

Implementation Of The Reading Alough Method To Improve The Reading Ability Of Grade II Students At Sdn 1 Sukadana

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Article Info	Abstract
Article history: Accepted: 28 July 2026 Published: 17 September 2026	<i>This study aims to describe the implementation of the read-aloud method to improve the reading skills of second-grade students at SDN 1 Sukadana. The research was conducted during the even semester of the 2025/2026 academic year, involving 26 students as research subjects. The study employed Classroom Action Research (CAR). Several techniques were utilized in this research: observation, testing, and documentation. The results indicate that the application of the read-aloud method successfully improved students' reading skills. At the initial stage (pre-cycle), the learning mastery rate was only 42.31% (11 out of 26 students achieved mastery). Following the intervention in Cycle I, the mastery rate rose to 69.23% (18 out of 26 students achieved mastery). Subsequently, in Cycle II, the mastery rate increased further to 88.46% (23 out of 26 students achieved mastery). Student learning activities also improved, evidenced by increased engagement, reading fluency, pronunciation accuracy, intonation, and comprehension of the reading material. Thus, it can be concluded that the implementation of the read-aloud method is effective in enhancing the reading skills of second-grade students at SDN 1 Sukadana</i>
Keywords: Implementation of the Read-Aloud Method, Reading Skills, Second-Grade Students	This is an open access article under the Creative Commons Attribution-ShareAlike 4.0 International License



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1. INTRODUCTION

Elementary education plays a crucial role in developing students' basic skills, particularly literacy. Reading is one of the literacy skills students must master from an early age. Reading is the primary foundation for the development of other academic skills, as almost all learning activities in schools require reading skills [1]. Elementary school is a crucial early stage of education in developing students' knowledge and skills. Through reading, students can acquire a variety of information, understand subject matter, and develop insights and knowledge.

Reading ability in elementary school students, especially in second grade, is a skill that must be mastered well. Reading not only serves as a tool for understanding information but also serves as a foundation for mastering various other subjects. Successful reading instruction in early grades significantly determines student success at subsequent levels [2]. Reading is not only related to the ability to recognize letters and words but also encompasses understanding the content of the reading. However, in practice, many students still experience difficulties in beginning reading. Students with good reading skills will more easily absorb information and understand learning materials presented by teachers [3].

Based on initial observations at SDN 1 Sukadana, it was found that the reading skills of early grade students were still relatively low. Some students were unable to read fluently, had difficulty recognizing letters, had difficulty combining syllables into words, and lacked comprehension of

reading content, and were unable to comprehend simple reading passages. Furthermore, some students appeared to lack confidence when asked to read in front of the class. Teachers tended to use conventional, teacher-centered learning methods, resulting in students being less active in the learning process. This resulted in students receiving fewer opportunities to practice reading directly [4].

This situation results in low student participation and suboptimal learning outcomes. The learning process also tends to use conventional methods, thus reducing student interest in actively engaging in reading [5]. One alternative method that can be used to address this issue is the read-aloud method. The read-aloud method involves the teacher or students reading text aloud with the aim of improving comprehension, pronunciation, intonation, and reading interest [6]. Through this method, students can hear examples of good and correct reading and more easily comprehend the content of the reading.

Several previous studies have shown that the read-aloud method has a positive influence on students' reading abilities. Research by Siswanto et al. [7] showed that using the read-aloud method can improve the beginning reading abilities of elementary school students. Furthermore, research by Qomaruddin and Sa'diyah [8] also stated that this method is effective in improving the reading skills and reading comprehension of lower-grade students. The use of varied learning methods, especially the read-aloud method, is considered highly relevant. Students can practice reading directly so that teachers can identify errors made by students and provide direct correction [9]. This activity can help students improve their reading fluency and increase their confidence in reading [10].

Furthermore, interviews with the principal of SDN 1 Sukadana revealed that teachers have actually made efforts to improve students' reading skills, but still face various limitations, such as a lack of variety in learning methods and media used [11]. Therefore, this study focused on the implementation of the read-aloud method as a learning strategy expected to improve the reading skills of second-grade students. The purpose of this study was to determine how the implementation of the read-aloud method can improve the reading skills of second-grade students at SDN 1 Sukadana, reviewed in terms of reading fluency, pronunciation accuracy, intonation, and simple comprehension of the reading content.

2. RESEARCH METHOD

The type of research used was Classroom Action Research (CAR). According to Arikunto [12], CAR is research conducted by teachers in their own classrooms through self-reflection, with the aim of improving the quality of learning and thus improving student learning outcomes. CAR is implemented in a cycle consisting of four stages: planning, acting, observing, and reflecting. Through this cycle, teachers can identify learning problems, try solutions, observe the results, and then make improvements in the next cycle [13].

