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

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Abstract
This study aimed to examine the effect of the Read Aloud method on the reading interest of third-grade students at SD Negeri 02 Sei Baru. Although reading interest is essential for establishing early literacy habits, empirical evidence on structured Read Aloud implementation in local elementary-school contexts remains limited. A quantitative quasi-experimental study employing a nonequivalent control-group design was conducted with 54 third-grade students: 27 students in the experimental group and 27 in the control group. Data were collected through a reading-interest questionnaire covering enjoyment of reading, reading frequency, curiosity toward reading materials, and awareness of reading importance. Descriptive statistics, paired-sample t tests, and an independent-sample t test were used to analyse the data. The experimental group's mean score increased from 58.44 at pretest to 82.15 at posttest, whereas the control group increased from 59.11 to 68.85. Posttest results showed a statistically significant difference between the groups ($p = .002$). These findings indicate that the Read Aloud method was associated with higher reading interest among participating students. The result suggests that expressive storytelling, interactive questioning, teacher scaffolding, and reflective discussion can create more enjoyable and meaningful literacy experiences for young learners. However, the findings are limited to one school and a relatively small sample; broader studies across varied educational settings are needed. Integrating Read Aloud activities into regular literacy instruction may therefore support the development of sustained reading interest in elementary education.

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Introduction

Reading interest is a fundamental component of early literacy development because it shapes students' willingness to engage with texts, sustain reading habits, and develop broader academic competencies from the elementary level (Aliyah et al., 2025; Barber & Klauda, 2020; Ceyhan & Yildiz, 2021). In primary education, reading interest is not only associated with students' ability to decode written symbols, but also with affective factors such as enjoyment, curiosity, motivation, and awareness of the value of reading in everyday learning activities. Students who show strong interest in reading tend to participate more actively in classroom literacy activities, demonstrate greater persistence when interacting with texts, and develop more positive attitudes toward learning across subject areas. Conversely, low reading interest may hinder students' literacy growth because reading is perceived merely as a school obligation rather than as a meaningful, enjoyable, and personally valuable activity (Rokhmatulloh & Sudihartinih, 2022; Rumtutuly & Johanzs, 2025; van der Sande et al., 2023; Yook, 2022).

The challenge of fostering students' reading interest remains a significant concern in elementary classrooms, particularly in contexts where reading activities are still dominated by

conventional and teacher-centered approaches . Traditional reading practices, such as silent reading, turn-taking oral reading, and mechanical pronunciation correction, often emphasize accuracy and completion of tasks rather than emotional engagement, interaction, and enjoyment. For young learners, especially students in lower elementary grades, reading instruction needs to integrate cognitive, affective, and social dimensions because children learn more effectively when literacy activities are meaningful, interactive, and connected to their experiences (Fahrel et al., 2025; Istihari, 2024; Ningsih et al., 2025). This condition is also reflected in the preliminary context of SD Negeri 02 Sei Baru, where many third-grade students demonstrated limited enthusiasm during reading activities and tended to engage with books only when instructed by the teacher. Such a situation indicates that improving reading interest requires more than providing reading materials; it also requires instructional strategies that can create emotional involvement, stimulate curiosity, and build positive reading experiences (Barone et al., 2020; Capin et al., 2025; Kim et al., 2021).

One instructional strategy that has been widely discussed in literacy education is the Read Aloud method, which involves the teacher reading texts aloud expressively while using intonation, facial expressions, gestures, pauses, and interactive questioning to help students experience stories in a lively and meaningful way (Nurkaeti et al., 2019; Putri & Mustadi, 2024; Ramlah & Bahtiar, 2024). Read Aloud is pedagogically relevant for young learners because it allows students to understand stories, enjoy language, recognize vocabulary, follow narrative structures, and participate in literacy activities even when their independent reading ability is still developing. The method also provides a supportive literacy environment in which students can listen, predict, respond, discuss, and reflect on stories, thereby strengthening both comprehension and affective engagement. In this sense, Read Aloud should not be understood merely as the act of reading a text aloud, but as an interactive literacy practice that combines expressive oral language, teacher scaffolding, student participation, and emotional connection with texts (McBreen & Savage, 2020; Noble et al., 2019; Pillinger & Vardy, 2022).

