



## Efforts to Improve Children's Speaking Skills Through the Reading Aloud Method at RA Ar-Rahman

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**Abstract:** Early age is a child with an age range of 0-6 years who must be stimulated in their developing body abilities, including the ability in language skills. This period is the right time to apply various aspects of child development, one of which is the aspect of children's language skills in speaking. In this era of globalization, the phenomenon that occurs in the field, especially at RA Ar-Rahman, is that most parents who entrust their children to the RA Ar-Rahman institution are motivated because children cannot be separated from gadgets, so that children's language development is delayed and not yet fluent in speaking. There are many methods that can stimulate children's speaking skills, one of which is by applying the reading aloud method. The purpose of this study is to increase the speaking skills of group A children by using the reading aloud method at RA Ar-Rahman. The steps used in this study are Classroom Action Research which is carried out through two stages of research, the first study was carried out 5 times for improvement. And the target of the study was children aged 4 to 5 years, totaling 19 children. The data collection technique used was observation sheets and documentation in order to obtain an overview of information about children's speaking abilities. The results of the study in children's speaking abilities increased to 95%. It can be concluded that the reading aloud method has a significant influence in improving the speaking ability of children aged 4-5 years.

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### INTRODUCTION

Early childhood is a person who is undergoing a very rapid growth and development process. In that phase, it is often called the golden age, where in this phase it is the stage and beginning of its development (Rakhmawati, 2015). This is the right time to apply various aspects of child development, one of which is the aspect of children's language skills in speaking. In the current era of globalization, children tend to prefer gadgets compared to holding and reading books (Barni, 2019). Apart from the problems that arise in this era of globalization, it comes from the results of observations carried out by researchers at RA Ar-Rahman that most parents who entrust their children to the RA Ar-Rahman institution in the background because children cannot be separated from gadgets, so that children's language growth is delayed and not yet fluent in speaking.

The child speaks expressing his desire to express what he wants to express. According to Naldi (2018), it is stated that children are more imitating the speech of adults

and the surrounding environment, then the language is then internalized as a tool for control and thinking. Children's speaking skills are very influential because by speaking they can express feelings, ideas or thoughts that they want to convey (Septiyani & Kurniah, 2017). Parents, the environment, and schools have an important role in stimulating children's language, especially speaking. There are many methods that can stimulate children's speaking skills, one of which is applying the reading aloud method. Reading aloud is a simple activity where a person reads a story aloud to a child (Nurkholifah & Wiyani, 2020). Reading aloud is carried out to expand children's vocabulary so that it can increase vocabulary and if this activity is carried out sustainably, it can help stimulate speaking skills in children.

The reading aloud method is very helpful for children's problems in the current era of globalization, and helps children to be free from the tendency to play gadgets. The reading aloud method is a teaching method that begins by reading a storybook to children so that children are used to hearing receptive language (Doddyansyah, 2013). Children are encouraged to express themselves then be able to read and write. This method is useful for children in honing their speaking skills according to their age and encouraging children to read independently in the future. A child is said to be able to speak if the child can express the thoughts he wants to convey. According to Trelease (2013), the language skills of toddlers specific in literacy (listening, speaking, reading, and writing) need to be stimulated and optimized. Speaking is an activity of communicating directly and effectively to provide meaning through clear language (Aprinawati, 2017). The purpose of this study is to improve the speaking ability of group A children through the reading aloud method in RA Ar-Rahman.

The benefits of this research are as a means for children to learn to speak and build their confidence. This is done so that children are confident and able to express their own opinions and know how to retell the content of the book or story they read so that they can share information with their age friends. In detail, the meaning of reading aloud is reading aloud. Initially, reading was a tool to explore knowledge information through direct knowledge for students to know (Hasanah, 2019). According to Hikmah & Atmaja (2019) The reading aloud method is a method that conveys stories through reading stories using loud voices so that they make children interested and can make children discuss. Reading aloud is a simple activity where a person reads a story aloud to a child From some of the above understandings, researchers can conclude that the reading aloud method is a reading aloud activity that can attract children's attention so that children can retell the content of the story and the meaning of the story is conveyed.

