

The Potential of the Reading Aloud Method to Build Students' Reading Skills

Srihandayani Ningsih, Retno Winarni, Rukayah

Universitas Sebelas Maret
srihandayaningsih78@guru.sd.belajar.id

Article History

accepted 1/11/2024

approved 1/12/2024

published 1/2/2025

Abstract

The Reading Aloud (RA) method plays an important role in developing students' reading skills by improving comprehension, vocabulary, and reading fluency. This study aims to analyze the potential of the RA method in building students' reading skills based on existing literature. The method used is Systematic Literature Review (SLR) with PRISMA flow filter, using data from publisher Elsevier (ScienceDirect). Analysis using qualitative synthesis. The results of the study of 14 articles have been analyzed showing that the RA method significantly improves the cognitive abilities of learners, including attention, planning, and simultaneous processing. RA has also been shown to be effective in developing vocabulary, improving reading comprehension, and motivating learners to engage with texts. In addition, this method contributes to the development of learners' social and emotional skills. The implications of this study emphasize the importance of consistent and planned implementation of the RA method in the curriculum, as well as the crucial role of teachers in selecting appropriate texts and implementing effective instructional strategies during RA sessions.

Keywords: *Reading Aloud, Systematic literature review, reading skills*

Abstrak

Metode Reading Aloud (RA) berperan penting dalam mengembangkan keterampilan membaca siswa dengan meningkatkan pemahaman, kosakata, dan kefasihan membaca. Penelitian ini bertujuan untuk menganalisis potensi metode RA dalam membangun kemampuan membaca siswa berdasarkan literatur yang ada. Metode yang digunakan adalah Systematic Literature Review (SLR) dengan filter aliran PRISMA, menggunakan data dari penerbit Elsevier (ScienceDirect). Analisis menggunakan sintesis kualitatif. Hasil studi terhadap 14 artikel telah dianalisis menunjukkan bahwa metode RA secara signifikan meningkatkan kemampuan kognitif peserta didik, termasuk perhatian, perencanaan, dan pemrosesan simultan. RA juga telah terbukti efektif dalam mengembangkan kosakata, meningkatkan pemahaman bacaan, dan memotivasi peserta didik untuk terlibat dengan teks. Selain itu, metode ini berkontribusi pada pengembangan keterampilan sosial dan emosional peserta didik. Implikasi dari penelitian ini menekankan pentingnya implementasi metode RA yang konsisten dan terencana dalam kurikulum, serta peran penting guru dalam memilih teks yang tepat dan menerapkan strategi instruksional yang efektif selama sesi RA.

Kata Kunci: *Membaca dengan Keras, Tinjauan literatur sistematis, keterampilan membaca*



INTRODUCTION

Reading skills are one of the basic competencies that must be possessed by students. Reading skills are the main foundation for the development of literacy and the application of learning in the future. However, in fact, various studies still show that the reading skills of students in various countries are not optimal, especially in Indonesia.

The results of the 2018 Programme for International Student Assessment (PISA) survey show that the reading literacy score of Indonesian students is ranked 72 out of 77 participating countries, with an average score of 371 which is far below the OECD average of 487 (OECD, 2019). This indicates that there is a considerable gap in the reading skills of Indonesian students compared to other countries. This low reading ability has a serious impact on the overall academic achievement of students, considering that reading is a basic skill to understand various subject matter.

Some of the factors that contribute to students' low reading skills include lack of interest in reading, limited access to quality reading materials, and less effective reading learning methods (Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, W., Dewayani, S., Muldian, W., & Roosaria, D. R., 2020). Study by (Antoro, B., 2017) revealed that the average time spent by Indonesian students reading is only about 2-4 hours per week, much lower than UNESCO's recommendation of 4-6 hours per day. In addition, research (Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, W., Dewayani, S., Muldian, W., & Roosaria, D. R., 2020) It was found that the reading learning method in schools is still dominated by conventional approaches that do not involve the active participation of students. This condition shows that there is an urgent need to develop and implement more effective reading learning methods. One of the methods that has the potential to be applied is the reading aloud method. Reading aloud is an activity of reading aloud carried out by teachers or students (Duncan & Freeman, 2020). This method involves listening, speaking, reading, and thinking simultaneously.