Theoretically, the Read Aloud method is consistent with constructivist, sociocultural, and behaviorist perspectives on learning because it enables students to construct meaning, interact socially, and receive positive reinforcement during literacy activities. From a constructivist perspective, students do not merely receive information passively, but actively build understanding through listening, predicting, questioning, and relating story content to their prior knowledge and personal experiences (Noble et al., 2019; Pillinger & Vardy, 2022; Silinskas et al., 2020). From a sociocultural perspective, Read Aloud creates dialogic interaction between teacher and students, allowing meaning to be co-constructed through discussion, shared interpretation, and guided reflection. From an affective and motivational perspective, expressive storytelling, praise, encouragement, and enjoyable classroom interaction may strengthen students' positive attitudes toward reading and increase their willingness to engage with books more frequently (Toste et al., 2020; Yulianti & Sukasih, 2023; Yurtbakan et al., 2021).

Previous studies have shown that Read Aloud and shared book reading practices can improve various aspects of literacy learning, including language development, vocabulary growth, early literacy skills, classroom participation, and students' engagement with texts (Cabell et al., 2019; Dicataldo et al., 2022; Noble et al., 2020). Interactive and dialogic reading activities have also been reported to strengthen children's participation in meaning-making processes through prediction, questioning, repetition, discussion, and multimodal interaction during literacy instruction (Gasser et

al., 2022; Rodriguez-Leon & Payler, 2021; Son et al., 2023). Furthermore, studies on children's literacy motivation emphasize that reading activities are more effective when they address not only technical reading skills but also students' enjoyment, curiosity, affective engagement, and sustained motivation toward reading (Bergman Deitcher et al., 2021; McNally et al., 2024; Silcox & Son, 2024). In the Indonesian educational context, Read Aloud has also been found to support students' reading literacy, language development, and positive literacy experiences when implemented through expressive oral delivery, appropriate story selection, and interactive classroom activities (Fara et al., 2023; Rahayu & Mustadi, 2022; Sary & Indah, 2023). These findings suggest that Read Aloud has strong potential to serve as a pedagogical strategy for strengthening students' reading interest at the elementary level.

Nevertheless, several gaps remain in the existing literature. Many previous studies have focused primarily on cognitive and linguistic outcomes, such as vocabulary development, language skills, reading comprehension, and early literacy achievement, while fewer studies have specifically examined reading interest as a multidimensional affective construct consisting of enjoyment, reading frequency, curiosity, and awareness of the importance of reading. In addition, existing studies often examine shared reading and Read Aloud in early childhood or preschool contexts, whereas empirical evidence from elementary classrooms, particularly among third-grade students, remains relatively limited (Son et al., 2023). Moreover, previous research has generally emphasized shared reading in supportive literacy environments, while studies that examine structured Read Aloud interventions in schools with limited reading culture, limited instructional variation, and low student enthusiasm are still insufficient (Senawati et al., 2021). There is also a need for more classroom-based empirical research using quasi-experimental designs to determine how structured, expressive, and interactive Read Aloud activities influence students' reading interest as an affective and behavioral literacy outcome. Therefore, this study aims to examine the effect of the Read Aloud method on the reading interest of third-grade students at SD Negeri 02 Sei Baru. The findings are expected to contribute empirical evidence on the effectiveness of interactive and emotionally engaging literacy instruction and provide practical insights for teachers seeking to develop students' sustainable reading habits in elementary education.