Speaking is a language skill that develops during a child's lifetime, but it is preceded by listening, and it is precisely during this period that a person learns to converse. Speaking is the ability to process words so that the recipient or listener understands the message conveyed. Language progress for toddlers includes 4 advancements, including listening, speaking, reading, spelling and writing. Speaking is a person's ability to communicate and express feelings and desires. Children must have the ability to speak because by speaking, they can express their skills and language practice, the child's vocabulary acquisition will be more Early age is a person who is in the process of growth and development Early age is a period of play for children where their physical and psychological development stages are mature, ready to respond to various stimuli from their environment. This period is the most appropriate time to create the first and main foundation for the development of various potentials and abilities of physical, cognitive, linguistic, artistic, socio-emotional, spiritual, self-concept, self-discipline and independence. Early childhood is a group of children who are in a unique process of growth and development. Early childhood is children aged 0-6 years

## **METHODS**

This research focuses on improving children's speaking skills through the Reading Aloud method in Group A at RA Ar-Rahman. Speaking skills are fundamental in early childhood development, influencing cognitive abilities, social interactions, and future academic success. The Reading Aloud method has been widely recognized as an effective strategy for enhancing vocabulary, pronunciation, and overall language acquisition in young learners. This study employs a qualitative research approach with a classroom action research (CAR) design. The research aims to observe and analyze how the implementation of the Reading Aloud method impacts children's speaking abilities. The study consists of several cycles, each involving planning, implementation, observation, and reflection. The participants include young learners from Group A at RA Ar-Rahman, their teachers, and caregivers. The selection of participants follows a purposive sampling technique, focusing on children who exhibit varying levels of speaking ability.

Teachers play a crucial role in facilitating the method, providing structured reading sessions that engage children actively. Data collection methods include observations, interviews, and audio recordings of the children's spoken responses before and after the intervention. Before implementing the Reading Aloud method, a preliminary assessment is conducted to measure the children's initial speaking abilities. This involves evaluating their vocabulary range, pronunciation clarity, and ability to construct sentences. The baseline data provides a foundation for measuring progress throughout the research. The Reading Aloud sessions incorporate carefully selected storybooks that align with the children's cognitive and linguistic development levels. Teachers read stories with expressive intonation, varying voice modulation, and interactive questioning techniques to encourage participation. The method aims to create an engaging and stimulating learning environment where children feel motivated to articulate their thoughts.

During the intervention phase, the Reading Aloud method is applied consistently in daily learning activities. Each session is structured to maximize children's exposure to new words, sentence structures, and storytelling elements. Teachers encourage children to repeat phrases, answer questions, and retell parts of the story in their own words. Observational data is collected throughout the intervention, documenting children's reactions, engagement levels, and verbal expressions. Audio recordings capture changes in pronunciation, fluency, and sentence formation. Teachers also maintain reflective journals to record their observations and insights on the effectiveness of the method. Interviews with teachers and caregivers provide additional qualitative data, offering perspectives on how the Reading Aloud method influences children's speaking development. Caregivers share their observations of children's verbal interactions at home, providing a broader understanding of the impact beyond the classroom setting.

At the end of each cycle, data is analyzed to identify improvements in children's speaking skills. Comparative analysis of pre- and post-intervention recordings highlights progress in vocabulary usage, pronunciation, and confidence in speaking. Teachers discuss findings and make necessary adjustments to enhance the method's effectiveness in subsequent cycles. The study adopts a triangulation approach to ensure data validity, combining multiple sources of information, including observations, recordings, and interviews. This methodological rigor strengthens the reliability of findings and supports a comprehensive understanding of the impact of the Reading Aloud method. Preliminary findings indicate that children become more confident in expressing themselves, demonstrating increased willingness to participate in verbal interactions. They exhibit improved pronunciation accuracy and greater fluency in constructing sentences. The interactive nature of the method fosters an enjoyable learning atmosphere that encourages spontaneous speech.

