud activities, students practice listening, understanding texts, and interpreting their content using the reader's voice, intonation, and expression. This activity not only fosters reading interest but also trains students to grasp meaning and ideas from texts more effectively. This aligns with the opinion of Wright et al., (2022) yang menyatakan bahwa reading aloud builds listening comprehension and vocabulary growth, which are foundational for reading proficiency.

Based on the description, the researcher is interested in conducting Classroom Action Research (CAR) to find real solutions to the problems faced. Therefore, this research is entitled: "Improving Listening Skills and Student Learning Outcomes in Indonesian Language Learning through the Reading Aloud Method for Grade V Students of SD Negeri 2 Kalahien, South Barito".

RESEARCH METHODOLOGY

This study employed a Classroom Action Research (CAR) approach with the Kemmis and McTaggart spiral model, which consists of four stages in each cycle: planning, action, observation, and reflection. The research was conducted in three cycles until the research success indicators were achieved.

The study was conducted at SD Negeri 2 Kalahien, South Barito Regency, Central Kalimantan, during the odd semester of the 2025/2026 academic year. The subjects were all 20 fifth-grade students. The research objective was to improve listening skills and Indonesian language learning outcomes through the application of the reading aloud method using reading textbooks.

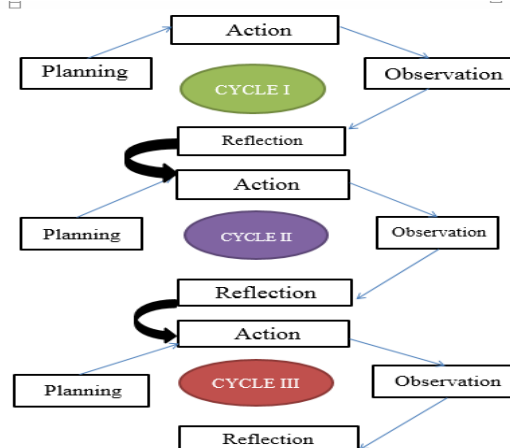


Figure 1. Kemmis and McTaggart's Spiral Model

The research procedure followed the Kemmis and McTaggart spiral model, as presented in Figure 1. This model consists of four stages carried out repeatedly (cycles): planning, action, observation, and reflection. Each stage is interconnected, with the results of reflection in one cycle used as a basis for improvements in the next cycle until the research success indicators are achieved.

In the planning stage, the researcher developed learning materials that included teaching modules, teaching materials in the form of reading texts, learning media, student worksheets, teacher and student activity observation sheets, listening skills assessment instruments, and learning outcome tests. Furthermore, the researcher and class teachers developed learning scenarios using the reading aloud method and established indicators of research success.

The action stage involved implementing Indonesian language learning using the reading aloud method according to the developed learning materials. The teacher read the text with appropriate pronunciation, intonation, and expression to model good reading. Next, students listened to the reading, discussed the material learned, answered questions based on the reading, and took turns practicing reading aloud. In each cycle, improvements are made to learning strategies based on the results of the reflection on the previous cycle so that the learning process becomes more effective. The observation phase was conducted concurrently with the implementation of the action. The purpose of observation was to

obtain data on the implementation of learning, teacher activities, student participation during the learning process, listening skills, and student learning outcomes. Observation data was collected using observation sheets prepared prior to the research.

The reflection phase was conducted after all activities in each cycle were completed. The researcher and the teacher analyzed the observation and test results to identify strengths and weaknesses in the implementation of the action. The reflection results were used as a basis for improving the planning and implementation of learning in the next cycle. The research was terminated after the established success indicators were achieved in cycle III.

Data collection techniques in this study included observation, testing, and documentation. Observation was used to obtain data on teacher activities, student activities, and listening skills during the learning process. Tests were used to measure student learning outcomes at the end of each cycle, while documentation was used to supplement the research data in the form of photographs of learning activities, student attendance lists, learning materials, and other supporting documents.

The research instruments consisted of teacher activity observation sheets, student activity observation sheets, listening skills assessment instruments, learning outcome test questions, and documentation sheets. Before use, all instruments were validated to ensure they were in accordance with the research objectives and learning indicators that had been set.

