

EXPLORING TEACHERS' IMPLEMENTATION OF INTERACTIVE READ ALOUD: PERCEPTIONS, PRACTICES, AND CHALLENGES

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

Farhatul Kamilah

04212310004

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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ABSTRACT

Farhatul Kamilah
04212310004
farhatul.kamilah@uiii.ac.id
MA in Education
Universitas Islam Internasional Indonesia

This study aims to explore in-depth the implementation of interactive read aloud carried out by teachers in elementary schools, especially in the Jabodetabek area. This study focuses on the perceptions, practices, and challenges faced by teachers in implementing interactive read aloud. Using a qualitative approach with a multi-site case study design, data in this study were collected through preliminary questionnaires, classroom observations, and in-depth interviews with five teachers participating in the Literacy Microcredential program organized by the Indonesian Ministry of Education and Culture and Teachers College Columbia University. The data collection is also obtained from document analysis from schools. This study combined Vygotsky's (1978) Sociocultural theoretical framework, the concept of More Knowledgeable Other (MKO), and the concept of Readers' Foundational Skills by The National Reading Panel Report (2002) to reveal how interactive read aloud practices can build meaningful interactions in the classroom. Data analysis was carried out thematically with the help of Quirkos software and the Braun and Clarke analysis framework. The results of the study showed that: (1) Teachers have positive perceptions of interactive read aloud activities. Teachers view this practice not only as a reading activity, but also as an interactive and contextual learning process. Interactive read aloud is considered effective in developing critical thinking skills, building basic literacy skills, and fostering students' motivation and interest in reading. In addition, teachers believe that interactive read aloud can build students' character and positive values through reflective dialogue and the selection of books with moral content. (2) This finding also sees the practice of interactive read aloud implemented by teachers including seven main components: text selection, pre-reading and practice, clear goal setting, fluent model reading, use of animation and expression, text discussion, and connecting reading with independent literacy activities. The implementation of these components is greatly influenced by the teaching style, class readiness, and learning objectives of each teacher. (3) This study also found two main challenges faced by teachers in implementing interactive read aloud. First, time constraints due to tight learning schedules and pressure to achieve curriculum targets, so that interactive read aloud is often only an additional activity, not a core practice in literacy learning. Second, the limited availability of relevant, interesting, and level-appropriate reading books. Further research is recommended to expand the context of interactive read aloud more broadly, to produce richer, deeper findings, and be able to represent interactive read aloud practices more contextually.

Keywords: *Interactive read aloud, teacher, perceptions, practices, challenges, elementary schools.*

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CHAPTER I

INTRODUCTION

This section will outline four elements of the research: First, research background, which elaborates on the importance of interactive read aloud in literacy instruction, the problem of the study, and the context of the study; Second, the research questions, which provide an overview of the main inquiries of the study; Third, the research objectives, which will highlight the purpose of the study; Last, the significance of the study, which will look at how this research can provide benefits in education fields.

1.1 Research Background

One of the instructional practices that is considered effective in fostering literacy development among young readers is the interactive read-aloud method (Fisher et al., 2004; Durriyah, 2021; Moussa & Koester, 2021). This systematic method involves reading aloud a storybook multiple times, allowing teachers to scaffold students' understanding, teach vocabulary, and model inference strategies for students (McGee & Schickedanz, 2007). I started to realize the importance of interaction between the reader and the audience to foster children's literacy development when I conducted child observation with one of my 3rd grade students to see her reading behaviour and literacy development. During four meetings, we managed to complete 9 children's picture books. In the observation, we did several reading activities such as letting my student read several books and I will observe and take notes during the independent reading, then at the second session I will ask her about the books she read to find out how far her understanding. We also did interactive read aloud in our last meeting to see how her understanding and literacy behaviour were during the read aloud session.

I realized when we read the book entitled *Kupu-kupu* [Butterflies], she tried to contextualize her everyday experience when she saw a cocoon. She said, “*I once saw a cocoon the size of my middle finger on a tree. I looked at it for a long time. But, the next day I looked again at the tree, and it was gone.*” From her response, I tried to trigger questions that eventually led her to contextualize her knowledge about the butterfly metamorphosis process that she had studied at school. She said *kupu-kupu bisa metamorphosis* [butterflies can metamorphose]. Although when I asked what metamorphosis was, she could not explain the concept. However, she understood when I then explained the metamorphosis process in the life cycle of butterflies. Another behavior

that I noticed was that she criticized pictures that did not match reality several times. For example, when reading a book entitled *Cat*, she pointed to a picture of a purple cat, because according to her, the real colour of cats is not purple.

From my observation story, I tried to reflect on the importance of children's literature and interaction during the interactive read aloud for young readers. Interactive read-aloud is defined as a planned method used by a practitioner to read children's books (Meller et al., 2009). This method is considered an effective way to introduce students to the art of listening and the joy of reading (Morrow, 2003). In practice, the teacher reads the text aloud while actively engaging students through several interactive techniques and discussions that take place before, during, and after reading. During this process, students listen to their teacher while guessing about the book they are reading under the teacher's guidance. Students are usually engaged in discussions or questions, making connections, or recreating meaning within the reading (Trelease, 2013; Ceyhan & Yildiz, 2021). The essential components in interactive read aloud can be found starting from (1) selecting books that are appropriate to the students' development level, (2) review and practice by the teacher before conducting read aloud, (3) determining clear objectives for the reading aloud activity, (4) modeling fluent reading by the teacher when reading the text, (5) using enthusiastic expressions, (6) using appropriate stopping punctuation, asking questions that can open up discussion, and (7) linking the reading process with independent reading and writing (Fisher et al., 2004).

Through interactive read aloud, children not only interact with books physically, but also gain meaningful learning experiences. This activity could stimulate children's cognitive development, improve children's listening comprehension, vocabulary, prior knowledge, story scheme, and help them to make meaning of the text (Trelease, 2013; International Literacy Association, 2018). It is as stated by Wiseman (2012) that the nature of dialogue in book reading activities can provide opportunities for children to develop their critical thinking and help them to understand complex learning as they try to construct a meaning. The intimacy and interaction built between reader and audience in read aloud activities can create a bond between them. In the interactive read aloud activity, children can engage with the book by touching and flipping back and forth book pages, which is important for their learning experience. It can also help them to build critical thinking and ignite children's positive reading habits (Duriyyah, 2021).

In the context of Indonesia, the Ministry of Education and Culture on 2016 created an initiative called “Gerakan Literasi Sekolah” (GLS) or *School Literacy Movement* as an effort to provide opportunities for students to be more engaged with books in a literacy-

rich environment. The programs in the GLS consist of three dimensions, all of which are book-based, such as 15 minutes a day for students to read books independently, active involvement of students in reading non-textbooks, and teaching with original book sources from various themes. The three programs in the GLS aim to foster love reading, build students' reading habits, and engage students with literature-based activities. This initiative is also expected to improve students' language skills and cultivate students' critical thinking (Kemdikbud, 2016).

Although the GLS initiative has spread to several schools in Indonesia, there are still challenges in its implementation so that the objectives of this initiative have not been achieved optimally. This can be seen from the score of the Programme for International Student Assessment (PISA) in 2022 which showed that Indonesia's average score in reading literacy was below the global average, ranked 62nd out of 79 participating countries (OECD, 2022). Moreover, the data from the Central Statistics Agency (BPS) shows that literacy interest in Indonesia is very low, namely only 10% of the Indonesian population who like and diligently read books (Kalla Institute, 2024). This result indicates that Indonesia still faces challenges in developing reading proficiency and literacy culture among students. Therefore, cooperation is needed between all policy makers, especially teachers, parents, and students (Setyawan & Gusdian, 2020), to overcome this challenge. The role of teachers is very important in instilling children's interest in reading from an early age. This as mentioned by Valloton et al., (2023) that it is important to foster literacy even from early childhood. This is because literacy will have an impact on many aspects, including social, economic, political, and personal aspects of our lives (Shanahan, 2008).

It should be noted that the School Literacy Movement is one of the government's efforts to instill a reading culture in students by stimulating students to read books independently. Meanwhile, interactive read aloud is a method that is carried out to involve student participation in discussions through books. Therefore, interactive read aloud practices must provide a sense of pleasure and comfort for students. In this case, the implementation of interactive read aloud cannot be separated from the role of teachers. Teachers play an important role in creating meaningful reading experiences for students, by choosing appropriate books and involving students in interactive dialogue during the reading process. This is as mentioned by Boyd (2009) that interactive read aloud activities must provide happiness and joy for students. This is because when we read for enjoyment, it will indirectly improve various cognitive skills and expand our general knowledge (Cunningham & Stanovich, 1998; Holden, 2004).

Therefore, teachers have to carefully plan the read aloud in order to help the children to expand and develop their vocabulary, content knowledge, and understanding of text structures (Bingham et al. 2018). It is essential for teachers to actively engage students in discussion about the text before, during, and after the reading session (Beck &McKeown, 2001). For instance, in terms of selecting books before conducting read aloud. Teachers are responsible for choosing books that are appropriate for students. According to the survey conducted by Haland and colleagues (2021) in their research, it is shows that 80.5% of teachers from 299 first-grade teachers believed that teachers' tendency to select known books was a very important dimension. Teachers stated that choosing books that they already understood and believed in based on their previous abilities would be well received by students (Haland et al., 2021). Furthermore, teachers must also be able to create an interactive environment, such as creating discussions that involve feelings, children's personal experiences, or discussions that can trigger students to connect their knowledge with classroom learning (Fisher et al., 2004). Teachers can create discussion or dialogue spaces that can encourage children to think critically about connecting texts with their own experiences (Wiseman, 2012). This aims to maximize the effectiveness of read aloud activities so it can enhance children's literacy development (Haland et al., 2021) and motivate students to want to read books as well as foster their reading habits (Malloy et al., 2014).

However, in its implementation, interactive read aloud faces various challenges (Lennox, 2013; Merga & Ledger, 2018; Durriyah et al., 2024). Some teachers consider that the implementation of interactive read-aloud itself is something new in literacy learning. As a result, even though teachers acknowledge that this method can enhance students' literacy development, they feel that they have not been optimal in practicing it (Duriyyah et al., 2024). Teachers frequently encounter challenges related to their pedagogical knowledge, book selection (Durriyah et al., 2024), how to develop vocabularies, and the quality of interaction in read aloud. They still have problem in providing enough space for interaction, critical discussion, or student reflection on the content of the reading (Lennox, 2013).

Although there have been many studies discussing the benefits of interactive read-aloud (McCaffrey & Hisrich, 2017; Haland et al., 2021), studies that specifically explore how this method is implemented by teachers in real contexts are still limited. This gap includes the lack of research that focuses on the extent to which teachers understand the important features of interactive read-aloud in the reality of classroom implementation. Therefore, a study is needed that explores more deeply the key components of interactive

read-aloud. This study will refer to the components found in Fisher and colleagues' (2004) research which are the best practices carried out by experts in implementing interactive read aloud. This study will explore teachers' perceptions of these components, as well as how they practice them in interactive read-aloud activities. The main focus is to see the extent to which teachers' knowledge of these components is applied, and what challenges they face in creating meaningful interactions during the reading process. By examining these perceptions, practices, and challenges, this study also aims to identify components that are effective in promoting interactive read-aloud as a comprehensive literacy teaching method, particularly in the formal context.

1.2 Research Questions

To explore in depth about how teachers' perceptions, practices, and challenges in implementing interactive read aloud, the researcher formulated three research questions, as follows:

1. How do teachers perceive the interactive read aloud in their respective contexts?
2. What are some of the key components of interactive read aloud practices implemented by teachers?
3. What challenges do teachers face in implementing interactive read aloud?

1.3 Objective of the Study

Based on the research question above, the researcher formulated three research objectives, including:

1. To identify teachers' perceptions of implementing interactive read aloud.
2. To explore the key components of interactive read-aloud practices implemented by teachers.
3. To identify challenges that teachers encounter in implementing interactive read aloud.

1.4 Significance of the Study

This study contributes to enriching literacy studies, especially on the implementation of interactive read-aloud carried out by teachers in Indonesia. This study will provide a more detailed understanding of how teachers adopt and adapt this method, as well as the challenges they face in various educational settings. By focusing on teachers' perception and understanding, this study is expected to contribute to practical implications

for teachers and policy makers on how to improve the implementation of interactive read-aloud. For teachers, this study is expected to be a guideline for improving their practices, such as text selection, questioning techniques, and building critical interactions with students. For policy makers, this study offers input for designing training programs or policies that support the implementation of interactive read-aloud as a strong effort to improve literacy culture in Indonesia.

CHAPTER II

THEORETICAL FOUNDATION

This theoretical foundation chapter will focus on two parts. The first part is a literature review that highlights previous literature, focusing on the discussion of the importance of interactive read aloud, teachers' perceptions as well as their practice in implementing interactive read aloud. Then, the second part will discuss the theoretical framework that is the lens in understanding this study. This framework will focus on Vygotsky's sociocultural theory, highlighting the role of teachers in the scaffolding process and their role as more knowledgeable others. The framework on reader's foundational skills will also be discussed in this section as an important basic skill that will be built in the interactive read aloud process carried out by teachers in the classroom context.

2.1 Literature Review

2.1.1 The Importance of Interactive Read Aloud

Research consistently highlights the numerous benefits of the interactive read-aloud. Research by Fisher and colleagues (2004) revealed that interactive read aloud is one of effective effort to motivate students to read in an enjoyable and engaging way, help students develop their vocabulary, improve students' oral language abilities, and improve students' understanding and analytical skills. Koralek (2003) in his research said that read aloud activity can improve the overall development of children's language skills. It contributes to children's cognitive thinking skills, fostering their creativity, teaching them formal grammatical structure and descriptive language of the book. Another research found that introducing and exposing children to books during the read aloud process can improve their vocabulary (Santoro et al., 2008; Swanson et al., 2011), make them like books and motivate them to read (Sloan, 2003; Valloton, 2023), and improve their critical thinking (Kim & Hachey, 2021). This is also supported by the findings of The International Literacy Association (ILA) which states that read aloud activity will improve children's vocabulary, word recognition abilities, listening comprehension, story schema, prior knowledge, and cognitive development (International Literacy Association, 2018).

Focusing on interactive read-alouds of informational texts, research by McClure and Fullerton (2017) provides an example of how interactive read aloud of informational texts can facilitate collaborative and supportive discussions that improve literacy learning. Students are engaged to think critically, such as making predictions, analyzing the text feature, sharing and discussing their ideas and thoughts with peers so they can foster a

collaborative learning environment. Furthermore, research by Wael Moussa and Emily Koester (2021) also highlights the importance of Read Aloud, where doing weekly Read Aloud lessons to second graders, can have a positive effect on their basic reading abilities. This includes their listening comprehension, letter sound identification, decoding, and oral reading fluency.

Another research by Durriyah (2021) on Indonesian preservice teachers' use of book read aloud and storyline online found that preservice teachers noticed the intimacy and interaction built in read aloud activities. They preferred physical books in read aloud because there was direct interaction and physical closeness between the reader and the audience, which created a bond between them. In read aloud, students can engage with the book by touching and flipping back and forth book pages, which is important for their learning experience. Preservice teachers also realized that read aloud activities can help build critical thinking and ignite students' reading habits.

2.1.2 Teachers' Perceptions of Interactive Read Aloud

Despite these benefits of interactive read aloud, the implementation and perception of read aloud practices can vary among teachers. Therefore, understanding the perceptions between teachers is very important to identify what strategies are appropriate for promoting literacy through read aloud activities. In the context of classroom settings, research by Alatalo and Westlund (2021) stated that preschool teachers perceive read-aloud as a tool or method that can support children's language and literacy development, including vocabulary growth and comprehension skills. They perceive that reading aloud as an organizational tool that teachers often use to manage or gather large groups of children and a time. They also perceived read aloud as a social interaction that can model positive social interactions, or even can be a way to discuss some themes and conflict resolutions. This is also supported by research by Haland and colleagues (2021), which found that teachers view read-alouds not simply as formal instruction, but as a tool to engage and manage students' active engagement in learning. In the context of this study, read-alouds typically took place during lunchtime, with teachers selecting texts from children's literature for entertainment and the purpose of defining words.

Another research by Perry (2021) also found that teachers who often do read aloud with most spending between 10-20 minutes per session in their daily activity. The result showed that 100% of teachers reported enjoying reading aloud their students, and also felt comfortable doing read aloud. They believe that this method is the most effective method to build students' literacy skills. Teachers perceive read aloud as a valuable activity to

promote fun, enjoyment, and imagination in reading. When teachers use questions and discussions to engage students, they feel that this strategy is very helpful for students in making connections and building comprehension skills. Boyd (2013) also conducted a study on how teachers perceive read aloud activities in class. He got 200 responses from teachers that read aloud activities were done to fill time and have fun in class. They considered read aloud to be able to help increase students' understanding and vocabulary. Read aloud activity is also considered a method that can connect the content being studied. Moreover, the latest research by Sofie Tjaru (2023) with 44 preschool teachers in Finland found that teachers viewed reading aloud as an activity that could enhance pedagogical content, support students' language development, and foster a fun atmosphere. Teachers believed that reading aloud could train children's social skills, improve their skills, and prepare them for future elementary school.

2.1.3 Teachers Practice in Interactive Read Aloud

Studies have shown that interactive read aloud have emerged as a powerful instructional tool in early education (Fisher et al., 2004; Moussa & Koester; Durriyah, 2021) and engage students actively in literacy development (Barrentine, 1996). In the context of classroom settings, teachers as the main facilitators play an essential role in creating a learning environment that can encourage student participation during interactive read aloud practices. Research by Fisher and colleagues (2008) highlights that the role of teachers in interactive read aloud is to model reading intonation, provide expression, and develop students' critical thinking skills through reflective questions. In reading texts aloud, teachers play a role in facilitating dialogue and student participation and conversation, providing a delivering text and illustrating reading procedures (Barrentine, 1996; Fisher et al., 2004). Teachers must also be able to encourage students to contextualize between the texts they read and their experiences so as to support deeper understanding (Fisher et al., 2008).

Research by Pantaleo (2007) documented the use of interactive read aloud activities in supporting first-grade students' exploratory talk. It shows that students gain understanding of the events in the story through collaborative discussions in class. In this approach, the teacher reads the story with active participation from students, encouraging them to ask questions, share opinions, and discuss the characters and plot in the story. This process not only enhances students' understanding of the story content, but also develops students' speaking and listening skills as an effort to foster students' literacy development. Another research by Wadsworth (2008) also found that when teachers read stories aloud in

class, they indirectly provide a learning environment that allows students to engage, ask questions, and understand the reading without any pressure or fear of failure.

It also proven by the result of Moussa and Koester (2021) emphasizes the crucial role of teachers in fostering literacy development among young students in Nigeria. Their study provided training to teachers on how to teach literacy in the classroom through read aloud activities. The results of the research demonstrate that doing weekly read-aloud lessons to second graders can have a positive effect on their basic reading abilities, including listening comprehension, letter sound identification, decoding, and oral reading fluency. In this interactive session, teachers not only play a role in encouraging students to actively participate in reading activities, but also foster a love of reading for students which will ultimately improve their literacy outcomes. In addition, through read aloud activities, teachers also indirectly play a role in introducing new vocabulary and more complex language to students. This is important because students often have difficulty finding the meaning in their independent reading. By conducting read aloud, students' reading skills and their language comprehension will be enriched so that their language skills will improve (McGee & Schickedanz, 2007).

2.2 Theoretical Framework

2.2.1 Sociocultural Theory

To understand the implementation of interactive read-aloud by teachers, this study uses sociocultural theory as the main theoretical framework. Sociocultural theory was first introduced by Vygotsky around the 1920s and 1930s. However, this theory became widely recognized in 1978. This theory emphasizes learning as a social process that happens as a result of interactions between individuals and their social and cultural environment. This means that the learning process does not only focus on individual aspects, but also involves social and cultural contexts. In the context of children's learning process, the learning can improve children's internal development when they can interact with people in their surroundings. The school is considered to be the place where social interactions occur among students, including a place where students learn to adapt to their natural and social environment (Riley & Aubrey, 2022).

In the classroom context, Vygotsky (1978) explains that interaction in learning activities is not only limited to interactions with teachers as adult figures, but also interactions between students and their peers. According to him, this interaction is the core of the learning process because it provides opportunities for dialogue and collaboration, enabling students to construct a deeper understanding of a concept. Vygotsky believed that

this type of interaction creates a dialogical space that allows students to share understanding, provide feedback, and collaboratively construct new knowledge. He observed that students' engagement in their daily social activities can be seen through their use of cultural tools such as language, customs, or technology. The use of these cultural tools allows students to not only passively engage but also actively construct new, more meaningful, and contextual understandings (Mercer & Littleton, 2007).