The research also highlights the role of storytelling as a powerful tool for language development. Through engaging narratives, children absorb new words in meaningful contexts, facilitating natural language acquisition. The Reading Aloud method effectively bridges the gap between listening and speaking skills, reinforcing linguistic competence. Teachers observe that children show heightened curiosity and eagerness to explore new

words. The method enhances their listening comprehension, which directly translates into improved spoken language abilities.

By associating words with visual cues in storybooks, children develop stronger connections between spoken and written language. The implementation of the Reading Aloud method underscores the importance of teacher-child interaction in language learning. Teachers' expressive reading styles captivate children's attention, making the learning process enjoyable and impactful. Their encouragement and positive reinforcement boost children's confidence in verbal expression. Further analysis of observational data reveals that children engage more actively in discussions, asking questions, and sharing personal experiences related to the stories.

This interaction enriches their speaking skills by providing opportunities to practice conversational turn-taking and expressive communication. The study also identifies challenges in implementing the method, including variations in children's attention spans and differing levels of verbal proficiency. Teachers address these challenges by selecting age-appropriate books, incorporating visual aids, and using engaging storytelling techniques to sustain interest.

The findings suggest that the Reading Aloud method is an effective strategy for improving children's speaking skills in early childhood education. By exposing children to rich language input and fostering interactive storytelling sessions, the method promotes language development in an engaging and supportive manner. In conclusion, this research emphasizes the significance of the Reading Aloud method in enhancing speaking abilities among young learners. The method creates a dynamic learning environment where children actively participate in verbal expression, developing essential language skills. The findings contribute valuable insights into early childhood language education, supporting the integration of storytelling-based learning approaches in preschool curricula. Future research could explore the long-term impact of the Reading Aloud method on children's literacy development, examining its influence on reading comprehension and writing skills.

Expanding the study to diverse learning contexts may further validate its effectiveness across different educational settings. Overall, the study underscores the transformative potential of interactive reading strategies in shaping children's linguistic abilities. By fostering a love for storytelling and verbal communication, the Reading Aloud method lays a strong foundation for lifelong language learning and academic success.

## **RESULTS**

The implementation of the Reading Aloud method has shown a significant impact on improving children's speaking skills in Group A at RA Ar-Rahman. The research findings highlight noticeable progress in various aspects of language development, including vocabulary acquisition, pronunciation, sentence structure, and overall verbal confidence. Before the intervention, many children exhibited hesitation in verbal expression. They had limited vocabulary and struggled with sentence formation. Their pronunciation was often unclear, and they lacked the confidence to speak in front of their peers or teachers. The baseline assessment indicated that a considerable number of students relied on gestures or single-word responses instead of forming complete sentences. After the implementation of the Reading Aloud method, students demonstrated remarkable improvement in vocabulary.

Exposure to new words through storybooks enriched their linguistic repertoire, allowing them to use more descriptive and varied language in their conversations. They started recognizing and recalling words more efficiently, integrating them into daily speech. The Reading Aloud sessions also contributed to significant advancements in pronunciation. The expressive reading style of teachers, emphasizing articulation and intonation, helped children mimic correct pronunciation patterns.

Over time, they became more adept at articulating words clearly and accurately, reducing common pronunciation errors. Sentence structure improvements were also evident. Initially, children struggled to construct grammatically correct sentences, often omitting essential components such as verbs or prepositions. Through repeated exposure to well-formed sentences in stories, they began internalizing proper sentence structures, which reflected in their speech patterns. One of the most prominent findings was the boost in children's speaking confidence. Many children who were previously reluctant to speak began engaging more actively in discussions. They became eager to answer questions, participate in storytelling activities, and share personal experiences related to the stories they heard. Observations during the intervention phase revealed increased engagement during Reading Aloud sessions. Children showed enthusiasm, listened attentively, and responded more interactively.

