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THE EFFECT OF THE READ ALOUD METHOD ASSISTED BY THE EDUCAPLAY PLATFORM ON ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The lack of access to literacy due to library renovations in elementary schools poses a significant challenge to strengthening students' reading culture. To address these challenges, an innovative and adaptive literacy learning strategy is necessary under limited conditions. This study aims to investigate the impact of the Read Aloud method, supported by the Educaplay platform, on grade 5 students. This study applied a quantitative approach with a quasi-experimental design utilizing a nonequivalent control cohort design. The study sample consisted of 56 students, divided into two groups: the experimental group, which participated in Read Aloud learning with Educaplay, and the control group, which underwent conventional learning. Data collection was conducted using pretest and posttest surveys, while data analysis was performed using t-tests. The study's results showed a significant difference in the literacy ability of students between the experimental group and the control group, with the experimental group's average posttest score of 88.53 being statistically higher than that of the control group, which obtained a score of 79.82. This demonstrates that integrating the Read Aloud method with the Educaplay platform effectively enhances students' literacy skills. These findings underscore the importance of integrating pedagogical strategies with digital media to create engaging and meaningful learning experiences. This study contributes to the development of technology-based literacy learning in primary schools and can be a relevant alternative in limited learning conditions. This research makes an empirical contribution to understanding the effectiveness of innovative learning approaches in improving students' reading skills. By applying methods that have been proven statistically effective, educational institutions can improve the overall quality of learning outcomes, especially in the area of early literacy.

Keywords: Read Aloud, Educaplay, Literacy, Elementary School.

INTRODUCTION

Enhancing literacy culture among elementary school students is a vital aspect of establishing a strong educational foundation in the 21st century. Literacy encompasses not just reading and writing competencies but also critical thinking, information comprehension, and effective communication. Nevertheless, numerous challenges impede the realization of this objective, particularly due to limited access to essential facilities, such as libraries. In one of the elementary schools in Central Jakarta, the library renovation has led to the discontinuation of literacy visit activities, resulting in a decrease in student exposure to valuable reading materials. This situation requires innovative learning techniques that can effectively promote literacy, even in the absence of a physical library.

Based on the results of initial observations in grade V of one of the public elementary schools in Central Jakarta, it was found that most students still had difficulty in reading aloud

fluently and expressively. This is evident from the lack of vocal involvement, monotonous intonation, and numerous pronunciation errors when reading short texts. This condition suggests the need for a learning strategy that can effectively develop students' reading aloud skills. Interviews conducted with classroom teachers revealed that students' reading aloud skills were still not optimal, as the learning methods employed tended to be one-way. The teacher stated, "Children tend to be embarrassed to read aloud because of a lack of practice and lack of confidence in their peers." This statement underscores the importance of exploring more participatory and engaging approaches to learning. Several previous studies have stated that reading aloud ability is closely correlated with students' reading comprehension and confidence (Hansen & Clark, 2020; Puspita, 2021). However, the implementation of learning strategies based on reading aloud practice has not been widely evaluated in the context of basic education in Indonesia. Therefore, it is important to examine the effectiveness of this approach more systematically.

One effective technique for enhancing fundamental literacy competencies is the Read Aloud Method. Approaches that have proven effective in improving basic literacy competencies include the Read Aloud Method. Read Aloud involves teachers or facilitators reading text aloud to students, serving as a live demonstration of intonation, pronunciation, and contextual comprehension. This approach is thought to enhance students' reading enthusiasm, expand their vocabulary, and improve contextual comprehension of meanings. According to Nurmaya and Adawiyah (2025), the use of the Interactive Read Aloud Method, assisted by digital platforms, can significantly improve critical and collaborative thinking competencies in elementary school students (Nurmaya & Adawiyah, 2025).

With the advancement of educational technology, utilizing digital media for literacy-focused learning is becoming more pertinent. Platforms like Educaplay offer a range of interactive features, including quizzes, crossword puzzles, and text-based educational games, that effectively support Read Aloud-centered learning. Integrating the Read Aloud Method by interactive media holds significant potential for addressing literacy challenges, particularly those arising from limited access to physical library resources. As Afriaji (2025) highlights, digital, collaboration-based programs can enhance students' foundational literacy while offering more engaging and accessible learning alternatives.

