



Analysis Of The Development Of Language Skills Of Children Aged 4-5 Years Using The Read Aloud Method

Siti Jubaidah¹

¹ University Of Muhammadiyah Bima

Corresponding author: syahrupgmi05@gmail.com

article info	abstract
<p>Article history: Received: 14 04 2025 Accepted: 17 04 2025 Published: 30 04 2025</p> <p>Keywords: Language Skills 4-5 Year Old Children Read Aloud Method</p>	<p>The development of language skills in early childhood is very important to prepare them for the challenges of further education. One effective method to develop children's language skills is the Read Aloud Method. This research was conducted at PAUD OI Balu to analyze the extent to which the application of the Read Aloud Method can affect the development of children's language skills aged 4-5 years. This research uses a qualitative approach with descriptive research type. Data collection techniques were conducted through direct observation, interviews with teachers, and documentation of learning activities in the classroom. Data sources in this study consisted of teachers who teach at PAUD OI Balu and 20 students aged 4-5 years who were involved in Read Aloud sessions. The research procedure involved observation of story reading activities, question and answer, group discussion, use of picture books and dramatization techniques applied by the teacher. The data analysis technique used was thematic analysis, in which the researcher identified patterns of children's language development based on the results of observations and interviews. The results showed that the Read Aloud Method had a positive effect on the development of children's language skills. A total of 60% of students showed good development in vocabulary, speaking ability, and story comprehension. Meanwhile, 25% of students were in the moderate development category, and 15% of students needed more intensive assistance to improve their language skills.</p>

How to cite this article:

Jubaidah, Siti. (2025). Analysis Of The Development Of Language Skills Of Children Aged 4-5 Years Using The Read Aloud Method. *Indonesian Journal of Elementary Education (IJEE)*, 7(1), 1-14.
<http://dx.doi.org/10.24235/ijee.v7i1.19987>



info artikel

Riwayat artikel:
Diterima untuk direview:
14 04 2025
Diterima: 17 04 2025
Diterbitkan: 30 04 2025

Kata kunci:
Kemampuan Bahasa
Anak Usia 4-5 Tahun
Metode *Read Aloud*

abstrak

Perkembangan kemampuan bahasa pada anak usia dini sangat penting untuk mempersiapkan mereka menghadapi tantangan dalam pendidikan lebih lanjut. Salah satu metode yang efektif untuk mengembangkan kemampuan bahasa anak adalah Metode *Read Aloud*. Penelitian ini dilakukan di PAUD OI Balu untuk menganalisis sejauh mana penerapan Metode *Read Aloud* dapat mempengaruhi perkembangan kemampuan bahasa anak usia 4-5 tahun. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi langsung, wawancara dengan guru, serta dokumentasi aktivitas pembelajaran di kelas. Sumber data dalam penelitian ini terdiri dari guru yang mengajar di PAUD OI Balu dan 20 siswa usia 4-5 tahun yang terlibat dalam sesi *Read Aloud*. Prosedur penelitian melibatkan pengamatan terhadap kegiatan pembacaan cerita, tanya jawab, diskusi kelompok, penggunaan buku bergambar serta teknik dramatisasi yang diterapkan oleh guru. Teknik analisis data yang digunakan adalah analisis tematik, di mana peneliti mengidentifikasi pola-pola perkembangan bahasa anak berdasarkan hasil observasi dan wawancara. Hasil penelitian menunjukkan bahwa Metode *Read Aloud* berpengaruh positif terhadap perkembangan kemampuan bahasa anak. Sebanyak 60% siswa menunjukkan perkembangan yang baik dalam kosakata, kemampuan berbicara, dan pemahaman cerita. Sementara itu, 25% siswa berada pada kategori perkembangan sedang, dan 15% siswa memerlukan pendampingan lebih intensif untuk meningkatkan keterampilan bahasa mereka.

INTRODUCTION

The development of language skills in children aged 4-5 years is one of the important stages in their cognitive and social development process (Ahmad et al., 2024). At this age children begin to show significant progress in the use of language to communicate with the surrounding environment, both with parents, friends, and caregivers. Well-developed language skills will affect the development of other aspects such as social, emotional, and intellectual development (McNeill et al., 2024). As one of the main communication tools, language helps children to understand and interact with the world around them. At the age of 4-5 years, children begin to master more complex sentence structures. They begin to be able to use sentences consisting of more than two words (Bigelow et al., 2020). In addition, children at this age also begin to understand the social functions of language such as how to speak politely, say hello, or express their opinions in a clearer way. This ability to speak serves not only as a means of communication, but also as a tool to structure their thoughts and feelings (Kalliontzi et al., 2022).

One of the key milestones in 4-5 year olds' language development is their increasing ability to understand and use new words (Hermansyah, 2024). At this age children tend to enrich their vocabulary rapidly especially through interactions with adults and their peers.