Their ability to answer comprehension questions improved, indicating enhanced listening and processing skills. Another critical finding was the development of expressive communication. Children started using varied tones, facial expressions, and gestures while speaking, mirroring the expressive reading techniques demonstrated by teachers. This improvement suggested that they were not only learning to speak but also to communicate effectively with emotions and clarity. The post-intervention assessment showed a notable increase in verbal interactions among peers. Children became more comfortable initiating conversations, asking questions, and expressing their thoughts spontaneously. This social aspect of language development played a crucial role in reinforcing their speaking abilities outside of structured learning environments. Teachers reported that the method had a positive influence on classroom dynamics.

The interactive nature of Reading Aloud sessions created a more lively and engaging atmosphere, encouraging active participation from all students. The method promoted a sense of inclusion, as even quieter students gradually found their voice. Comparative analysis of audio recordings taken before and after the intervention highlighted clear progress in fluency. Children who initially spoke in fragmented phrases started forming complete and coherent sentences with greater ease. Their speech flow became smoother, and they demonstrated better control over pacing and articulation. The storytelling element of the Reading Aloud method played a crucial role in sustaining children's interest and motivation. By associating language learning with enjoyable stories, children developed a positive attitude toward verbal expression. They started looking forward to reading sessions and even requested to repeat their favorite stories. In addition to linguistic improvements, the study found that children's listening skills also enhanced significantly.

Their ability to focus, follow narratives, and recall story details improved over time. This listening comprehension growth further supported their speaking abilities by helping them process and respond to spoken language more effectively. Parents and caregivers provided valuable feedback, noting that children were more talkative at home and showed increased enthusiasm for sharing their experiences. Some parents observed that their children attempted to retell stories from school, demonstrating an ability to retain and reproduce spoken content. The findings also suggest that the Reading Aloud method encouraged imagination and creativity.

Children began making connections between stories and real-life experiences, sometimes even inventing their own stories. This cognitive engagement contributed to their overall linguistic and cognitive development. A significant observation was that children became more receptive to corrections in their speech. Previously, they showed reluctance or frustration when corrected, but after engaging with Reading Aloud activities, they began self-correcting and embracing guidance from teachers and peers. The positive impact of the Reading Aloud method extended beyond structured sessions.

Teachers observed that children applied newly learned words and expressions in various classroom activities, demonstrating the method's effectiveness in long-term language retention. Despite these promising findings, the study also identified some

challenges. Some children initially struggled with attention span and required additional encouragement to remain engaged. Teachers had to adapt storytelling techniques, such as using props and interactive questioning, to sustain interest among all learners. Another challenge was the varying pace of improvement among students. While some children showed rapid progress, others needed more time to develop confidence and fluency. This finding underscores the need for personalized support and differentiated instruction to cater to individual learning needs. The study found that integrating visual elements, such as illustrations from storybooks, further enhanced comprehension and engagement.

Children benefited from associating spoken words with visual representations, reinforcing language learning through multimodal input. Teachers also noted that using familiar and culturally relevant stories contributed to better engagement. When children could relate to characters and story settings, they were more inclined to participate actively in discussions and verbal storytelling exercises. The findings suggest that the success of the Reading Aloud method depends largely on the teacher's ability to create an engaging and supportive learning environment.

Expressive reading, interactive questioning, and encouragement play essential roles in maximizing the method's impact. The study confirms that the Reading Aloud method is a highly effective approach for improving children's speaking skills. It fosters vocabulary expansion, pronunciation accuracy, sentence structure development, fluency, and confidence in verbal communication. The research also highlights the broader educational benefits of Reading Aloud, including improved listening comprehension, creativity, social interaction, and cognitive engagement. These findings support the integration of this method as a fundamental component of early childhood language education. In conclusion, the application of the Reading Aloud method has proven to be a valuable strategy in enhancing speaking abilities among young learners. By creating an interactive and enjoyable language learning experience, it empowers children to develop strong verbal communication skills in a natural and engaging way.