However, the gap that exists in many elementary schools lies in the limited innovation in literacy learning strategies and the underutilization of educational technology. Although digital devices are available in some schools, many teachers have not actively integrated digital media into the literacy learning process. Research indicates that these limitations are often attributed to teachers' limited digital literacy and inadequate training in technology-based approaches (Nurazizah & Puurwananti, 2023). Even in areas that already have basic technological infrastructure, teachers often continue to employ conventional methods that involve less technology (Azmi, Mukhtar, & Burhan, 2025). In addition, a study by Ratu (2024) highlights that the use of multimedia-based interactive media in elementary school learning remains relatively low, particularly in the context of strengthening science and language literacy. This highlights the urgent need to develop alternative learning models that effectively and contextually integrate pedagogical strategies with digital technologies. Such an approach will ensure the achievement of literacy goals even without access to adequate physical libraries.

Building on a fifth-grade background, this study aims to analyze the influence of the Read Aloud Method, supported by the Educaplay platform, on elementary school students. This study aims to address the question: Can integrating the Read Aloud Method through digital interactive media be an effective literacy solution in constrained scenarios, such as library renovations?

The anticipated benefits of this study are theoretical and practical. Theoretically, this study can enrich the study of digital-based literacy learning strategies at the elementary school level. Practically, the outcomes of this study can serve as a guide for teachers and schools to enhance their literacy learning approach, adapting it to environmental conditions and technological advancements. Furthermore, there is an aspiration for this model to be replicated in other schools facing similar constraints, thereby maintaining the quality of literacy education.

LITERATURE REVIEW

Read Aloud

The Read Aloud Method is a technique that helps students develop their reading skills. In this technique, the teacher reads a story or text aloud, and the students discuss it. The purpose is not just to share the story, but also to reveal how to use tone, comprehend the meaning, and engage in a thoughtful conversation. According to Lane and Wright (2007), Read Aloud helps

children learn new words, become more aware of sounds in words, and better comprehend what they read.

In this study, Read Aloud is viewed as a means to enhance students' reading competence. It is the cause (independent variable), while the improvement in reading is the effect (dependent variable). This idea is supported by Vygotsky's theory, which posits that language facilitates people's ability to think and learn. When the teacher reads out loud, students learn about language and meaning by interacting with others. So, Read Aloud is seen as a helpful way to support students in comprehending the text more effectively.

Previous studies have demonstrated the effectiveness of this technique. Nurmaya and Adawiyah (2025) found that utilizing technology through interactive Read Aloud enables students to think more critically and collaborate more effectively with others. Rahmawati and others (2022) found that the Read Aloud Method can increase reading motivation and improve listening competencies in fourth-grade students. However, not all studies reveal the same outcomes. For example, Marlina (2020) found that Read Aloud did not work as well for students who learn best by moving (kinesthetic learners), unless it was followed by activities that matched their learning style.

A past study reveals a clear gap: there has been little effort to combine the Read Aloud Method with fun digital tools in teaching reading to elementary students, especially in areas where books are scarce, such as when the library is undergoing repairs. This study is important because it examines the effectiveness of Read Aloud when utilized by digital platforms, such as Educaplay, to enhance the fun and interactivity of reading.

Educaplay

Educaplay is a digital learning platform that utilizes games to create engaging activities, including quizzes, crossword puzzles, word games, and video lessons. In this study, Educaplay hands make the Read Aloud Method more effective in improving students' reading competencies. Its interactive tools turn everyday reading tasks into fun and active learning experiences.

Arum and Dimyati (2024) found that utilizing Educaplay in fifth-grade science lessons helps students comprehend better and stay more interested, as the activities align with the reading and respond to students' needs. This aligns with Bruner's (1966) learning theory, which suggests that students learn best when they can see and actively participate in the lesson. In this

case, Educaplay provides digital support that complements the spoken support of the Read Aloud Method effectively.

Several studies support the use of Educaplay in elementary education settings. Ulia and Hasan (2025) found that integrating Educaplay with a VARK (Visual, Auditory, Read/Write, Kinesthetic) learning approach significantly enhanced the problem-solving abilities of fourth-grade students. Similarly, Setiawati (2025) reported that Educaplay fosters student innovation and increases reading interest, particularly when implemented within the Nested learning model. However, another study by Lestari (2023) observed that the effectiveness of Educaplay is compromised without teacher guidance to direct students' focus during educational games.

A key limitation of previous studies is the absence of a quantitative study explicitly examining the synergistic effect of the Read Aloud Method combined with the Educaplay platform. This study aims to address this gap by enhancing a conceptual framework that evaluates the effectiveness of the Read Aloud Method, enhanced through Educaplay, in improving the literacy of elementary students, particularly in learning environments with limited access to conventional reading resources.