More specifically, Vygotsky conceptualized social interaction as core to the development process, especially cognitive development. This interaction does not occur solely individually but is highly dependent on the students' social relationships with those around them. Through interaction with the social environment, students are able to absorb, interpret, and process new information into understandable knowledge. This process is known as internalization, where students transform knowledge gained from the social context into their own individual mental structures. Thus, social interaction in the context of learning is not simply an exchange of information, but rather a complex process that allows students to actively learn to think and reconstruct their understanding through meaningful interactions with their environment (Mercer & Littleton, 2007). In the context of interactive read-aloud, for instance, from a sociocultural theory perspective, interactive read aloud is not only considered an interactive reading activity, but also a social interaction space that supports students in building collective understanding, developing their cultural and social understanding, and developing critical thinking skills through active participation in the learning process (Rogoff, 1990). The books used in interactive read-aloud activities also function as a medium for social and cultural interaction. It explicitly and implicitly introduces students to values, perspectives, and socio-cultural contexts relevant to their lives (Wiseman, 2012).

Furthermore, Vygotsky emphasized that during the interaction process, teachers serve as guides who have a significant role in creating a social environment that supports children's development (Schreier, 2013). In the context of classroom interaction, for example, teachers can use interactive read aloud strategy to help children understand texts. Teachers can start by asking questions about a particular text topic to measure the level of children's prior knowledge. For instance, if the topic of the text discusses penguins, the teacher can start the read aloud session by asking students questions about what they know about penguins. Then, the teacher can continue the read aloud session by defining these concepts by providing simple concrete examples. After that, the teacher can ensure students' understanding of the text by using interactions through questions (Alawami, 2020). From this interactive read aloud process, interactions that occur can foster

relationships between students as active participants in the class with the teacher and the text they are reading.

In the practice of interactive read aloud, teachers can utilize the "zone of proximal development" (ZPD) brought by Vygotsky (1978). ZPD is the distance between what children can do independently and what they can accomplish with assistance or help from others. In the scaffolding strategy, there is a concept known as the More Knowledgeable Other (MKO). It refers to a person or resource that has a higher level of knowledge. Vygotsky explained that MKO is often conceptualized as an agent, such as an adult, teacher, or peer. The role of the MKO is not merely to provide answers, but to transfer skills or knowledge through scaffolding to improve learners' knowledge (Rogoff, 1990).

In the context of the classroom, teachers are considered the MKO. As a more knowledgeable member in the classroom, teachers have an essential role in providing scaffolds to support students' literacy knowledge and development (Gallimore, Goldenberg, & Weisner, 1992). Using techniques such as collaboration, scaffolding and provision of tools, teachers can support students' learning and thinking (Gauvain, 2019). For example, in the learning process children can try to complete challenging tasks, while teachers, can provide some guidance or structure to support children's performance in tasks in their ZPD.

In the interactive read aloud practice, when teachers guide children through open-ended questions, giving additional explanations, or critical discussions, teachers can help children to expand their understanding of the text, connect the reading content to personal experiences, and build critical thinking skills (Fisher et al., 2008). The dialogue that occurs during read aloud allows children to participate in discussions that build shared understanding of the text (Wiseman, 2012). The teacher acts as a MKO who encourages students to relate the text to personal experiences and ask critical questions. When teachers include follow-up conversations in the reading process, they can help students develop their background knowledge into the concepts being learned. The goal is to see how far students think and how far students can discuss more deeply (Dorn & Soffos, 2005). Furthermore, teachers as MKO also play a role in providing opportunities for students to scaffold them in an effort to develop students' deep understanding of the topics being studied into something more complex (Wadsworth, 2008). The interactive reading process involves a dynamic interaction between the teacher as reader and children as listeners. This interaction creates opportunities for children to develop their cognitive abilities and language skills, as well as increase understanding through scaffolding, or assistance provided by adults or more competent peers (Wadsworth, 2008).

In addition, this dialogue aims to foster students' active learning in the reading experience, provide students feedback that demonstrates more complex language, and test the child's knowledge and skills by raising the conversation that is appropriate to their cognitive level (Lane & Wright, 2007; Whitehurst et al., 1994). This makes interactive read-aloud not only a reading activity but also a forum for strengthening social relationships and building knowledge collectively. This means that the dialogue that occurs during the reading process can be a bridge that connects children's experiences with the text, as well as identifying practices that support the creation of meaningful interactions. Moreover, Vygotsky also highlighted the importance of cultural and social context in the learning process (Riley & Aubrey, 2022). This means that books read in read-aloud sessions not only function as learning media but also as tools to introduce cultural, social values, and other perspectives that are relevant to children's lives (Wiseman, 2012).

2.22 Reader's Foundational Skills

The National Reading Panel (NRP) Report (2002) emphasizes 5 components that are considered effective in reading instruction (Shanahan, 2005). First, Phonemic awareness. This is one of the foundational components in effective reading instruction. Phonemic awareness is the ability to recognize and manipulate sounds spoken in word form (Murphy, 2023). It refers to the ability to understand and identify that spoken words consist of the smallest sound units in spoken language (Phonemes). For example, the word "cat" consists of 3 phonemes, namely /k/, /a/, and /t/ (Learning Point Associates, n.d.). Second, Phonics, which is the ability of students to interpret written language. Phonics is very important in reading instruction because the reading process will involve several linguistic and cognitive abilities, such as the ability to identify sounds with their written symbols. It will make it easier for children to improve accuracy in spelling, develop reading fluency, interpret words, and develop understanding (Murphy, 2023)

Third, Fluency. According to Duke (2021) reading fluency is reading with accuracy, automaticity, and prosody. Moreover, Shanahan (2016) also stated that fluency is the ability to read text accurately, quickly, and with appropriate expression. Shanahan clarifies that the argument in his writing is based on the need for students to recognize or decode words so that they can read the author's words with speed and language prosody. However, he also emphasized that fluency is not just fast word reading, but must also include aspects of reading comprehension. This is because most fluent readers do not think deeply about the ideas in the text when reading. Apart from that, fluency is also seen from

the reader's ability to parse sentences so that they sound like sentences so that the person listening to the reading understands the message.

Fourth, Vocabulary, as one of the most important components in word recognition and reading comprehension. Young readers can identify words they see or read by using the definitions of words and pronunciations from their verbal vocabulary. When children pronounce a new word, they will try the trial pronunciation they have created to search their verbal vocabulary. Vocabulary development involves not only the meaning of words but also the relationship of one word to another and how the meaning of the word can change depending on the context. Research by Oakhill and colleagues (2014) shows that a strong vocabulary will foster effective reading comprehension. They found that students who have a large vocabulary are better able to understand and analyze what they read. Furthermore, previous research has also found that vocabulary knowledge is not only the result of reading but also one of the strong predictors of reading comprehension (Perfetti, Landi, & Oakhill, 2005).

Last, Reading Comprehension, which is the most important part in literacy instruction. It is not only the ability to decode words but also includes understanding, comprehending, interpreting, and critically analyzing texts (Duke & Carlisle, 2011). It involves constructing meaning that is reasonable and accurate by connecting the reading being read with the knowledge that the reader knows or thinks about the reading. Furthermore, Harris and Hodges (1995) emphasize that in the process of comprehending reading and constructing meaning, it is also important to use prior knowledge or background knowledge. Research by van den Broek & Kremer (2000) found that readers who are strong in comprehension use a lot of their background knowledge to make meaning and make connections when reading.

CHAPTER III

RESEARCH METHODOLOGY

This part aims to elaborate on the methodology in this study, starting with an explanation of the research approach, research design, research context, research participants, and ethical consideration. This chapter will also cover data collection in the study, which uses a preliminary questionnaire, observation, interview, and document analysis. An explanation of the data analysis used in this study will be explained in the last section.

3.1 Research Approach

This study used a qualitative approach to explore the implementation of interactive read-aloud carried out by teachers, particularly focusing on their perceptions, practices, and challenges. This approach was chosen because it is able to provide an in-depth understanding of the experiences and views of participants, which cannot be fully explained through quantitative data. Yin (2006) emphasized that qualitative research is very effective in answering the questions "how" and "why," which is in accordance with the purpose of this study to understand the process of implementing interactive read-aloud in a real context.

In addition, the main purpose of the qualitative approach in this study is to find out the diversity of interactive read aloud practices, particularly in school contexts. It aims to understand the perspectives, experiences, and meanings given by individuals or groups to certain phenomena in an in-depth context. This approach is more exploratory and explores the depth of a problem through descriptive data obtained from interviews, observations, or document analysis (Merriam & Tisdell, 2016). With this approach, researchers can explore in depth the participants' perceptions of interactive read aloud, participants' knowledge of important components of interactive read-aloud, the strategies they use, and the obstacles they encounter. This allows researchers to gain rich and contextual insights, contributing to the development of better literacy practices. This approach also allows flexibility in data collection, so that researchers can adjust the research process according to the needs of participants and the situation in the field. Thus, the qualitative approach provides the opportunity to produce relevant, applicable, and contextual findings.

3.2 Research Design

This research employed multi-site case study to explore the implementation of interactive read-aloud, particularly highlighting the perceptions, practices, and challenges that are faced by teachers. The multi-site case study design was selected in this study because it enables an in-depth examination of one case or phenomenon thoroughly in more than one location or context. This design capturing richer variations and patterns of participant experiences (Stake, 2010). It can address descriptive questions, such as "what happened?" and explanatory questions, such as how or why did something happen?" (Yin, 2006). By focusing on teachers who regularly conduct interactive read aloud, this case study will help researchers to gain a detailed understanding of the perceptions, practices and challenges faced in conducting interactive read aloud.

3.3 Research Context

This study conducted in Indonesia, particularly in the greater Jakarta area, particularly Jakarta, Depok, Tangerang, Bekasi (Jadetabek). The selection of Jadetabek as the research context for this study is based on several reasons. First, this research focuses on teachers from schools located in Jadetabek, an urban area in Indonesia that has a dynamic and diverse population. As an urban area, Jadetabek is the center of several educational institutions, non-governmental organizations, and literacy programs that actively promote and implement literacy practices. It is demonstrated from the report by the Ministry of Education and Culture regarding the results of the evaluation analysis of literacy programs in Indonesia which shows that Jakarta and the surrounding area is one of the provinces that has implemented the School Literacy Movement optimally, with a monitoring and evaluation percentage of 96.0 percent, which is higher than other provinces (Kemendikbud, 2016). Moreover, the spread of literacy practices, particularly interactive read-aloud in the Jabodetabek area will provides rich insights and creates an ideal context for researchers to explore the current implementation of interactive read aloud, offering valuable opportunities to delve deeper into its practices, perceptions, and challenges.

3.4 Research Participants

The participants of this research focused on teachers in Greater Jakarta (Jadetabek) who regularly conduct and are familiar with interactive read-aloud activities. A total of five teachers participated in this study, representing the implementation of interactive read-aloud within the context of formal education, particularly those from elementary schools. These five teachers were chosen because of their involvement in a specialized literacy

program, which includes teachers who have participated in the Literacy Microcredential Non-Degree Competency Improvement Program. This program is a collaborative initiative between the Ministry of Education and Culture of Indonesia and Teachers College, Columbia University, to enhance the literacy competencies of teachers in Indonesia, starting from kindergarten, elementary school, and junior high school teachers (Kemdikbud, n.d.). This program focuses on providing material related to a comprehensive framework in literacy in the form of mapping activities to strengthen thinking skills through text-based activities consisting of independent reading and writing, paired reading and writing, and guided reading and writing integrated with listening activities and conversational responses to reading. Apart from that, this program also focuses on providing material about interactive reading aloud as a comprehensive framework for literacy that can strengthen students' critical thinking skills regarding texts (Kemendikdasmen, 2024).

Furthermore, the participants in this study were specifically elementary school teachers based in Jabetabek. Participant recruitment in this study was carried out using the snowball sampling technique, which is a method of searching participants through a recommendation network (Creswell, 2018). The researcher began recruitment by contacting one key person who introduced then the researcher to the initial participants, namely teachers who were participants in the literacy Microcredential program in Jabetabek. Then the teacher recommended another teacher who was also a participant in the literacy Microcredential program and met the research criteria. In addition, there were also participants that I got after the interview process took place with one of the participants. This participant provided direct recommendations from other teachers who met the criteria for this study. This process was carried out continuously until the number and variety of participants who met the research criteria were reached. The snowball sampling method was chosen because the teacher community, in this case the Microcredential participants, actively carry out interactive reading aloud and are connected to each other in informal networks, making it easier for researchers to obtain relevant and diverse informants (Creswell, 2018).

By focusing on teachers as key literacy practitioners, this study aims to provide insights of how interactive read-aloud is implemented in structured classroom settings, particularly from teachers who have attended specialized training. The insights gathered from these teachers will capture the unique dynamics of their practical experiences, strategies, and the challenges they encounter in implementing interactive read-aloud. This targeted focus is expected to contribute to a deeper understanding of literacy instruction

practices in the formal education context in Indonesia, particularly within urban elementary schools in Jabetabek area.

3.5 Ethical Considerations

This research conducted in accordance with ethical principles to protect the rights, safety, and privacy of participants. To protect the confidentiality of participants, the identities of all participants throughout the research process, including in reports and publications, will use pseudonyms. In addition, all information collected in this study will only be used after obtaining consent from the participants. The researcher will provide complete information about the purpose, methods, and use of data to participants before asking for informed consent. Thus, participants have a clear understanding of their involvement in this study and can provide consent voluntarily.

Furthermore, recognizing my positionality as a researcher is essential to ensuring trustworthiness. My position is a teacher with one year of teaching experience but with minimum experience with interactive read-aloud practices. I am also not an activist and did not join a literacy club so my experience in conducting read-alouds is very limited. My active involvement in interactive read-aloud stems from my position taking the Literacy Development and Resources course, which provided me with foundational knowledge and inspired my curiosity to explore this topic further. In addition, I have also joined the Read Aloud Training of Trainer class organized by Read Aloud Academia, thus expanding my understanding and skills in the field of literacy, especially in reading aloud practice. These experiences shape my perspective and reflection during the research process.

Therefore, my limited experience with interactive read-aloud positions me as a neutral observer, allowing me to explore participants' practices without preconceptions. However, I also recognize that my position as a teacher and alumni of the Read Aloud Training participants might influence how participants perceive me and how I interpret their responses. To enhance trustworthiness, I will use strategies such as triangulation using multiple data sources from questionnaires, observations, and interviews to validate findings. By maintaining this ethical and addressing positionality transparently, I aim to ensure that this research is conducted with integrity, and its findings can explain the accuracy of the understanding and experiences of participants.

3.6 Data Collection

The data collection in this study aims to address three main objectives: teachers' understanding and perceptions, their practices, and challenges they face. Therefore, to

obtain these objectives, the study employed several methods such as: a preliminary questionnaire, observations, and semi-structured interviews, which will be described in this section.

3.6.1 Preliminary Questionnaire

Data collection in this study begin with the distribution of a preliminary questionnaire. I adapted the questionnaire from the instrument in the dissertation by Kimberly J. Perry (2021) entitled “Perceptions of Classroom Teachers on Read-Aloud Practices Implemented Within the Elementary Setting”. This questionnaire was designed to identify more deeply how teachers practice read aloud in the classroom. Although several items in this instrument include Likert-scale responses, this instrument was used solely for initial mapping purposes and not for quantitative analysis. Through this questionnaire, I collected information about participants, including demographic data, professional background and teaching experiences, participants’ frequency and duration of implementing read aloud, how they choose books for read aloud sessions, and teachers challenges that often occur when conducting read aloud. This phase is essential because from the information collected, it provides preliminary insights regarding the read aloud practices of participating teachers, which then assists me in informing subsequent data collection methods.

3.6.2 Observations

The aim of observation process is to observe the interactive read aloud practices carried out by teachers, focusing on the selection of books they choose, engagement strategies, as well as the key components are implemented in the interactive read aloud practice. As Creswell (2018) stated that the observation process provides an opportunity for researchers to document and obtain firsthand information that occurs in a setting, to truly learn about the situation and study the actual behavior of individuals or research participants. Observations conducted in the classroom settings to capture real time practices. To observe the practice of interactive read aloud, researchers adapted the protocol from a study conducted by Fisher and colleagues (2004) who conducted a study on master teachers who were considered best practice in conducting read aloud practices. This study identified the important components that are best practice in read aloud practices. By observing the practice, it will allow researchers to identify and document unique features and components in the interactive read aloud practices carried out by teachers, particularly in the classroom contexts.

3.6.3 Interviews

This study will conduct semi-structured interviews with participants, where the researcher will conduct one-on-one interviews by asking questions and recording the answers from one study participant at a time (Creswell, 2019) to gather deeper insight into participants' perceptions, their understanding of the key components of interactive read aloud, and the challenges that they face in implementing interactive read aloud. The interview questions in this study will focus on exploring more deeply the participants' experiences and their reflections during interactive read aloud. By giving the opportunity for participants to reflect on their experiences, these interviews are expected to produce rich and in-depth narratives that can enhance the observational data. This is in line with Creswell's (2019) statement that interviews allow participants to describe detailed personal information and provide helpful information that cannot be obtained from observational data alone.

In the process of developing the interview instrument, I referred to several relevant concepts and studies. To explore participants' perceptions, I developed several key concepts used in Perry's (2021) dissertation study and Alatalo and Westlund's (2021) research. Then, to explore the practice of implementing read aloud, I developed questions based on key components proposed by Fisher et al. (2004), McGee & Schickedanz (2007), and Moussa & Koester (2022). Meanwhile, for questions regarding the challenges faced by teachers, I referred to the instruments in Perry's (2021) dissertation. These approaches were taken so that the interview instrument I used could comprehensively explore the main aspects relevant to the research objectives.

3.6.4 Document Analysis

In addition to using questionnaires, classroom observations, and in-depth interviews, this study also utilized document analysis as an additional method in data collection. Document analysis was conducted by reviewing Education Report Card data from several schools where participant teachers taught. Although not all participant teachers were able to provide data related to their school's Education Report Card scores, some of the data that was successfully collected was sufficient to strengthen the research findings. This provides an overview of how the implementation of interactive read aloud can contribute to improving children's literacy skills and ultimately improving school literacy achievements. Through this analysis, I gained a more comprehensive picture of how read aloud practices can contribute positively to the quality of learning and meaningful

learning experiences for students. Therefore, data from this document analysis is an important complement that can enrich the findings of other data collection techniques.

3.7 Data Analysis

Based on the data that has been collected, the analysis was conducted thematically, using the framework from Braun and Clarke (2006). This framework allows me to systematically identify, analyze, and report patterns or main themes from the data that has been collected, ensuring a comprehensive understanding of participants' perceptions, practices, and challenges regarding the implementation of interactive read aloud. To facilitate this process, I utilized Quirkos software, which is a software designed to help and facilitate a researcher in organizing, coding, and visualizing qualitative data.

The first step I took was to familiarize myself with the the data from the questionnaire, interview, and observation. I reread all the questionnaire analysis, interview transcripts and observation note thoroughly, taking note of the initial idea to gain a deeper understanding. For instance, at this stage I found several teachers often mentioned the importance of student involvement during read aloud sessions, which I then marked as a potential code for the category “student engagement”. The goal is to help the author understand the essence and context of the data, as well as note relevant things related to the research question.

Second, I carried out the coding process using Quirkos and the thematic framework from Braun and Clarke (2006), where each code that appears reflects certain aspects of the research question. At this stage, I marked each relevant data with a code that was in accordance with the focus of the research, such as teachers’ perceptions, practices, and challenges in implementation of interactive read aloud. To facilitate the data analysis and visualization process, I used different colors for each category. For instance, all sections related to perceptions I marked in yellow, then for the practices I marked in blue, and for the challenges I marked in red. In more detail, when a teacher shared the difficulty of finding special time to read aloud in class, I coded that section in red as “challenges: limited time”.

Third, grouping the codes into potential themes. After all the data has been coded, I began to group the codes into potential themes. For instance, codes related to how teachers select books, prepare classes, and questioning techniques during the discussion were grouped into the theme “practice of implementing interactive read aloud”. Meanwhile, codes related to obstacles such as lack of time or limited books, I grouped into the theme “challenges”. Fourth, reviewing the themes that have been formed, where I ensured that

the theme is in accordance with the data and readjust irrelevant themes. Fifth, defining the themes clearly. Lastly, I write the report and analysis by linking back to the research question and literature (Braun & Clarke, 2006). With these detailed stages, the analysis conducted is expected to provide an in-depth picture of teachers' perceptions, practices, and challenges in implementing interactive read aloud.