Various studies have shown the effectiveness of the reading aloud method in improving students' reading skills. (Baker et al., 2013) It was found that the Read Aloud intervention significantly improved the vocabulary knowledge of grade 1 elementary school students. Positive effects were also found on students' expository and narrative language comprehension and language skills. Other studies by (Westbrook et al., 2019) revealed that the practice of reading aloud at a faster speed can improve reading comprehension in adolescent students with low reading ability. In the context of foreign language learning, research from (Duncan & Freeman, 2020) found that Reading Aloud helps learners in understanding complex literary texts. This method allows teachers to model expressive reading and facilitate discussions about the meaning of the text. Meanwhile, Pergams (2018) reported that the combined strategy of read-aloud and think-aloud can improve the learning experience of students in college-level biology courses.

However, these studies have some limitations. (Baker et al., 2013) only focuses on grade 1 elementary school students, so its effectiveness at a higher level of education still needs to be studied further. (Westbrook et al., 2019) limited to the context of English language learning for teenagers, while (Duncan & Freeman, 2020) and (Moussa & Koester, 2022) More emphasis is placed on the use of reading aloud in advanced learning. In addition, most of the studies were conducted in developed countries with different socio-cultural conditions than Indonesia.

Research by (Duncan & Freeman, 2020) revealed that learning to read aloud is still common for adults in the UK for a variety of purposes, including sharing information, understanding difficult texts, entertaining others, and learning a language. However, this study emphasizes more on the practice of reading aloud for adults in general, not in the context of learning at school. Therefore, a broader study is needed on the potential of the reading aloud method in building students' reading skills at various levels of education and learning contexts.

The urgency of this research lies in providing a strong empirical foundation for the development of effective reading learning methods. The findings of the research are expected to be a reference for educators and education policy makers in designing and implementing programs to improve students' reading skills. This study aims to analyze the potential of the reading aloud method in building students' reading skills through the systematic literature review (SLR) approach. The use of the SLR method makes it possible to systematically identify, evaluate, and integrate findings from various relevant studies (Snyder, 2019). The research questions that the researcher asked to guide this article are as follows:

1. How effective is the Reading Aloud method in improving students' reading skills?
2. To what extent can the Reading Aloud method improve students' cognitive abilities, vocabulary, and reading comprehension?
3. Challenges in applying the Reading Aloud method?

METHOD

This study uses the Systematic Literature Review (SLR) method to review and analyze literature related to the potential of the Reading Aloud method in building students' reading skills. The SLR protocol refers to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure a systematic and comprehensive review (Moher et al., 2009; Page et al., 2021)

Table 1. Article Selection Criteria

Inclusion criteria	Exclusion Criteria
(1) Publication in Scopus Q1-Q4 indexed journals; (2) A study on the implementation of the Reading Aloud method in teaching reading; (3) Research that presents the results, evaluation methods, or impacts of the use of the Reading Aloud method; (4) Articles in English; (5) Published in 2020-2024 (considering the topic so that the latest is still valid).	Article selection criteria include inclusion criteria: Exclusion criteria include: (1) Non-primary research review articles; (2) Conference proceedings; (3) Articles are not accessible/paid; (4) Articles outside the field of education and educational psychology.

Articles were obtained through a systematic search in the ScienceDirect database using a combination of keywords related to *the Reading Aloud* method, reading skills, and filtered based on predetermined inclusion and exclusion criteria.

. ("reading aloud" OR "oral reading" OR recitation OR "read aloud") AND (students OR pupils OR "young learners") AND ("reading skills" OR literacy OR "reading ability" OR fluency) through the Scopus database. The selection process and reference management use Mendeley software.