METODOLOGY

This study employs a quantitative approach, utilizing a quasi-experimental design based on the Nonequivalent Control Group Design. This design was chosen because the researcher did not randomize the subjects, but instead used naturally formed classes as experimental and control groups. This design enables a fair comparison of treatment effectiveness between two groups with different learning conditions, while maintaining the internal validity of the study (Sugiyono, 2017). The primary purpose of this study is to investigate the impact of integrating the Read Aloud Method with the Educaplay digital platform on enhancing the reading competence of elementary school students.

The research subjects consisted of 56 fifth-grade students from one of the public elementary schools in Central Jakarta, divided into two classes: Class V-A, the experimental group, and Class V-B, the control group. The experimental group received treatment in the form of learning to read aloud with the support of Educaplay digital media, while the control group received conventional learning without digital media. Class selection is carried out purposively, taking into account the similarity of initial characteristics that are important to maintain internal control, such as curriculum equivalence, lesson hours, and previous academic

averages. Both classes have also never participated in technology-based literacy learning. The source of research data is in the form of pretest and posttest results that measure reading literacy competence, including understanding the content of reading, identifying main ideas, interpreting implicit information, and the ability to organize information logically. The test instrument consists of multiple-choice questions and brief descriptions that experts in basic education have validated.

Before testing the hypothesis, a statistical prerequisite test is first carried out to ensure the validity of the parametric analysis. The normality test was carried out using the Kolmogorov-Smirnov method, which aims to find out if the data is normally distributed. Meanwhile, the variance homogeneity test was conducted using Levene's Test to ensure that the variance between the experimental and control groups was equal. Suppose these two prerequisites are met (significance value > 0.05). In that case, an independent sample t-test is then conducted to assess the significance of the difference in posttest results between the experimental and control groups.

The category of student learning completeness in this study refers to the school's Minimum Completeness Criteria (KKM), which is a score of 70 or higher. In addition, to determine the level of effectiveness of treatment, the conversion of the gain score was used, which was categorized as follows: ≥76% (very high), 56–75% (high), 41–55% (moderate), and ≤40% (low). The hypothesis test was carried out using the following t-test formula:

$$t = \frac{\overline{X}_{1-}\overline{X}_{2}}{\sqrt{\left(\frac{S_1^2}{n_1}\right) + \left(\frac{S_2^2}{n_2}\right)}}$$

Where $\overline{X}_1$ and $\overline{X}_2$ What is the average posttest score of the experimental and control groups? S_1^2 and S_2^2 Is the variance of each group, as well as n_1 and n_2 Is the number of students in each group? The results of the t-test are declared significant if the p-value < 0.05.

The entire analysis was carried out using the latest version of SPSS software. This design is considered adequate because it minimizes the influence of external variables and isolates the direct effects of the treatment. Therefore, this quasi-experimental approach is considered suitable for research purposes and is expected to make a real contribution to the development of technology-based literacy learning strategies in elementary schools (Fraenkel, Wallen, & Hyun, 2012; Gall, Gall, & Borg, 2007).

RESULT AND DISCUSSION

Result

This study aims to investigate the impact of the Read Aloud Method, supported by the Educaplay platform, on the reading aloud competencies of grade 5 students. The following is a summary of the study outcomes:

Table 1: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Pretest Eksperimen Pretest	28	67.00	72.00	69.8214	1.27812
Eksperimen Posttest	28	80.00	95.00	88.5357	4.46785
Kontrol Pretest	28	46.00	53.00	49.5357	1.47779
Kontrol Posttest	28	73.00	86.00	79.8214	3.67225
Valid N (listwise)	28				

Before the treatment, the experimental cohort of 28 students had a mean reading score of 69.82, with scores ranging from 67 to 72 and a spread (criterion deviation) of 1.28. After the treatment, their mean score increased to 88.54, with a broader spread of 4.47. The highest score was 95, and the lowest was 80.

Before the treatment, the control cohort of 28 students had a mean reading score of 49.54, with scores ranging from 46 to 53 and a criterion deviation of 1.48. After the treatment, their mean score increased to 79.82, by a criterion deviation of 3.67. The highest score was 86, and the lowest was 73.

So, there was a clear difference in the mean reading-aloud scores before and after the treatment in the experimental cohort. The posttest mean was 88.54, an increase of 69.82 from the pretest. Similarly, the control cohort also showed improvement, with the posttest mean increasing to 79.82 from the earlier mean of 49.54.