Method

This study employed a quantitative approach using a quasi-experimental design to examine the effect of the Read Aloud method on third-grade students' reading interest. A quasi-experimental design was selected because the study was conducted in a natural classroom setting where random assignment of individual students was not possible. The research applied a nonequivalent control group design, involving an experimental group and a control group that were both administered pretest and posttest measurements. The population consisted of all third-grade students at SD Negeri 02 Sei Baru in the 2024/2025 academic year, with a total of 54 students. The sample was determined through purposive sampling by considering the similarity of students' grade level, classroom characteristics, and learning environment. Class IIIA, consisting of 27 students, was assigned as the experimental group and received instruction through the Read Aloud method, while Class IIIB, also consisting of 27 students, served as the control group and received conventional reading instruction. This design enabled the researcher to compare changes in students' reading interest before and after the intervention and to determine whether the observed differences were attributable to the instructional treatment (Batini & Toti, 2024; Carpenter, 2018; Handley et al., 2018).

The primary instrument used to collect data was a reading interest questionnaire developed based on four indicators: enjoyment of reading activities, frequency of reading, curiosity toward reading materials, and awareness of the importance of reading. The questionnaire consisted of 20 statement items measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument was designed to capture students' affective and behavioral responses toward reading before and after the instructional intervention. To ensure content validity, the questionnaire items were reviewed by experts and practitioners in elementary literacy instruction, including Indonesian language teachers and a literacy education specialist. Construct validity was examined using item-total correlation, and items with acceptable correlation values were retained. The reliability of the instrument was tested using Cronbach's Alpha, which produced a coefficient of 0.87, indicating a high level of internal consistency. In addition to the questionnaire, an observation sheet was used as supporting data to document students' classroom engagement, attention, enthusiasm, responses to stories, and participation during the implementation of the Read Aloud method (Maciejewski, 2020; Miller et al., 2020; Mishra, Singh, et al., 2019).

The intervention was conducted over four instructional sessions within a two-week period, with each session lasting approximately 90 minutes. In the experimental group, the Read Aloud method was implemented through several structured stages. At the beginning of each session, the teacher introduced the title, theme, and context of the story to activate students' prior knowledge and stimulate curiosity. During the reading activity, the teacher read the selected story aloud using expressive intonation, facial expressions, gestures, pauses, and appropriate emphasis to make the story more engaging and comprehensible. The teacher also inserted interactive questions at several points in the story to encourage students to predict events, respond to characters' actions, express opinions, and connect the story to their personal experiences. After the reading activity, students participated in guided discussions and short reflection tasks, such as retelling the story, identifying moral messages, drawing a favorite scene, or writing a simple response related to the story. In contrast, the control group received conventional reading instruction, in which students read texts silently or took turns reading aloud from the textbook, followed by individual comprehension exercises. The conventional instruction focused mainly on reading accuracy, vocabulary explanation, and completion of written tasks, without systematic use of expressive storytelling or interactive discussion (Boateng et al., 2018; Mishra, Pandey, et al., 2019; Mishra, Singh, et al., 2019).

Data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to calculate the mean, standard deviation, and score improvement of students' reading interest in both the experimental and control groups. Before hypothesis testing, assumption tests were conducted to ensure that the data met the requirements for parametric analysis. The Shapiro–Wilk test was used to examine data normality, while Levene's test was applied to determine the homogeneity of variance between the two groups. After the assumptions were met, a paired sample t-test was used to examine the difference between pretest and posttest scores within each group, while an independent sample t-test was used to compare the posttest scores of the experimental and control groups. The level of significance was set at 0.05. A significance value lower than 0.05 indicated that the difference was statistically significant. The results of these analyses were used to determine whether the Read Aloud method had a significant effect on students' reading interest compared with conventional reading instruction. Throughout the research process, students'

identities were kept confidential, and the data were used only for academic purposes (Boateng et al., 2018; Mishra, Pandey, et al., 2019; Taber, 2018).

Result and Discussion

Baseline Reading Interest Before the Intervention

The pretest was administered to both the experimental and control groups before the implementation of the Read Aloud method. The purpose of this initial measurement was to determine whether both groups had comparable levels of reading interest prior to the intervention. The results showed that the experimental group obtained a mean pretest score of 58.44, while the control group obtained a mean score of 59.11. The difference between the two groups was only 0.67 points, indicating that both groups had relatively similar baseline conditions. This baseline equivalence is important in a quasi-experimental study because it strengthens the interpretation that any substantial difference observed after the intervention can be more reasonably associated with the treatment rather than with initial group differences.