They also begin to understand the meaning of more abstract and complex words, such as happy, sad, big or small (Purba et al., 2020). This understanding allows them to convey their feelings more appropriately and in context. However, the language development of 4-5 year old children is not only limited to increasing vocabulary (Grøver et al., 2018). At this stage children also begin to show a better understanding of grammar rules. They begin to use tenses such as verbs in the past tense. This ability reflects the child's understanding of more complex language structures and shows progress in their cognitive processing (Yang et al., 2021).

In addition, children aged 4-5 years also begin to demonstrate the ability to follow more complex instructions. They can understand and carry out commands that involve two or more steps. This shows that they not only understand words, but can also process information given in the context of a particular situation (Christina & Pujiarto, 2023). This ability is very important in everyday life because it makes it easier for children to interact with adults and their friends. At this age, children's language development is also influenced by the environment they are in (Hermansyah, 2022). Children who frequently interact with adults, be it parents, teachers or caregivers, tend to have better language development. Interactions rich in conversation and the introduction of a wide range of vocabulary are instrumental in the language learning process (Hansen & Broekhuizen, 2020).

Language skills also play an important role in a child's social development. Children aged 4-5 begin to learn how to communicate with their peers, express opinions and understand the feelings of others. Through language they can role-play in imaginative games, collaborate in groups and solve problems with their friends (Smith et al., 2021). Language becomes a very important tool in building social relationships and enriching their play experiences. In order to support the language development of 4-5 year old children, parents and educators have a very big role to play (Isya et al., 2022). They can provide positive stimulation through daily conversations, reading books or inviting children to discuss things. Providing good examples of language use such as speaking clearly and introducing new vocabulary can also accelerate children's language development. Meanwhile, children's language development can be further developed through methods that are considered appropriate including the read aloud method (Khadiva & Zulfahmi, 2024).

The read aloud method is an effective way to stimulate the development of language skills in children aged 4-5 years (Salsabela et al., 2024). At this age children are very active in building their vocabulary and language skills and reading aloud is an excellent means of introducing them to new words (Syahru Ramadhan, 2024). When adults such as parents or teachers, read books to children, they not only listen to the words, but also learn about intonation, correct pronunciation, and sentence structure (Ramadhan, Mutiara, et al., 2024). This gives children the opportunity to absorb information and build a stronger language foundation (Cucu Cahyati, Ahmadin, 2024). In addition, by listening to stories or texts being read, children learn about language patterns, how words are connected to form sentences and enrich their understanding of the world around them (Ruslan, Ismatullah, Luthfiyah, Khairudin, 2024). In addition to increasing vocabulary, the read aloud method is also very useful in developing children's comprehension skills (Chien, 2020). When adults read books, they can provide additional explanations or ask children questions about the pictures or stories being read. Children who frequently listen to stories and participate in discussions around the content of the story will have the ability to understand context, identify main

ideas, and construct their own narratives, all of which are important language skills (Nurbaeti et al., 2024).

Read-aloud approaches for 4-5 year olds are increasingly innovative through the use of dialogic techniques that encourage active interaction rather than passive reading (Whitehurst et al., 1988; Pillinger & Vardy, 2022). A recent randomized study in Swedish preschools showed that dialogic reading in small groups significantly increased expressive vocabulary and oral comprehension (Olsson et al., 2024). In-depth meta-analyses also confirm moderate to large effects of read-aloud interventions on children's phonological awareness and early print skills (Grover J. Whitehurst, 2002; Bus et al., 2007). Olsson et al. (2024) also add that repetition of complex-level stories supports narrative skills and inferential understanding in this age group. The novelty of this study lies in its international synthesis and recent empirical data - from Europe, Southeast Asia, to the United States - demonstrating the success of complex context-based interactive methods in enriching preschoolers' language development.

The read aloud method also helps children develop their social and emotional skills. By reading books together, children learn about the relationship between words and feelings (Mendelsohn et al., 2018). Storybooks often touch on emotional themes, such as friendship, fear, or happiness, which can help children recognize and understand their own feelings as well as those of others (Ramadhan, Ihlas, et al., 2024). In addition, shared reading activities give children the opportunity to interact with adults directly, which supports strong emotional bonds and improves their social skills (Bennett et al., 2023). Children who engage in conversations about the books they read will also be better able to express their opinions and feelings verbally, further enriching their language skills (Syahru Ramadhan, 2024). Thus, read aloud not only supports language development cognitively, but also emotionally and socially, giving children a solid foundation to interact with the world around them (Lawson, 2022).

The read aloud method at PAUD OI Balu is one of the effective strategies to support the language development of children aged 4-5 years. At this age, children are at a very rapid stage of language development, where they begin to master more vocabulary and understand more complex sentence structures. Through this shared reading activity, children are invited to listen and listen to a variety of new vocabulary that they often do not hear in everyday conversations. Teachers at PAUD OI Balu read books with expression and intonation that not only introduce new vocabulary, but also help children understand the context in which words are used in sentences. This is important as it enriches their understanding of words they are not familiar with.