CHAPTER IV

FINDINGS AND DISCUSSION

This section discusses in depth the findings and discussion of the research conducted using a multi-site case study approach. The structure of this chapter is divided into five main parts. The first part describes the initial profile of research participants based on questionnaire results to provide an initial overview of the background and characteristics of the participants involved. The second part discusses teachers' perceptions of interactive read aloud to answer the first research question, *How do teachers perceive the interactive read aloud in their respective contexts?* The third section describes the findings related to the main practices of interactive read aloud implementation by teachers to answer *What are some of the key components of interactive read aloud practices implemented by teachers?* The fourth part focuses on answering *What challenges do teachers face in implementing interactive read aloud?* Finally, the fifth part contains conclusions and discussions that summarize all research finding and reflect the answers to the research questions that have been raised.

In this study, the researcher applied data triangulation with three complementary data collection techniques. First, I distributed a preliminary questionnaire used as an initial instrument to explore an overview of the profile, experience, and initial understanding of participants related to the implementation of interactive read aloud. Then continued with classroom observations to obtain real data related to the implementation of interactive read aloud in the classroom. In this observation, I used an observation protocol from Fisher's (2004) study which is widely used as a reference regarding the key components that are considered as best practices in implementing read aloud. This observation was carried out with an observation duration of around 30-40 minutes for each session. Furthermore, the researcher conducted in-depth interviews as the main data source to understand in depth more comprehensive perceptions, practices, and challenges experienced by teachers, with an interview duration of around 30 to 60 minutes, adjusted to each participant.

This study involved five participants, four of whom participated in the entire series of research, starting from filling out the questionnaire, classroom observation, to in-depth interviews. While one other participant only participated in the questionnaire and interview stages due to limited participants. The use of more than one data collection technique is important because I cannot properly confirm the data obtained until I use another technique. This aims to ensure the validity and reliability of the research findings, so that the results obtained are not only descriptive, but also in-depth and can be scientifically accounted for.

4.1 Research Result

4.1.1 Initial Profile of Research Participants Based on Questionnaire Results

This part will elaborate in detail the initial profile of participants based on the results of the preliminary questionnaire distributed to five elementary school teachers. The purpose of distributing this questionnaire was to obtain a general overview about the teachers' background, their initial understanding of interactive read aloud, and the extent to which they had practiced it in the context of a classroom setting. The data from this questionnaire provided initial information about the teachers, the frequency and duration of implementing interactive read aloud, the approach to selecting books, student involvement, and the challenges that teachers usually experience in carrying out the interactive read aloud process. The data from this preliminary questionnaire provided an important initial overview of each participant's experience in implementing read aloud so that researchers will be able to build a comprehensive understanding of the implementation of read aloud by the teachers before conducting in-depth observations and interviews.

Table 4. 1
Participant Demographic Profile

Name (Pseudo nym)	School, Location	Teaching Experiences	Position	Grade Taught	Subject of Read Aloud
Lily	School A, Tangerang	19 years	Homeroom teacher	Grade 6	Bahasa Indonesia
Aster	School B, South Tangerang	13 years	Principal	Grade 4	Bahasa Indonesia
Rose	School C, Depok	12 years	Homeroom teacher	Grade 6	Bahasa Indonesia
Daisy	School D, Bekasi	20 years	Principal	Grade 1	Bahasa Indonesia
Ivy	School E, Jakarta	21 years	Homeroom teacher	Grade 3	-

The teachers who participated in this study were master teachers, especially elementary school teachers, who had participated in the Literacy Microcredential Non-Degree Competency Improvement Program, a collaborative initiative between the Ministry of Education and Culture of Indonesia and Teachers College, Columbia University designed to enhance the literacy competencies of teachers in Indonesia. The teachers were chosen from the elementary schools in the Jabetabek area, ranging from grade 1 to grade 6 (See Table 4.1). The diversity of class levels shows that interactive read aloud practices

have been implemented at various levels, both in public and private schools. The pseudonym was given for each teacher in this research to preserve confidentiality.

Table 4. 2
Teachers' Frequency and Duration in Conducting Read Aloud

Name (Pseudonym)	IRA Frequency/ Week	IRA Duration/ Day
Lily	< 3 times	> 30 minutes
Aster	< 3 times	10–20 minutes
Rose	Every day	10–20 minutes
Daisy	3–4 times	20–30 minutes
Ivy	< 3 times	5–10 minutes

The data presented in the Table 4.2 illustrates the variation of frequency and duration of read aloud practice implemented by teachers in their respective classrooms. For instance, among the participants, Rose (School C) is the only teacher who reported that she practices read aloud every day, with a duration of 10-20 minutes per session. This indicates that read aloud activities have become part of the daily learning routine within her classroom. Similarly, Daisy (School B) also conducts read aloud sessions 3-4 times per week with a duration of around 20-30 minutes. The data from both teachers reflect their commitment to fostering literacy habits and shows their efforts in integrating read aloud activities into their learning and instructional practice. In contrast, the remaining three participants reported that they carried out read aloud activities with a frequency of less than 3 times per week, with varying duration. For instance, Ivy (School E) with a shorter duration, which is 5-10 minutes, Aster (School B) around 10-20 minutes, and Lily (School A) with a longer duration, which is more than 30 minutes. The different frequencies and durations between all these teachers are caused by the different approaches of each teacher in implementing read aloud activities. This is reflected by several teachers who choose to integrate read aloud activities as the main approach to daily literacy activities, so that they do it consistently with high frequency, as done by Rose. Meanwhile, other teachers adjust the time of implementation of read aloud to the learning needs or the availability of time in learning. In addition, other factors such as learning objectives and student motivation levels also influence this variation. Thus, variations in the frequency and duration of read aloud are not only influenced by time factors, but also by differences in pedagogical approaches and learning planning strategies applied by each teacher.

Table 4. 3

Teacher Perceptions of Read Aloud

Name (Pseudonym)	Enjoys Read Aloud	Comfort Level (1-5)	Effective ness (1-5)	Reason/Reflection
Lily	Yes	5	5	Students interact actively with the text; enhances engagement.
Aster	Yes	5	5	Stimulates literacy and discussion; models good listening and reading habits.
Rose	Yes	4	5	Very valuable; direct benefits felt in students' development.
Daisy	Yes	5	4	Students imitate the teacher's reading behaviors; fosters reading habits and literacy.
Ivy	Yes	5	4	Read aloud at the start of lessons helps build a reading culture in class.

Table 4.3 shows teachers' perceptions of the implementation of read aloud where all participants stated that they enjoyed reading aloud activities, and the comfort and effectiveness scores were on average very high (4 or 5 out of 5). Teachers believe that this activity can stimulate literacy skills, build a reading culture, and make students more active and enthusiastic about reading. Their open responses also reinforced positive perceptions about the impact of read aloud on students' motivation, language skills, and attitudes towards reading.

Next, Table 4.4 illustrates the criteria used by teachers in selecting read aloud activity books in class. It shows that the content of the subject matter and interesting themes or illustrations are the most frequently used criteria, each mentioned by two teachers. This shows that teachers tend to choose books that are relevant to the learning material and are able to attract students' interest through themes or visual illustrations. In addition, there is one teacher who considers the level of the book (book leveling), namely choosing books according to students' reading abilities.

Table 4. 4

Book Selection Criteria by Teacher

Book Selection Criteria	Frequency (number of occurrences)
Book Levelling	1
Subject content	2
Interesting theme/illustration	2

Furthermore, the preliminary questionnaire also explored teachers' perceptions regarding how students responded or behaved during the read aloud practice. Table 4.5 explains the questionnaire questions "What are the overall student behaviors that you

observe while you are reading aloud to your students”, and the question “Do you observe your students engaging in discussions with you or other students, that connect to the text either during/post reading of a classroom read-aloud?”.

Table 4. 5
Student Response in Read Aloud Practices

Student Behaviors	Percentage	Student Engagement in Discussion	Percentage
Actively listening	40%	Yes – Most of the time	80%
Inattentive	0%	Sometimes	20%
Uninterested	0%	Never	0%
Interactive	60%		

The data in Table 4.5 illustrates that around 60% of teachers or as many as 3 out of 5 teachers answered that their students showed interactive behavior during the read aloud practice, marked by the presence of asking questions, responding to the story content, and being involved during discussions or after reading activities. It demonstrates from one of the teacher's statements in the open-ended questionnaire that *“the interactive read aloud experience actively involves students, for example by asking questions before, during, and after reading, and inviting them to make personal (contextual) connections”* (Rose, School C). This illustrates the form of student participation in the form of two-way communication between teachers and students during the IRA session. Meanwhile, as many as two teachers or around 40% stated that their students showed "active listening" behavior. This means that even though students were not verbally involved during the IRA session, students still showed full attention to the story read by the teacher or simply showed their emotional expression towards the book being read.

In exploring student engagement in the IRA discussion, the majority of teachers reported that most of the time their students were actively involved during the read aloud activities in class. Meanwhile, the other 20% answered that sometimes their students were actively involved in their reading aloud activities.

Table 4. 6
Problems/ Challenges in Conducting Read Aloud

Teacher challenges in conducting IRA practice (order by frequency)	Frequency (number of occurrences)
Limited time	4
Lack of resources/books	1

Finally, a table of challenges faced by teachers in implementing read aloud practices in the classroom. The Table 4.6 shows that the most frequently mentioned challenge is time constraints, which four teachers experienced. This indicates that limited time in the learning schedule is the main obstacle for teachers to carry out reading aloud activities optimally. In addition, one teacher also mentioned that lack of access to resources or books is also an obstacle in implementing read aloud. This finding confirms that in addition to time issues, the availability of adequate books and learning resources is also an important factor that needs to be considered so that read aloud practices can run effectively in schools.

4.1.2 Findings on Teachers' Perceptions of Interactive Read Aloud

This section provides an in-depth exploration of teachers' perceptions regarding the implementation of Interactive Read Aloud (IRA) within their respective classroom contexts. This analysis specifically addresses the first research question: *How do teachers perceive the interactive read aloud in their respective contexts?* I obtained findings related to teachers' perceptions from the triangulation of three data collection techniques in this study, namely preliminary questionnaires, direct classroom observations, and in-depth interviews with the teachers participating in the study. The results of the thematic data analysis found several main themes that reflect how teachers' perception on the implementation of read aloud that they have implemented in their respective contexts. These main themes include:

- Developing Critical Thinking, Literacy Skills, and Meaning-Making Process
- Fostering Students' Motivation and Interest in Reading
- Cultivating Students' Attitudes, Values, and Character
- Fostering Engagement and Emotional Bonding

Developing Critical Thinking, Literacy Skills, and Meaning-Making Process

One important finding about teachers' perceptions of read aloud activities in the classroom is that read aloud in practice is considered capable of developing critical thinking skills, literacy skills, and the process of interpreting reading in students. This can be seen from the three aspects found, such as: (1) students' ability to think critically and dare to express opinions, (2) increasing literacy skills such as phonics, vocabulary, reading comprehension, and students' reading resilience, (3) students' ability to interpret stories in depth, both through text prediction, imagination, and making meaning of the text itself.

First, in the context of developing students' critical thinking skills. Several teachers gave concrete examples of how reading aloud can help develop students' critical thinking skills. Lily, a sixth-grade teacher, said that students' critical thinking skills can develop through interactive and reflective read aloud practices. She observed that her students were able to connect the stories read with real issues around them. This is usually done starting from things that involve students' feelings and personal experiences when reading, through questions such as *have you ever felt like this?* According to Lily, her students responded enthusiastically when their feelings and experiences are involved in the reading and discussion. Through this active involvement in the read aloud session, students will get used to reflecting, evaluating, and connecting the content of the story with their own experiences. This process will not only encourage students to understand the text, but also to think deeply about the meaning of the story and its relevance in everyday life. Therefore, read aloud is considered as an effective way to stimulate the development of students' critical thinking, enabling them to become more sensitive, analytical, and able to make a meaningful connection between classroom learning and the reality they experience. In her observations, Lily also revealed that in the context of grade 6, many students are at the level of being able to criticize the content of readings that are considered irrelevant to their lives. In our interview session, she shared that one of her students dared to protest the pollution issue in their city after being read a story related to the environmental theme, as a reflection of their understanding. This is as the following statement:

The student can protest, for example, the pollution conditions in their city when we read books about the environment. He can protest because his literacy is already good. He dares because he has quite good literacy. So, it has an impact (Lily, School A, Grade 6).

This finding is reinforced by the results of my observations when Lily read the book *Malam yang Menegangkan* by Tere Liye. The story tells about how animals on a farm unite to fight a wolf that wants to attack the farm. During the observation session, I realized that there were students who gave critical responses by saying *How can those small animals fight the wolf?* when he found that the animals could fight the ferocious wolf. This spontaneous response indicates that students do not only listen passively, but also criticize the logic in the storyline, which is an indicator of the development of critical thinking within the context of classroom learning practices.

Second, teachers consider that read aloud activities have an important role in improving students' literacy skills, especially in expanding vocabulary, developing basic phonological skills, and reading comprehension. In terms of introducing new vocabulary,

for instance, in the context of a story, introducing new vocabulary not only enriches students' vocabulary, but also helps them understand the meaning of words in meaningful situations. Aster explicitly stated that she always tries to discuss new vocabulary that appears in the story so that it becomes a natural learning space for students. This can also help students understand the meaning of the word more deeply, either through intonation, illustrations, or teacher explanations.

Earlier we discussed difficult words, what they just learned. As much as possible we can explain to them, read according to the writing in the book" (Aster, School B, Grade 4).

The teachers' efforts to introduce new vocabulary are supported by the findings of observations that I did when observing Aster reading a book in the Arts and Culture subject (*Seni Budaya dan Keterampilan*). In this subject, Aster tried to introduce a story about Minang culture theme, an ethnic originated from West Sumatera, Indonesia, through a story entitled *Sekarang Saja* by Witaru Emi. In the story, she introduced new words that students did not know yet, such as *Dulang*, *Rumah Gadang*, and *Gandang Tambua*. She did not only read the words, but also explained their meanings. Based on my observations, I realized that the strategy used by Aster did was with the help of pictures, movements, or analogies that were familiar to students. For instance, I remember when Aster introduced the word *Dulang*, she showed a picture of a *Dulang* in a book, then related it to a similar object that students might have seen in everyday life, by asking "*has anyone ever seen a Dulang? A Dulang is like a tray, kids*". Another term, *Rumah Gadang*, she invited students to pay attention to the illustration of a Minang traditional house in a story book to strengthen their imagination of understanding. In addition, in the term *Gandang Tambua*, while pointing to the picture in the book, Aster imitated the movement as if she was playing the musical instrument, so that students could fully imagine it. The use of pictures, gestures, and analogies that are close to students' experiences have proven effective in strengthening the vocabulary introduction process as they try to associate new words with stories and visualization. Students seem to find it easier to remember and understand the meaning of new words because the teacher introduces them visually, contextually, and interactively, not just verbally, so that learning becomes more meaningful.

In addition to being an effort to introduce new vocabulary, teachers also consider that read aloud activities can also introduce word sound patterns or simple phonological structures, especially for lower grade students. A teacher in grade 1, Daisy, explained how she uses books that has rich in repetitive word patterns to develop students' phonological awareness. She uses a book entitled *Sihir Otir* by Dian Onasis which contains many pairs

of words that have similar sounds (rhymes), such as *Bola - Gula, Kereta - Pita, Buku Sihir - Petir, Sapu Terbang – Layang-layang, and Payung - Gayung*. According to Daisy, she uses these words to draw students' attention to the similarity of sounds at the end of the words. She stated that,

For example, words, like *Bola, Gula, Pita, Kereta*. I emphasize that words (Daisy, School D, Grade 1).

From the observation findings, I also saw how Daisy tried to develop students' phonological awareness. When read aloud session, she not only read the words rhythmically, but also invited students to repeat the words together, and identify the similarities in sounds that appeared. Even after the reading session, she invited students to rewrite the list of words that had the same sound. This shows that the teacher consciously directs students to pay attention to phonological patterns, which is one of the early forms of introducing phonemic awareness skills. Students are invited to play with language, while understanding its structure. This strategy is very important because it will strengthen students' memory and provide students with an understanding of word morphology and rhyme, which are important aspects of students' reading and writing skills.

Another aspect of literacy skills that is considered to have increased is students' reading comprehension skills. Teachers acknowledge that reading aloud can effectively improve students' reading comprehension. They realize that there is a significant increase in students' ability to understand the subject matter after being used to being read to. This happens because students are trained to take the main of the story so that they are able to grasp the lesson more easily. As Rose said about her experience:

I observe that children who are used to being read, when learning, they understand faster. Because they are used to taking the gist of the story, right?... I feel that from semester 1 and semester 2 there is a real increase in their abilities. And that is because of reading. Because of reading aloud" (Rose, School C, Grade 6).

In addition, the improvement of students' reading comprehension ability can also be seen from their resilience in reading or reading stamina. Teachers admit that students who are accustomed to enjoying reading activities through read aloud show higher resilience when they faced with more complex and less enjoyable readings, such as exam questions or academic discourses. This is as expressed by Aster that:

because they often read books, in the end they don't get tired easily when reading questions. They can endure when reading texts, discourses, which are actually harder to understand, which are no longer fun, they can endure, can find the answers themselves in the reading (Aster, School B, Grade 4).

This indicates that read aloud activities indirectly build students' listening habits, long-term focus, and their understanding in reading more challenging texts. This resilience is not only about the duration of students' ability to persist in reading, but also reflects students' readiness and literacy skills that have been formed since the beginning. Meaning that, when students are accustomed to enjoying stories through read aloud activities, they can develop a positive perception of reading activities. This perception will then help them remain diligent and persist when reading heavier texts. This is closely related to reading comprehension skills, because students who can persist in reading tend to have more time and cognitive space to process text content, make inferences, and search for relevant information independently.

Third, the ability to make meaning of the text can also be developed through reading aloud practices. A concrete example was given by Aster, a fourth-grade teacher. She always tries to relate the children's real daily experiences in the discussion of read aloud activities. According to Aster, reading books to students should be done by triggering their background knowledge and context, one of which is by connecting the contents of the book with situations, experiences, and events that are relevant in the students' lives. She emphasized the importance of choosing relevant readings so that students can build meaning personally and contextually, so that learning becomes more meaningful. This is as stated below:

It seems like every time I conducted read aloud session, there is always a real experience of the child that I want to contextualize. Especially earlier, reading the book as much as possible can spark children's background knowledge. So, connecting the book with their contextual conditions in everyday life, what they have experienced. That is very important, right, so that learning is meaningful. We can also look for books that can connect, integrate what they have learned in the subject (Aster, School B, Grade 3).

In addition, she also emphasized that choosing relevant books greatly supports the integration of knowledge across subjects. She gave a concrete example of her experience when teaching science lessons about electrical energy using microhydro in grade 6. She chose to read the book "Sang Penderang Desa" by Sofie Dewayani, which discusses the

concept of microhydro and its relationship to the lives of village communities. Through this reading, students can better understand the flow of the micro hydro process and its benefits in village development. Thus, the practice of reading aloud not only helps students understand the content of the reading, but also builds deeper meaning by connecting texts, experiences, and knowledge that students already have, so that the meaning-making process really occurs actively in learning.

Another key aspect in the process of making meaning of the text is students' ability to use imagination and predict the storyline. Aster highlighted how read aloud activities can foster these abilities during interactive read aloud sessions. She usually invites students to imagine the storyline, predict what will happen next, and feel the emotions felt in the story. The purpose of these activities is to guide students to critically think about the story, so that they are not just passive listeners, but also actively involved in building meaning making from the text they hear. Usually, teachers ask critical questions such as, *why did this character do that* or ask *what will happen on the next page*. This process leads students to think more deeply about the possibilities that will occur in the story, so that they can understand the story more comprehensively. The goal is to build students' critical analysis and reflection skills, as well as train students to connect existing knowledge and experience with new information obtained from the story. Thus, the read aloud process is not just an activity of reading text, but also an important activity in building deeper meaning from each reading.

