

READ ALOUD ENGLISH FOR FUN IN SDN KAPASARI I SURABAYA

Kusuma Wijaya¹, Izzaditya Dharmaputra Mikail², Angelina Merici Wua Reku³, Zahwa Amelia Putri Dermawan⁴, Zahra Pramatatyta Soenarko⁵, Rommel Utungga Pasopati^{6*}

^{1 2 3 4 5 6}Universitas Dr. Soetomo, Surabaya, Indonesia

Article History

Received : 01 Juli 2025

Revised : 15 Juli 2025

Accepted : 19 Juli 2025

Published : 22 Juli 2025

Corresponding author*:

Rommel Utungga Pasopati

Email:

rommel@unitomo.ac.id

Cite This Article:

Wijaya, K., Mikail, I. D., Reku, A. M. W., Dermawan, Z. A. P., Soenarko, Z. P., & Pasopati, R. U. (2025). READ ALOUD ENGLISH FOR FUN IN SDN KAPASARI I SURABAYA. *Jurnal Abdi Masyarakat Multidisiplin*, 4(2), 44–51.

DOI:

<https://doi.org/10.56127/jamm.u.v4i2.2154>

Abstract: This paper is a report of community service themed “Read Aloud English for Fun” for students of SDN Kapasari I by students and lecturers of Universitas Dr. Soetomo. The focus is to give knowledge of an alternative in learning English language skills, that is Reading Aloud. The method of this activity is done through initial assessment, delivery of the service, and evaluation. The method of this paper is documentation. The event is done by 50 elementary school students of SDN Kapasari I. They read the given fables silently and loudly. Then, they are encouraged to perform and to record their Reading Aloud in front of their friends. It is to enhance the outcome of audio and video. In conclusion, this community service is useful to enhance the students’ fluency in English reading and speaking competence.

Keywords Community Service, Reading Aloud, SDN Kapasari I, Universitas Dr. Soetomo

Abstrak: Tulisan ini merupakan laporan pengabdian kepada masyarakat bertema “Read Aloud English for Fun” bagi siswa SDN Kapasari I oleh mahasiswa dan dosen Universitas Dr. Soetomo. Fokus kegiatan ini adalah memberikan pengetahuan tentang salah satu alternatif dalam pembelajaran keterampilan berbahasa Inggris, yaitu Membaca Nyaring. Metode kegiatan ini dilakukan melalui asesmen awal, penyampaian kegiatan, dan evaluasi. Metode yang digunakan dalam makalah ini adalah dokumentasi. Kegiatan ini dilakukan oleh 50 siswa SD SDN Kapasari I. Mereka membaca cerita fabel dalam hati dan dengan suara nyaring. Kemudian, mereka didorong untuk melakukan dan merekam Membaca Nyaring di depan teman-temannya. Hal ini dilakukan untuk meningkatkan luaran audio dan video. Sebagai kesimpulan, pengabdian ini bermanfaat untuk meningkatkan kelancaran siswa dalam kompetensi membaca dan berbicara dalam bahasa Inggris.

Kata-kata Kunci: Membaca Nyaring Pengabdian Kepada Masyarakat, SDN Kapasari I, Universitas Dr. Soetomo

INTRODUCTION

From a philosophical standpoint, the concept of community service can evolve based on perception and the dimensions of time and space. In order to make development successful and advance human development toward the goal of an advanced, just, and prosperous Indonesian people, universities engage in community service (Fadil et al., 2025; Kartiningih et al., 2024; Muslikhin et al., 2025). It actually the institutional application of science and technology through scientific methods to the community that needs it, including in the widening aspects of English language skills. Moreover, it is also a realization of an effort to widen the knowledge of English Literature in Universitas Dr. Soetomo (UNITOMO) to the public sphere, especially in elementary schools.

Reading Aloud is the act of speaking written text so that it can be heard by oneself or others. It is a way of engaging with written material through vocalization and can involve different styles and purposes, from teaching reading skills to enjoying a story together (Fadil et al., 2025; Pricilia et al., 2025; Sari et al., 2022). The main idea behind Reading Aloud is to make sure others understand what someone is reading. By doing so, such activity does not only follow the pronunciation for one self, but also the meanings of the texts listened by other persons.

The subject for this community service is students of SDN Kapasari I Surabaya delivered by lecturers and students of Universitas Dr. Soetomo Surabaya. The elementary school is located in the north of Surabaya, especially in Jl. Pecindilan II No. 43, Surabaya. The students of that state elementary school need to read aloud a given reading material. It is a book of English short stories of fables that each student should read individually and then loudly. By doing so, they are pushed to read more and build their habits in everyday life.



Figure 1. Elementary Students and a College Student Discussing about Reading Aloud

The students' English competence is actually good, but they need more alternatives to their learning so that they can explore more sides of English learning. By doing so, their self-esteem when facing any foreign text can be shaped better as well. Besides, students need to read more so that they can enhance their way of understanding by knowing that Reading Aloud stories are fun. It is also an idea to push their understanding that learning English is necessary in today's global age.

METHOD

The steps of this community service is by following the steps of assessment, delivery, and evaluation (Ismawan et al., 2022; Wekke, 2022). In the step of assessment, the team identified the specific needs and priorities of the community through dialogues with the Headmaster of the elementary school. It is known that an alternative for English learning is needed for that school. Then, strategic planning is done. The main idea is developing a clear plan of action based on the needs assessment, outlining goals, objectives, and strategies for addressing the identified issues. The main goal is to make the students interested and enjoy the Reading Aloud activity. The strategy being used is providing them with English fables.