In addition to enriching vocabulary, the read aloud method also improves children's comprehension skills and social interaction. The teacher not only reads the story, but also invites children to discuss the content of the story, the pictures, and the characters in the book. This interaction encourages children to think critically, ask questions, and share their ideas. Children are also trained to listen carefully and respond to questions posed by the teacher. At PAUD OI Balu, this activity helps children to be more engaged in the learning process, introduces them to new ideas, and improves their ability to speak and communicate effectively.

Research and a more in-depth study of the effect of the read aloud method on the language development of children aged 4-5 years in PAUD OI Balu is very important. Although this method is widely applied, scientific research can provide stronger evidence of

its effectiveness in improving children's language skills, especially in the context of PAUD which has its own characteristics and challenges. This study can explore how read aloud affects children's comprehension of stories, vocabulary enrichment, and social skill development. By understanding more about the impact of this method, PAUD OI Balu can optimize more effective and appropriate learning strategies to support children's language development in the future.

METHODS

This research uses a qualitative approach with a case study design to analyze the development of language skills in children aged 4–5 years through the application of the Read Aloud method (Helaluddin, 2015). This approach was selected because it allows for a deep understanding of how the Read Aloud method contributes to children's language development in an early childhood education context. Rather than focusing solely on end results, this study aims to explore the process of interaction and engagement between teachers and children during Read Aloud activities.

The purpose of this study is to explore in detail how the interaction between children and teachers during Read Aloud sessions affects children's development of vocabulary, comprehension, and speaking skills. The research specifically investigates how children respond to stories being read aloud and how their active participation supports their language growth. Through this, the study highlights the importance of interactive reading as a tool for early language acquisition.

The data collection techniques used in this study include direct observation of Read Aloud activities conducted by teachers, interviews with teachers and parents, and documentation of relevant learning activities (Sugiyono, 2015). Observations were carried out to record children's reactions and behaviors during the reading sessions, while interviews with teachers explored their perceptions of the method's benefits and challenges. Additionally, documentation such as records of children's language progress was collected to support the research findings (Luthfiyah, 2017).

The data sources in this research include children aged 4–5 years who participate in Read Aloud activities, as well as the teachers who facilitate these sessions. The research procedure began with the preparation of observation and interview tools, followed by the implementation of classroom observations and interviews with relevant stakeholders. Multiple data collection sessions were conducted to obtain a comprehensive picture of how the Read Aloud method functions in practice and how children engage with it.

The data collected were analyzed using descriptive analysis techniques that emphasize contextual understanding of observational and interview results. PAUD OI Balu was selected as the research site because it offers valuable insights into how an educational environment supports the implementation of the Read Aloud method (Sidiq & Choiri, 2018). The analysis focused on identifying patterns in language development and examining how children's active engagement during Read Aloud sessions contributes to their vocabulary enrichment, comprehension development, and speaking ability (Ramdhan, 2017).

RESULTS AND DISCUSSION

Research conducted at PAUD OI Balu on the application of the Read Aloud Method in children aged 4-5 years resulted in findings that showed a significant development in children's language skills. Of the 20 students who were the subject of the study, 12 students or with a percentage of 60% were considered to have experienced an increase or development of

good language skills detected through the use of a wider vocabulary and more fluent speaking skills. This group of students showed progress in terms of the introduction of new words, the ability to string together longer sentences, and the ability to speak clearly and structurally. Meanwhile, there are 5 students or 25% who are still in the moderate language development category, which means that they show progress, but in certain aspects, such as the ability to speak more fluently or vocabulary mastery still needs to be improved. Furthermore, there are 3 students or 15% in the less category, where their language skills are still limited and need to get more guidance and stimulation in order to develop more optimally. From this data, it can be concluded that the application of the Read Aloud Method is quite effective in improving children's language skills, although there are variations in the results seen in each student. It is important to further analyze why some children show better development while others require more attention. To further explain this, the data can be described in the form of the table below.

Table. 1 Effectiveness of the Read Aloud Method

No	Number of Students	Category	Percentage
1	12	Good	65 %
2	5	Medium	25 %
3	3	Less	25 %
4	20		100 %

From the description of the data in the table above, several factors can influence the differences in results obtained between students in the good, medium and poor categories. First, individual child factors are very important because each child has different language development characteristics. Children in the good category have a stronger language ability base before the application of the Read Aloud Method, for example, they are more accustomed to hearing stories or interacting in more language at home or the surrounding environment. In addition, the child's motivation factor also plays a role where children who are more interested and enthusiastic about reading activities tend to show better development. Students in the moderate category showed good progress in vocabulary or speaking, but were not yet fully able to construct more complex sentences or use more varied vocabulary. This could be due to a lack of support or further practice in speaking activities outside of Read Aloud sessions. Meanwhile, students in the less category need more time to process information or lack adequate listening and speaking skills. These children are also more likely to be passive during read aloud sessions and need extra stimulation to be actively involved in learning.