Fostering Students' Motivation and Interest in Reading

Another important aspect in building a culture of literacy is to shape students' motivation and interest in reading (Gambrell, 2015). However, in practice, not all students have a natural interest in reading activities, especially in the digital era that offers many distractions that are considered more enjoyable (Picton, 2014; Ronconi et al., 2024; Masood, 2025). Therefore, teachers' role is very crucial in creating strategies that can foster a sense of comfort and love in reading. Based on the findings collected in this study, teachers view read aloud activity as an effective approach to fostering student motivation and shaping their interest in reading.

Findings from the results of the study with teachers showed that as many as 3 teachers perceive that read aloud activities could provide a fun reading experience for their students so that they could foster students' motivation and interest in reading. One participant, Lily, said that read aloud activities were one of the initial steps that were considered effective in fostering students' motivation and interest in reading. According to

her, the habit of listening in read aloud activities will slowly foster children's interest until they grow an interest in books and reading activities. This is the statements of several participants during the interview process:

In my opinion, this is the initial step, read aloud. If you make children interested, later they can be motivated to read. She also added: First, maybe for children who don't like to read, it's okay to listen first. Later, one day, they will usually want to read, so when the child reads aloud, he finds an interest. (Lily, School A, Grade 6).

Actually, children likes to read. Especially being read to. They like it. In my opinion, basically there are no children who don't like to read. There are children who haven't found the right book. So when they find the right book for them, they will definitely read it. So how can they find the right book? The teacher often does read aloud. Oh, he doesn't like this book, he likes this book. The next day, read something different. So that he finally finds his interest in reading. (Rose, School C, Grade 6).

Moreover, this finding is reinforced by reports from other participants who observed that since reading aloud was routinely carried out, the development of students' reading interest continued to become a positive habit. The teachers in this study said that they saw positive changes in their students, from initially just listening to finally liking to read independently. As expressed by participants:

Alhamdulillah, I found several children who finally found books that they liked. And it turned out that they had a hobby that they continued (Aster, School B, Grade 4).

Students are enjoying (reading aloud). Actually, it becomes a habit, a routine. And usually they remind me, "Ms, we haven't read aloud yet. Even if they have run out (of books available at school), some of them bring books from home, buy them, there were two students, they bought them, and they worked around it by buying a collection of stories. So, when they had RA again, they read one story, the other friends also read other stories. Yes, they even found a solution like that, so that when they had run out of books, they read other stories (Rose, School C, Grade 6).

When I take a break, I always go to class, I never go to the teacher's room. Because I accompany them to eat. Sometimes they want to chat while they're eating. There was a third grader who was diligently fasting. So at that time, I knew that he wasn't eating. It means that he/she is fasting and usually likes to say: "Mom, can I ask you to read this

(book)?" If not, "Mom, I want to read it and you listen to it like that" (Aster, School B, Grade 4).

Sometimes they also request. There are times when they request to be read this book (Ivy, School E, Grade 3).

Furthermore, several teachers also reported that they received feedback from parents who observed changes in their children's reading behavior at home. Parents expressed that their children who previously showed less interest in books, began to become fond of reading and even requested to visit bookstores to buy new books since their teachers often read books to them in class. This indicates that read aloud activities can spark children's curiosity about books and nurture their motivation to read books independently.

So, some children, who used to be my child in grade 3, their parents said, "Oh Alhamdulillah, since you read books in the class, my child has become fond of reading, so he/she hunts for books" (Aster, School B, Grade 4).

In addition, not only fostering reading habits in the home environment, the findings of the study also revealed that teachers view the practice of read aloud as being able to create a trend or culture of reading in the school environment. As expressed by one of the teachers, Ivy, she highlighted her students' enthusiasm in reading aloud activities in class. She observed that her students took the initiative to read independently or read together with their friends. This phenomenon shows that reading habits do not only develop at the individual level, but also spread socially among students. Ivy views that there was a "contagious" effect of reading habits in the classroom, where students who already liked to read influenced their friends to get involved, thus becoming a positive trend of reading in the school environment. Meaning that, this read aloud activity not only plays a role in fostering personal interest in reading, but also contributes to building a supportive reading culture at school.

The findings of the interviews with these teachers were validated by the findings of my classroom observations, which showed that the read aloud activity not only made children happy, but also fostered a sense of addiction to continue being read books. This can be seen from the results of my observations in several schools that after the read aloud session was over, the children seemed to actively ask the teacher, *when will we read books again?* or even asked for the read aloud activity to be conducted more often. This pattern of behavior was seen in two schools, where the children seemed enthusiastic waiting for

their turn to read next, and the classroom atmosphere became more alive. This phenomenon is real evidence that indirectly the read aloud activity has succeeded in raising students' motivation and interest in reading activities. The interest that grows from the pleasant experience of listening to stories during the read aloud activity encourages children to continue to want similar experiences, which ultimately strengthens the formation of reading habits and hobbies from an early age.

Cultivating Students' Attitudes, Values, and Character

In addition to being seen as effective in developing critical thinking skills, literacy skills, and fostering students' interest and motivation in reading, the findings of this study also revealed a similar pattern of thinking among teachers regarding the role of read aloud in cultivating students' attitudes, values, and character. In the process of data analysis, I realized the emergence of a common perception from teachers that reading aloud is not only a literacy learning strategy, but also an important way to instill positive values, build character, and shape students' attitudes. I remember how Lily highlighted the current challenges in education which are not only in the cognitive aspect, but also in character formation amidst changing times. She said that.

Because that attitude is indeed lacking now. What I mean is that with the conditions of the era like this, we must have an attitude, there are values that we want to instill. Through this read aloud, it can enter little by little. There are attitudes that they must continue to maintain (Lily, School A, Grade 6).

This statement shows that through read aloud activities, teachers see an opportunity to slowly instill positive values that are expected to shape students' characters sustainably. This statement was also conveyed by Aster that according to her, the read aloud activity provides space for teachers to direct students to certain values that they want to achieve. She said that she deliberately instilled character and moral values in students through stories that were read in the read aloud activity. The selection of stories and interactive dialogues in the read aloud activity did not only focus on conveying the contents of the reading, but also included moral messages, social values, and positive attitudes into each reading session together.

Then we can be more able to invite them to the values that we really want to achieve (Aster, School B, Grade 4).

I also remember Ivy's statement that the purpose of the read aloud activity was not merely to develop reading skills or vocabulary, but also to develop students' character. She considered the read aloud activity to be an effective means for teachers to instill character values through the stories that were read. Ivy admitted that she usually chooses the type of reading, both fiction and non-fiction, that is relevant to the values and character that she wants to build in students. The goal is for the read aloud session to not only function as a learning medium, but also as a vehicle for instilling values and forming character effectively.

This finding is further strengthened by the results of my observations in class which show that almost all teachers actively integrate the instillation of character values through read aloud sessions. For example, in practice, Lily utilizes characters in stories to instill the values of cooperation, mutual assistance, and courage in students. Every time she reads a story that emphasizes cooperation between characters, Lily invites students to discuss the importance of helping each other and working together. Likewise, Aster did, she chose a book that contains messages about patience and helping parents. When reading stories, she invites students to reflect on the actions of the characters in the story, then relates them to their personal experiences in their daily lives. Furthermore, I also noted that in the read aloud activities Rose also consistently emphasizes the values of leadership and honesty through the stories she brings up, so that students not only get to know the concept theoretically, but also through concrete examples in the storyline.

An interesting thing that I realized during my observations was almost at the end of every read aloud session conducted by teachers, they consciously inserted a reflection and wisdom instillation session. The teacher invites students to summarize the moral message or main lesson from the story they have just heard. This reflection process can be a space for students to discuss the values they have learned and internalize them into their daily behavior. Thus, the read aloud activity truly becomes a vehicle for character learning that is naturally integrated into literacy activities in the classroom.

Fostering Engagement and Emotional Bonding

Another theme that emerged from the analysis of teachers' perceptions of the implementation of read aloud activities in the classroom is the aspect of interactivity that forms student engagement until it can finally build social-emotional relationships, both between teachers and students, and between students. In practice, teachers view that the success of read aloud is not only assessed from the extent to which students can understand the contents of the reading or the development of students' literacy skills, but also from

how this method is able to create a learning atmosphere that actively involves students and builds closeness in the classroom. This is like Lily's explanation that involvement during read aloud does not just happen but is built intentionally through active and participatory dialogues. The teacher does not only read the text in one direction, but also actively invites students to discuss, ask questions, and respond to the story being read. According to her, in the read aloud process, students must be given space to get involved, express opinions, and even express their emotions or personal experiences related to the story. This creates an active classroom atmosphere, where teachers and students are connected, and the relationship between students also becomes closer.

So I feel that interactive read aloud must involve children. Interactive means that we do not read without expression, without just reading but also asking children, the most important thing is that there must be engagement" (Lily, School A, Grade 6).

The formation of engagement during this read aloud activity is strongly supported by the fact that the read aloud activity is considered fun and interactive. Many teachers compare read aloud with other reading methods that tend to be passive. The following are some statements from participating teachers who consider read aloud to be a practice that is not passive.

The RA concept is more interactive. I like it because it's interactive (Aster, School B, Grade 4). If other methods, for example, just read together, which is only for example 15 minutes of independent reading, that is passive" (Lily, School A, Grade 6).

This series of engaging, interactive, and fun read aloud activities ultimately leads to the formation of a close bond between teachers and students, even between students themselves. Aster and Rose agree that read aloud builds emotional closeness, trust, and positive communication between teachers and students. They admit that it is not just about telling a story but also expressing emotions and empathy towards the characters in the storyline. Usually, they ask questions such as *why does the character feel happy/sad?* or *how would you feel if you were the character?* This strategy is used consciously to invite students to understand the feelings experienced by the character so that students feel emotionally valued and involved in the learning process. In addition, when students share their feelings related to the ongoing discussion, the teacher will listen with empathy and give appreciation for each story that the student shares. Interactions like this will strengthen the emotional bond between teachers and students and all members of the class. Therefore,

the emotional bond formed through read aloud is an important foundation in creating a positive, supportive, and meaningful learning atmosphere for student development.

Summary of Findings for Question 1

The main themes that emerged to answer the first research question about teachers' perceptions of the implementation of interactive read aloud in the classroom include the following aspects: 1) increasing students' interest and motivation in reading, 2) developing critical thinking skills, literacy skills, and meaningfulness in reading, 3) cultivating value and characters, 4) fostering engagement and emotional bonding in the classroom. To sum up, teachers' perceptions of read aloud are positive and holistic. This is because the success of read aloud is not only seen from the academic and cognitive aspects, but also from the social-emotional attitude aspects that are produced. This distinguishes read aloud from conventional reading methods which tend to be passive and less actively involve students.

4.1.3 Findings on Key Components of Teachers' Interactive Read Aloud Practices

This section will discuss the findings related to the second research question, namely: *What are the key components of interactive read aloud practices implemented by teachers?* In answering this question, I refer to the seven key components that have been identified in the study of Fisher and colleagues (2004), which outlines best practices applied by experts in implementing interactive read aloud in the classroom. According to Fisher et al. (2004), these key components include: *text selection, previewed and practiced, clear purpose established, fluent reading modelled, animation and expression, discussing the text, and connections to independent reading and writing.* The use of this protocol helped me in identifying and analysing the key components that emerged during the read aloud practices in this study.

In addition to referring to the key components of best practices by Fisher and College (2004), the findings of this study also revealed another interesting aspect that emerged consistently in the read aloud practices of participating teachers, namely the layout or sitting position of students during the read aloud activity. I think this uniqueness must be noted, because all teachers who participated in the study were master teachers who had participated in the Literacy Microcredential scholarship program organized by the Indonesian Ministry of Education and Culture in collaboration with Teachers College, Columbia University. This similar training background and knowledge seemed to influence the practices they carried out in the classroom. This was reflected in the questionnaire findings, where one of the teachers, Lily, explicitly stated that the strategy used when

conducting read aloud was to position students sitting close to the reading corner. The goal was to make them feel closer to the book and the reading atmosphere more intimate. Interestingly, during the observation process that I did, I realized that all teachers practiced the same sitting position pattern, namely the position of students in a circle or forming a U around the reading corner area. Then I also noticed the position of all teachers usually sitting on chairs with books in their hands (see Fig.1 up to Fig. 4 in the appendix). This arrangement is intentionally made to build intimacy between teachers and students, so that interaction and involvement in the read aloud session becomes more effective. The similarity of this practice shows a good transfer of knowledge from the training program to real implementation in the field, and adds a unique dimension to the meaning of interactive read aloud practices by teachers who have received special training.

Text Selection

When it comes to interactive read aloud, text selection is one of key component that teachers pay close attention to since the learning planning stage (Fisher et al., 2004; Boche, 2023; Stoetzel & Vigants, 2024). Teachers in this research admitted that they consciously consider various aspects in choosing books, starting from the quality of the content, the complexity of the text based on book leveling, to the relevance of the theme and students' interest in the selected reading. The results of the preliminary questionnaire in Table 4.7 showed a variety of strategies used by teachers in choosing books. Several teachers stated that they considered interesting themes or book titles to discuss with student and chose books with themes that were considered to have a positive impact on students. There were also teachers who explicitly referred to the *Book Grading Guidelines* published by the *Badan Standar, Kurikulum, dan Asesmen Pendidikan (BSKAP)* Kemendikbudristek 2022, by choosing books according to the level of students' reading ability, especially level B (Early Readers) and level C (Middle Readers). Other teachers chose books that were relevant to the theme and learning materials in class and considered the character they wanted to develop through the story, the number of sentences and words according to student development, and the presence of meaningful and interesting illustrations. Not a few teachers also simply chose picture books with certain themes to make them easier to understand and attract students' interest.

Table 4. 7

Book Selection Criteria by Teacher

Book Selection Criteria	Frequency (number of occurrences)
Book Leveling	1
Subject content	2
Interesting theme/illustration	2

The findings from the in-depth interviews strengthen the results of this questionnaire. In terms of book selection using the "book leveling" strategy based on grade level and student ability, Aster, Daisy, and Rose have the same strategy. They agree that the book selection process begins with considering students' grade level or book level and the results of checking the average reading ability of students in the class. The following are statements from several participating teachers:

So according to the level, yes ... usually the first thing I look at is what age I want to read ... So for grades 1 and 2, level A is still too easy for them. So I usually give B-level books for grades 1 and 2 because they can explore them more and so they are challenged too (Aster, School B, Grade 4).

For high grades, don't give books that are not at the reading level of their level ... adjust them to the level of the book. That's one of our indicators, the difference between low and high grades" (Daisy, School D, Grade 1).

I imagine they have never been read aloud, but they are immediately given a book with a lot of words... of course reading aloud will be a burden for them. They don't like reading anymore. So, it's appropriate to their abilities, easy to digest. So start with small books first. Just one line. They like it. Oh, then I add more (Rose, School C, Grade 6).

Furthermore, the remaining two participating teachers, Lily and Ivy, emphasized the importance of choosing books that are not too difficult and have a manageable amount of text, because they are adjusted to the students' abilities. They suggested choosing books with lots of pictures and text that is easier to see and adjusting the number of sentences and pictures to the age of the students. Lily also added that considering the quality of the content in choosing books for reading aloud is also an important strategy in choosing books.

I choose the easy ones first, not many, not too much text, and the flow has good content (Lily, School A, Grade 6).

For grade 1, we usually use big books... For grade 3 children, there are more sentences... So we have to adjust to the age of the reader or the age of the listener (Ivy, School E, Grade 3).

In addition, the teacher also said that teacher readiness in selecting books is also important in the book selection strategy. As mentioned by Ivy in the interview session, teachers must find and compile reading materials that are in accordance with the theme and learning needs. This is as mentioned below:

Indeed, the first teacher must be able to select reading materials that are in accordance with the needs of students. So it must be, for me because the time is limited to do that, then we adjust first, we look for books... Okay, we look for books that are appropriate. So when we want to use it, we know, which link, or which printed book (Ivy, School E, Grade 3).

Furthermore, Ivy also emphasized the selection of books that attract students' attention so that they remain enthusiastic and fully involved in the practice of reading aloud. According to her, the appeal of the book is a determining factor in the success of the read aloud session.

And the most important thing is to find a book that is already interesting to them... If it is interesting at first, they will continue to stay tuned. Well, this book selection is what I said was hard work before we started (Ivy, School E, Grade 3).

However, in the classroom observation process, the book selection component was not explicitly identified because the process was generally carried out before the RA session began. The observation process captured more of the direct implementation of RA in the classroom, without being able to see the actual book selection process. Thus, an in-depth analysis of the text selection component in this study was based more on the findings of the questionnaire and in-depth interviews. Overall, the findings of this study confirm that the selection of texts in the practice of read aloud by teachers is not just choosing books randomly, but is carried out through consideration and planning of various factors, ranging from the relevance of the theme, hierarchy, visual appeal, to the character goals that are to be built through reading. This strategy aims to ensure that each read aloud session can run effectively, meaningfully, and in accordance with the needs and interests of students in the class.

Previewed And Practiced

The second key component in the read aloud practice that is important for teachers to do is previewed and practiced, which refers to the teacher's efforts to preview and practice the book that will be read. This process ensures that teachers are thoroughly

familiar with the contents of the story, understand the plot, vocabulary, and potential discussions that can be developed during the session (Fisher et al., 2004). The findings of this study indicate that many teachers emphasize the importance of reading a book first before reading it to students. In this case, all five teachers emphasized the importance of reading the book that will be read before doing the read aloud so that teachers are familiar with the contents of the book. This strategy is not only limited to skimming, but also identifying and planning important points in the story that will be emphasized specifically or raised as material for discussion during the read aloud. This is important to do because the teacher is a facilitator who directs students' interactions and meanings of the story being read. As expressed by the following participating teachers:

Must read and prepare which things to emphasize (Lily, School A, Grade 6)

Prepare the parts that we want to discuss (Aster, School B, Grade 4).

Of course, before reading aloud, we have to prepare. We have to read the book first... So that our children are ready because we have read it before. So they have to know what the story is about (Rose, School C, Grade 6).

My specific strategy is to first read the book first, which ones I will strengthen (Daisy, School C, Grade 1).

Before we start, we have to find certain pages that we can use as the most fun pages for discussion. Or this page, where the children can practice (Ivy, School E, Grade 3).

This is supported by the findings of observations in Rose's class which show concrete practices of how teachers prepare before the read aloud session. Rose prepared supporting media in the form of colored origami paper that was attached to the pages of the book that were considered important to be discussed and discussed with students. Before starting the read aloud, she had introduced the students to the meaning of each color of the origami paper. For instance, black origami paper was used to mark parts of the story that contained problems that had to be solved by the characters, while green origami was used to mark pages that contained solutions or actions taken by the characters in solving the problems. This strategy not only helped teachers in marking important points in the story, but also functioned as a visual aid for students to identify the story structure, understand the plot, and practice critical thinking skills in distinguishing between problems and

solutions that emerged in the narrative. Through this simple technique, Rose showed how thorough preparation can improve the quality of interactions during the read aloud session, while enriching students' literacy experiences in the classroom.

Practices like this emphasize that previewed and practiced are not only limited to reading the book beforehand, but also include strategic planning to create discussion moments, build engagement, and help students understand the main message of the story through creative and meaningful media support. In addition, teachers also emphasized the importance of preparing strategic pauses during the reading process to ask questions, invite discussions, or relate the story to students' experiences. Daisy said that in reading practice, she sometimes stops reading in the middle of the story to provide a pause, invite students to explore the story more deeply, while ensuring that all students remain focused and involved. According to her, this pause is useful for asking questions, connecting the story to students' experiences, or inviting students to reflect on the messages contained in the text. The entire preview and practice process ensures that the read aloud session runs smoothly, interactively, and more meaningfully. With this strategy, learning objectives are also expected to be achieved optimally.

Clear Purpose Established

Setting clear learning objectives (clear purpose established) is one of the key components in the practice of interactive read aloud implemented by teachers (Fisher et al., 2004). The findings of this study indicate that it is important for teachers to set and communicate specific goals for why a book is read to students. Learning objectives are not only related to understanding the content of the reading or increasing vocabulary but can also be the integration of character values and other relevant learning themes. So that teachers not only read a story but carry out planned pedagogical practices. Based on the results of the interview findings, several teachers emphasized that the goals in the read aloud session vary greatly, depending on the desired learning focus. Lily, for example, said that when she wanted to set a read aloud goal that focused on instilling attitudes, she would design a read aloud session that focused on instilling attitudes. Daisy also added that goal-setting strategies can also be done since the process of selecting books and planning learning.

The way I look for books is of course I read the book, what is it about. Can I integrate it with my learning objectives, the material that I will learn in making teaching modules or when there is something new that we can include (Daisy, School D, Grade 1).