The information provided is a summary of the data collected from the study outcomes and does not yet present the actual study outcomes. To determine the study's outcomes, a hypothesis test will be conducted using a t-test at a 5% significance level, corresponding to a 95% confidence level. However, before applying parametric statistical techniques, the conditions of normality and homogeneity of the data were assessed.

Table 2: Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperiment Pretest	.163	28	.056	.943	28	.129
Experimental Posttest Eksperimen Posttest	.131	28	.200*	.934	28	.077
Control Pretest Kontrol Pretest	.162	28	.057	.957	28	.301
Control Posttest Control Posttest	.131	28	.200*	.944	28	.137

This test is conducted to determine whether the data is generally normally distributed. If the test outcomes reveal normal distribution, one of the prerequisites for employing parametric statistical analysis is fulfilled. The test was conducted using the Shapiro-Wilk test, as the sample size was less than 30, with the following hypotheses: H0 = the data is generally normally distributed, and H1 = the data is not generally normally distributed. How to make test decisions by comparing sig values. (p-value) 0.05, H0 is rejected, which means normality is not met.

Based on Table 2, the significance of sig. The experimental cohort for the pretest was 0.129, and the significance level was. For the postest of 0.077. Second, the value of sig. Bigger than 0.05; then the condition of H0 is approved, namely that the assumption of normality is met. This means that the data used on the experimental cohort's reading-aloud competences is already generally allocated.

Based on Table 2, the value of sig. The control cohort for the pretest was 0.301, and the sig for the posttest is 0.137. Second, the value of sig. Bigger than 0.05; then the condition of H0 is approved, namely that the assumption of normality is met. This means that the data used on the control cohort's reading-aloud competences is already generally allocated.

Table 3: Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Reading aloud skill score	1.633	1	54	.207

Before testing utilizing the t-test, the data obtained for each treatment was analyzed for its homogeneity by utilizing the homogeneity of variance test (Levene test), which has the objective of determining whether the data used had the same variance.

The outcomes of the test show that the Levene test statistic for reading aloud competences is 1.633, with a significance level of 0.207. Once the significance value exceeds the alpha degree of 0.05, the null hypothesis (H0) is rejected, leading to the conclusion that the data regarding reading aloud competences is homogeneous among the control cohort and the experimental cohort.

Table 4: Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	Eksperiment Pretest - Eksperimen Posttest	-18.71429	4.02637	-24.595	27	.000
Pair 2	Control Pretest - Control Posttest	-30.28571	3.28698	-48.755	27	.000

To determine the difference between the pretest and posttest, the author employs a statistical technique for comparing mean differences, known as the paired t-test. Once it is assumed that the pretest and posttest are not independent of each other. The study hypothesis is as follows: H0 = The mean outcomes of the pretest and posttest are equal (by any differences being negligible), H1 = The mean outcomes of the pretest and posttest are not equal (revealing a meaningful difference).

The foundation for making decisions involves comparing the computed t-value to the t-table. Suppose the computed t value is bigger than the t table, or the negative computed t value is less than the negative t table. In that case, the difference is significant, leading to the rejection of H0 and the acceptance of H1. Conversely, suppose the computed t value is less than the t table, or the negative computed t value is bigger than the negative t table. In that case, the difference is not significant, resulting in the acceptance of H0 and the rejection of H1.

According to Table 4, the comparison of the pretest and posttest outcomes for the experimental cohort showed a t-value of -24.596 for reading-aloud competences, with a significance value of 0.000. In contrast, the t-table value by 27 degrees of freedom at $\alpha = 5\%$ is 2.052. Once the t value exceeds the t table value, and the significance value (0.000) is less than 0.05, the null hypothesis (H0) is rejected. This leads to the conclusion that there is a notable difference in reading aloud competencies between the experimental cohort before and after the test. Statistically, reading-aloud competences were observed to improve after utilizing the read-

aloud technique on the educaplay platform, in contrast to the competences assessed before the learning intervention on the same platform.

Based on Table 4, the control cohort's t-value for reading aloud competences was -48.755, with a significance value of 0.000. The critical t-value, by 27 degrees of freedom at an alpha level of 5%, is 2.052. Once the computed t-value exceeds the critical t-value and the significance value (0.000) is less than 0.05, the null hypothesis (H0) is rejected. Consequently, it can be summarized that there is a statistically significant difference in reading-aloud competencies among the cohorts tested before and after the control cohort.