Based on the results of this study, an evaluation of the application of the Read Aloud Method at PAUD OI Balu shows that although the method is generally effective in improving children's language skills, there is a need for further adjustment and follow-up. Students in the good category showed satisfactory results and can be an example for their peers, but for students in the medium and less category, a more individualized approach is needed. For children in the moderate category, more time or frequency in reading sessions can be increased and more opportunities for them to speak and retell stories can be provided. Additional activities such as role play or group discussion after the Read Aloud session can

help these children better understand and remember the content of the story. Meanwhile, for students in the less category extra assistance is essential. Teachers need to focus more on these children by providing more intensive guidance such as helping them in recognizing new vocabulary and practicing their speaking skills in a fun way such as using picture cards or language games. With proper adjustments and follow-up, it is hoped that all students can experience the maximum benefits of the Read Aloud Method in developing their language skills.

DISCUSSION

From the various data that have been collected by researchers indicate that the application of the Read Aloud Method so far is quite effective in improving the stage of development of children's language aged 4-5 years at PAUD Oi Balu, but teachers at PAUD Oi Balu still have a lot of homework because there are still some students who are still in the medium category and even less. In the activities carried out, both through learning activities and other activities that foster the development of students' abilities have been carried out. From the results of observations that have been made, in-depth interviews with teachers and students, as well as supporting documents indicate that teachers at PAUD Oi Balu have made various efforts to improve the language development of children aged 4-5 years through the Read Aloud method including the following:

1. Improving children's vocabulary through story reading

One of the main activities carried out by teachers at PAUD OI Balu in applying the read aloud method is the reading of stories designed to improve children's vocabulary. In this activity teachers choose age-appropriate books that contain new vocabulary, as well as stories that are interesting and easily understood by children. During the reading process the teacher not only reads the story, but also explains the meaning of words that may not be familiar to children. This allows children to hear and understand new words in a context that they can easily understand. For example, when the teacher reads a story about "The Adventure of the Deer," children are introduced to words such as "cunning," "clever," and "smart" which relate to the character traits in the story. Children are invited to repeat these words and relate them to the actions or behaviors of the characters in the story. In this way, reading the story is not just listening, but also an effective tool to introduce new vocabulary that can be practiced in everyday life.

To ensure that the vocabulary introduced in the Read Aloud session is well remembered and understood, teachers at PAUD OI Balu also engage children in interactive activities after the story is read. After the story is finished reading, teachers invite children to discuss the content of the story and ask them to identify the new words they learned. For example, after a story about "The Cunning Deer," the teacher may ask questions such as, "What did the deer do to escape the tiger?" or "What is meant by the word cunning?" This question and answer activity not only helps children remember new vocabulary, but also trains them to use the words in relevant contexts. Through this discussion, children are given the opportunity to repeat the words they have learned and explore their meaning. This kind of activity is very important to strengthen their understanding of the new vocabulary, because by involving children actively in the conversation they can more easily absorb and use the words in everyday life.

The application of the Read Aloud Method at PAUD OI Balu proved effective in increasing the vocabulary of children aged 4-5 years. Based on observations, children who previously had limitations in using varied vocabulary began to show significant improvement after several story reading sessions. Nonetheless, there were variations

between children in absorbing new vocabulary depending on their level of attention, participation and basic language skills. Children who were more frequently involved in interactive activities such as group discussions or question and answer sessions were faster in mastering new words compared to those who were passive in these sessions. This suggests that success in vocabulary improvement depends not only on story reading but also on how teachers actively engage children in the learning process. With a more interactive and repetitive approach, it is expected that children can more easily remember and use the new vocabulary in a broader context.

2. Social Interaction through Group Discussio

One of the important activities in implementing the Read Aloud Method at PAUD OI Balu is social interaction through group discussions after the reading session. After the teacher reads the story, children are invited to discuss together about the content of the story they just heard. This discussion aims to encourage children to talk, share their thoughts and develop their language skills through conversations with peers. After the story about "The Adventure of the Deer," the teacher can ask the children to talk about the parts of the story they liked, the characters they remember, or the moral values they learned. This allows children to express their opinions in their own words which in turn helps enrich their vocabulary and speaking skills.

Through group discussions children can also improve their listening and speaking skills. In these discussions children are expected to not only talk about the story that has been read, but also listen to the opinions and descriptions of their friends. For example, when one child tells the part of the story about the clever deer, the other children can respond or ask about the part of the story they don't understand. This teaches children to respect the opinions of others and trains them to convey information and ask questions in a good and clear way. Interactions like these are very beneficial for improving children's social and communication skills, as they learn how to speak in front of their peers and respond politely.