Furthermore, Daisy also emphasized the importance of setting learning objectives from the start so that the read aloud practice runs effectively and in accordance with learning objectives. Teachers are expected to be able to explicitly convey their learning objectives to students at the beginning of the read aloud session. The determination of these objectives should also be adjusted to the level and development of the students, so that the language, methods, and learning achievement targets can be adapted more appropriately.

Based on the results of my observations in class, I realized that not all teachers explicitly conveyed the objectives of the read aloud session to students before starting the reading activity. In some cases, teachers immediately started reading books without directly informing students about the specific objectives of the activity, whether it was for developing understanding, strengthening character, or integrating certain learning themes. This shows that there is variation in the practice of conveying learning objectives in the field. However, data from interviews with teachers showed that at the preparation stage, all teachers had set clear objectives before carrying out the read aloud session. These objectives include aspects such as strengthening literacy skills, achieving learning themes that are relevant to the teaching material, and instilling student values and character. Teachers acknowledged that goal setting is an important foundation in selecting books, designing questions, and determining interaction strategies during reading sessions. In other words, although goals are not always communicated explicitly to students, teachers still play an active role in ensuring that read aloud activities remain focused and aligned with the expected learning outcomes.

Therefore, it can be concluded that the clear purpose established component in interactive read aloud practices by teachers is not only related to academic goals, but also includes aspects of character formation. Setting clear goals from the start makes the reading aloud process more focused, effective, and able to provide a meaningful impact on student development.

Fluent Reading Modeled

The fluent reading modeled component is a component that appears very prominent in the interactive read aloud practice carried out by teachers. This is because teachers feel that the aspects of fluency and reading expression are the core of the success of read aloud activities. Based on the interview results, teachers are aware that fluent reading here includes clear and appropriate pronunciation, appropriate tempo, and the use of varied intonation to suit the character or atmosphere in the story. As expressed by Lily below:

Usually with a voice that is quite audible and appropriate intonation. Sometimes the voice has to match the character. But sometimes it can't. So at least there is a difference in intonation (Lily, School A, Grade 6).

This statement shows the teacher's efforts to create a lively reading experience. Through appropriate reading, teachers not only read texts monotonously, but also pay attention to the emphasis on prosodic aspects such as pauses, tone, and changes in voice. Appropriate pauses are used to provide dramatic effects or give students time to digest the story, while variations in tone and intonation help students to distinguish characters, express emotions, and describe the atmosphere of the story more clearly. This finding is supported by the results of classroom observations which show that all teachers shows their reading fluency with the ability to model prosody consistently. All teachers read the text with clear pronunciation, appropriate speed, and use appropriate pauses at important points in the story. Table 4.8 below shows the results of observations on how teachers' reading prosody is during read aloud activities.

Table 4. 8
Teachers' Reading Prosody during Read Aloud.

Prosody Patterns	Percentage Implemented
Intonation	100%
Dramatic pauses Change of voice Other (voice intensity)	100%
Change of voice	80%

Based on observation findings on the Table 4.8, I found that 100% of teachers implemented inflections in their voice while reading to the students, 100% of the teachers integrated dramatic pauses, and most teachers (80%) also slowly changed their tone of voice to represent different characters in the story, so that the listening experience became more lively and interesting for students. The practice of fluent reading modeled by these teachers not only helped students understand the content of the story better, but also introduced them to important aspects of literacy, such as intonation, expression, and appropriate pauses while reading. In addition, by demonstrating expressive and varied reading, teachers provide real examples to students on how to read meaningfully and with understanding. This finding emphasizes the importance of teachers' ability to model fluent reading as an integral part of the successful implementation of interactive read aloud in the classroom.

Animation And Expression

In addition to the fluent reading modeled component, the animation and expression component is also very prominent in the interactive read aloud practice carried out by teachers. Teachers consciously utilize various expressive techniques to attract attention and increase student engagement during the read aloud session. The main strategies used include voice modulation, intonation changes, facial expressions, and the use of body gestures to bring the characters and the atmosphere of the story to life (Sipe, 2002; Fisher et al., 2004). I found several teachers emphasized that the vocal aspect and intonation are the main keys to building an interesting reading atmosphere. Lily, for instance, in an interview session said that she uses vocals and pictures in books as visual aids to strengthen messages and focus students' attention.

I choose vocals, because if I use objects, it's not ... what is certain is that we emphasize I point to the picture, here, take a look, so I emphasize the pictures with vocals, intonation like that (Lily, School A, Grade 6).

Furthermore, Aster and Daisy also emphasized the importance of self-preparation and the use of a clear and firm voice. According to Aster, she routinely uses the technique of repeating words or phrases that students can follow to keep them focused, engaged, and utilizes gestures such as nodding or facial expressions to provide appreciation and build nonverbal communication during the reading process.

Prepare yourself, intonation and so on. Make sure they get our attention. The voice must also be clear, firm, then read as interestingly as possible. Gestures, intonation, there is shhh shhh like that, then if they are no longer focused there are cheers, that is very effective in bringing back those who have flown everywhere (Aster, School B, Grade 4).

The use of gestures, variations in voice, to cheers are often used as strategies to bring back the attention of students who are starting to lose focus. Teachers try to ensure that books are the only main media so that students' attention is not divided. More deeply, Ivy highlighted the importance of the role of teachers as the main center of attention during read aloud. Specifically, Ivy suggested that teachers must have voice acting skills in order to be able to read expressively. Ivy herself specifically stated that she took an independent voice acting class to improve her skills in reading stories.

The most important thing is how they see us first. So the main strategy is to make us the centre of attention first. Teachers need to be able to do voice actors. Sometimes suddenly you have to use a high voice, sometimes a low voice, well that is taught in voice acting classes. When reading, don't just read, but the expression must be strong. Playing intonation, playing tones, that's very important. It's interactive (Ivy, School E, Grade 3).

This finding was also validated through classroom observation results. One thing I realized was that almost all teachers I observed consistently tried to use various facial expressions and adjust their intonation when reading stories. Throughout the read aloud, teachers tried to demonstrate skills in modulating their voices to differentiate characters, show emotions, and adjust the atmosphere of the story. In addition, teachers also used body movements or gestures, as well as clear changes in tone of voice to maintain students' attention and participation throughout the read aloud session.

With this approach, teachers not only encourage students to stay involved and think critically, but also make the reading experience fun, imaginative, and memorable. Overall, the use of animation and expression by teachers in read aloud sessions has proven effective in increasing student engagement, creating an interactive learning atmosphere, and helping students understand the emotions and characters of the characters in the story. This strategy strengthens the role of teachers as literacy models who not only read texts, but also bring stories to life and build emotional closeness with students through fun expressions and interactions.

Discussing The Text

The discussing the text component is one of the main characteristics in the implementation of interactive read aloud. This is what distinguishes this practice from other conventional reading methods. In the interactive read aloud practice, teachers revealed that in this read aloud, teachers do not only read the text in one direction, but actively pause to ask questions, either before, during, or after reading. From the findings of interviews with teachers, several strategies were identified that were used to create discussions, namely by encouraging active dialogue with students. Students are invited to share their thoughts, guess or predict the storyline that will happen next, and connect the contents of the book with their personal experiences.

Lily, for example, when teaching 6th grade students, tends to use a discussion approach that trains critical thinking. She invites students to discuss to guess and express the contents of the story, and stimulates students' imagination and critical thinking with open questions that are not available in the book. Lily also tries to connect the reading with

unique facts or everyday phenomena to broaden horizons and build students' contextual knowledge. In line with that, Aster and Rose also explained that in every read aloud session, they always try to trigger children's real experiences and connect the contents of the book with the context of everyday life. Aster in the practice of reading books about Minang, a Padang culture, gave trigger questions such as *Has anyone ever eaten rendang? Describe the taste!* or she tried to connect the numeracy aspect in reading aloud by calculating the remaining time in the process of making *rendang*, in this case the context of the story. Furthermore, Rose also said that she always tries to invite students to think, respond, and discuss actively. In my observations, I remember that Rose routinely encouraged reflective discussions before and after reading, by giving students the opportunity to express their opinions and build critical thinking skills without pressure or coercion. The questions that were triggered were critical questions that increased students' imagination, empathy, and analytical skills, such as *What would you do if you were the character in this story?* or *What problems occurred and what solutions could be done?*

The differences in the practice of interactive read aloud are greatly influenced by the teaching style of each teacher, class readiness, and the learning objectives they want to achieve. In the teaching style of each teacher, for example, based on the results of observations, there are teachers who use an expressive and attractive approach in conducting read aloud, such as Aster who chooses to make read aloud activities a daily routine by emphasizing interactive delivery with voice intonation, facial expressions, or body gestures to attract students' attention. There are also teachers who emphasize the aspect of critical reflection such as Lily and Rose who emphasize the discussion of meaning in grade 6 which emphasizes two-way dialogue between teachers and students.

The interesting finding, I noticed that there was a discrepancy between the preliminary questionnaire data which showed that most teachers considered their read aloud practice to be interactive, with students actively answering questions and discussing while reading. However, observation findings revealed a gap between teacher perceptions and actual implementation in the classroom. In the read aloud in grade 1, for instance, I found that the discussion practice carried out by the teacher still tended to be one-way and did not fully build critical thinking. At that time the book that was read was titled *Sihir Otir* by Dian Onasis. The questions asked in the session were mostly closed ended questions that had been directed to the answer, such as *Like it or not?* or *How is the spell sounds like? you repeat it?*, rather than open questions that stimulate critical thinking, such as *What problems did Otir face in this story?* or *Why the spell did not work?* This shows that although interactivity is considered good by teachers, its implementation in grade 1 still

needs to be improved so that the discussion is more meaningful and encourages students' exploration of thinking. On the other hand, in other classes, discussion practices tend to be more interactive, with questions that open up space for students to predict, interpret, and reflect on the content of the story according to their personal experiences. Teachers actively invite students to be part of the story, imagine themselves as characters, and respond to situations faced by characters in the story critically and creatively.

Thus, the findings of this study emphasize the importance of the discussing the text component as the main means of building understanding, critical thinking skills, and interactivity in interactive read aloud sessions. However, the results of this observation also provide a note that the quality of discussion and the level of interactivity in read aloud practices still vary, depending on the teacher's readiness, as well as his/her ability to manage open questions that are able to challenge and empower students' thinking skills to the maximum.

Connections to Independent Reading and Writing

The last component that is considered important in the practice of interactive read aloud is connections to independent reading and writing. In this practice, teachers try to connect the reading aloud session with students' independent literacy activities, both through reading and writing activities. The findings of the questionnaire results showed that as many as 60% of teachers stated that they sometimes carried out follow-up activities after reading aloud, while only 40% of teachers answered that they always carried out follow-up activities. This finding reflects that the integration of read aloud with independent reading and writing has not been a consistent practice in all classes.

This was also confirmed through the results of observations in class, where independent literacy activities as a follow-up to read aloud were not always explicitly seen in the classroom. In several sessions, post-read aloud activities were only brief closings, taking lessons from the story, or simply completing the read aloud session without any group discussions or follow-up assignments. According to the teachers when interviewed, this was due to the limited time available during learning. However, there were variations in practice that I found interesting in several classes. For example, in Rose's class, the teacher gave students the opportunity to have group discussions after the reading session, so that they could discuss and reflect on the contents of the story in more depth with their classmates.

More explicit practices that I find very interesting are also seen in the read aloud practice conducted by Daisy in grade 1. She specifically provides a session to rewrite

important points from the story that has been read. In this context, Daisy wants to foster phonological awareness in students through the introduction of rhyming words. She asks students to write down objects that have similar sounds such as Ball - Sugar, Train - Ribbon, Magic Book - Lightning, Broomstick - Kite, and Umbrella - Gayung. After that, students are asked to write in their respective books, some even dare to write it on the board in front of the class.

Based on my observations in grade 1, I noticed that students already have a good basic literacy foundation. This can be seen from their ability to write the words correctly. I also noticed that some students were able to use capital and small letters correctly, some even added dates and serial numbers without teacher instructions. Interestingly, some children were also able to present what they had written in front of the class. Students demonstrated increased confidence and oral communication skills as they practiced written literacy. This suggests that post-read-aloud writing activities not only helped students strengthen their understanding of the story content, but also encouraged writing skills, expanded vocabulary, and fostered confidence in expressing themselves in writing and orally.

In general, although the implementation of the connections to independent reading and writing component still varies between teachers and classes, the findings of this study indicate that when follow-up activities are carried out in a planned manner, they can have a positive impact on students' literacy development. Integration between reading aloud and students' independent activities, whether through discussion, writing, or reading alone, is one of the best practices that strengthens the transfer of literacy skills from shared activities to individual student activities.

Summary of Findings for Question 2

The second finding reveals the main components that shape the practice of interactive read aloud in the classroom. As summarized from the preliminary questionnaire, observation, and interview data, each component plays an important role in ensuring that the reading aloud process is effective, interactive, and able to encourage students' literacy development. However, in its implementation, not all of these components are always explicitly visible during classroom observation sessions. Several important aspects, such as the selection of books in the read aloud session (text selection), planning discussion moments (previewed and practiced), and setting clear learning objectives (clear purpose established), are more identified through questionnaire data and in-depth interviews with teachers. This is because these activities are often carried out at the preparation stage before

the reading session begins, so they are not directly observed during the process in the classroom.

In contrast, components such as animation and expression, discussions during reading, and student involvement in follow-up activities are easier to observe directly in the classroom, although the practice also shows variation between teachers and class levels. This finding confirms that interactive read aloud in practice is greatly influenced by the teaching style of each teacher, class readiness, and the learning objectives they want to achieve. By combining the results of observations, interviews, and questionnaires, this study provides a complete picture of the complexity of interactive read aloud practices in schools, as well as the importance of reflection and adaptation of strategies to ensure that each main component can be implemented optimally according to the context and needs of students.

4.1.4 Findings on Teachers' Challenges in Implementing Interactive Read Aloud

This section discusses in more depth the research findings related to the challenges faced by teachers in implementing interactive read aloud in the classroom, in accordance with the third research question *What challenges do teachers face in implementing interactive read aloud?* The analysis primarily focuses on the main challenges that arise from teachers' experiences in conducting read aloud practices. These findings are obtained based on data from preliminary questionnaires and in-depth interviews with teacher participants. From the data analysis process, there are two main challenges frequently encountered by teachers, which are limited time for implementation and the availability of books suitable for students' level and subject matter. These two factors are considered to be the most significant in influencing the consistency and effectiveness of reading aloud implementation in the classroom. In the next section, this description will also present recommendations or strategies proposed by teachers to overcome these challenges, so that it is expected to be input for the development of more optimal read aloud practices in the future.

Limited Instructional Time

One of the most dominant challenges faced by teachers in implementing interactive read aloud in the classroom is the limited time for implementation. Findings about the limited time available to conduct read aloud have emerged from preliminary questionnaire data. Based on the questionnaire findings, 4 out of 5 teachers reported that time was a problem they often faced (See Table 4.6). This finding then emerged again in in-depth

interviews with participating teachers. Based on the data, most teachers stated that the ideal time for implementing read aloud actually requires a duration of around 20 to 30 minutes. However, in practice, limited allocation of learning time and a hectic learning schedule often make read aloud sessions less than optimal. This is as stated by several participating teachers below:

The optimal read aloud session is indeed 20-30 minutes, if 15 minutes is actually too short, ideally it could be 3 or 4 times a week. But because of time it becomes difficult (Lily, School A, Grade 6).

The challenge was earlier, sometimes we have to finish the material for example, so sometimes we don't need to use read aloud, just explain the subject, so it's fast, for example (Rose, School C, Grade 6).

Our challenge is mainly in time. Learning time is extraordinary because we, especially in private schools, have activity programs that make us breathless. Because our learning time is limited with quite dense material, so including the read aloud method is actually an approach. The only problem is time. Because if we read aloud, there must be three-way communication, even, students-teachers and students-students. It takes a long time to make sure, because we can't rush if the children are discussing together (Ivy, School E, Grade 3).

Due to time constraints, it ultimately impacts the quality of the implementation of read aloud in class. Teachers said that they often must adjust or even shorten the read aloud session in order to fit the time allocation available. Sadly, teachers even must postpone the implementation of read aloud because of the priority of completing other learning materials that are considered more urgent. Therefore, some teachers also try to get around this by implementing read aloud outside of main lesson hours, for example during library visits or special literacy sessions, but this strategy has not been fully adopted routinely due to tight schedule constraints and depending on the policies of each school. This is as stated by Daisy that:

The time we use is a minimum of 20-30 minutes. That's the minimum. If the time available is not enough, we try to do it outside of lesson hours, for example during library visits or we also have the Literacy Talk program. (Daisy, School D, Grade 1).

Thus, time constraints are the main challenge faced by teachers in implementing interactive read aloud in class. The tight schedule of lessons, the priority of completing

materials, and the many additional school programs often mean that read aloud sessions cannot be carried out optimally or even have to be skipped. Although some teachers have tried to find solutions by utilizing time outside of main lesson hours, in practice this strategy has not fully overcome the existing challenge. Therefore, it is important for schools and education policy makers to support read aloud activities, particularly in terms of considering more flexible and structured time allocation, so that interactive read aloud practices can run consistently and provide maximum benefits for student literacy development.

Limited Availability of Book

Another significant challenge in implementing interactive read aloud is the limited availability of relevant, interesting, and appropriate reading books for students' levels and needs. This problem is not only related to the quantity, but also the diversity and quality of books that can support the learning process. Some schools even face the problem of running out of stock of books to read because of the consistent practice of read aloud every day. Teachers must find ways to keep reading sessions going, even if they have to use personal funds from seminar honorariums or certain literacy training to buy new books for students. In some cases, Rose's experience for instance, her students actively bring books from home, or deliberately buy new books for the purpose of reading aloud at school. This shows the high enthusiasm and need for a variety of appropriate reading books. However, this need has not been fully facilitated by the support system at school.

The challenge is the availability of books. Well, like this, they've read it all. So, I have to find a collection of books from somewhere else. Sometimes I buy them myself, but I can't buy books too often, so I only buy them sometimes. There are also children who bring books from home, deliberately buy them themselves, they trick themselves into buying a collection of stories. So, when reading aloud there are many different stories that can be read. Yes, the children even found a solution like that, because their book had run out, so they bought a book containing a collection of stories (Rose, School C, Grade 6).

This phenomenon of limited books is exacerbated by the government's policy on the distribution of aid books and literacy training which only focuses on schools with low or *red* literacy education report (*Rapor Pendidikan*) cards. Schools with literacy scores that have reached the minimum or *green* number, will no longer receive book assistance or training opportunities, even though the need still exists. This is felt to be quite ironic by teachers, because it gives the impression that the purpose of the policy is only limited to

mitigation for schools that are considered problematic, without considering improvement efforts in schools that are already good. This is as stated by the following participating teachers:

For teachers here, it seems like they can relatively choose books. It's just that the number of books is not that many. The diversity. There is a program in public schools, yesterday many received assistance from the Ministry of Education and Culture for those with low or red literacy scores. They got 500 or 600 copies. But we are not included because our literacy is green. Even though it's still books (Aster, School B, Grade 4).

Because our literacy has increased so we don't get training and new books. Because our literacy is already good. Even though I think it's also important (Rose, School C, Grade 6).

Apart from the quantity aspect, teachers acknowledged the challenges they face in read aloud activities in terms of the need for a variety of books that can be integrated with the subject matter, especially for upper grades that need content-based literacy books (content books). Ivy explained that sometimes she needs reading books (picture books) that can be integrated with the learning that will be carried out. Other teachers also admitted that they often have to adjust the topic to the existing books, or even search for books independently from digital sources, which in practice is also constrained by classroom facilities such as the absence of a projector to display e-books.

Finding books is also a challenge in itself. Can we integrate the books we read with the learning that day? The availability of books is also our shared homework.” (Daisy, School D, Grade 1).

Well, if possible, it is adjusted to the learning material. So, it is indeed integrated into our learning. It is not a stand-alone activity... we want to learn Science, we can use read aloud. We want to learn mathematics, we can use read aloud (Ivy, School E, Grade 3).

So please ask the government to make a categorization not only based on age but also on material. Yes, really. So that it doesn't take too much time for us to just determine the mission. (Ivy, School E, Grade 3).