The data analysis technique in SLR adopts a thematic-based narrative synthesis approach. Every article that passes the final selection will be read thoroughly. The analysis process begins with an in-depth reading of each article to understand its context, methodology, and key findings. Furthermore, the relevant information of each article is coded according to the established research questions, covering aspects such as the implementation of the Reading Aloud method, the impact on reading skills, the factors affecting effectiveness, and the implementation challenges.

The coding that emerges from the various articles is then grouped into broader themes that align with the research question. These themes are organized into a coherent and comprehensive narrative, answering each research question with the support of evidence from the analyzed articles. Finally, based on this narrative synthesis,

a general conclusion was drawn regarding the potential of the Reading Aloud method in building students' reading skills.

Through this analysis process, the study aims to analyze the effectiveness of the use and potential of the Reading Aloud method in building students' reading skills, based on empirical evidence from the existing literature. The process of filtering articles will be presented using the PRISMA flowchart.in Figure 1 below:

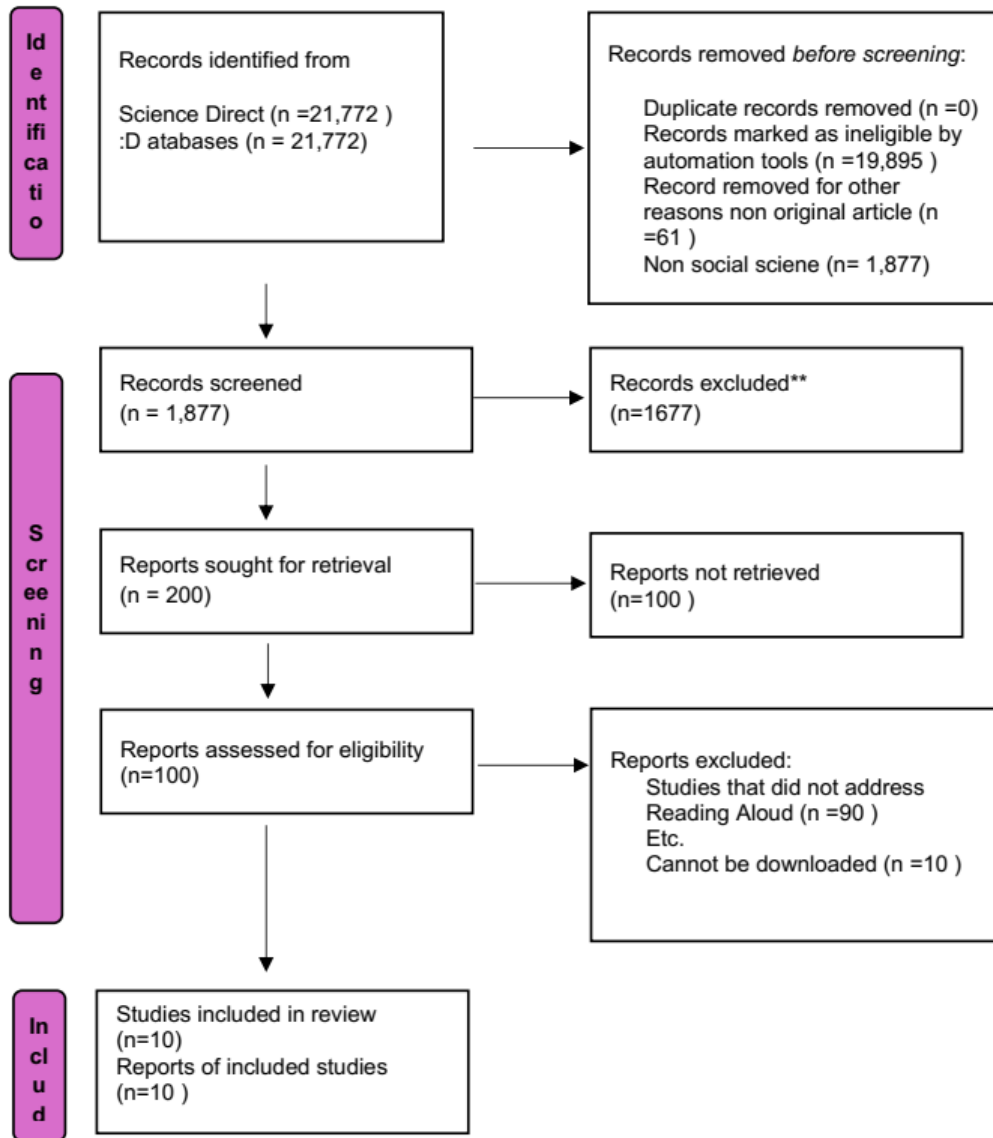


Figure 1. PRISMA Reading Aloud Research Flow Chart

Before entering the analysis based on the research question, the researcher wanted to see the distribution of data from the final paper which was identified as follows;

Sample:

The studies involved a wide range of samples, ranging from children to adults. (Sezer et al., 2021) involving 152 first and third grade students in Turkey. (Hui et al., 2022) focuses on 40 young non-native English speakers in Hong Kong with an average age of 10.03 years. (Havery, 2024) involved three clinical facilitators and 21 female students in Australia, with 16 of them speaking English as an additional language (Havery, 2024)

involving 120 high school students in Binjai, Indonesia ((Ismail et al., 2024). (Baker et al., 2013). Focus on elementary school students in a full class setting. (Tsai et al., 2022)Examined 152 primary school children in Italy (Batini et al., 2020). (Tsai et al., 2022)involving 48 undergraduate and postgraduate students with various major backgrounds.

Method:

Research methods vary, including experimental designs, quasi-experiments, and case studies. Sezer et al. compared different methods of reading aloud (Sezer et al., 2020). Hui et al. used within-participant design and eye tracking (Hui et al., 2020). Havery uses an ethnographic approach and discourse analysis (Havery, 2022). Arai and Takizawa conducted a systematic review of 33 studies (Arai & Takizawa, 2021). Ismail et al. used a quantitative research design with a posttest-only group (Ismail et al., 2021). Baker et al. used random assignment to conditions (Baker et al., 2013). Batini et al. applied a quasi-experimental design (Batini et al., 2020). Tsai et al. used eye tracking technology and case study design (Tsai et al., 2021).

Context:

The context of the research covers a variety of educational settings. (Sezer et al., 2021). conducting research in schools with similar socioeconomic profiles. (Hui et al., 2022)focus on learning English as a foreign language (Hui et al., 2020). (Havery, 2024) conducted research in three major teaching hospitals (Havery, 2022). (Arai & Takizawa, 2024) Review studies that focused on incidental vocabulary learning. (Baker et al., 2013)researching in a full-class context (Baker et al., 2013). Batini et al. focus on developing the cognitive skills of first-grade students (Batini et al., 2020).

Country:

The research was conducted in various countries, including Turkey (Sezer et al., 2021)Hong Kong (Hui et al., 2022)Australia (Havery, 2024)Indonesia (Ismail et al., 2024)Italy (Duncan & Freeman, 2020), and Taiwan (Tsai et al., 2021). Some studies, such as a systematic review by (Arai & Takizawa, 2024) and research (Baker et al., 2013)It does not mention specific countries but includes studies from a variety of international contexts.

Table 2. Summary of final article selection

Author(s)	Journal	Sample	Method	Context
Sezer et al., 2021	<i>Studies Educational Evaluation</i>	in 152 first and third grade students	Experimental design	Schools with similar socioeconomic profiles
Hui et al., 2022	<i>System</i>	40 young non-native English speakers, average age 10	Within-participant design and eye tracking	Learning English as a foreign language
Havery, 2024	<i>English Specific Purposes</i>	for 3 clinical facilitators, 21 female students	Ethnographic approach and discourse analysis	Teaching hospitals

Author(s)	Journal	Sample	Method	Context
Ismail et al., 2024	<i>Journal of Ecohumanism</i>	120 high school students	Quantitative, posttest-only design	High school context
Baker et al., 2013	<i>The Elementary School Journal</i>	Elementary school students in full-class setting	Random assignment conditions	to Full-class context
Batini et al., 2020	<i>Early Childhood Research Quarterly</i>	152 primary school children	Quasi-experimental design	Developing cognitive skills of first-graders
Tsai et al., 2022	<i>Computers & Education</i>	48 undergraduate/postgraduate students	Eye tracking and case study design	Various educational backgrounds
Arai & Takizawa, 2024	<i>Research Methods in Applied Linguistics</i>	33 studies (systematic review)	Methodological synthesis	Incidental vocabulary learning