The successful use of group discussions in improving children's language skills at PAUD OI Balu can be seen from their increased confidence in speaking in front of others. Children who were previously more reserved and rarely interacted in groups began to show progress. For example, a child who initially only listened to his friends telling stories, now began to dare to express his opinion with simple sentences after getting encouragement from the teacher and his friends. This analysis shows that group discussions are not only effective for improving speaking skills, but also provide opportunities for children to learn from their peers. By conducting discussions regularly, their language skills will develop better, as they are actively involved in speaking, listening and responding to the stories being read.

3. Using Picture Books to Strengthen Comprehension

One of the important activities in implementing the Read Aloud Method at PAUD OI Balu is the use of picture books to strengthen children's understanding of the story being read. Picture books are carefully selected because they have visual elements that greatly assist children in associating words with objects, characters or situations in the story. Picture books are a very effective tool for explaining abstract concepts or difficult vocabulary. For example, when the teacher reads a story about "The Enchanted Forest",

children can see pictures of big trees, animals and other natural scenes that support the story being read. With these pictures, children can more easily understand the story and associate the words they hear with the pictures they see. This not only helps their understanding of the story, but also enriches their vocabulary as they can see the visual representation of the words.

The use of pictures in storybooks plays an important role in introducing new vocabulary to children. When the teacher reads the story children can see pictures that illustrate the new words they hear such as “flower,” “animal,” or “tall tree.” For example, in a story about different types of animals in the forest children can see pictures of lions, elephants, or rabbits. Through these pictures, children can more easily recognize and remember new words related to the objects or animals in the picture. In addition, the teacher can ask the children questions to identify the picture that corresponds to the word being read such as “In this picture, what do you see?” or “What is the name of this animal?” This activity combines visual and verbal which will help children to more easily understand and remember the newly learned vocabulary.

In addition to story reading, teachers at PAUD OI Balu also invite children to interact with the pictures in the storybook. This interactive activity can include asking children to describe the pictures they see after the story has been read. For example, after a story about the adventures of a bird flying to different places, the teacher can show a picture of a bird flying and ask the children, “What is this bird doing?” or “Where is this bird going?” This activity allows the children to use words to describe the story. This activity allows children to use the words they have learned to describe what they see. They are also given the opportunity to talk about elements of the story that they find interesting. This not only improves their understanding of the story, but also encourages them to talk more and develop their language skills. Through this interactive activity children can be more actively involved in the learning process and better understand the stories they hear.

The visualization provided by picture books not only helps with story comprehension, but also strengthens children's memory of the story content. Children tend to remember stories more easily if they can see pictures that support the narrative. If there is a scene in the story about a child helping his friend, the picture of the child helping his friend will strengthen their understanding of the moral message of the story. Teachers can also ask children to recall the pictures in the story, such as “What do you see on this page?” or “What is the description of the place shown in the picture?” These kinds of questions train children to remember better, as they associate the words in the story with the pictures they see. This strengthens the connection between the language they hear and their visual understanding and ultimately improves their ability to speak and remember stories.

The use of picture books in the Read Aloud Method proved to be very effective in improving the language comprehension of children aged 4-5 years at PAUD OI Balu. Based on observations, children who were actively involved in this activity understood new vocabulary more quickly and could describe back the content of the story more clearly. Children could fluently name the animals in the story or describe the main characters and their actions. They also began to show the ability to string together simple sentences with the new words they learned from the story. Nevertheless, there are also some children who still have difficulty in linking words with pictures, especially those who are more passive in reading sessions. Therefore, teachers need to provide more support to children who

have these difficulties by involving them more in interactive activities and giving them opportunities to speak more often. Overall, the use of picture books in PAUD OI Balu shows that visualization is very important in helping children understand and remember the vocabulary and stories they hear.

4. Use of Question and Answer Technique to Improve Speaking Skills

In the application of the Read Aloud Method at PAUD OI Balu, teachers utilize question and answer techniques as one way to improve the speaking skills of children aged 4-5 years. This technique is applied after story reading to ensure that children are not only listening, but also actively thinking and talking about the story they just heard. After reading the story the teacher asks various questions that challenge the children to think and respond using their own words. Examples of questions could be "Who is the main character in this story?" or "What happened after Si Kancil ran into the forest?" The purpose of this question and answer is to train children to construct sentences and explain their ideas or understanding of the story that has been read. In addition, this question and answer activity also provides an opportunity for children to speak in front of their peers which in turn increases their confidence in speaking.

The question and answer technique applied in Read Aloud sessions at PAUD OI Balu is very effective in honing children's speaking skills. During the discussion after the reading the teacher encourages children to explain or retell parts of the story in their own words. For example, after reading a story about the adventures of Si Kancil, the teacher may ask, "What do you like about this story?" or "What do you think of Si Kancil's character in this story?" Children who may have previously just listened to the story without much interaction begin to feel challenged to express their opinions. For example, a child who initially just nodded and listened to the story now starts to answer with simple sentences like, "Si Kancil is clever," or "He can trick the tiger." Questions like these encourage children to think critically, organize their thoughts and express their ideas with more structured language. With consistent practice through question-and-answer techniques, children's speaking skills develop.