Table 1. Pretest Scores of Students' Reading Interest

Group	Number of Students	Mean Pretest Score	Interpretation
Experimental group	27	58.44	Moderate to low initial reading interest
Control group	27	59.11	Moderate to low initial reading interest
Mean difference	—	0.67	Relatively equivalent baseline condition

Table 1 indicates that the students in both groups began the study with nearly similar reading interest levels. This finding suggests that the experimental and control groups were sufficiently comparable before the intervention. In classroom-based experimental research, such comparability is essential because it reduces the possibility that post-intervention differences are caused by unequal initial conditions. The relatively moderate to low pretest scores also show that students' reading interest still required improvement, particularly in relation to enjoyment, curiosity, reading frequency, and awareness of the importance of reading.

Improvement in Reading Interest After the Read Aloud Intervention

After four instructional sessions using the Read Aloud method, the experimental group demonstrated a substantial increase in reading interest. The mean score increased from 58.44 in the pretest to 82.15 in the posttest, resulting in a mean gain of 23.71 points. In contrast, the control group, which received conventional reading instruction, increased from 59.11 to 68.85, with a mean gain of 9.74 points. These results indicate that although both groups experienced improvement, the increase in the experimental group was substantially higher than that in the control group.

Table 2. Comparison of Pretest and Posttest Scores

Group	Pretest Mean	Posttest Mean	Mean Gain	Interpretation
Experimental group	58.44	82.15	23.71	Strong improvement

Control group	59.11	68.85	9.74	Limited improvement
Difference in gain	—	—	13.97	Higher improvement in the experimental group

The data in Table 2 demonstrate that the Read Aloud method produced a stronger increase in students' reading interest than conventional reading instruction. The experimental group's improvement was more than twice the improvement observed in the control group. This suggests that the expressive, interactive, and emotionally engaging nature of the Read Aloud method contributed to students' stronger interest in reading. During the intervention, students were exposed to expressive storytelling, guided prediction, reflective questioning, and post-reading discussion. These activities allowed students to experience reading as an enjoyable and meaningful activity rather than merely as a mechanical classroom task.

Visual Comparison of Pretest and Posttest Scores

The score comparison is also illustrated in Figure 1. The figure shows that both groups had almost similar starting points before the intervention; however, the posttest scores reveal a clear divergence between the experimental and control groups. The experimental group showed a sharp increase after receiving the Read Aloud intervention, while the control group showed only a moderate increase after conventional reading instruction.