Table 5: Independent Samples Test

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	-7.973	54	.000	-8.71429	1.09295
Equal variances not assumed	-7.973	52.049	.000	-8.71429	1.09295

Based on Table 5, the outcome of independent t-testing, the computed t-value used is in the equal variances assumed section because the variance is homogeneous. The outcomes of the t-test, which compared the control cohort and the experimental cohort, yielded a value of -7.973 with a significance level of 0.000. This is because the calculated value of t (7.973) exceeded the t-table value of 2.005. (0.000) < 0.05 (α = 5%), then H0 is refused. It can be summarized that there is a significant difference between the control cohort and the experimental cohort in improving reading-aloud competencies in grade V students through the read-aloud learning technique assisted by the Educaplay platform. The outcomes of the t-test also showed that the experimental cohort had higher reading-aloud competencies compared to the control cohort by a difference of 8.71.

DISCUSSION

The study's outcomes showed that the Read Aloud Method, assisted by the Educaplay platform, significantly enhanced the literacy competencies of grade V students compared to conventional learning. These outcomes support the study's hypothesis and offer both theoretical and practical insights for advancing digital-based literacy learning models.

Theoretically, the enhancement of literacy competences in the experimental cohort can be explained through Vygotsky's socio-cultural learning approach, which emphasizes the importance of social interaction in the learning process. During the Read Aloud activity, teachers not only read the text but also model intonation, stimulate critical thinking, and build reflective discussions. It provides a form of verbal scaffolding that enables learners to gradually build the meaning of the text (Vygotsky, 1978). When the Educaplay platform enhances this technique, it provides digital scaffolding that offers instant feedback, visualization, and reinforcement through educational games, making the learning process more contextual, interactive, and meaningful (Bruner, 1966).

This study aligns with the work of Nurmaya and Adawiyah (2025), who found that the Interactive Read-Aloud Method effectively enhances students' critical and collaborative thinking competencies. The integration of pedagogical techniques and digital media in this study demonstrates that holistic and technology-based literacy learning can offer a practical solution, particularly during periods of restricted access to physical reading resources, such as libraries undergoing renovation.

The practical implications of these outcomes underscore the significance of integrating blended literacy instruction approaches in language learning within primary schools. Teachers serve not only as verbal facilitators, but also as managers of interactive digital substance. As a result, learning becomes more inclusive, adaptive, and aligned with the requirements of the digital generation. Schools should also prioritize investing in teacher training and educational technology infrastructure to enhance similar learning models.

Nevertheless, two factors may influence the study's outcomes. First, the degree of teacher involvement in delivering material and managing digital activities significantly determines the success of implementing this technique. Second, differences in learners' characteristics, such as learning preferences, early literacy levels, and access to digital devices, can also affect responses to the treatment.

This study also has its limitations. The study was conducted in a single school with a relatively small sample size (56 students), which means that the outcomes should be interpreted with caution when considering broader generalizations. Moreover, the relatively brief intervention duration (3 meetings) might not adequately capture the overall literacy change.

Furthermore, the study solely focused on the cognitive aspects of literacy, neglecting the affective and metacognitive dimensions that warrant further exploration.

Future studies should consider expanding the scope geographically and demographically, as well as extending the intervention duration to enhance the longitudinal robustness of the outcomes. Advanced studies could analyze variance influences based on students' learning styles or incorporate other platforms for comparison, such as Educaplay.

Therefore, this study not only reinforces previous outcomes on the effectiveness of the Read Aloud Method and digital media but also offers a novel contribution by integrating both approaches into a literacy learning strategy that is effective, adaptable, and aligned with the demands of 21st-century education.

CONCLUSIONS

The findings of this study confirm that the use of the Read Aloud Method integrated with the Educaplay digital platform is significantly more effective in enhancing the literacy competencies of fifth-grade elementary students compared to conventional teaching methods. The posttest score differences between the experimental and control groups indicate that the combination of expressive pedagogical strategies and interactive digital media fosters a learning process that is more meaningful, engaging, and aligned with the context of 21st-century education. This success highlights that the effectiveness of literacy instruction depends not only on the method employed but also on the teacher's ability to adaptively utilize technology to meet students' learning needs. Therefore, the integration of technology into reading activities at the elementary level is not merely a complementary tool, but rather a strategic necessity to strengthen inclusive, creative, and contextual digital literacy from an early stage.

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