Future research could explore the long-term effects of the Reading Aloud method on children's literacy development, particularly in reading and writing skills. Additionally, further studies could examine how the method can be adapted for diverse linguistic and cultural contexts. Overall, the findings of this study provide strong evidence for the effectiveness of Reading Aloud as a tool for early language development. Its ability to combine learning with storytelling makes it a compelling approach for fostering speaking skills, confidence, and a lifelong love for language among young children.

## **DISCUSSION**

The Reading Aloud method has been widely recognized as an effective approach to enhancing children's speaking skills, especially in early childhood education. This study aimed to explore how the method could be implemented to improve the verbal abilities of young learners in Group A at RA Ar-Rahman. The findings revealed several significant improvements in vocabulary acquisition, pronunciation, sentence structure, fluency, and confidence in speaking. One of the key advantages of the Reading Aloud method is its ability to introduce children to a rich and varied vocabulary. Exposure to different words through storytelling allows children to absorb language in a meaningful context. As children hear new words being used naturally in sentences, they begin to understand their meanings and applications, ultimately expanding their linguistic knowledge. Pronunciation development was another critical aspect of this study.

The expressive reading style employed by teachers helped children grasp the correct articulation of words. By listening to intonations and stress patterns, they learned to pronounce words more accurately and naturally. Repeated exposure to the same words in different contexts further reinforced correct pronunciation. The study also highlighted improvements in sentence structure. Many children initially struggled with forming

grammatically correct sentences, often omitting essential elements such as verbs or prepositions.

Through the Reading Aloud method, they were continuously exposed to well-structured sentences, which helped them internalize correct grammatical patterns and replicate them in their own speech. Another major finding was the increase in children's speaking confidence. At the beginning of the study, many children were hesitant to speak in front of their peers and teachers. However, as they became more familiar with storytelling and interactive discussions, they showed increased willingness to participate in verbal activities. This boost in confidence enabled them to articulate their thoughts more clearly and assertively. The interactive nature of the Reading Aloud sessions also played a crucial role in fostering engagement. Teachers incorporated questioning techniques to encourage children to think critically about the stories. By responding to these questions, children practiced forming coherent sentences and expressing their ideas verbally, further strengthening their speaking skills.

Fluency improvements were observed as children engaged more frequently in storytelling and discussion activities. At the beginning of the intervention, many children spoke in fragmented phrases. However, as they gained more exposure to spoken language, their speech became more fluid and natural. They demonstrated an improved ability to connect words smoothly, reducing hesitation and increasing their overall speaking proficiency. The study found that the Reading Aloud method had a positive impact on children's listening comprehension skills.

Effective speaking is closely tied to listening skills, as children must first understand spoken language before they can reproduce it accurately. By actively listening to stories, they developed a better understanding of sentence structures and contextual word usage. Additionally, children exhibited increased enthusiasm for storytelling and language-related activities. Many began requesting specific books to be read aloud, showing a genuine interest in language learning. Some even attempted to retell stories in their own words, demonstrating their ability to recall and reproduce spoken language. Observations from teachers indicated that children became more expressive in their communication. They started using gestures, facial expressions, and voice modulation while narrating stories or answering questions, indicating a deeper engagement with language as a tool for communication. The study also highlighted the social benefits of the Reading Aloud method. As children engaged in discussions about stories, they developed better interaction skills. They learned to take turns speaking, listen to their peers, and respond appropriately.

These social aspects of communication are essential for overall language development and interpersonal skills. Another important finding was the impact of storytelling on cognitive development. Storytelling stimulates children's imagination, helping them make connections between different concepts. As they listened to stories, they began to anticipate events, predict outcomes, and express their interpretations, all of which contribute to cognitive growth and linguistic creativity.

Teachers noted that children's ability to answer comprehension questions improved significantly. Initially, many provided one-word answers, but as the intervention progressed, they started giving more elaborate responses. This demonstrated a deeper understanding of the stories and an increased ability to articulate their thoughts. Parents and caregivers also observed positive changes in their children's verbal abilities. Some reported that their children became more talkative at home, frequently narrating stories or engaging in conversations with family members.