RESULTS AND DISCUSSION

Result

The themes resulting from the analysis of the final articles in this study support the research objectives by providing in-depth insights into the implementation, effectiveness, and challenges of the Reading Aloud method in improving students' reading skills. The selected articles have gone through a rigorous selection process using the PRISMA-SLR *protocol* to ensure their quality and relevance. Each article was thoroughly identified and analyzed based on inclusion criteria, such as publication in a reputable journal, focus on the Reading Aloud method, and relevance to the educational context. In addition, this study ensures that the content of each article is relevant to the research question, including the implementation aspects, impact, and supporting factors of the effectiveness of *the Reading Aloud method*. This approach not only guarantees the validity of the data but also ensures a significant contribution of findings to support the main objectives of the research.

The effectiveness of the Reading Aloud method in improving students' reading skills

Based on 10 articles that have been identified about the effectiveness of the Reading Aloud method in improving students' reading skills has been proven through various studies. (Sezer et al., 2021) found that reading aloud improved fluency in reading texts and comprehension, with first-graders benefiting more from the usual reading method. Interaction during reading aloud also improves children's word recognition and linguistic skills. Research from (Havery, 2024) revealed that reading aloud helps learners decode individual words effectively and provides access to medical terminology for all nursing learners.

Moreover (Ismail et al., 2024) reported a significant improvement in the reading comprehension skills of students who used the Reading Aloud method, with the experimental group showing higher acquisition scores compared to the control group. This method improves the cognitive and affective aspects of learning, involves social interaction, and makes learning more engaging. (Baker et al., 2013) emphasized that Reading Aloud improves students' vocabulary knowledge, with activities that involve active participation and discourse skills during reading aloud sessions. (Cockerill et al., 2023) found that reading aloud significantly improved children's vocabulary development and cognitive skills, with daily reading sessions providing greater cognitive benefits than traditional methods. (Moussa & Koester, 2022) added that Reading Aloud improves students' basic reading skills, listening comprehension, and reading fluency. More teacher experience significantly increases the effectiveness of reading aloud.

Although most studies show positive results, (Hui et al., 2022) noted that reading aloud helps attention but does not directly improve comprehension or performance in the context of listening assessments. This points to the need for further research into the effectiveness of Reading Aloud in a variety of contexts. Overall, the Reading Aloud method has proven to be effective in improving various aspects of students' reading skills, including comprehension, vocabulary development, reading fluency, and cognitive skills. This method also has the potential to equalize reading outcomes across a variety of diverse home literacy environments, making it a valuable tool in literacy education.

To what extent the Reading Aloud method can improve students' cognitive abilities, vocabulary, and reading comprehension

Based on the identification of the review, it shows that the Reading Aloud Method has been proven to have a significant impact on improving students' cognitive ability, vocabulary, and reading comprehension. (Sezer et al., 2021) It was found that reading aloud increased students' vocabulary acquisition, with the interactive reading method improving reading fluency and comprehension skills. They also noted that the reading aloud method encourages cognitive development through active participation, with learners learning new words and their meanings from context.

Research from (Ismail et al., 2024) reported that Reading Aloud significantly improved reading comprehension and cognitive skills through interactive learning. They note that vocabulary development occurs through exposure to various texts, and learners internalize information better through repeated reading. (Baker et al., 2013) affirmed that reading aloud significantly improved vocabulary knowledge, with engaging discussions improving cognitive comprehension during reading aloud sessions. They also found that active participation during reading aloud encouraged deeper understanding.