Data analysis was conducted using quantitative and qualitative descriptive methods. Quantitative data were analyzed by calculating the average value, percentage of learning completion, and percentage of improvement in listening skills in each cycle. Meanwhile, qualitative data were analyzed through the stages of data reduction, data presentation, and drawing conclusions based on the results of observations during the implementation of the action. The success of the study was determined based on the improvement in students' listening skills and Indonesian language learning outcomes, with indicators of success if the majority of students achieved the Learning Objective Achievement Criteria (KKTP) of ≥ 70 and showed increased learning activities in each cycle.

RESULTS AND DISCUSSION

Results of Cycle 1

The implementation of actions in Cycle I was the initial stage of implementing the reading aloud method in Indonesian language learning. Observations showed that the teacher had

begun implementing the reading aloud method by reading texts using clear intonation, but had not yet been able to actively engage all students in the learning process. Most students were still unfamiliar with listening activities using this method, resulting in low levels of attention and participation during the lesson. Only a few students dared to answer questions, while others remained passive and lacked focus on the content of the reading.

Student Observation Sheet Results

Tabel 1. Summary of Student Listening Observation Results in Cycle I

Category	Very low	Low	Medium	High	Very high
Number of students	14	3	3	0	0
Percentage change	70,00%	15,00%	15,00%	0%	0%

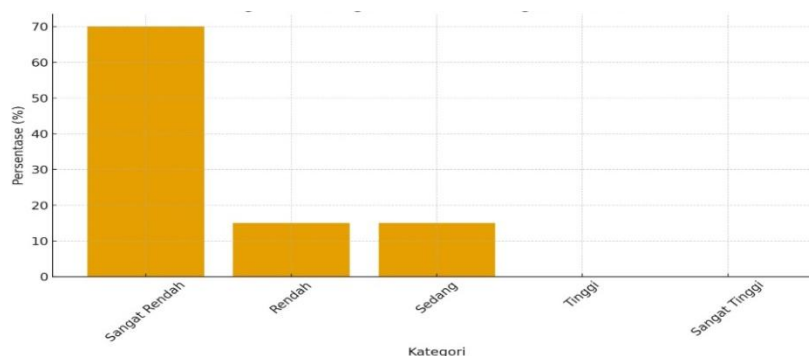


Figure 2. Percentage graph of observation results of listening skills

Based on the results of observations of student learning activities in cycle I, there was an increase in listening activity with 3 students in the medium learning activity category with a percentage change of 15.00%, 3 students in the low learning activity category with a percentage change of 15.00%, and a decrease in the very low learning activity category to 14 students with a percentage change of 70.00%. This is because the teacher spent more time standing at the front of the class and providing less direction to students on how to conduct cooperative learning.

The success rate of student listening activities as a class in cycle I is as follows:

$$P = \frac{f}{n} \times 100\% = \frac{3}{20} \times 100\% = 15,00\% \text{ (very low)}$$

Student Learning Outcomes Test

Another aspect observed in this study was student learning outcomes. Assessment of each student's learning outcomes was based on the school-determined learning completion indicator (KKTP). A student achieving a minimum score of 70 is considered to have completed their learning.

Tabel 2. Summary of student learning outcomes in Cycle I

Category	Very low	Low	Medium	High	Very high
Number of students	15	5	0	0	15
Percentage change	75%	25%	0%	0%	75%

Based on the table above, the learning outcomes in cycle I show that the percentage of learning completion is in the "Poor" category. The learning outcomes in cycle I still do not meet the research success indicator, namely the indicator of student learning outcomes achieving a minimum of 80%.

Reflection and re-planning

At the beginning of the first cycle, the implementation was not in accordance with the plan, this was due to:

1. Teachers are not yet accustomed to creating a learning environment that promotes listening skills using the reading aloud method. This was found through observations of teacher activities in teaching and learning activities, which showed only a 15% improvement.
2. Some students are not yet accustomed to learning using the reading aloud method. They are actually very happy and enthusiastic about learning. This can be seen from observations of student listening activity, which saw a 15% increase at the beginning of the lesson using the reading aloud method.
3. The results of the evaluation of students' listening skills in Cycle I reached an average of 51.57%.
4. Some groups were still unable to complete assignments within the allotted time. This was due to group members not taking the lesson seriously.
5. Some groups were still unable to present their activities or group work results.
6. Learning outcomes in Cycle I were still lacking, with the average score only reaching 52.40, and only two students achieving the KKTP (Qualifying Competency Standard).