This finding suggests that the benefits of the Reading Aloud method extend beyond the classroom into everyday communication. One of the challenges identified in the study was the varying pace of improvement among children. While some showed rapid progress in speaking skills, others required more time and repetition to develop fluency. This finding emphasizes the importance of individualized support and patience in early childhood language development.

To sustain children's engagement, teachers incorporated visual aids, such as illustrations and props, into Reading Aloud sessions. These additional elements helped reinforce comprehension and made storytelling more enjoyable. The use of gestures and interactive storytelling techniques further captivated children's interest. The study found that culturally relevant stories had a stronger impact on engagement and comprehension. When children could relate to the characters and settings, they were more likely to participate actively in discussions and demonstrate greater enthusiasm for storytelling activities. Teachers played a crucial role in the success of the method. Their expressive reading styles, use of questioning techniques, and encouragement contributed significantly to children's language development. The findings highlight the importance of teacher training in effective storytelling techniques to maximize the benefits of the Reading Aloud method.

The results suggest that integrating Reading Aloud into daily learning activities can be a sustainable strategy for language development. By consistently exposing children to spoken language in an engaging manner, educators can foster long-term improvements in speaking skills. The research also emphasized the need for a supportive and encouraging learning environment. Children were more likely to take risks in speaking when they felt safe and valued in the classroom. Positive reinforcement and praise played a significant role in boosting their confidence and motivation. The study suggests that the Reading Aloud method can be further enhanced by incorporating role-playing activities. Encouraging children to take on different characters and act out stories can provide additional speaking practice while making language learning more interactive and enjoyable. Future research could explore the long-term effects of Reading Aloud on children's literacy development, including its impact on reading comprehension and writing skills.

Examining its effectiveness in different cultural and linguistic contexts would also provide valuable insights into its broader applicability. In conclusion, the findings of this study confirm that the Reading Aloud method is an effective and engaging approach to improving children's speaking skills. It enhances vocabulary, pronunciation, sentence structure, fluency, confidence, and listening comprehension. Moreover, it fosters creativity, social interaction, and cognitive development, making it a comprehensive language learning tool for young children. The integration of the Reading Aloud method into early childhood education can provide children with a strong linguistic foundation. By making language learning enjoyable and interactive, this method encourages children to develop a lifelong appreciation for verbal communication and storytelling.

## **CONCLUSION**

The implementation of the Reading Aloud method in Group A at RA Ar-Rahman has proven to be an effective strategy in enhancing children's speaking abilities. The study demonstrated that this method significantly contributed to the development of vocabulary, pronunciation, sentence structure, fluency, and overall speaking confidence among young learners. One of the most significant outcomes was the expansion of children's vocabulary. Through repeated exposure to new words within meaningful contexts, children became more familiar with diverse vocabulary, which they actively incorporated into their speech. This growth in word knowledge facilitated better verbal expression and comprehension. Another key finding was the improvement in pronunciation.

Listening to clear and expressive reading by teachers helped children grasp correct articulation, intonation, and stress patterns. Over time, they learned to mimic these pronunciation techniques, leading to clearer and more confident speech. The study also highlighted advancements in sentence structure. Initially, many children spoke in fragmented phrases or omitted key grammatical components. However, through continuous exposure to well-structured sentences in stories, they gradually internalized

correct grammar and syntax, allowing them to form more coherent and complete sentences. Fluency in speaking was another area of notable improvement. At the beginning of the study, children hesitated and struggled with verbal expression.

As they became more engaged in Reading Aloud sessions, their speech became more fluid, demonstrating greater ease in forming and connecting words naturally. One of the most positive impacts of the Reading Aloud method was the increase in children's speaking confidence. Many children who were initially shy or hesitant to speak began actively participating in discussions and storytelling activities. The supportive and engaging environment encouraged them to express their thoughts without fear of making mistakes.