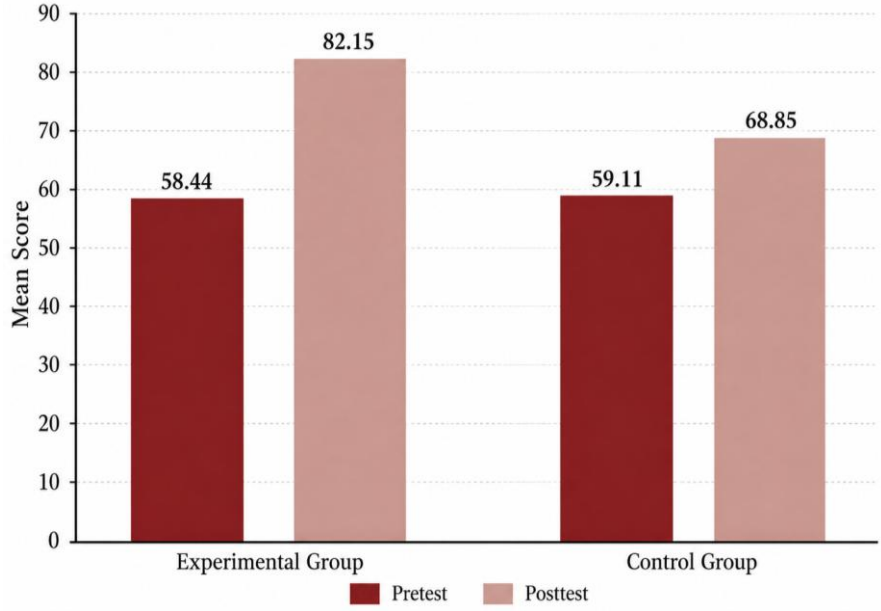


Figure 1. Comparison of Average Pretest and Posttest Scores

Figure 1 visually confirms the stronger improvement in the experimental group. The graph indicates that the Read Aloud method had a more pronounced effect on students' reading interest than the conventional method. The relatively small difference between the two groups at the pretest stage also supports the validity of the comparison, while the wider gap at the posttest stage indicates the impact of the intervention. This visual pattern strengthens the descriptive findings presented in Tables 1 and 2.

Statistical Testing of the Read Aloud Method

Inferential statistical analysis was conducted to determine whether the observed differences were statistically significant. The paired sample t-test showed a significant improvement in the experimental group, with a significance value of $p < .001$. This result indicates that the increase in

students' reading interest after the implementation of the Read Aloud method was statistically significant. Meanwhile, the control group showed a significance value of p = .062, which is greater than .05, indicating that the improvement in the control group was not statistically significant. Furthermore, the independent sample t-test comparing the posttest scores of the experimental and control groups produced a significance value of p = .002, confirming that there was a statistically significant difference between the two groups after the intervention.

Table 3. Summary of Statistical Test Results

Statistical Test	Comparison	Significance Value	Decision	Interpretation
Paired sample t-test	Experimental group pretest–posttest	p < .001	Significant	Read Aloud significantly increased students' reading interest
Paired sample t-test	Control group pretest–posttest	p = .062	Not significant	Conventional instruction did not produce a statistically significant increase
Independent sample t-test	Experimental and control posttest scores	p = .002	Significant	The experimental group outperformed the control group after treatment

Table 3 confirms that the improvement in the experimental group was not merely descriptive but also statistically significant. The significant posttest difference between the experimental and control groups provides empirical evidence that the Read Aloud method was more effective than conventional reading instruction in increasing students' reading interest. The result also shows that conventional reading activities, such as silent reading and turn-taking reading without expressive or interactive elements, were less effective in generating meaningful changes in students' reading interest.

Indicator-Based Interpretation of Reading Interest

The questionnaire used in this study measured four indicators of reading interest: enjoyment, reading frequency, curiosity, and awareness of the importance of reading. Although the main statistical results were reported through total reading interest scores, the improvement in the experimental group can be interpreted through these four dimensions. First, the increase in students' reading interest suggests that Read Aloud enhanced students' enjoyment of reading activities. Expressive intonation, gestures, facial expressions, and storytelling helped students experience reading as an engaging and enjoyable activity. Second, the improvement indicates that students became more willing to participate in reading activities, which reflects a positive shift in reading frequency and classroom engagement. Third, the interactive questions used during the Read Aloud sessions encouraged students to predict events, ask questions, and respond to story content, thereby strengthening their curiosity toward reading materials. Fourth, guided reflection after reading helped students recognize the value of reading, which contributed to their awareness of the importance of reading for learning and personal development.

Table 4. Interpretation of Reading Interest Indicators After the Intervention

Reading Interest Indicator	Evidence Observed in the Experimental Group	Interpretation
Enjoyment of reading	Students responded positively to expressive storytelling and appeared more enthusiastic during reading sessions	Read Aloud made reading more enjoyable and emotionally engaging
Reading frequency	Students showed greater willingness to participate in reading-related activities	Read Aloud encouraged more active engagement with texts
Curiosity	Students responded to predictive and reflective questions during the story	Read Aloud stimulated curiosity and active thinking
Awareness of the importance of reading	Students participated in post-reading reflection and discussed story messages	Read Aloud helped students understand the value of reading

Table 4 shows that the Read Aloud method influenced reading interest in a multidimensional way. The method did not only increase students' enjoyment, but also encouraged participation, curiosity, and awareness of reading as a meaningful activity. This finding is important because reading interest at the elementary level should not be understood as a single affective response, but as a combination of emotional, behavioral, cognitive, and reflective dimensions.