From the observation results, students' listening skills in cycle I have not yet reached the expectations desired by the researcher, and the material has not been completed in the discussion of the story "The Little Rabbit and the Sparrow". In addition, seen from the student learning outcome test based on the data that has been carried out, there are only two students who have achieved the KKTP score of 70. This indicates that the minimum

<https://journal.thamrin.ac.id/index.php/JPKMHthamrin/article/view/3562/2946>

learning completeness of 80% has not been achieved. Therefore, learning outcomes must be improved through improvements to the actions that have been implemented to be applied in cycle II. So the researcher conducted cycle II research to improve weaknesses and maintain the success that has been achieved in the first cycle, then in the next cycle the following planning can be made:

1. Motivate students to be more active in learning activities.
2. Provide more intensive guidance to groups experiencing difficulties.
3. Provide recognition or rewards.

Results of Cycle II

The implementation of actions in Cycle II was based on the reflections from Cycle I, improving learning strategies. The teacher used a more expressive reading-aloud technique through more engaging intonation, facial expressions, and gestures. Furthermore, learning was integrated with group discussions, turn-based Q&A sessions, and reinforcement of student responses, increasing student engagement in the learning process.

Tabel 3. Summary of student listening observation results in Cycle II

Category	Very low	Low	Medium	High	Very high
Number of students	2	9	7	2	0
Percentage change	10,00%	45,00%	35,00%	10,00%	0%

Based on the results of the observation of students' listening in cycle II, an increase in listening activity was found with the learning activity category with a high category of 2 students with a percentage of 10.00%, while there were 7 students with a percentage of 35.00%, students with a low category of 9 students with a percentage change of 45.00% and experienced a decrease in the very low learning listening category to 2 students with a percentage change of 10.00%. The following graph shows the percentage of student listening observation results which can be seen as follows.

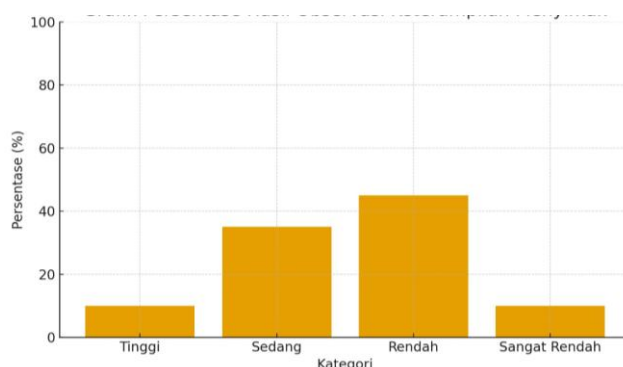


Figure 3. Percentage Graph of Observation Results for Listening Cycle II

The graph above concludes that the observation results of student learning activities in the second cycle of research have shown changes, as seen in the high activity of 2 students with a percentage of 10.00%. However, there are still no students with listening skills in the learning process. However, there was an increase in student listening activity, indicated by an increase in the number of students in the medium category, which is 7 students with a percentage of 35.00%. Meanwhile, the low category is 9 students with a percentage of 45%, and the very low category experienced a decrease in the number of students with a percentage of 10.00%. The level of student listening success as a class in the second cycle is as follows:

$$P = \frac{f}{n} \times 100\% = \frac{11}{20} \times 100\% = 55,00\% \text{ (Low)}$$

Student Learning Outcomes Test

Another aspect observed in this study was student learning outcomes. Each student's learning outcomes were assessed based on the school's established learning completion indicator, which is a score of at least 70, which is considered to be complete.

Tabel 4. Summary of student listening observation results in Cycle II

Category	Very low	Low	Medium	High	Very high
Number of students	1	7	12	0	1
Percentage change	5%	35%	60%	0%	5%

Tabel 5. Results of learning statistics cycle II

Statistics	Description
KKTP	70
Highest score	85
Lowest score	55
Average	75,00%
Number of students who have not completed	8
Number of students who have completed the program	12
Number of students	20

Based on the table above, the learning outcomes in cycle II are shown to be in the "good" category. The learning outcomes achieved in cycle II still do not meet the research success indicator, which is the indicator of student learning outcomes reaching 80%. However, there has been an increase in learning outcomes to 65% from the previous 10%, and there has been an increase in the number of students achieving the KKTP (Student Competency Minimum Competency) of 70, to 13 students, up from only 2 students previously.