This research was conducted in the second grade of SDN 1 Sukadana, located in Sukadana Village, Bayan District, North Lombok Regency, during the even semester of the 2025/2026 academic year. The subjects in this study were 26 second-grade students, consisting of 14 male students and 12 female students aged 8-9 years. In addition, research informants included the second-grade teacher and the Principal of SDN 1 Sukadana, who provided support for the implementation of the research.

The primary data source was the students who were the subjects of the study. Primary data were obtained through student reading test results and observations of teacher and student activities [14]. Data collection techniques used tests, observation, and documentation. The test consisted of reading aloud performance, assessed based on aspects of pronunciation accuracy, fluency, intonation, clarity of voice, and comprehension of the reading content. Observations were conducted using a structured observation sheet (checklist) to observe student and teacher activities during the implementation of the reading aloud method.

The data analysis technique used was descriptive statistical analysis. Test results were evaluated to obtain individual average scores and classical completion. Students were declared to

have completed the course individually if they obtained a score of ≥ 80 . Classical completion was achieved if at least 80% of all students in the class had met the Minimum Completion Criteria (KKM). The formula used to calculate the percentage of classical completion was to divide the number of students who completed the course by the total number of students, then multiply by 100% [14].

3. RESULTS AND DISCUSSION

3.1. Research Results

The initial condition (pre-cycle) of the reading ability of second-grade students of SDN 1 Sukadana before the implementation of the read-aloud method showed several obstacles. Based on the observation results, the teacher still used conventional learning methods, where students read independently without intensive guidance in pronunciation, intonation, and reading fluency [15]. The initial test results showed that out of 26 students, only 11 students (42.31%) achieved the Minimum Completion Criteria (KKM) of 80, while 15 students (57.69%) had not achieved the KKM. The average class score obtained was 63.08. This condition underlies the need for action through the implementation of the read-aloud method.

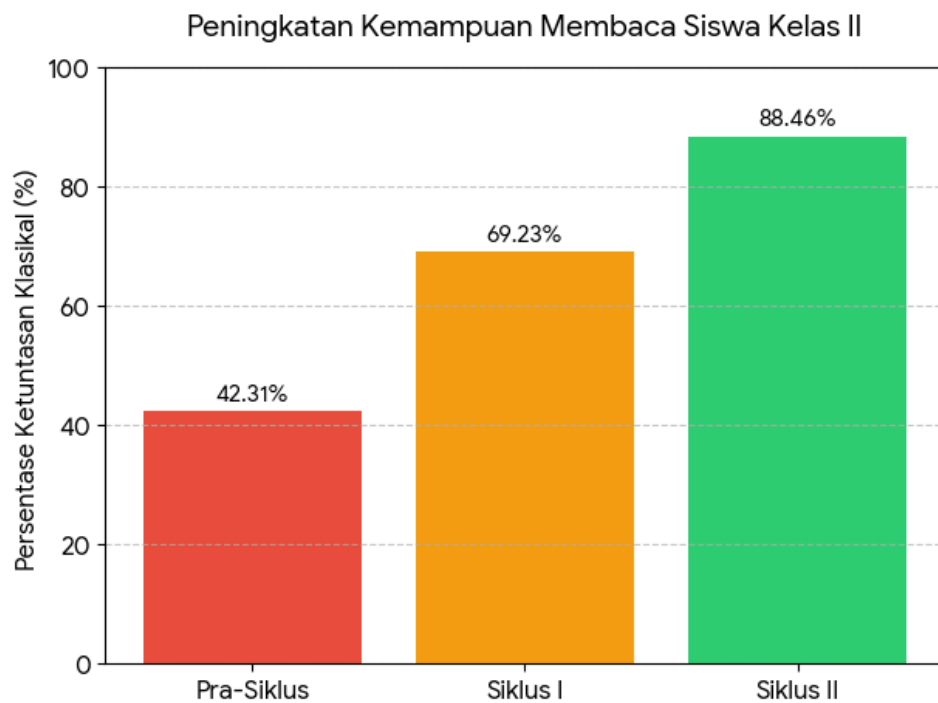
In Cycle I, the implementation of the read-aloud method was carried out in a structured manner. The teacher provided an example of how to read the text with appropriate pronunciation, intonation, and pauses. Then, students were asked to listen and practice reading together or in turns. Based on the results of the Cycle I evaluation, 18 students (69.23%) had achieved completion, while 8 students (30.77%) had not yet completed the reading. Although there was improvement, this result did not meet the classical completion target of 80%. Weaknesses found included some students still stuttering and a lack of confidence when performing [16].

In Cycle II, improvements were made through more intensive reading practice, the use of more engaging reading texts, and positive appreciation to motivate students [17]. Observations showed significant improvement. Students began reading fluently, pronunciation errors decreased, and intonation was more precise. The Cycle II evaluation showed that 23 students (88.46%) achieved the completion category, and only 3 students (11.54%) were incomplete. Thus, the classical completion success indicator of $\geq 80\%$ had been achieved, and the study was terminated in Cycle II.