Overall, the results demonstrate that the Read Aloud method had a significant positive effect on the reading interest of third-grade students at SD Negeri 02 Sei Baru. The experimental group showed a much higher increase in mean score than the control group, and the inferential analysis confirmed that the difference between the two groups was statistically significant. The combination of descriptive data, statistical testing, indicator-based interpretation, and visual comparison provides strong evidence that Read Aloud is an effective instructional strategy for fostering students' reading interest at the elementary school level.

Discussion

The findings of this study demonstrate that the Read Aloud method had a significant positive effect on the reading interest of third-grade students at SD Negeri 02 Sei Baru. The experimental group showed a substantial increase in mean score from 58.44 in the pretest to 82.15 in the posttest, while the control group increased from 59.11 to 68.85. The difference between the two groups was statistically significant, as indicated by the independent sample t-test result of $p = .002$. These findings suggest that the Read Aloud method was more effective than conventional reading instruction in improving students' reading interest. The improvement in the experimental group indicates that expressive storytelling, teacher–student interaction, guided questioning, and post-reading reflection created a more engaging literacy experience for young learners. In contrast, conventional reading instruction, which mainly relied on silent reading, turn-taking oral reading, and individual exercises, produced only limited improvement because it did not sufficiently stimulate students' emotional engagement, curiosity, and active participation.

This finding is consistent with Yıldız & Ceyhan (2021), who found that interactive reading aloud significantly improved students' reading comprehension, reading motivation, and reading fluency. The similarity between the present study and Ceyhan and Yıldız's findings lies in the emphasis on interaction during reading activities. In both studies, students were not positioned as passive listeners or mechanical readers, but as active participants who responded to questions, predicted story events, and constructed meaning from texts. However, the present study extends

their findings by focusing specifically on reading interest as an affective construct rather than reading comprehension or fluency. The increase in students' enjoyment, curiosity, and willingness to engage with reading materials shows that Read Aloud is not only useful for improving literacy performance, but also for shaping positive attitudes toward reading. This distinction is important because reading interest functions as a motivational foundation that may support students' long-term literacy development.

The results also align with Yook (2022), who reported that interactive Read Aloud activities using English picture books positively influenced the affective domain of elementary school learners. Yook emphasized that expressive reading, visual support, and interactive dialogue can create emotional involvement and reduce students' anxiety in literacy learning. The present study confirms this view by showing that students in the experimental group became more enthusiastic and responsive during reading sessions. The teacher's use of intonation, gestures, facial expressions, and pauses helped students experience stories as meaningful and enjoyable. Compared with Yook's study, which focused on English language learners, this study provides evidence from an Indonesian elementary school context and demonstrates that the affective benefits of Read Aloud are also relevant for students learning in their first-language literacy environment. This suggests that the effectiveness of Read Aloud is not limited to foreign language learning, but can also strengthen reading interest in general classroom literacy practices.

The findings further support Barber & Klauda (2020) argument that reading motivation and engagement are key factors enabling reading achievement. Barber and Klauda explain that students who are motivated to read tend to spend more time interacting with texts and are more likely to develop stronger literacy outcomes. The present study supports this argument by showing that the Read Aloud intervention increased students' engagement with reading activities. Students who initially showed low enthusiasm became more willing to listen, respond, discuss, and reflect on the stories presented by the teacher. The improvement in reading interest suggests that instructional strategies should not only focus on technical reading accuracy, but also on students' emotional and motivational experiences. While Barber and Klauda discussed reading motivation from a broader policy and achievement perspective, this study contributes classroom-level empirical evidence showing that motivation can be strengthened through a simple, low-cost, and teacher-led instructional method.