Based on observations, the question and answer technique proved successful in improving children's speaking skills at PAUD OI Balu. Children who previously tended to be more silent or had difficulty expressing their opinions began to show progress in speaking after being actively involved in question and answer sessions. Some children who initially only answered with single words, such as "Yes," or "No," were now able to develop their sentences, such as "Si Kancil is very smart because he can escape from the tiger." However, there were also challenges faced by some children who still struggled to construct sentences or express their thoughts clearly. Some children still need further guidance and encouragement to be more confident in speaking. Therefore, for the more disadvantaged children, the teacher needs to give them sample sentences more often and assist them to participate more actively. Overall, the consistent and structured application of the question and answer technique helped children to develop their speaking skills more effectively, although it still requires more attention for children who have difficulty in speaking.

5. Application of Dramatization Technique in Story Reading

One of the activities applied by teachers at PAUD OI Balu in the Read Aloud Method is the use of dramatization techniques in story reading. This technique aims to make the story more vivid and interesting for children. In its application the teacher not only reads the story with a monotonous voice, but also introduces dramatic elements such as changes in voice intonation, facial expressions, and body movements to describe the characters in the story. For example, when reading the story of "Si Kancil dan Harimau," the teacher can portray the sound of the growling tiger with a loud and scary voice, while for Si Kancil the teacher uses a softer and smarter voice. Children are invited to participate in this dramatization by imitating the sounds or movements of certain characters such as imitating the sound of the Deer's footsteps or the sound of river water gurgling. This dramatization technique makes children more interested and involved in the story, which in turn helps them better understand the story as well as improve their speaking and self-expression skills.

Dramatization techniques are also very effective in improving children's self-expression skills, especially in using body language, voice and facial expressions to describe feelings or characters. In story reading that involves dramatization, children are encouraged to express the feelings of the characters in the story such as joy, sadness or fear. For example in a story about "The Adventures of the Clever Rabbit", children can be asked to mimic the Rabbit's frightened facial expressions when being chased by an enemy or show the Rabbit's quick foot movements when running away. This activity allows children to hone their ability to express their feelings in more creative and varied ways. Thus, children not only learn about new vocabulary, but also get the opportunity to express themselves more freely. This dramatization activity encourages children to use various elements of language, both verbal and non-verbal, which is very important in the development of their language skills.

The success of the dramatization technique in developing children's language skills at PAUD OI Balu can be seen in the improvement of their speaking skills and understanding of the story. Children who were previously not very enthusiastic or had difficulty in following the reading of the story began to show more active and enthusiastic involvement. For example, children who were usually passive are now brave enough to imitate the voices or movements of the characters in the story, and some children are even beginning to demonstrate their ability to describe parts of the story in their own words. This shows that the dramatization technique not only helps children understand the story better, but also enriches their vocabulary and speaking skills. However, there are some challenges such as children who are more introverted or have difficulty in expressing themselves verbally or non-verbally. For these children, teachers need to provide more intensive guidance, give clear examples and encourage them to feel more comfortable in participating. Overall, the dramatization technique has a positive impact on children's language development, helping them to be more confident in speaking, as well as more easily understanding and remembering the stories read.

CONCLUSION

Based on the results of research conducted at PAUD OI Balu, it can be concluded that the Read Aloud Method has a significant influence on the development of language skills of children aged 4-5 years. The application of this method, which involves various activities such as story reading, question and answer, group discussion, use of picture books, and

dramatization techniques, proved effective in improving children's language skills. Children involved in Read Aloud sessions showed clear improvements in vocabulary, speaking skills, story comprehension and self-expression. For example, with the use of picture books children can more easily understand new vocabulary and with question and answer techniques, they are more active in speaking and expressing their opinions. In addition, the application of dramatization techniques also helped them better understand the characters and storyline while improving their body language and verbal expressions. Overall, the Read Aloud Method supports the development of comprehensive language skills in a fun and interactive way that motivates children to learn more actively.

Although the Read Aloud Method shows positive results in improving children's language skills, there are some challenges that need to be considered. Some children, especially those who are more introverted or lack confidence, still struggle to speak or actively participate in discussion and dramatization activities. Therefore, it is important for teachers to provide a more personalized approach and extra support to children who need more help in developing their speaking skills. Regular evaluations are also needed to see the individual development of each child so that appropriate interventions can be made. In addition, developing a wider variety of learning techniques such as the use of technology or educational games can enrich children's learning experience. Thus, although the Read Aloud Method has been proven to be effective, further implementation should be done with more in-depth attention to the needs of each child so that all children can benefit the most from this method.