Thus, the limited availability and variety of relevant books is not only a technical obstacle, but also reflects the need for a more equitable and sustainable literacy policy for all schools, not just those considered “problematic”. Teachers feel the urgent need for

policies that support read aloud activities such as a book cataloging system that not only considers the age of the reader, but also considers its relevance to various fields of study. The goal is to make it easier for teachers to choose relevant books and support cross-subject learning. Therefore, this challenge opens space for strengthening collaboration between teachers, schools, and the government, so that interactive read aloud practices can run optimally, sustainably, and have a positive impact on the development of student literacy at all levels.

Summary of Findings for Question 3

The findings of this third study indicate that teachers face various challenges in implementing interactive read aloud in the classroom. The main challenges that arise are related to the limited time for implementation and the availability of relevant, interesting reading books that are appropriate to students' needs. This condition has an impact on the consistency and quality of the implementation of read aloud, so teachers must adapt to various strategies to ensure that literacy activities continue to run. This finding emphasizes the importance of support and collaboration from teachers, schools, the government, and the provision of adequate literacy resources so that interactive read aloud practices can run optimally in various school contexts.

4.2 Discussions

This chapter will discuss and analyze the main findings presented in the previous section. The main focus of this section is to discuss in more depth the perceptions, practices, and challenges of implementing interactive read aloud carried out by teachers in the classroom. This discussion will link research findings in depth using the Sociocultural Theory proposed by Vygotsky, especially regarding the importance of social interaction in the learning process. In more depth, this discussion will also highlight the role of teachers as More Knowledgeable Other (MKO) in read aloud practice, where teachers provide scaffolding or directed support so that students can develop their literacy skills optimally. Furthermore, this discussion also uses the concept of Readers' Foundational Skills to see how read aloud activities can build the foundation of reading skills, starting from vocabulary introduction, reading comprehension, to the development of critical thinking and meaning. With this approach, it is hoped that the discussion will be able to provide a complete understanding of the dynamics of implementing read aloud in the classroom, while highlighting the relevance of theory to practice in the field and its implications for children's literacy development.

4.2.1 Discussion on Teachers' Perceptions of Interactive Read Aloud

The findings of this study show how teachers perceive the implementation of interactive read aloud in the classroom. Teachers consider interactive read aloud not only as a reading activity, but also as a social and contextual learning process. This process includes developing critical thinking, literacy skills, and making meaning of texts; fostering students' motivation and interest in reading; building attitudes, values, and character; and fostering engagement and emotional bonds between teachers and students. These perceptions are closely related to the social and cultural dimensions brought by Vygotsky's Sociocultural Theory (1978). In line with the basic principles of Sociocultural theory, learning is basically seen as a social process that occurs through interactions between individuals and their social and cultural environments (Vygotsky, 1978; Riley & Aubrey, 2022). This means that the learning process does not only focus on individual aspects, but also involves social and cultural contexts. In the context of children's learning, the learning process can optimize children's internal development when they are able to interact with the people around them. Schools then become an important space for social interaction, both between teachers and students and between students. Schools also serve as a place for children to learn to adapt to their natural and social environments.

First, In the context of developing critical thinking skills, literacy, and the process of meaning-making, teachers act as More Knowledgeable Other (MKO), where teachers actively provide scaffolding in read aloud activities, by providing understanding through open-ended questions, provoking discussion, and connecting the content of the story with students' life experiences. This approach is in line with Vygotsky's concept that teachers have an essential role in providing scaffolds to support students' knowledge and literacy development, helping children expand their understanding and develop critical thinking skills (Gallimore et al., 1992; Fisher et al., 2008; Wiseman, 2012). In my findings, I realized that teachers often provide scaffolding such as guiding students to guess the storyline, interpret meaning, and build shared understanding through rich interactions, both verbally and reflectively. Teachers not only read texts and transmit knowledge, but also invite students to dialogue about the content of the story, build meaningful interactions through open questions, discussions, and reflections that trigger critical thinking and meaningful thinking processes (Wiseman, 2012).

Furthermore, teachers' perceptions that interactive read aloud can improve students' basic literacy skills are explained by the Readers' Foundational Skills framework (Shanahan, 2005). By listening to teachers read texts aloud and expressively, students get a fluency model from the teacher. This means that students hear the correct pronunciation,

intonation, and appropriate expressions. Based on my findings, I found that teachers often emphasize key vocabulary in stories, explain the meaning of new words, or ask students to repeat certain words/sentences, all of which contribute to children's vocabulary development. In addition, interactions during read aloud also train students' comprehension skills in reading. In this case, teachers usually ask trigger questions, invite students to predict the storyline, and invite students to summarize important parts. These strategies are in accordance with the reading comprehension teaching practices recommended in literacy research (Duke et al., 2021). This indicates that through interactive read aloud, teachers are actually developing the foundation of students' literacy, both in terms of fluency, vocabulary, and comprehension in a fun learning experience.

This is reinforced by the findings of the Education Report (*Rapor Pendidikan*) data from participating schools. For example, at the school where Daisy teaches, there has been a significant increase in reading literacy achievement. The Education Report, which was initially in 2022, students' literacy skills were in the “moderate” category with a score of 70, then in 2024, the literacy skills increased to the “good” category, with the result that 80% of students had achieved the minimum reading literacy competency limit (see appendix 5). Likewise, at the school where Aster teaches, the *Rapor Pendidikan* shows results in the “Good” category, with 83.33% of students having achieved the minimum reading literacy competency (see appendix 5). The indicators in this *Rapor Pendidikan* are measured from students' understanding of literary texts and informational texts. The *Rapor Pendidikan* explicitly describes how students are able to understand, use, reflect on, and evaluate various types of texts, including informational and fictional texts. These data indicate that the practice of interactive read aloud carried out routinely by teachers can contribute significantly to improving students' literacy skills in schools.

This also supported by another empirical studies that shows interactive reading aloud can improve reading comprehension even in young readers (Duke et al., 2021) and studies that find that read aloud can enrich students' vocabulary because students are exposed to new vocabulary in meaningful contexts (Kindle, 2009). If I reflect on my findings, the participating teachers also assessed that student understood new vocabulary learned from story books and were able to answer comprehension questions better after regularly attending interactive sessions. Such as the read aloud practice carried out by Aster who introduced new terms in Minang culture. She realized that indirectly children get new vocabulary and understanding of the culture so that the learning process also becomes more meaningful. In the context of Sociocultural and MKO theories, teachers play a role in creating a collaborative learning environment where students are encouraged to think

deeply about the text. The involvement of teachers as active facilitators shows how scaffolding in social interactions can improve children's cognitive skills as well as basic literacy skills.

Second, in the context of developing students' reading motivation and interest. The teachers participating in this study felt an increase in students' motivation and interest in reading activities thanks to the routine interactive read aloud sessions. I remember how Rose said that after the routine interactive read aloud sessions, her students became more enthusiastic about welcoming reading time, even often asking the teacher to read additional books. Theoretically, this increase in interest can be explained through several theoretical frameworks discussed in this study. First, from the perspective of sociocultural theory, where learning motivation is seen as inseparable from the social context and interaction. In this case, Vygotsky did not explicitly write about "motivation", but in my opinion the implications of sociocultural theory show that meaningful and social learning tends to attract more students' attention and will motivate them.

In practice, teachers create a lively and interactive reading atmosphere, such as inviting students to answer questions, have short discussions, or simply tell stories about their experiences. As a result, reading is no longer a boring individual activity, but rather an exciting and awaited shared experience. I remember some teacher participants reported that their students began to associate story time with positive moments of togetherness in class, so that their motivation to attend and participate in reading activities increased. In fact, there were teachers who saw students interested in looking for other books outside the classroom context after hearing interesting stories. This is one indicator that their interest in independent reading is also encouraged. These positive interactions have an effect on fulfilling students' sense of belonging in the classroom as a community. This can encourage their intrinsic motivation to engage in literacy activities. Because when children feel part of a community, their voices and opinions are heard, it will have an impact on their interest in reading which will increase naturally.

Third, in the formation of students' attitudes, values, and characters, the teacher's perception that read aloud activities can be a means of instilling character in students through the selection of books that are rich in moral and social messages. For example, in the context of read aloud conducted by Rose who deliberately read stories containing moral messages. She invited students to discuss the attitudes of the characters, the consequences of the characters' actions, and how values such as honesty or courage are displayed in the story. From the results of the discussion in read aloud, students are expected to absorb moral lessons and reflect on which attitudes are good to emulate.

This is in line with Vygotsky's (1988) idea about the importance of the social and cultural environment in instilling important values in learning. Teachers as MKO consciously select texts that contain moral messages or values, then introduce and emphasize these values during read aloud activities by facilitating reflective discussions related to the actions or characters of the characters in the story. This approach is also in line with the view that the selection of children's literature used for storytelling is an effective method for teaching character education (Tyra, 2012). In addition, the study by Thompson and Melchior (2019) also highlighted that interactive read aloud activities are considered an effective counseling strategy that can improve the empathy aspect of school-age students. In the context of the findings of this study, values such as mutual cooperation, honesty, courage, and empathy can be instilled contextually, not only as cognitive learning materials, but also as part of students' daily lives. This shows the transfer of values from text to real action facilitated by interactive reading that encourages students to live these values.

The last important finding related to teachers' perceptions of the implementation of interactive read aloud is that teachers feel an increase in student engagement in learning and a closer emotional bond between them. This student engagement can be seen from how they focus and actively participate during the read aloud session. This can also be seen from the behavior of students who usually have difficulty concentrating becoming enthusiastic about the storyline when the teacher reads it interactively. As the findings of my questionnaire, observation, and interview validate that read aloud activities are fun activities that increase children's engagement. In the framework of Sociocultural theory, the dialogue that occurs during read aloud activities can bridge student engagement both with the text being read and with the teacher and their friends. This is because interactive read-aloud is not only a reading activity but also a forum for strengthening social relationships and building knowledge collectively. This means that this positive interaction can foster meaningful interactions in the classroom. Vygotsky also highlighted the importance of cultural and social context in the learning process (Riley & Aubrey, 2022) which is not only considered as learning media but also as tools to introduce cultural, social values, and other perspectives that are relevant to children's lives (Wiseman, 2012).

This can also explain how interactive read aloud can build emotional bonds between teachers and students and between students. Interactive read aloud activities are basically shared experiences that can strengthen relationships. When teachers and students connect through stories, a collective emotional experience is created in the classroom. This shared experience contributes to emotional bonds in the classroom because all class

members share the same feelings and concerns about the narrative being read. Sociocultural Theory sees this as a positive social relationship that is an important foundation for the learning process (Riley & Aubrey, 2022).

4.2.2 Discussion on Key Components of Teachers' Interactive Read Aloud Practices

The findings show that interactive read aloud practices by teachers include seven main key components found, namely text selection, previewed and practiced, clear purpose established, fluent reading modelled, animation and expression, discussing the text, and connections to independent reading and writing (Fisher et al., 2004). Within the framework of Vygotsky's sociocultural theory, these seven components reflect the role of teachers as More Knowledgeable Other (MKO) who provide scaffolding for students (Vygotsky, 1978).

First, starting from the teacher choosing an interesting text that is appropriate to the student's developmental level to ensure active student involvement. Then preview and practice reading the text before starting the read aloud. This preparation allows teachers to read fluently and expressively, minimize pronunciation errors, and provide examples of good reading fluency models. During the reading, teachers pay attention to pauses or strategic moments to ask open-ended questions and encourage students to comment or discuss. This step is taken to provide scaffolding for reading comprehension, help students receive and process information, and connect the content of the story with their knowledge or experience. Teachers also consistently set clear reading goals at the beginning so that students have a framework for thinking while listening to the story, so that read-aloud activities are not just reading stories but also directed learning opportunities.

In addition, teachers provide modeling of fluent and expressive reading to attract students' interest and emotions, while introducing intonation patterns, speed and accuracy in reading, and the use of expressions which are important components of fluency skills. Then in terms of discussing the text before, during, and after reading. The teacher provides opportunities for students to practice their language skills orally, by asking questions and connecting the text to their own lives. The goal is to strengthen students' understanding and make reading a socially and personally meaningful experience. Finally, the teacher links the reading to other independent literacy activities, such as asking students to write a reflective journal about the story, have further written discussions, or choose other books with similar themes/authors to read on their own.

Based on the findings that I obtained, it is known that not all the components always appear explicitly in every read-aloud session studied. Some of these components

are sometimes revealed through interviews and not found in observations. For example, the components of "preview and practice" and "goal setting" are sometimes not visible during observations. This is because these components are located in the preparation stage before the read-aloud and sometimes teachers read directly without communicating the learning objectives at the beginning of the read-aloud session. However, in interviews with teachers, for example in the case of Rose and Daisy, they confirmed that they had prepared themselves by reading the text first and setting certain goals before the read-aloud session. In other words, there are hidden practices in the planning stage that are not visible to observers but are confirmed through the teacher's narrative. In addition, the component of association with independent reading/writing is also rarely seen directly after the read-aloud session in observations; however, interviews revealed that many teachers encouraged students to continue literacy activities after the read-aloud, for example by giving further reading assignments or short writing activities about the story, which means that this component is actually implemented even though it did not occur right during the observation.

Furthermore, in relation to Reader's Foundational Skills, the implementation of these seven components supports several developments in foundational skills in reading, such as phonological awareness, vocabulary recognition, fluency, and student comprehension (National Reading Panel, 2000). For example, in early grade practice, through read aloud, students gain exposure to phonemic and phonics awareness from the process of listening to clear word sounds and letter-sound patterns when the teacher reads a story. This read aloud practice also improves reading fluency through the fluent reading model carried out by the teacher. Reading fluency is often interpreted as reading with accuracy, automaticity, and prosody (Duke, 2021). Fluent readers are considered to be able to read text with speed, accuracy, and proper expression (Shanahan, 2016). Meaning that fluency is not just fast word reading but must also include aspects of reading comprehension. Through changing voices, body movements, facial expressions, and the use of dramatic expressions, teachers show students how readers bring text to life. This will help students develop deep understanding and feel the joy in the read aloud process. In addition, read aloud can also enrich vocabulary through the introduction of new words in the context of the story (Duke & Carlisle, 2011), as well as train reading comprehension through interactive discussions and in-depth questions (National Reading Panel, 2000). In other words, interactive read-aloud functions as a vehicle where teachers holistically develop children's literacy skills in one fun and meaningful activity. Through the guidance and example of teachers, students are encouraged to enter the next development zone in

their literacy, showing how the role of teachers as MKO and social literacy practices in the classroom can go hand in hand to improve students' reading skills comprehensively.

4.2.3 Discussion on Teachers' Challenges in Implementing Interactive Read Aloud

One of the main challenges faced by teachers in implementing interactive read aloud is the problem of time constraints. In the findings of this study, majority of teachers said that they had difficulty in providing special time for interactive read aloud sessions. This is due to the busy learning schedule, where the main focus of learning lies in achieving curriculum targets or completing core materials. The findings in this study indicate that the time allocated for read aloud activities in class is still very limited. In fact, the attention of teachers and schools often immediately shifts to other academic demands that are considered more essential, so that experience-based literacy or in this case the practice of reading aloud does not get enough space.

This phenomenon results in literacy practices that occur in schools tending to stagnate at the stage of recognizing letters, words, or sentences only (learn to read), without utilizing reading skills as a tool to understand, explore, and analyze deeper and more complex text content (read to learn). As a result, read aloud activities which actually have great potential to stimulate students' reading comprehension, form students' reading interests, and instill character values, are marginalized by time constraints and the pressure of completing material. Many teachers realize that time constraints force them to choose a "straight to the point" learning method more often, so that read aloud become merely a supplement, done only when there's spare time, not as a core part of the learning strategy.

Sadly, this condition is further exacerbated by the pressure to complete learning targets and curriculum achievements. As a result, the literacy dimension is often seen as something that can be compromised if there is not enough time. In fact, interactive read aloud can actually be an effective means to encourage students to think critically, increase engagement, and build a love of reading activities. Thus, this time constraint can hinder the achievement of more meaningful literacy goals, including understanding texts critically, linking reading to their own experiences and knowledge, and the goal of continuing to develop students' literacy to a higher level.

The second major challenge is the limited availability of relevant, interesting, and appropriate books for interactive read aloud activities. The findings of this study indicate that many teachers reported that their schools lack age-appropriate storybooks or leveled reading books that match their students' reading levels and interests. The participating teachers acknowledged that children are constrained by the limited variety of books.

Teachers also reported that they need books that can be integrated into everyday learning materials. In fact, learning practices that use picture books are considered more effective in improving student understanding.

This is supported by a recent study from Durriyah and colleagues (2024) providing the context of read aloud activities in Indonesia. In their study, they found that teachers often have difficulty in choosing quality story books that are appropriate for the child's age. This is due to the limited availability of books that suit the needs of children in school libraries. Furthermore, teachers also admitted to having difficulty in choosing quality books that are in accordance with the Learning Outcomes set out in the independent curriculum (Durriyah et al., 2024). Moreover, Heyward & Collett (2023) also found that the availability of books in elementary schools in Indonesia is still very limited, especially storybooks that are very much needed by early readers in building their literacy skills. Almost 68% of the books available are government textbooks and leveled storybooks are very rare.

This phenomenon of book shortages is partly due to budgetary and policy perspectives that have historically undervalued storybooks or casual reading books. The reality of providing storybooks in elementary school classrooms is not a priority often encountered. This is because the budget is largely spent on textbooks and academic content that are considered serious. The reason is based on the assumption that story books or picture books are a luxury thing or just for entertainment. So, spending limited funds on children's story books is considered unimportant (Heyward & Collett, 2023).

In addition, participating teachers also reported that the limited books they have are due to the impact of the Indonesian government's policy which only focuses on providing books to schools with low or "red" Education Report (*Rapor Pendidikan*) scores. According to the teachers, their schools did not receive book distribution because their Education Report (*Rapor Pendidikan*) indicators were considered "green" or met the minimum score. As a result, the collection of reading books available at their schools is limited and not updated continuously. This book distribution policy which only focuses on schools with red education report card indicators has finally created a new problem, which is schools that are considered "safe", no longer get attention, even though according to the teachers' statements, they still need quality reading books to improve literacy skills sustainably. This indicates that education policy in Indonesia is only oriented towards mitigating fundamental problems, in this case schools that are categorized as "red" in the Education Report, without any policies that focus on sustainable improvements. As a result, there is no sustainability of literacy development efforts after the foundational problems

are considered resolved. In fact, ideally, the essence of literacy is not only being able to read, but also being able to continue to actively engage with texts, both in print and digital form, with increasing levels of complexity according to age and level of education. Furthermore, literacy is not only considered about eradicating illiteracy or ensuring that students "can read", but also building literate skills, including understanding, analyzing, and using information from various texts to think critically at every stage of life (Oakhill, Cain, & Elbro, 2015; UNESCO, 2025). Finally, this context also strengthens the relevance of Vygotsky's sociocultural theory that in essence learning, including literacy, is the result of social interactions that must be continuously maintained and developed through a rich environment, practice and learning resources (Vygotsky, 1978; Riley & Aubrey, 2022).

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions of the main findings and discussion results of the research on the implementation of interactive read aloud by teachers in elementary schools. In addition, this section also provides recommendations that can be input for the development of literacy practices, both at the school level and in further studies.

5.1 Conclusion

Based on the analysis of qualitative data from preliminary questionnaires, classroom observations, and in-depth interviews, this study found that teachers have a very positive perception of interactive read aloud as a literacy learning strategy in the classroom. Teachers consider read aloud to be effective in increasing students' motivation and interest in reading, building critical thinking skills, understanding, and the process of making meaning of reading. In addition, read aloud is also considered capable of forming students' attitudes, values, and characters through discussions around the characters and moral messages of the story. The aspects of interactivity and active involvement of students are considered the main strengths of read aloud, because they are able to build engagement and create positive emotional bonds between teachers and students as well as between students.

In practice, there are seven main components of best practice that have been identified in the implementation of read aloud, namely: *“text selection, previewed and practiced, clear purpose established, fluent reading modeled, use of animation and expression, discussion of the text, and connections to independent reading and writing activities”*. However, implementation in the classroom still faces several major challenges, namely limited learning time and limited availability of relevant and level-appropriate reading books.

The results of the discussion showed that these challenges are closely related to literacy policies and ecosystems in schools that still position literacy as a foundational intervention, not as a continuous process. Therefore, a paradigm shift is needed so that literacy is seen as a life skill that continues to develop, with systematic support in providing time, resources, and training for teachers at all levels of school.