Reflection

The successes achieved during this second cycle are as follows:

- a. Students' listening activities in the lesson have shifted toward cooperative learning using the reading-aloud method. Students are able to build group collaboration to understand and complete assignments given by the teacher. Students are able to present their work effectively, as evidenced by the improved listening results from the second phase of observation data..
- b. The increased listening activities in the lesson are supported by an improved learning environment that shifts toward cooperative learning using the reading-aloud method. The teacher is very active in guiding students when they encounter difficulties.
- c. Listening skills have improved in evaluating students' ability to master learning.
- d. Students' ability to master learning improved. The average daily test score increased to 74 from 52.4 previously, and the number of students completing the KKTP (Competency Standards) increased to 13, up from 2 previously.

Results in Cycle III

In Cycle III, learning focused on optimizing the implementation of the reading-aloud method through alternating reading aloud activities, class discussions, group presentations, and direct feedback. The teacher also provided opportunities for all students to actively participate in listening activities, creating a more interactive learning environment.

Tabel 6. Recapitulation of the results of student listening observations in cycle III

Category	Very low	Low	Medium	High	Very high
Number of students	0	1	7	12	0
Percentage change	0%	5,00%	35,00%	60,00%	0%

Based on the observation results, the listening skills of students in cycle III have increased, with 12 students in the high category with a change percentage of 60%, 7 students in the medium category with a change percentage of 35.00%, 1 student in the low category with a change percentage of 5%, and no students in the very low category. This indicates that there has been an increase in students' listening skills. The following is a graph of the results of observations of students' listening in cycle III:

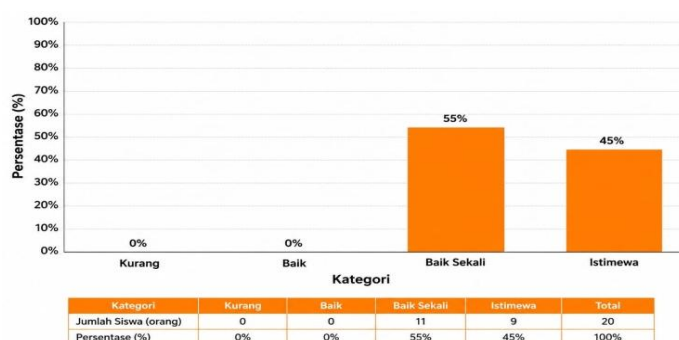


Figure 4. Percentage Graph of Observation Results for Listening Cycle III listening Student Learning Outcomes Test

Evaluation of each student's learning outcomes is based on the school's established success indicator, namely, learning completion. A student achieving a minimum score of 70 is considered to have completed their learning. The learning outcomes for Cycle III are as follows:

Tabel 7. Recapitulation of student learning outcomes in cycle III

Category	Very low	Low	Medium	High	Very high
Number of students	0	0	11	9	0
Percentage change	0%	0%	55%	45%	0%

The results of the Cycle III test showed that of all students who received the intervention, the lowest score was 80 and the highest score was 100, with an average score of 95.8. Twenty students, or 100%, achieved the learning completion criteria, and no students, or 0%, failed to achieve completion. The test results are presented in the following table:

Tabel 8. Statistics learning outcomes cycle III

Statistics	Description
KKTP	70
Highest score	100
Lowest score	80
Average	95,25%
Number of students who have not completed	0
Number of students who have completed the program	20
Number of students	20

Based on the table above, the learning outcomes in cycle III showed a learning completion percentage of 100%, categorized as "very good." The learning outcomes in cycle III met the research success indicator, which was 80%. Therefore, the researcher deemed no further cycle necessary.

Reflection

Data obtained from the collaboration between the researcher and the classroom teacher showed that students' listening skills and learning outcomes in Cycle III were in line with research expectations, namely:

1. Student activities in learning were already moving towards better learning using the reading aloud method. Students were building collaboration in groups to understand the assignments given by the teacher. Students were beginning to participate in activities and were punctual in completing them. Students were beginning to present their work. This was evident from observation data showing an increase in students' listening skills, from an average score of 74.90% (active) in Cycle II to a classical success rate of 95.00% (very high) in Cycle III. This was because the average student learning activity had reached the active category.
2. Student learning outcomes had significantly improved, reaching the very good category, with a range of 80-100%.