REFERENCES

- Ahmad, A., Haris, A., Hermansyah, H., & Mulyadi, W. (2024). Peningkatan Literasi Melalui Program Study Tour di Sekolah Dasar. *Muróbbi: Jurnal Ilmu Pendidikan*, 8(1), 151-163. <https://doi.org/10.52431/murobbi.v8i1.2513>
- Bennett, S., Gunn, A., Peterson, B., & Bellara, A. (2023). "Connecting to themselves and the world": Engaging young children in read-alouds with social-emotional learning. *Journal of Early Childhood Literacy*, 11(3), 43-56. <https://doi.org/10.1177/14687984231196232>
- Bigelow, F., Clark, G., Lum, J., & Enticott, P. (2020). The mediating effect of language on the development of cognitive and affective theory of mind. *Journal of Experimental Child Psychology*, 209(21), 105158. <https://doi.org/10.31234/osf.io/uxhg4>
- Bus, van IJzendoorn & Pellegrini, "Shared book reading meta-analysis" (2007). DOI:10.1111/1467-9817.12407
- Chien, H. (2020). Effects of Two Teaching Strategies on Preschoolers' Oral Language Skills: Repeated Read-Aloud With Question and Answer Teaching Embedded and Repeated Read-Aloud With Executive Function Activities Embedded. *Frontiers in Psychology*, 10(5), 75-88. <https://doi.org/10.3389/fpsyg.2019.02932>
- Christina, Y., & Pujiarto, P. (2023). The Effectiveness of Nursery Rhymes Media to Improve English Vocabulary and Confidence of Children (4-5 Years) in Tutor Time Kindergarten. *Journal of Education Research*, 12(3), 132-145. <https://doi.org/10.37985/jer.v4i3.406>
- Cucu Cahyati, Ahmadin, S. R. (2024). Creativity Of Driving Teachers in Developing Students' Social-Emotional Competence (SEC) On An Independent Learning Curriculum. *Jurnal WANIAMBEY: Journal of Islamic Education*, 5(2), 255-271.
- Grøver, V., Lawrence, J., & Rydland, V. (2018). Bilingual preschool children's second-language vocabulary development: The role of first-language vocabulary skills and second-language talk input. *International Journal of Bilingualism*, 22(10), 234-250.

- <https://doi.org/10.1177/1367006916666389>
- Grover J. Whitehurst, *Dialogic Reading: An Effective Way to Read Aloud with Young Children* (2002). DOI:[10.31436/ijes.v12i2.554](https://doi.org/10.31436/ijes.v12i2.554)
- Hansen, J., & Broekhuizen, M. (2020). Quality of the Language-Learning Environment and Vocabulary Development in Early Childhood. *Scandinavian Journal of Educational Research*, 65(12), 302–317. <https://doi.org/10.1080/00313831.2019.1705894>
- Helaluddin. (2015). *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik* (p. 77). hal.10.
- Hermansyah, Nurayzanil Putri, Preti Febriyanti, Nur Elyani, Siti Sarfian, A. (2024). Strengthening Students' Social-Emotional Competence Through IPS Learning In Primary School. *Jurnal Waniambey : Journal of Islamic Education*, 5(2), 346–360.
- Hermansyah, I. (2022). Literation Culture Living at MI Qurrota A 'yun. *Al-Adzka : Jurnal Ilmiah Pendidikan Guru MI*, 12(2), 109–120. <https://doi.org/10.18952/aladzkapgmi.v12i2.7586>
- Isya, D., Ramadhan, S., & Syarifuddin, S. (2022). Gerakan Literasi Bahasa Arab Di SDIT Imam Sya-fi'i. *EL-Muhbib: Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, 6(1), 11–22. <https://doi.org/10.52266/el-muhbib.v6i1.780>
- Kalliontzi, E., Ralli, A., Palikara, O., & Roussos, P. (2022). Examining the relationship between oral language skills and executive functions: Evidence from Greek-speaking 4-5-year-old children with and without Developmental Language Disorder. *Research in Developmental Disabilities*, 124(12), 104215. <https://doi.org/10.1016/j.ridd.2022.104215>
- Khadiva, L. N., & Zulfahmi, M. N. (2024). Impact of Multilingual Use on Speech Development of Children Aged 4-5 Years in TK TA 03 Pengkol. *AS-SABIQUN*, 10(4), 156–162. <https://doi.org/10.36088/assabiqun.v6i4.5007>
- Lawson, K. (2022). The Real Power of Parental Reading Aloud: Exploring the Affective and Attentional Dimensions. *Australian Journal of Education*, 56(12), 257–272. <https://doi.org/10.1177/000494411205600305>
- Luthfiah, M. F. (2017). Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas Dan Studi Kasus. *Metologi Penelitian*, 2(November), 26.
- McNeill, B., Gillon, G., Gath, M., & Woodward, L. (2024). Trajectories of language development, cognitive flexibility and phoneme awareness knowledge in early childhood. *International Journal of Language & Communication Disorders*, 60(8), 445–457. <https://doi.org/10.1111/1460-6984.13139>
- Mendelsohn, A., Cates, C., Weisleder, A., Johnson, S. B., Seery, A., Canfield, C., Huberman, H., & Dreyer, B. (2018). Reading Aloud, Play, and Social-Emotional Development. *Pediatrics*, 141(20), 333–346. <https://doi.org/10.1542/peds.2017-3393>
- Nurbaeti, E. S., Choiriyah, C., & Anggraeni, R. (2024). Meningkatkan Kemampuan Berbahasa Anak Usia 5-6 Tahun Melalui Metode Read Aloud Di RA Persis 97. *Jurnal Pendidikan, Sains Dan Teknologi*, 14(4), 99–113. <https://doi.org/10.47233/jpst.v3i3.2029>
- Olsson et al., “Dialogic reading in preschool: a pragmatic randomized trial” (2024). <https://doi.org/10.1080/00313831.2024.2348473>
- Pillinger & Vardy, “A story so far: A systematic review of the dialogic reading literature” (2022). DOI:[10.1111/1467-9817.12407](https://doi.org/10.1111/1467-9817.12407)
- Purba, N., Mukramah, Maulana, M., & Ningsi, G. (2020). Language Acquisition of Children Age 4-5 Years Old in TK Dhinukum Zholtan Deli Serdang. *LingLit Journal Scientific Journal for Linguistics and Literature*, 10(2), 77–89. <https://doi.org/10.33258/LINGLIT.V1I1.347>
- Ramadhan, S., Ihlas, H., Muslim, Y. K., Uliah, R., & Ahmad, F. (2024). *Pendidikan dan Pembelajaran Dalam Kurikulum Merdeka di Sekolah Dasar*. K-Media.
- Ramadhan, S., Mutiara, M., Karlina, N., Rahmah, L., Lusiana, L., Nurnabila, N., & Nurdiniawati, N. (2024). Pemanfaatan Alat Peraga Augmented Reality (AR) Menggunakan Assembler Edu Bagi Anak Spirit Nabawiyah Comuniti (SNC). *Taroa: Jurnal Pengabdian Masyarakat*, 3(2), 144–157. <https://doi.org/10.52266/taroa.v3i2.2834>
- Ramadhan, Mt. (2017). *Metode Penelitian*. Cipta Media Nusantara.