5.2 Limitation

This study focuses on an in-depth exploration of the implementation of read aloud by teachers, particularly in the greater Jakarta area. While this urban context provides valuable insight into the perceptions, practices, and challenges of teachers, it may not fully represent the practice or implementation of read aloud in other regions. This is due to the different cultures, socio-economic and educational characteristics in each region. The uniqueness of the character in each region, in this case Jakarta, Depok, Tangerang, and Bekasi can significantly affect the findings in the study. This has an impact on the lack of applicability of this study when faced with the context of rural areas.

In addition, the diversity of participants in this study may be limited to teachers from certain schools or organizations in the greater Jakarta, so the study may not capture broader perspectives. These limited participants may not be able to capture perspectives from educators in public schools, private schools, or organizations with varying levels of infrastructure support. Therefore, to address these limitations, future research is expected to expand its scope by providing findings from several areas with diverse characteristics, including both urban and rural settings to obtain a broader perspective. Moreover, increasing the diversity of participants by involving a wider range of schools could help provide a more comprehensive understanding of the implementation of interactive read-aloud practices, particularly in the formal context.

5.3 Recommendation

Based on the findings and discussions of this study, there are several recommendations that can be given to strengthen the implementation of interactive read aloud in the classroom. First, the government and education stakeholders are expected to start changing the paradigm of literacy policy from merely mitigating illiteracy to developing sustainable literacy. This can be in the form of support for the provision of relevant reading books, regular teacher training, and prioritizing the development of integrated literacy programs. The goal is that efforts to improve literacy do not stop at the basic reading ability stage.

In addition, schools need to allocate special and scheduled time for the implementation of interactive read aloud, so that this activity truly becomes a core part of the learning process, not just a complement when there is free time. Procuring a collection of varied, relevant, and graded reading books also needs to be a primary concern, so that students get a rich reading experience that is in accordance with their development needs at each grade level. Therefore, improving teacher competence in the practice of interactive

read aloud and literacy strategies based on discussion and interactivity must continue to be encouraged through continuous training and professional development.

For further research, it is recommended to explore further the long-term impact of the implementation of interactive read aloud on the development of functional literacy, multiliteracy, and students' critical thinking skills. Further studies are also needed to understand literacy practices in various school contexts, both those with limited resources and those that are quite established, so that effective and applicable strategies can be found according to the needs of each school. Thus, the results and reflections of this study are expected to provide a real contribution to strengthening a more meaningful and sustainable literacy culture, especially in the context of elementary schools.

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APPENDICES

Appendix 1. Preliminary Questionnaire Instrument

Items in the preliminary questionnaire instrument adapted from Perry (2021).

Teacher :
 Name of School :
 Teaching Experience :
 Grade :
 Student Demographics :

No	Original Source	Indonesian Contextual Translation
1.	As a classroom teacher, how many days per week do you read aloud to your class?	Sebagai guru kelas, berapa hari dalam seminggu Anda membacakan nyaring untuk kelas Anda?
	<input type="checkbox"/> Everyday <input type="checkbox"/> 3-4 times a week <input type="checkbox"/> Fewer than 3 days <input type="checkbox"/> Never	<input type="checkbox"/> Setiap hari <input type="checkbox"/> 3-4 kali seminggu <input type="checkbox"/> Kurang dari 3 hari <input type="checkbox"/> Tidak pernah
2.	Approximately how many minutes per day total do you spend in read-aloud opportunities with your students?	Berapa total waktu yang Anda habiskan setiap hari untuk kegiatan membaca nyaring bersama siswa?
	<input type="checkbox"/> Less than 5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-20 minutes <input type="checkbox"/> 20-30 minutes <input type="checkbox"/> More than 30 minutes	<input type="checkbox"/> Kurang dari 5 menit <input type="checkbox"/> 5-10 menit <input type="checkbox"/> 10-20 menit <input type="checkbox"/> 20-30 menit <input type="checkbox"/> Lebih dari 30 menit
3.	Describe the criteria you use in selecting books to read aloud to your class (i.e. vocabulary-rich text, simplistic text, themes, subject, author studies, novels, picture books, etc.)	Jelaskan kriteria yang Anda gunakan dalam memilih buku untuk dibacakan di kelas (misalnya: teks kaya kosakata, teks sederhana, tema tertentu, mata pelajaran, studi penulis, novel, buku bergambar, dll.)
4.	What type of genres do you select as a classroom read-aloud?	Jenis genre apa yang Anda pilih untuk kegiatan membaca nyaring di kelas?
	<input type="checkbox"/> Mostly fiction <input type="checkbox"/> Mostly nonfiction	<input type="checkbox"/> Sebagian besar fiksi <input type="checkbox"/> Sebagian besar nonfiksi

	<input type="checkbox"/> A mix between fiction and nonfiction <input type="checkbox"/> A variety of genres that include fiction, nonfiction, and poetry <input type="checkbox"/> I do not incorporate read-alouds in my classroom	<input type="checkbox"/> Campuran antara fiksi dan nonfiksi <input type="checkbox"/> Beragam genre yang mencakup fiksi, nonfiksi, dan puisi <input type="checkbox"/> Saya tidak menerapkan membaca nyaring di kelas
5.	What are the overall student behaviors that you observe while you are reading aloud to your students?	Bagaimana perilaku siswa secara keseluruhan saat Anda membacakan cerita untuk mereka?
	<input type="checkbox"/> Actively listening <input type="checkbox"/> Inattentive <input type="checkbox"/> Uninterested <input type="checkbox"/> Interactive	<input type="checkbox"/> Mendengarkan dengan aktif <input type="checkbox"/> Tidak fokus <input type="checkbox"/> Tidak tertarik <input type="checkbox"/> Interaktif
6.	Do you incorporate class discussions during the read-aloud time that connect to the text or elicit critical thinking skills?	Apakah Anda mengadakan diskusi kelas selama sesi membaca nyaring yang menghubungkan teks dengan pemikiran kritis?
	<input type="checkbox"/> Always <input type="checkbox"/> Occasionally <input type="checkbox"/> Never	<input type="checkbox"/> Selalu <input type="checkbox"/> Kadang-kadang <input type="checkbox"/> Tidak pernah
7.	Do you integrate a post enrichment extension to the text?	Apakah Anda menerapkan kegiatan lanjutan setelah membaca nyaring?
	<input type="checkbox"/> Always <input type="checkbox"/> Occasionally <input type="checkbox"/> Never	<input type="checkbox"/> Selalu <input type="checkbox"/> Kadang-kadang <input type="checkbox"/> Tidak pernah
8.	Do you observe your students engaging in discussions, with you or other students, that connect to the text either during/post reading of a classroom read-aloud?	Apakah Anda mengamati siswa terlibat dalam diskusi, baik dengan Anda maupun teman sebaya, yang berkaitan dengan teks baik selama atau setelah membaca nyaring?
	<input type="checkbox"/> Selalu <input type="checkbox"/> Kadang-kadang <input type="checkbox"/> Tidak pernah	<input type="checkbox"/> Ya, sebagian besar waktu <input type="checkbox"/> Kadang-kadang <input type="checkbox"/> Tidak pernah
9.	What problems/restrictions, if any, limit you from reading aloud to your students (time, available resources, content, etc.)?	Apa kendala atau keterbatasan yang menghalangi Anda dalam membacakan cerita untuk siswa (waktu, sumber daya yang tersedia, konten, dll.)?

10	As a teacher, do you enjoy reading aloud to your students? <input type="checkbox"/> Selalu <input type="checkbox"/> Kadang-kadang <input type="checkbox"/> Tidak pernah	Sebagai guru, apakah Anda menikmati kegiatan membaca nyaring untuk siswa? <input type="checkbox"/> Ya <input type="checkbox"/> Kadang-kadang <input type="checkbox"/> Tidak
11	On the scale below, rate your level of comfort in implementing read-aloud times in your instructional day to its most educational value. Not comfortable at all <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> very comfortable 1 2 3 4 5	Pada skala berikut, nilai tingkat kenyamanan Anda dalam menerapkan kegiatan membaca nyaring dalam hari pengajaran Anda agar memiliki nilai pendidikan yang optimal. Tidak nyaman sama sekali <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat nyaman 1 2 3 4 5
12	Rate your overall perception of the effectiveness of your read-aloud practices to build comprehension and vocabulary skills in your students. Not very effective <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> very effective 1 2 3 4 5	Nilai persepsi Anda secara keseluruhan terhadap efektivitas praktik membaca nyaring dalam meningkatkan pemahaman dan keterampilan kosakata siswa. Tidak efektif sama sekali <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Sangat efektif 1 2 3 4 5
13	As a teacher, do you feel that reading aloud to your students is a valuable teaching/learning tool? Why? 	Menurut Anda, apakah membaca nyaring untuk siswa merupakan pembelajaran/alat pengajaran yang berharga? Mengapa?
14	How do you define interactive read-aloud experiences? 	Bagaimana Anda mendefinisikan pengalaman membaca nyaring interaktif?

15	<p>Have you had any professional development or workshops/trainings on incorporating interactive read-alouds in your classroom?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	<p>Apakah Anda pernah mengikuti pelatihan atau workshop tentang penerapan membaca nyaring interaktif di kelas?</p> <p><input type="radio"/> Ya <input type="radio"/> Tidak</p>
16	<p>Describe any strategies or practices that you implement during your classroom read- aloud times that allow your students to interact with the text.</p> <p>.....</p> <p>...</p>	<p>Jelaskan strategi atau praktik yang Anda terapkan selama kegiatan membaca nyaring di kelas untuk memungkinkan siswa berinteraksi dengan teks.</p> <p>.....</p> <p>...</p>

Appendix 2. Observation Instrument

Items in the observation adapted from Fisher et al., (2004).

Teacher :
 Name of School :
 Grade :
 Lesson Topic :
 Title of Book :

Kriteria Observasi	Indikator	Diamati (✓/x)	Catatan/Komentar
1. Text Selection	Guru memilih buku yang sesuai dengan minat dan tingkat perkembangan siswa. Isi buku menarik dan relevan dengan pengalaman siswa.		
2. Previewed and Practiced	Guru telah membaca buku sebelumnya dan familiar dengan isinya. Guru merencanakan jeda untuk mengajukan pertanyaan dan diskusi selama sesi membaca.		
3. Clear Purpose Established	Guru menetapkan tujuan pembelajaran yang jelas untuk sesi read-aloud. Guru menjelaskan secara eksplisit tujuan membaca buku (misalnya, pemahaman, pengembangan kosakata, pembelajaran tematik).		
4. Fluent Reading Modeled	Guru membaca dengan lancar, menggunakan kecepatan dan pelafalan yang tepat. Guru menggunakan intonasi yang sesuai dengan nada dan suasana cerita.		
5. Animation and Expression	Guru menggunakan modulasi suara, ekspresi wajah, dan gerakan tubuh saat membaca.		

	Guru melibatkan siswa melalui teknik mendongeng yang menarik.		
6. Discussing the Text	<p>Guru berhenti sejenak untuk mengajukan pertanyaan sebelum, selama, dan setelah membaca.</p> <p>Guru mendorong siswa untuk berbagi pemikiran dan menghubungkan cerita dengan pengalaman mereka.</p> <p>Guru memfasilitasi diskusi yang mendorong pemahaman dan pemikiran kritis</p>		
7. Connections to Independent Reading and Writing	<p>Guru menghubungkan sesi read-aloud dengan aktivitas membaca mandiri siswa.</p> <p>Guru mendorong siswa untuk merefleksikan atau menulis tentang cerita yang telah dibacakan.</p>		

Observasi Tambahan:

- Tingkat keterlibatan siswa: Tinggi / Sedang / Rendah (lingkari salah satu)
- Jenis interaksi siswa: Diskusi aktif / Mendengarkan pasif / Terdistraksi (lingkari salah satu)
- Efektivitas keseluruhan sesi read-aloud: Efektif / Perlu perbaikan / Tidak efektif

Appendix 3. Interview Instrument

Teacher :
Name of School:

Theme	Objective	Interview Question	Indonesian Translation	Source (Theory/ Research)
General Information	Understanding participants' backgrounds in literacy and the frequency of Interactive Read-Aloud (IRA) implementation.	1. Can you describe your educational background and experience in teaching or literacy activities?	1. Bisa Anda ceritakan latar belakang pendidikan dan pengalaman Anda dalam mengajar atau melakukan aktivitas literasi?	Perry, K. J. (2021). <i>Perceptions of classroom teachers on read-aloud practices implemented within the elementary setting</i> (Doctoral dissertation, Gardner-Webb University).
		2. How often do you conduct IRA in a week? In what context is this activity conducted (formal classroom, literacy community, library, etc.)?	2. Seberapa sering Anda melakukan IRA dalam seminggu? Dalam konteks apa kegiatan ini dilakukan (kelas formal, komunitas, perpustakaan, dll.)?	
Perceptions of Interactive Read-Aloud	Exploring teachers' understanding and attitudes toward IRA.	3. How do you understand the concept of IRA? How does it differ from other reading methods?	3. Bagaimana Anda memahami konsep IRA? Apa perbedaannya dengan metode membaca lainnya?	Alatalo, T., & Westlund, B. (2021). Preschool teachers' perceptions about read-alouds as a means to support children's early literacy and language development. <i>Journal of Early Childhood Literacy</i> , 21(3), 413-435. https://doi.org/10.1177/1468798419852136

		4. In your opinion, how does IRA help children's literacy development (e.g., text comprehension, vocabulary, critical thinking skills)?	4. Menurut Anda, bagaimana IRA membantu pengembangan literasi anak (misalnya, pemahaman teks, kosakata, keterampilan berpikir kritis)?	
		5. What do you consider as the essential elements of an effective IRAsession?	5. Apa yang Anda anggap sebagai elemen penting dalam sesi Interactive Read-Aloud yang efektif?	Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices?. <i>The Reading Teacher</i> , 58(1), 8-17. https://doi.org/10.1598/RT.58.1.1
		6. Do you think IRA is more effective than other methods in improving children's reading skills? Why?	6. Apakah Anda merasa bahwa IRA lebih efektif dibandingkan metode lain dalam meningkatkan keterampilan membaca anak? Mengapa?	Alatalo, T., & Westlund, B. (2021). Preschool teachers' perceptions about read-alouds as a means to support children's early literacy and language development. <i>Journal of Early Childhood Literacy</i> , 21(3), 413-435. https://doi.org/10.1177/1468798419852136
Implementation of Interactive Read-Aloud	Investigating how teachers apply IRA in practice.	7. How do you select books for an IRA?	7. Bagaimana proses Anda dalam memilih buku untuk sesi IRA?	Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices?. <i>The Reading Teacher</i> , 58(1), 8-17.

		8. How do you prepare for a read-aloud session before reading to children? Do you have any specific strategies?	8. Bagaimana Anda mempersiapkan sesi read-aloud sebelum membacanya kepada anak-anak? Apakah ada strategi khusus?	https://doi.org/10.1598/RT.58.1.1
		9. What strategies do you use to capture and maintain children's engagement during a read-aloud session?	9. Strategi apa yang Anda gunakan untuk menarik perhatian dan mempertahankan keterlibatan anak selama sesi read-aloud?	
		10. How do you ask questions or encourage discussion while reading? Do you use any specific techniques?	10. Bagaimana Anda mengajukan pertanyaan atau mendorong diskusi selama membaca? Apakah ada teknik tertentu?	
		11. Do you use vocal expression, gestures, or visual aids in read-aloud? If yes, how does it	11. Apakah Anda menggunakan teknik ekspresi vokal, gestur, atau alat bantu	

		impact children's engagement?	visual dalam read-aloud? Jika ya, bagaimana dampaknya terhadap keterlibatan anak?	
		12. How often do you relate the reading material to children's real-life experiences? Can you give an example?	12. Seberapa sering Anda menghubungkan bacaan dengan pengalaman nyata anak-anak? Bisa berikan contoh?	McGee, L. M., & Schickedanz, J. A. (2007). Repeated interactive read-alouds in preschool and kindergarten. <i>The reading teacher</i> , 60(8), 742-751.
		13. How do you assess the success of an IRA session?	13. Bagaimana Anda menilai keberhasilan sesi IRA yang telah Anda lakukan?	Moussa, W., & Koester, E. (2022). Effects of Story Read-Aloud Lessons on Literacy Development in the Early Grades: Experimental Evidence From Nigeria. <i>Reading Research Quarterly</i> , 57(2), 587-607. Lane, H. B., & Wright, T. L. (2007). Maximizing the effectiveness of reading aloud. <i>The Reading Teacher</i> , 60(7), 668-675.
Challenges in Implementing Interactive Read-Aloud	Identifying difficulties encountered in IRA implementation.	14. What are the biggest challenges you face in implementing IRA?	14. Apa tantangan terbesar yang Anda hadapi dalam menerapkan IRA?	Moussa, W., & Koester, E. (2022). Effects of Story Read-Aloud Lessons on Literacy Development in the Early Grades: Experimental Evidence From Nigeria. <i>Reading Research Quarterly</i> , 57(2), 587-607.
		15. Do you encounter difficulties in selecting appropriate books for	15. Apakah ada kendala dalam memilih buku yang sesuai untuk	Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices?. <i>The Reading Teacher</i> , 58(1),

		read-aloud sessions? If yes, how do you overcome them?	sesi read-aloud? Jika ya, bagaimana Anda mengatasinya?	8-17. https://doi.org/10.1598/RT.58.1.1
		16. Do you think there is enough time to conduct read-aloud effectively? If not, how do you manage it?	16. Apakah menurut Anda waktu yang tersedia cukup untuk melakukan read-aloud secara optimal? Jika tidak, bagaimana Anda mengatasinya?	Perry, K. J. (2021). <i>Perceptions of classroom teachers on read-aloud practices implemented within the elementary setting</i> (Doctoral dissertation, Gardner-Webb University).
		17. How do children respond during an IRA session? Do you face difficulties in maintaining their focus and participation?	17. Bagaimana respons anak-anak saat sesi IRA? Apakah ada kesulitan dalam mempertahankan fokus dan partisipasi mereka?	Moussa, W., & Koester, E. (2022). Effects of Story Read-Aloud Lessons on Literacy Development in the Early Grades: Experimental Evidence From Nigeria. <i>Reading Research Quarterly, 57</i> (2), 587-607.
		18. Do you feel you receive enough support from schools/communities for IRA implementation? If not, what kind of support do you need?	18. Apakah Anda merasa mendapatkan cukup dukungan dari sekolah/komunitas dalam implementasi IRA? Jika tidak, apa	Setiawan, H. (2020). The role of storytelling in promoting literacy in Indonesia. <i>Indonesian Journal of Literacy Studies, 6</i> (2), 122-135.

			yang Anda butuhkan?	
Recommendations and Reflections	Gathering insights on improving IRA effectiveness.	19. In your opinion, how can IRA be more effectively implemented in schools or communities?	19. Menurut Anda, bagaimana IRA bisa lebih efektif diterapkan di sekolah atau komunitas?	Reflective
		20. In your opinion, what training or professional development do you think is still needed to enhance IRA practices?	20. Menurut Anda, pelatihan atau pengembangan profesional apa yang masih dibutuhkan untuk meningkatkan praktik IRA?	Reflective
		21. If you could change or add something to your read-aloud practice, what would you do?	21. Jika Anda bisa mengubah atau menambahkan sesuatu dalam cara Anda melakukan read-aloud, apa yang akan Anda lakukan?	Reflective
		22. What advice would you give to teachers who are new to implementing IRA?	22. Apa saran Anda bagi guru atau aktivis yang baru ingin menerapkan IRA?	Reflective

Appendix 4. Quirkos Report



Quirkos Report

This report was generated by Farhatul Kamilah on Tue Jun 24 2025 17:15:49 GMT+0700 (WIB) for the following file: Thesis Farhatul Kamilah

Source Summary

Title	Author	Date and Time	Length	Quotes #
Partisipan 1	Farhatul Kamilah	Invalid Date	29566	38
Partisipan 2	Farhatul Kamilah	Invalid Date	33872	44
Partisipan 3	Farhatul Kamilah	Invalid Date	26439	20
Partisipan 4	Farhatul Kamilah	Invalid Date	20917	32
Partisipan 5	Farhatul Kamilah	Invalid Date	40354	35