The present findings are also in line with the meta-analysis conducted by van der Sande et al. (2023), which concluded that interventions designed to foster reading motivation are more effective when they address affective and engagement-related aspects of reading. The Read Aloud method used in this study addressed these affective aspects through storytelling, interaction, and reflection. Students were encouraged to predict events, express opinions, relate story content to their experiences, and identify moral messages. These activities helped students view reading as a meaningful and enjoyable process rather than merely as a classroom obligation. Compared with broader motivational interventions discussed by van der Sande et al., this study provides specific evidence that Read Aloud can function as a practical classroom strategy for fostering reading interest among lower-grade elementary students. The findings therefore reinforce the importance of integrating affective, cognitive, and social dimensions in literacy instruction.

This study also supports the findings of Aliyah et al. (2025), who reported that Read Aloud contributes to children's language development by exposing them to meaningful language input and

enjoyable literacy experiences. In the present study, students were not only exposed to spoken language through the teacher's expressive reading, but were also invited to participate in discussion and reflection after listening to the story. This process may have contributed to students' growing awareness of the value of reading and their curiosity toward new texts. The similarity between the two studies lies in the recognition that Read Aloud provides rich language exposure and strengthens students' positive literacy experiences. However, while Aliyah et al. focused more on language development in early childhood, the present study emphasizes reading interest among third-grade elementary students. This indicates that Read Aloud remains pedagogically relevant beyond early childhood education and can be adapted to support literacy motivation in primary school classrooms.

The results are further consistent with Putri & Mustadi (2024), who found that Read Aloud Relay enhanced literacy engagement among elementary students. Their study highlighted that collaborative and interactive reading activities could increase students' participation and enthusiasm. The present study confirms that interactive reading practices are more effective than conventional methods in fostering literacy engagement. However, the present research differs by using a quasi-experimental design with pretest and posttest measurements, allowing a clearer comparison between students who received Read Aloud instruction and those who received conventional reading instruction. The gain score in the experimental group was substantially higher than that of the control group, indicating that the Read Aloud method had a measurable impact on students' reading interest. This strengthens the empirical basis for using Read Aloud as a structured classroom intervention rather than merely as an informal literacy activity.

The findings also correspond with Ningsih et al. (2025), who showed that reading aloud methods improved early reading skills and classroom participation in elementary school. Both studies indicate that Read Aloud can create a more active literacy environment, especially for young learners who still need teacher scaffolding. In the present study, the teacher's role was central in guiding students before, during, and after reading. The teacher activated background knowledge, modeled expressive reading, asked predictive questions, and facilitated reflection. These stages made reading more accessible for students with different levels of reading ability. Compared with Ningsih et al., who emphasized early reading skills, this study highlights that participation and engagement generated through Read Aloud also influence students' affective orientation toward reading. This confirms that reading aloud strategies can support both skill development and motivational growth.

The results are also supported by Istihari (2024), who found that interactive Read Aloud can improve students' reading engagement and critical literacy. The interactive dimension in the present study encouraged students to think about story events, respond to characters' actions, and connect story messages to real-life experiences. These activities stimulated curiosity and reflective thinking, two important indicators of reading interest. This similarity indicates that Read Aloud is not merely an oral delivery technique, but a dialogic literacy practice that can promote higher engagement and deeper meaning-making. However, this study adds a specific contribution by operationalizing reading interest through four indicators: enjoyment, reading frequency, curiosity, and awareness of the importance of reading. This indicator-based approach provides a more detailed explanation of how Read Aloud influences students' affective and behavioral responses toward reading.