Table 1. Recapitulation of Classical Completion of Students' Reading Ability

Implementation Stages	Students Complete	Students Not Yet Completed	Percentage of Completion
Initial Conditions (Pre-Cycle)	11	15	42,31%
Cycle I	18	8	69,23%
Cycle II	23	3	88,46%

In addition to data in tabular form, the increase in students' classical completion can also be seen in the graph below:



Graph 1. Increase in Classical Reading Completion

3.2. Discussion

The results of the study showed that the read-aloud method was effective in improving the reading skills of second-grade students at SDN 1 Sukadana. This improvement was seen gradually, from pre-cycle (42.31%), cycle I (69.23%), to cycle II (88.46%). This improvement aligns with Tarigan's [18] view, which asserts that read-aloud activities enable students to improve pronunciation, manage pauses, and understand intonation by listening to teacher modeling.

In the pre-cycle stage, low completion rates are heavily influenced by the use of conventional, teacher-centered learning methods. This results in passive and unmotivated students [19]. Students are not accustomed to reading aloud, so they struggle with pronunciation and have very little self-confidence. Conventional methods fail to provide the sensory-motor stimulation needed by lower-grade students to process reading text into spoken language [20].

Entering Cycle I, the intervention, which involved the read-aloud method, began to be implemented. At this stage, the teacher acted as a model, reading the text with proper pronunciation and intonation. As Abidin [2] explained, the modeling process in the read-aloud method helps students auditorily record how a word or sentence is pronounced, which then makes it easier for them to imitate. Students' active involvement in taking turns reading began to foster courage. Although the completion rate increased to 69.23%, some students still needed time to adapt, especially in overcoming nervousness and improving fluency in reading complex syllables.

Substantial improvements were made in Cycle II. Teachers provided more intensive practice, provided direct appreciation, and used reading texts contextualized with students' daily lives to make them more engaging [15]. As a result, the completion rate jumped to 88.46%. The success of Cycle II reinforces the findings of previous research by Siswanto et al. [7] and Wahyu et al. [9], which stated that reading aloud routines in class can significantly build students' self-confidence, improve reading fluency, and ultimately enhance cognitive abilities in understanding text content.

Overall, the effectiveness of the read-aloud method is strongly supported by the cognitive developmental characteristics of second-grade elementary school students. Children at this age are highly responsive to interactive, audible, and hands-on learning. The read-aloud

method provides a hands-on experience that is highly effective in transforming students from passive readers to active ones [10]. Through repetition, immediate feedback from the teacher, and a supportive classroom environment, students are not only able to pronounce letters correctly but also understand the meaning behind the words they read [8].

Nevertheless, these findings need to be read critically rather than merely as a confirmation of previous studies. The classical completion achieved in Cycle II of this study (88.46%) is higher than the figure reported by Siswanto et al. [7], and the pattern of improvement in fluency and self-confidence is largely consistent with Qomaruddin and Sa'diyah [8] as well as Wahyu et al. [9]; however, this correspondence cannot be interpreted as proof that the read-aloud method is superior, because the number of subjects, the length of the intervention, and the reading indicators measured in each study are not identical, so the results are not directly comparable. Furthermore, unlike Anderson [19], who examined the interactive reading model through a controlled design, this study is a classroom action research conducted in a single class without a comparison group, so the increase from 42.31% to 88.46% cannot be attributed solely and causally to the read-aloud method. Other factors that emerged during the two cycles, such as students' growing familiarity with the reading test due to repeated administration, the teacher's increasing skill in managing the class after the Cycle I reflection, and the researcher's dual role as both practitioner and observer, remain plausible rival explanations that this study's design cannot rule out. In addition, although 23 of 26 students reached the completion criterion by the end of Cycle II, three students (11.54%) had still not achieved it despite receiving the same intensive practice and appreciation described by Fania et al. [15] and Murti [17]. This indicates that the intervention did not work uniformly for all students, and that individual factors, such as initial vocabulary mastery, attendance, and level of parental support at home, which have rarely been examined by the studies cited above, need to be taken into account when the read-aloud method is applied in other classes.

4. CONCLUSION

The implementation of the read-aloud method through two cycles of classroom action research improved the classical completion of second-grade students' reading skills at SDN 1 Sukadana from 42.31% (pre-cycle) to 69.23% (Cycle I) and 88.46% (Cycle II), surpassing the 80% success indicator.

This result was accompanied by greater courage, confidence, and enthusiasm among students, as well as better pronunciation, fluency, and comprehension of simple texts. These findings imply that teacher modelling combined with repeated, guided reading practice can be a practical strategy for lower-grade teachers to raise basic literacy, provided it is paired with individual attention for students who progress more slowly. It is therefore recommended that elementary school teachers integrate the read-aloud method consistently, and that further studies test its effect using a comparison group.

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