Research from (Cockerill et al., 2023) revealed that reading aloud improves cognitive skills in early education, with significant vocabulary development occurring through the practice of reading aloud. They used CAS-2 to detect cognitive enhancement from reading aloud, which is beneficial for all cognitive subdimensions: Planning, Attention, Simultaneous, and Sequential. Mousa (2023) added that reading aloud significantly improves children's vocabulary development and listening comprehension skills, as well as has a positive impact on spoken language skills.

Research (Mendelsohn et al., 2020) found that reading aloud improved children's cognitive outcomes and vocabulary, with positive effects observed for both high and low literacy parents. This demonstrates the potential of the Reading Aloud method to bridge educational gaps in various socioeconomic backgrounds. Although most studies show positive results, (Hui et al., 2022) noted that the comprehension benefits of reading aloud remain inconclusive in the context of test performance. They found that reading aloud might help attention but not directly improve comprehension.

Overall, the evidence suggests that the Reading Aloud method has great potential to improve students' cognitive abilities, vocabulary, and reading comprehension. This method not only improves literacy skills, but also promotes broader cognitive development, reading motivation, and spoken language skills. However, their effectiveness can vary depending on the context and quality of implementation, emphasizing the importance of teacher training and consistent implementation.

Challenges in applying the Reading Aloud method?

The challenges that have been identified are. Researchers (Sezer et al., 2021) Identify that first-grade learners may lack adequate reading skills for fluency, focusing on word recognition that may hinder fluent reading. They also note that interactive reading requires active participation, which may be challenging for some learners. Moreover (Hui et al., 2022) found that there was no significant difference in item comprehension between full and partial reading conditions, suggesting that children may not always need audio support for short test items. They suggest that the universal practice of reading aloud may not be necessary, especially considering that foreign language learners often have stronger reading skills than listening.

Research from (Mendelsohn et al., 2020) revealed that low parental literacy may affect engagement in reading aloud, with parents may lack self-efficacy and motivation to read. They also noted the limitations of research on reading aloud in the context of low literacy and cultural and socioeconomic factors that can hinder program adaptation. Strengthened by (Havery, 2024) Identify challenges in the context of nursing education, where learners have difficulty understanding the purpose of medical records and decoding the specific discourse of patient documentation. Unfamiliar medical terminology can be challenging for learners, and facilitators may feel unprepared to support EAL (English as an Additional Language) learners.

Research (Havery, 2024) highlighting methodological challenges, including limited sample sizes that can affect outcome generalizations and short intervention durations that can impact effectiveness outcomes. They also noted the need for teacher training in reading aloud techniques and variations in techniques that can affect comprehension.

Research from (Baker et al., 2013) Identify challenges in implementation, with teachers may struggle in implementation fidelity and limited involvement in a classroom-wide setting. They also noted variability in adherence to recommended instructional features and the need for dynamic adjustments based on learner responses. (Cockerill et al., 2023) highlighting the lack of exposure to books in socioeconomically disadvantaged areas and the need for teacher training on effective reading aloud methods. They also noted variability in children's levels of engagement and interest, limited time to read aloud in daily schedules, and challenges in ensuring a diverse and appropriate selection of stories for all learners.

Moreover (Moussa & Koester, 2022) raised concerns about external validity due to the context of the intervention, limited focus on basic skills in assessment tools, and potential bias from additional instructional time effects. He also noted the unobserved loyalty in the implementation of lessons by teachers. Overall, the challenges in applying the Reading Aloud method include pedagogical, contextual, and methodological aspects. Addressing these challenges requires comprehensive teacher training, adaptation of methods to different contexts and learner needs, and further research to optimize the effectiveness of these methods in a variety of educational settings.

Discussion

This study aims to analyze the potential of the reading aloud method in building students' reading skills through the systematic literature review (SLR) approach. The results of the systematic review that have been presented can discuss several important

points related to the effectiveness and challenges of applying the Reading Aloud method in improving students' reading skills. The majority of research shows that the Reading Aloud method is effective in improving various aspects of reading skills. (Ismail et al., 2024; Sezer et al., 2021) found significant improvements in reading fluency, text comprehension, and word recognition. This shows that Reading Aloud can be an effective strategy for developing basic reading skills.