Quirks Summary

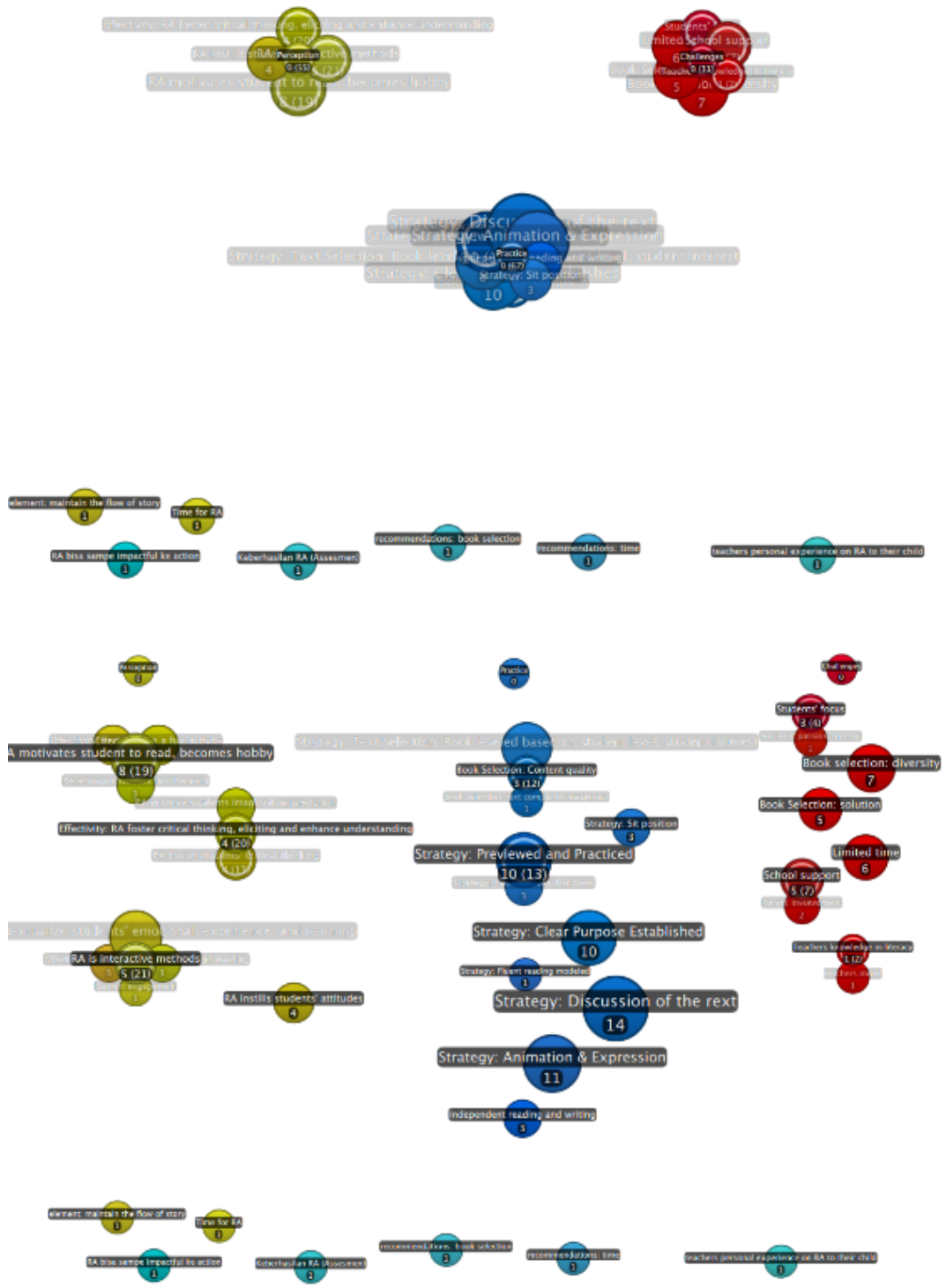
Quirk Title	Parent	Grandparent	Description	Author	Date	Total Codes
Perception				Farhatul Kamilah	Invalid Date	
Challenges				Farhatul Kamilah	Invalid Date	
Practice				Farhatul Kamilah	Invalid Date	
RA engages student involvement	RA motivates student to read, becomes hobby	Perception		Farhatul Kamilah	Invalid Date	3
RA motivates student to read, becomes hobby	Perception			Farhatul Kamilah	Invalid Date	8
RA foster students' critical thinking	Effectivity: RA foster critical thinking, eliciting and enhance understanding	Perception		Farhatul Kamilah	Invalid Date	4
RA instills students' attitudes	Perception			Farhatul Kamilah	Invalid Date	4
RA bisa sampe impactful ke action				Farhatul Kamilah	Invalid Date	1

Elemen: engagement	RA is interactive methods	Perception		Farhatul Kamilah	Invalid Date	1
element: maintain the flow of story				Farhatul Kamilah	Invalid Date	1
Effectivity: Non- RA is passive	RA is interactive methods	Perception		Farhatul Kamilah	Invalid Date	3
Effectivity: contextualize students' emotional, experience, and learning	RA is interactive methods	Perception		Farhatul Kamilah	Invalid Date	9
Effectivity: engage student	RA motivates student to read, becomes hobby	Perception		Farhatul Kamilah	Invalid Date	4
Effectivity: RA foster critical thinking, eliciting and enhance understanding	Perception			Farhatul Kamilah	Invalid Date	4
Book Selection: text complexity awareness	Book Selection: Content quality	Practice	Not too wordy, easy to understand,	Farhatul Kamilah	Invalid Date	1
Book Selection: Content quality	Practice			Farhatul Kamilah	Invalid Date	3
Strategy: Clear Purpose Established	Practice			Farhatul Kamilah	Invalid Date	10
Strategy: Text Selection: Book leveled based on student level, student interest	Practice			Farhatul Kamilah	Invalid Date	8
Strategy: Familiar with the book	Strategy: Previewed and Practiced	Practice		Farhatul Kamilah	Invalid Date	3
Strategy: Previewed and Practiced	Practice		Practice the discussion, question, etc	Farhatul Kamilah	Invalid Date	10

Strategy: Fluent reading modeled	Practice			Farhatul Kamilah	Invalid Date	1
Strategy: Discussion of the text	Practice		text-to-self connection, reflection, contextualization, critical thinking	Farhatul Kamilah	Invalid Date	14
Strategy: Animation & Expression	Practice			Farhatul Kamilah	Invalid Date	11
Students' passion/interest	Students' focus	Challenges		Farhatul Kamilah	Invalid Date	1
Time for RA				Farhatul Kamilah	Invalid Date	1
Book selection: diversity	Challenges			Farhatul Kamilah	Invalid Date	7
Book Selection: solution	Challenges			Farhatul Kamilah	Invalid Date	5
Limited time	Challenges			Farhatul Kamilah	Invalid Date	6
Keberhasilan RA (Assesmen)				Farhatul Kamilah	Invalid Date	1
Students' focus	Challenges			Farhatul Kamilah	Invalid Date	3
School support	Challenges			Farhatul Kamilah	Invalid Date	5
Parent involvement	School support	Challenges		Farhatul Kamilah	Invalid Date	2
Teachers knowledge in literacy	Challenges			Farhatul Kamilah	Invalid Date	1
recommendations: book selection				Farhatul Kamilah	Invalid Date	1
recommendations: time				Farhatul Kamilah	Invalid Date	1
RA enhance reading fondation and understanding				Farhatul Kamilah	Invalid Date	
RA builds relationship through reading	RA is interactive methods	Perception		Farhatul Kamilah	Invalid Date	3
RA enhance students	Effectivity: RA foster critical thinking,	Perception		Farhatul Kamilah	Invalid Date	3

imagination, prediction	eliciting and enhance understanding					
Effectivity: as a fun activity	RA motivates student to read, becomes hobby	Perception		Farhatul Kamilah	Invalid Date	4
teachers personal experience on RA to their child				Farhatul Kamilah	Invalid Date	1
independent reading and writing	Practice			Farhatul Kamilah	Invalid Date	3
RA is interactive methods	Perception			Farhatul Kamilah	Invalid Date	5
Strategy: Sit position	Practice			Farhatul Kamilah	Invalid Date	3
teachers mood	Teachers knowledge in literacy	Challenges		Farhatul Kamilah	Invalid Date	1
TOTAL NUMBER OF CODES	169					
TOTAL NUMBER OF QUIRKS	43					

Properties Summary
 Quirks Canvas – Primary



Appendix 5. School Documents

Yuk, lihat hasil Rapor Pendidikan sekolahmu tahun 2023!

Seperi murid yang memiliki rapor evaluasi belajar, kini sekolah juga mempunyai hasil evaluasi kualitas secara menyeluruh yang dinamakan Rapor Pendidikan. Rapor Pendidikan dinilai berdasarkan 6 pilar utama yang mencakup hasil belajar murid, proses belajar-mengajar, dan cara pengelolaan sekolah.

Yuk, lihat hasil Rapor Pendidikan sekolahmu tahun 2024!

Seperi murid yang memiliki rapor evaluasi belajar, kini sekolah juga mempunyai hasil evaluasi kualitas secara menyeluruh yang dinamakan Rapor Pendidikan. Rapor Pendidikan dinilai berdasarkan 6 pilar utama yang mencakup hasil belajar murid, proses belajar-mengajar, dan cara pengelolaan sekolah.

LAPORAN RAPOR PENDIDIKAN SD NEGERI TAHUN 2023

Laporan ini berisi informasi tentang kondisi layanan di Satuan Pendidikan Anda yang diukur lewat beragam indikator yang terdapat di dalam Rapor Pendidikan. Bagaimana cara memaknai data Rapor Pendidikan?

- Perhatikan indikator yang diukur dan hasilnya yang terdapat pada tabel di bawah.
- Pahami capaian Satuan Pendidikan Anda lewat tabel "Label Capaian" di setiap indikator.
- Ketahui makna dari hasil capaian Anda dengan melihat kolom "Definisi Capaian".
- Ketahui gambaran hasil upaya perbaikan layanan yang sudah dilakukan dengan melihat kolom "Perubahan Nilai Capaian dari Tahun Lalu".

Salah satu contoh cara meningkatkan capaian Kemampuan Literasi Murid melalui peningkatan kompetensi OTK dan kebijakan yang menunjang kompetensi membaca teks informasi.

No	Indikator	Capaian	Definisi Capaian	Perubahan Nilai Capaian dari Tahun Lalu	Peringkat di Kab/Kota	Peringkat secara Nasional	Sumber Data
A.1	Kemampuan literasi Persentase peserta didik berdasarkan kemampuan dalam memahami, mengorganisasi, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi/sastra dan non-iksi).	Sedang (70% atau lebih)	70% peserta didik telah mencapai kompetensi minimum untuk literasi membaca, mengorganisasi, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi/sastra dan non-iksi).	Turun 19,33%	Peringkat menengah atas (21-40%)	Asesmen Nasional: Asesmen Menengah Atas (Monev Menengah Atas) (Monev Menengah Atas) (Rapor dan Tes/Ujian)	
	Proporsi peserta didik dengan kemampuan literasi di atas kompetensi minimum	Di atas	Peserta didik mampu mengintegrasikan beberapa informasi lintas teks, mengorganisasi isi, kualitas, cara penulisan suatu teks, dan bersikap reflektif terhadap isi teks.	Naik 300,33%	3,33%		
	Proporsi peserta didik dengan kemampuan literasi mencapai kompetensi minimum	Mencapai	Peserta didik mampu memahami, mengorganisasi, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi/sastra dan non-iksi).	Naik 31,99%	83,33%		
	Proporsi peserta didik dengan kemampuan literasi di bawah kompetensi minimum	Di bawah	Peserta didik mampu memahami dan mengorganisasi informasi eksplisit yang ada dalam teks, serta membuat interpretasi sederhana.	Tidak berubah	100,00%		
	Proporsi peserta didik dengan kemampuan literasi jauh di bawah kompetensi minimum	Jauh di bawah	Peserta didik belum mampu menemukan dan mengorganisasi informasi eksplisit yang ada dalam teks serta membuat interpretasi sederhana.	Naik 4,35%	54,78		
A.1.1	Kompetensi membaca teks informasi Kemampuan peserta didik dalam memahami, mengorganisasi, merefleksikan, dan mengevaluasi teks informasi (non-iksi).	Sedang	80% peserta didik telah mencapai kompetensi minimum untuk literasi membaca, mengorganisasi, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi/sastra dan non-iksi).	Turun 19,33%	Peringkat menengah atas (21-40%)	Asesmen Nasional: Asesmen Menengah Atas (Monev Menengah Atas) (Rapor dan Tes/Ujian)	
A.1.2	Kompetensi membaca teks sastra Kemampuan peserta didik dalam memahami, mengorganisasi, merefleksikan, dan mengevaluasi teks fiksi.	Sedang	70% peserta didik telah mencapai kompetensi minimum untuk literasi membaca, mengorganisasi, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi/sastra dan non-iksi).	Turun 19,33%	Peringkat menengah atas (21-40%)	Asesmen Nasional: Asesmen Menengah Atas (Monev Menengah Atas) (Rapor dan Tes/Ujian)	

LAPORAN RAPOR PENDIDIKAN SD NEGERI TAHUN 2024

Laporan ini berisi informasi tentang kondisi layanan di Satuan Pendidikan Anda yang diukur lewat beragam indikator yang terdapat di dalam Rapor Pendidikan. Bagaimana cara memaknai data Rapor Pendidikan?

- Perhatikan indikator yang diukur dan hasilnya yang disajikan pada tabel di bawah.
- Pahami capaian Satuan Pendidikan Anda lewat tabel "Label Capaian" di setiap indikator.
- Ketahui makna dari hasil capaian Anda dengan melihat kolom "Definisi Capaian".
- Ketahui gambaran hasil upaya perbaikan layanan yang sudah dilakukan dengan melihat kolom "Perubahan Nilai Capaian dari Tahun Lalu".

Salah satu contoh cara meningkatkan capaian Kemampuan Literasi Murid melalui peningkatan kompetensi OTK dan kebijakan yang menunjang kompetensi membaca teks informasi.

No	Indikator	Label Capaian 2024	Nilai Capaian 2024	Definisi Capaian	Perubahan Nilai Capaian dari Tahun Lalu	Nilai Capaian 2023	Peringkat di Kab/Kota	Peringkat secara Nasional	Sumber Data
A.1	Kemampuan literasi Persentase peserta didik berdasarkan kemampuan dalam memahami, mengorganisasi, merefleksikan, dan mengevaluasi beragam jenis teks (teks informasi/sastra dan non-iksi).	Baik (83,33% peserta didik sudah mencapai kompetensi minimum)	83,33%	Sebagian besar peserta didik telah mencapai batas kompetensi minimum untuk literasi membaca.	Turun 16,67	100%	Peringkat menengah atas (21-40%)	Peringkat menengah atas (21-40%)	Asesmen Nasional 2023
	Proporsi peserta didik dengan kemampuan literasi di atas kompetensi minimum	Di atas	26,67%	Peserta didik mampu mengintegrasikan beberapa informasi lintas teks, mengorganisasi isi, kualitas, cara penulisan suatu teks, dan bersikap reflektif terhadap isi teks.	Naik 10,00%	16,67%			
	Proporsi peserta didik dengan kemampuan literasi mencapai kompetensi minimum	Mencapai	56,67%	Peserta didik mampu membuat interpretasi dari informasi implisit yang ada dalam teks, mampu membuat simpulan dari hasil integrasi beberapa informasi dalam suatu teks.	Turun 26,66%	83,33%			
	Proporsi peserta didik dengan kemampuan literasi di bawah kompetensi minimum	Di bawah	16,67%	Peserta didik mampu menemukan dan mengorganisasi informasi eksplisit yang ada dalam teks serta membuat interpretasi sederhana.	Naik 16,67%	0,00%			
	Proporsi peserta didik dengan kemampuan literasi jauh di bawah kompetensi minimum	Jauh di bawah	0,00%	Peserta didik belum mampu menemukan dan mengorganisasi informasi eksplisit yang ada dalam teks serta membuat interpretasi sederhana.	Tidak berubah	0,00%			
A.1.1	Kompetensi membaca teks informasi Nilai rerata peserta didik dalam memahami, mengorganisasi, merefleksikan, dan mengevaluasi teks informasi (non-iksi).	Baik	67,72		Turun 6,39	68,11	Peringkat menengah atas (21-40%)	Peringkat menengah atas (21-40%)	Asesmen Nasional 2023
A.1.2	Kompetensi membaca teks sastra Nilai rerata peserta didik dalam memahami, mengorganisasi, merefleksikan, dan mengevaluasi teks fiksi.	Baik	66,31		Turun 5,96	72,27	Peringkat menengah atas (21-40%)	Peringkat menengah atas (21-40%)	Asesmen Nasional 2023
A.1.3	Kompetensi mengakses dan menemukan isi teks (L1) Nilai rerata peserta didik pada kemampuan memahami, mengidentifikasi, dan mendeskripsikan suatu ide atau informasi eksplisit dalam teks informasi/sastra (non-iksi).	Baik	68,46		Turun 8,18	76,64	Peringkat menengah atas (21-40%)	Peringkat menengah atas (21-40%)	Asesmen Nasional 2023

Appendix 6. Documentations



Fig. 1 Interactive read aloud practice during observation session.



Fig. 2 Interactive read aloud practice during observation session.



Fig. 3 Interactive read aloud practice during observation session.



Fig 4. Interactive read aloud practice during observation session.

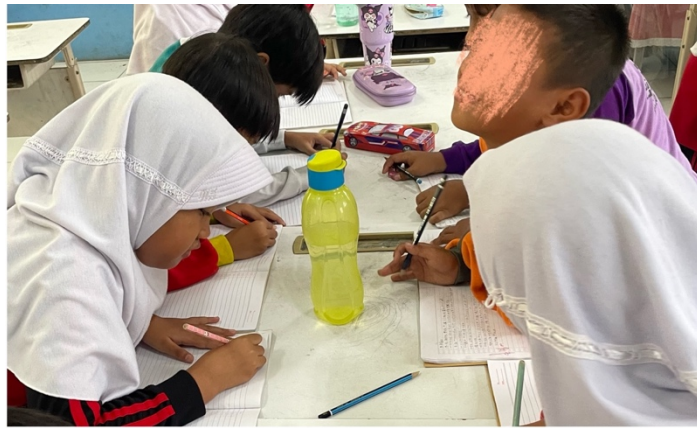


Fig. 5 Students independent writing activities during the read aloud session.

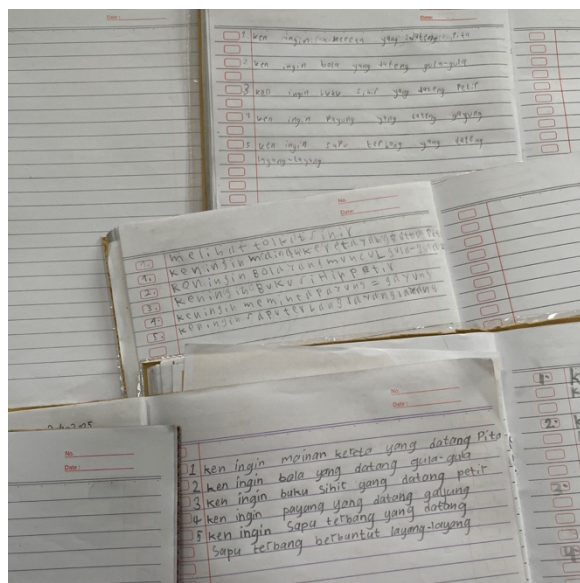


Fig. 6 Some of student's writing task in the post read aloud session.

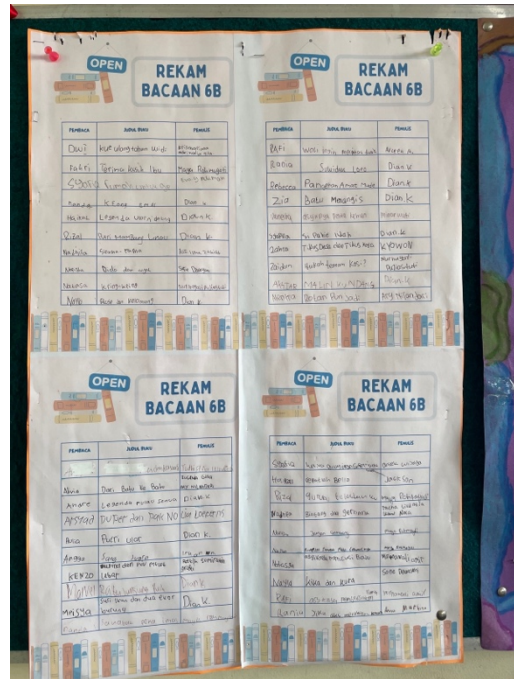


Fig. 7 and Fig. 8 List of book that have read in the read aloud session.



Fig. 9 reading corner