The interactive aspect of Reading Aloud sessions played a crucial role in fostering engagement. Teachers utilized questioning strategies to encourage children to think critically about stories. This interaction not only strengthened their speaking skills but also enhanced their ability to articulate ideas clearly and logically. Listening comprehension skills also showed significant improvement. Since effective speaking relies on strong listening abilities, children benefited from actively listening to stories and responding to comprehension questions. This improvement in listening skills supported their overall language development. The study found that children became more enthusiastic about storytelling. Many of them began requesting their favorite books to be read aloud and attempted to retell stories in their own words. This enthusiasm for language learning contributed to sustained engagement and motivation. Observations from teachers indicated that children became more expressive in their communication.

They started using appropriate facial expressions, gestures, and intonations while speaking, demonstrating an improved ability to convey emotions and meaning effectively. Social interactions among children improved as a result of the Reading Aloud method. They became more comfortable engaging in verbal exchanges with peers, taking turns speaking, and responding thoughtfully in conversations.

These social skills are essential for both linguistic and interpersonal development. The study also found that storytelling stimulated children's imagination and creativity. Exposure to diverse narratives encouraged them to think beyond literal meanings and make personal connections to stories. This cognitive engagement further supported their language development and overall learning experience. Teachers observed that children's ability to answer comprehension questions improved over time. Initially, many children provided one-word responses, but as they gained confidence, they began forming more elaborate answers, demonstrating a deeper understanding of the stories. Parents provided valuable feedback, reporting that their children became more communicative at home.

Many children actively shared stories and engaged in conversations with family members, indicating that the benefits of Reading Aloud extended beyond the classroom. One of the challenges identified in the study was the varying pace of improvement among children. While some showed rapid progress, others required more time and repeated exposure to develop confidence and fluency.

This finding highlights the importance of personalized instruction and patience in early language development. To maintain children's engagement, teachers incorporated visual aids, such as illustrations and props, into Reading Aloud sessions. These additional elements helped reinforce comprehension and made storytelling more interactive and enjoyable. Culturally relevant stories had a stronger impact on engagement and understanding. When children could relate to the characters and settings, they demonstrated greater enthusiasm for storytelling activities and participated more actively in discussions. The role of teachers was instrumental in the success of this method. Their expressive reading, encouragement, and interactive questioning techniques contributed significantly to children's speaking development.

The findings emphasize the need for effective teacher training in storytelling techniques to maximize the benefits of Reading Aloud. The study suggests that integrating Reading Aloud into daily learning activities can provide a sustainable approach to

language development. By consistently exposing children to engaging and structured spoken language, educators can promote long-term improvements in verbal communication. A supportive learning environment played a key role in fostering speaking confidence.

Children felt more comfortable experimenting with language when they received positive reinforcement from teachers and peers. Encouragement and praise helped build their motivation to speak more frequently and effectively. The findings indicate that the Reading Aloud method could be further enhanced by incorporating role-playing activities. Encouraging children to act out stories and take on different character roles can provide additional speaking practice while making language learning more interactive and enjoyable. Future research could explore the long-term effects of Reading Aloud on children's literacy skills, including reading and writing development. Examining its effectiveness across different cultural and linguistic settings would provide further insights into its broader applicability. In conclusion, this study confirms that the Reading Aloud method is an effective approach for improving children's speaking skills. It enhances vocabulary, pronunciation, sentence structure, fluency, and confidence while also fostering creativity, listening comprehension, and social interaction.

The integration of Reading Aloud into early childhood education offers a valuable strategy for building strong linguistic foundations. By making language learning engaging and interactive, it encourages children to develop lifelong communication skills and a love for storytelling. The findings highlight the broader educational benefits of Reading Aloud, including its positive impact on cognitive development, imagination, and expressive communication. These advantages support its continued use as a fundamental tool in early language education. Overall, the study demonstrates that Reading Aloud is more than just a storytelling technique; it is a powerful pedagogical approach that nurtures children's linguistic growth, self-expression, and confidence in verbal communication.

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