Moreover (Baker et al., 2013; Cockerill et al., 2023) emphasized that Reading Aloud contributes to improving students' cognitive abilities and vocabulary knowledge. The use of CAS-2 by Batini et al. to detect cognitive enhancement provides strong empirical evidence. This indicates that Reading Aloud is not only beneficial for reading skills, but also for cognitive development in general. However, it should be noted that the effectiveness of Reading aloud can vary depending on the context. Some studies have found that in the context of listening assessments, Reading aloud can help attention but not directly improve comprehension. This shows the need for careful consideration in the application of this method for various learning purposes (Zhang & Cao, 2021).

However, it should be noted that the effectiveness of Reading Aloud may vary depending on the context. (Hui et al., 2022) found that in the context of listening assessment, Reading Aloud may help attention but not directly improve comprehension. This shows the need for careful consideration in the application of this method for various learning purposes. In addition, the integration of technology and multimedia resources can enhance the Reading Aloud experience, making it more engaging and accessible to modern learners (Davidson et al., 2021).

Socio-cultural context also plays an important role in the effectiveness of the Reading Aloud method. Different cultural backgrounds and language environments may require different approaches to their application. Understanding these contextual factors is essential for developing culturally responsive Reading Aloud practices that can benefit diverse student populations. Furthermore, parental involvement and support can significantly increase the impact of Reading Aloud activities, demonstrating the need for school-home partnerships in literacy development (Kigobe et al., 2021).

Challenges in the implementation of Reading Aloud also need to be considered. (Sezer et al., 2021) identify that first-grade learners may lack adequate reading skills for fluency. (Mendelsohn et al., 2020) revealed that low parental literacy can affect involvement in reading aloud. (Havery, 2024) Finding challenges in the context of nursing education, where unfamiliar medical terminology can be a hindrance. Despite these challenges, Reading Aloud has the potential to bridge educational gaps across a wide range of socioeconomic backgrounds, as demonstrated by (Mendelsohn et al., 2020) very promising. However, as emphasized by (Ismail et al., 2024) Adequate teacher training and careful methodological considerations are needed to maximize the effectiveness of these methods.

This study has limitations on the number of articles reviewed. Future research should identify more relevant research

CONCLUSION

Based on the systematic literature review addressing our research questions, the Reading Aloud method has proven effective in improving students' reading skills, showing significant improvements in reading fluency, comprehension, and word recognition. The extent of improvement in cognitive abilities and vocabulary development is substantial, demonstrating enhanced attention, planning skills, and simultaneous processing capabilities in students. While implementation challenges exist, such as varying student readiness levels and engagement, these can be addressed through proper planning and support. The implications of these findings suggest that educational institutions should integrate structured Reading Aloud sessions into their curriculum and invest in teacher training programs. For practical implementation, we recommend regular

Reading Aloud sessions with clear objectives, comprehensive teacher training on effective techniques, and the development of appropriate assessment frameworks. Future research should examine the long-term effects of Reading Aloud across different cultural contexts and explore its integration with educational technology.