- Ruslan, Ismatullah, Luthfiyah, Khairudin, S. R. (2024). Bilingual Education to Improve Understanding of Aqidah at Salafi Islamic Boarding Schools. *Al-Hayat: Journal of Islamic Education (AJIE)*, 8(4), 1419–1432.
- Salsabela, E., Sundari, N., & Arzaqi, R. N. (2024). Perkembangan Kemampuan Bahasa Reseptif Anak Usia 4-5 Tahun Melalui Penerapan Metode Read Aloud. *JEA (Jurnal Edukasi AUD)*, 12(2), 44–55. <https://doi.org/10.18592/jea.v10i1.11079>
- Sidiq, U., & Choiri, M. (2018). *Metode Penelitian Kualitatif Di Bidang Pendidikan*. Nata Karya.
- Smith, J., Levickis, P., Neilson, R., Mensah, F., Goldfeld, S., & Bryson, H. (2021). Prevalence of language and pre-literacy difficulties in an Australian cohort of 5-year-old children experiencing adversity. *International Journal of Language & Communication Disorders*, 8(3), 55–68. <https://doi.org/10.1111/1460-6984.12611>
- Sugiono. (2015). *Metodologi Penelitian Pendidikan*. Alfabeta.
- Syahru Ramadhan, Ainun Hakiki, Ainun Miratunnisa, Nur Nenoningsih, Darti, A. F. (2024). Strengthening Students' Religious Character Through The Tahfidz Qur'an Programme Of The Juz 30 Memorisation Community At State Primary School 21 Tolomundu. *Jurnal Waniambey : Journal of Islamic Education*, 5(2), 377–390.
- Syahru Ramadhan, Yayuk Kusumawati, Nurul Khatimah, Nurul Hikmatul Ma'wiah, Pinkan, Yumarna, Y. (2024). Strategi Pengelolaan Kelas Melalui Penguatan Budaya Positif dan Game Edukatif di SDN 29 Kota Bima. *Jurnal WANIAMBey: Jurnal of Islamic Education*, 5(1), 19–35.
- Yang, N., Shi, J., Lu, J., & Huang, Y. (2021). Language Development in Early Childhood: Quality of Teacher-Child Interaction and Children's Receptive Vocabulary Competency. *Frontiers in Psychology*, 12(5), 155–163. <https://doi.org/10.3389/fpsyg.2021.649680>