Conclusions between cycles

1. In Cycle I, students began to show improvement, but remained low.
2. In Cycle II, there was a significant increase in student activity and learning outcomes.
3. Cycle III, namely optimal results, most students achieved learning completion.

Improving Listening Skills through the Reading Aloud Method

Research results show that the implementation of the reading aloud method had a positive impact on improving students' listening skills. The gradual increase in completion rates from cycle I to cycle III indicates that this method is capable of creating an increasingly effective learning process as students adapt to the reading aloud activity. This situation demonstrates that listening skills do not develop instantly, but require habituation through continuous and interactive learning experiences. At the beginning of the implementation, most students still experienced difficulty focusing on information presented orally. This suggests that low listening skills are not solely due to individual student abilities, but also to the learning process, which previously did not provide students with opportunities to practice active listening. After the reading aloud method was consistently implemented, students began to show improvements in their ability to focus, comprehend reading content, identify important information, and answer questions based on the information

heard. These changes indicate that reading aloud activities can transform listening from a passive activity into an active and meaningful learning process.

The success of the reading aloud method is influenced not only by the reading aloud activity but also by the accompanying learning strategies. The use of appropriate intonation, word emphasis, and expression helps students grasp the meaning of the reading more clearly, while question-and-answer and discussion activities provide opportunities for students to reprocess the information they have heard. These interactions encourage students to gradually build understanding through the process of listening, interpreting, and communicating the content of the reading. Thus, learning is no longer teacher-centered, but occurs through active student involvement in constructing knowledge.

The relatively consistent pattern of improvement in each cycle indicates that improvements in learning strategies significantly contributed to the development of students' listening skills. Improvement in cycle II occurred after the teacher refined reading techniques through the use of clearer intonation, asking targeted questions, and involving students in discussions. Furthermore, improvement in cycle III demonstrated that the habit of interactive learning was able to strengthen students' attention, motivation, and confidence in participating in Indonesian language learning. These findings indicate that the effectiveness of reading aloud lies not only in the reading activity, but also in the quality of interactions built during the learning process.

The findings of this study are in line with Derlis et al., (2023) which states that elementary school students' listening skills are influenced by learning methods that can increase attention and understanding of oral information. Likewise, Rahayu & Mustadi, (2022), explained that reading aloud can improve comprehension of reading content through interactive learning. The similarity of these results indicates that the success of the reading aloud method stems not only from the oral delivery of material, but also from students' active involvement in interpreting the information they receive.

The results of this study also strengthen the findings Durriyah et al., (2024); Ibhrim et al., (2023); Ningsih et al., 2020; Sari et al., (2022) which reported that interactive reading aloud increased student participation, reading comprehension, vocabulary mastery, and learning motivation. The consistency of these results indicates that reading aloud is an effective learning strategy for developing literacy skills in elementary schools. While previous studies have demonstrated the effectiveness of this method, this study provides empirical evidence that implementing reading aloud through a cycle of actions

accompanied by continuous improvement of learning strategies can improve listening skills, leading to learning mastery for almost all students.

The implications of this research suggest that teachers should not simply read texts to students but should optimize reading aloud activities through the use of intonation, expression, reflective questions, discussion, and feedback throughout the learning process. This combination of strategies creates a more active learning environment so that students not only hear information but also better understand, connect, and communicate the content of the reading. Therefore, the reading aloud method can be used as an alternative Indonesian language learning strategy to improve listening skills while strengthening literacy skills in elementary school students.

CONCLUSION

Based on the results of classroom action research conducted in three cycles on fifth-grade students of SD Negeri 2 Kalahien, South Barito, it can be concluded that the application of the reading aloud method is effective in improving listening skills and Indonesian language learning outcomes. Improved listening skills are seen from the increasing ability of students to focus attention, understand the content of the reading, identify important information, and answer questions based on the text heard. The application of this method also has a positive impact on learning outcomes, as indicated by the increase in learning completeness in each cycle until the set target is achieved. In addition, reading aloud encourages active student participation through listening activities, discussions, and expressing opinions so that learning becomes more interactive and meaningful. The successful application of this method is supported by the role of teachers in using appropriate intonation, expression, and learning strategies to facilitate students during the learning process. Thus, the *reading aloud* method is worthy of being used as an alternative Indonesian language learning to improve students' listening skills in elementary schools.

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