REFERENCE

- Arai, Y., & Takizawa, K. (2024). Text and reading task variables in incidental L2 vocabulary learning from reading: A methodological synthesis. *Research Methods in Applied Linguistics*, 3(2), 100110. <https://doi.org/10.1016/j.rmal.2024.100110>
- Baker, S. K., Santoro, L. E., Chard, D. J., Fien, H., Park, Y., & Otterstedt, J. (2013). An Evaluation of an Explicit Read Aloud Intervention Taught in Whole-Classroom Formats In First Grade. *The Elementary School Journal*, 113(3), 331–358. <https://doi.org/10.1086/668503>
- Cockerill, M., Thurston, A., & O'Keeffe, J. (2023). Using fluency and comprehension instruction with struggling readers to improve student reading outcomes in English elementary schools. *International Journal of Educational Research Open*, 5, 100264. <https://doi.org/10.1016/j.ijedro.2023.100264>
- Davidson, C., Danby, S., Ekberg, S., & Thorpe, K. (2021). The interactional achievement of reading aloud by young children and parents during digital technology use. *Journal of Early Childhood Literacy*, 21(4), 475–498. <https://doi.org/10.1177/1468798419896040>
- Duncan, S., & Freeman, M. (2020). ADULTS READING ALOUD: A SURVEY OF CONTEMPORARY PRACTICES IN BRITAIN. *British Journal of Educational Studies*, 68(1), 97–123. <https://doi.org/10.1080/00071005.2019.1610555>
- Faizah, D. U., Sufyadi, S., Anggraini, L., Waluyo, W., Dewayani, S., Muldian, W., & Roosaria, D. R. (2020). *School literacy movement*. Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.
- Havery, C. (2024). Learning to read patient notes in the workplace: How reading aloud and reading alongside can help students for whom English is an additional language. *English for Specific Purposes*, 75, 69–83. <https://doi.org/10.1016/j.esp.2024.04.003>
- Hui, B., Wong, S. S. Y., & Au, R. K. C. (2022). Reading aloud listening test items to young learners: Attention, item understanding, and test performance. *System*, 108, 102831. <https://doi.org/10.1016/j.system.2022.102831>
- Ismail, I., Rezeki, T. I., & Purba, A. (2024). The Effect of the Reading Aloud Strategy on Improving Reading Comprehension in Binjai State High School Students. *Journal of Ecohumanism*, 3(4), 2772–2778. <https://doi.org/10.62754/joe.v3i4.3793>
- Kigobe, J., Van Den Noortgate, W., Ligembe, N., Ogondiek, M., Ghesquière, P., & Van Leeuwen, K. (2021). Effects of a Parental Involvement Intervention to Promote Child Literacy in Tanzania: A Cluster Randomized Controlled Trial. *Journal of Research on Educational Effectiveness*, 14(4), 770–791. <https://doi.org/10.1080/19345747.2021.1931998>
- Mendelsohn, A. L., Piccolo, L. da R., Oliveira, J. B. A., Mazzuchelli, D. S. R., Lopez, A. S., Cates, C. B., & Weisleder, A. (2020). RCT of a reading aloud intervention in Brazil: Do impacts differ depending on parent literacy? *Early Childhood Research Quarterly*, 53, 601–611. <https://doi.org/10.1016/j.ecresq.2020.07.004>
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group. (2009). Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Medicine*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>

- Moussa, W., & Koester, E. (2022). Effects of Story Read-Aloud Lessons on Literacy Development in the Early Grades: Experimental Evidence From Nigeria. *Reading Research Quarterly*, 57(2), 587–607. <https://doi.org/10.1002/rrq.427>
- OECD. (2019). *PISA 2018 Results (Volume I): What Students Know and Can Do*. OECD. <https://doi.org/10.1787/5f07c754-en>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, n71. <https://doi.org/10.1136/bmj.n71>
- Sezer, B. B., Cetinkaya, F. C., Tosun, D. K., & Yildirim, K. (2021). A comparison of three read-aloud methods with children's picture books in the Turkish language context: Just reading, performance based reading, and interactional reading. *Studies in Educational Evaluation*, 68, 100974. <https://doi.org/10.1016/j.stueduc.2020.100974>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Tsai, M.-J., Wu, A.-H., Bråten, I., & Wang, C.-Y. (2022). What do critical reading strategies look like? Eye-tracking and lag sequential analysis reveal attention to data and reasoning when reading conflicting information. *Computers & Education*, 187, 104544. <https://doi.org/10.1016/j.compedu.2022.104544>
- Westbrook, J., Sutherland, J., Oakhill, J., & Sullivan, S. (2019). 'Just reading': The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms. *Literacy*, 53(2), 60–68. <https://doi.org/10.1111/lit.12141>
- Zhang, X., & Cao, Z. (2021). A Framework of an Intelligent Education System for Higher Education Based on Deep Learning. *International Journal of Emerging Technologies in Learning (IJET)*, 16(07), 233. <https://doi.org/10.3991/ijet.v16i07.22123>