The novelty of this study lies in its focus on reading interest as a multidimensional affective construct in the context of a structured Read Aloud intervention for third-grade elementary students. Previous studies have often emphasized reading comprehension, vocabulary, fluency, or general

literacy engagement, whereas this study specifically examines how Read Aloud influences students' enjoyment, reading frequency, curiosity, and awareness of the importance of reading. Another novelty is the contextual contribution of the study, as it was conducted in an elementary school where students' reading culture and enthusiasm were still relatively low. This provides evidence that Read Aloud can be effective not only in resource-rich literacy environments, but also in ordinary classroom contexts where teachers need practical and accessible strategies to increase students' interest in reading. The study also offers empirical support through a quasi-experimental design, showing a clear difference between the experimental and control groups.

The theoretical implication of this study is that reading interest should be understood as a dynamic construct shaped by cognitive, affective, and social learning experiences. The findings support the view that students' engagement with reading is not determined solely by their ability to decode texts, but also by the emotional quality of reading instruction, the level of teacher scaffolding, and opportunities for classroom interaction. The study also strengthens constructivist and sociocultural perspectives in literacy learning because students constructed meaning through guided interaction, discussion, prediction, and reflection. Therefore, Read Aloud can be conceptualized not only as a teaching technique, but also as a holistic literacy strategy that integrates emotional engagement, social interaction, and meaning-making.

The practical implication of this study is that elementary school teachers should consider integrating Read Aloud as a regular component of classroom literacy activities. Teachers can use expressive intonation, gestures, facial expressions, story prediction, open-ended questions, and reflective discussion to make reading more enjoyable and meaningful. The findings suggest that teachers do not need complex technology or expensive facilities to improve students' reading interest; instead, they need pedagogical creativity, appropriate story selection, and consistent implementation. Schools can also use the Read Aloud method as part of literacy programs to strengthen students' reading habits, particularly in lower grades where students are still developing their relationship with books. For curriculum designers and educational policymakers, the findings imply that literacy programs should not only prioritize reading achievement scores, but also include affective indicators such as enjoyment, curiosity, and reading motivation.

Despite its contributions, this study has several limitations. First, the study was conducted in one elementary school with a relatively small sample of 54 third-grade students, so the findings cannot be generalized broadly to all elementary school contexts. Second, the intervention was implemented over only four sessions within two weeks, which means that the study measured short-term changes in reading interest rather than long-term reading habits. Third, the primary data were collected using a self-report questionnaire, which may be influenced by students' subjective responses, social desirability, or their immediate emotional reactions after the intervention. Fourth, although observation was used as supporting data, the study did not include in-depth qualitative interviews with students or teachers to explore their experiences more comprehensively. Fifth, the study focused only on reading interest and did not examine other literacy outcomes such as reading comprehension, vocabulary mastery, reading fluency, or writing development. Future studies are therefore recommended to involve larger and more diverse samples, extend the duration of the intervention, combine quantitative and qualitative methods, and examine the long-term effects of Read Aloud on broader literacy outcomes.

Conclusion

This study concludes that the Read Aloud method has a significant positive effect on the reading interest of third-grade students at SD Negeri 02 Sei Baru. The findings show that students who received instruction through the Read Aloud method experienced a substantially higher improvement in reading interest than those who received conventional reading instruction, as indicated by the increase in the experimental group's mean score from 58.44 to 82.15 and the statistically significant difference between the experimental and control groups. These results confirm that expressive storytelling, interactive questioning, teacher scaffolding, and post-reading reflection can transform reading activities into more enjoyable, meaningful, and emotionally engaging learning experiences. The Read Aloud method not only increased students' enjoyment of reading, but also encouraged their reading frequency, curiosity toward texts, and awareness of the importance of reading. Therefore, Read Aloud can be considered an effective, accessible, and pedagogically relevant literacy strategy for fostering reading interest among elementary school students, particularly in classrooms where students' reading motivation remains low. The implication of this study is that teachers should integrate Read Aloud regularly into classroom literacy practices by selecting age-appropriate stories, using expressive oral delivery, facilitating interactive discussion, and connecting story content with students' experiences. Future research is recommended to examine the long-term impact of Read Aloud on broader literacy outcomes, such as reading comprehension, vocabulary development, reading fluency, and writing skills, across different grade levels and school contexts.

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