Next, the community service is delivered. The students, accompanied with the teachers, do the activity of Reading Aloud in great participation. Next, after the service is done, such monitoring and evaluation are done. The idea is assessing the progress and impact of the service, making adjustments as needed, and documenting lessons learned (Ismawan et al., 2022; Wekke, 2022). The event was successful because the students were having fun and each of them was interested in Reading Aloud in front of their friends and teachers. Lastly, further collaboration is done. The Headmaster of the school appraised the activity, saying that such reading should be done regularly. In future time, another alternative in learning English should be applied.

The writing of this article used a documentation approach in a qualitative method (Habib, 2021; Takona, 2024). It is done by collecting

data of the community service that has been done before. Then, the data is categorized into the practices of the community service itself. After that, the analysis is done through a content analysis method to show the significance of Reading Aloud for the elementary school students in SDN Kapasari I.

FINDINGS AND DISCUSSION

Reading Aloud and Its Continuation

In order for the reader or listener to understand the information that the writer is trying to convey—whether it be the writer's thoughts, feelings, attitudes, or experiences—Reading Aloud involves voicing the text with the appropriate pronunciation and intonation (Fadil et al., 2025; Kartiningsih et al., 2024; Muslikhin et al., 2025). It is indeed involved in the sense of education. The main idea is that education is a lifelong, deliberate endeavor that is carried out by families, communities, and the government through a variety of activities for future roles. The practice of Reading Aloud is included in that matter of educating people.

The idea of Reading Aloud is crucial for elementary school students. It may benefit them in various ways (Fadil et al., 2025; Pricilia et al., 2025; Sari et al., 2022). First, it can enrich their knowledge about abundant reading materials. In this community service, English short stories are more used to explore the students' understanding regarding this foreign language. Second, it can build their confidence regarding the foreign language. Those who read should be cautious in their way of reading. It is making them understand more that reading English is not always that difficult. Third, it is also one main perspective of language learning. By Reading Aloud, students not only can read, but also persuade their friends to pay attention. By doing so, intensive learning can be done in the following way.



Figure 2. The Process of Reading Aloud Done by Elementary Students of SDN Kapasari I Surabaya

There are some key aspects of Reading Aloud. The first is about vocalization. Its main idea is speaking the words aloud, as opposed to silently reading. Therefore, a loud voice is needed but still in necessary tones. The readers should not shout, but still pronounce the reading comprehensively and sound. The second is about the audience. Reading Aloud targets other persons, not oneself. Therefore, any reader should pay more attention to those who hear him/her. The reader cannot be ignorant to the audience because they automatically should make other persons understand what s/he reads (Fadil et al., 2025; Pricilia et al., 2025; Sari et al., 2022). The third one is about engagement. Since Reading Aloud is for other persons, it is such an interactive relations in the making. Therefore, reading should not merely look at the texts, but also building eye contacts with the audience as well.

Eight indications are used to test Reading Aloud skills, according to Anggraeni in Lamis et al. (2016). These include: (1) Reading loudly so that everyone in the class can hear the reader as well, (2) Reading without stuttering, (3)

Reading with good fluency and Pronouncing words correctly when reading, (4) Reading with the appropriate intonation (song/rhythm), (5) Reading in accordance with punctuation, including periods (.), commas (,), exclamation points (!), and question marks (?), (6) Reading with a positive outlook, (7) Reading with good intentions and expression, and (8) Reading by paying close attention to the texts' meanings.

Reading Aloud also has several benefits to be applied. It can develop literacy skill especially in helping the students regarding English language proficiencies. The activity indeed is helping with pronunciation, comprehension, and vocabulary acquisition (Nurdianingsih et al., 2023; Pasopati, 2024; Wijaya et al., 2024). That activity can also enhance fluent reading of everyday texts in school. It can avoid any stutter if being applied since childhood. Moreover, it also provides a demonstration of how to read with expression and understanding.

Another benefit is about enjoyment and bonding. By sharing stories and experiences through Reading Aloud, any reader can know how their reading may bring fun too to other persons. Then, it can also promote better social-emotional development (Nurdianingsih et al., 2023; Pasopati, 2024; Wijaya et al., 2024). By doing Reading Aloud, the reader and also the audience can foster empathy and emotional regulation through shared reading experiences. Both parties can learn more from any message given in the texts, making them aware of the reader, the tones, and even their own surrounding realities. Therefore, Reading Aloud is also ethical in its prolonging practices.

The Activity of Reading Aloud in SDN Kapasari I

The delivery of community service related to Reading Aloud in SDN Kapasari I Surabaya is done in school days to promote students' participations. The activity is done in the school hall followed by around 50 students. It is then divided into several steps. The initial step is that each student is given a certain fable of short story. The fables are stated in bilingual language of English and Bahasa to ease the students about the meanings of the story. There are at least five fables given and all of them are read at school and can be brought home as a present. The fables are entitled The Fair and Wise Bear (Filyan, 2021), The Arrogant Ant (Filyan, 2021), The Adventure of Dog and Chicken (Filyan, 2021), The Mouse Deer and Wolf (Filyan, 2021), and The Giraffe's Arrogance (Filyan, 2021). Each fable contains around 32 pages, making it suitable for children of their age to understand its contents. This step is realized in about half an hour.



Figure 3. Elementary School Students, the teacher, and a College Student of UNITOMO Prepare to record the Reading Aloud Activity

The next is that the students are divided into several groups containing five students accompanied by the team of the community service from Universitas Dr. Soetomo Surabaya. The groups are made to ease the students in understanding the process of reading by their own self and understanding the meanings of the texts either. Then, each of the students reads the story by themselves accompanied by lecturers and students from Universitas Dr. Soetomo Surabaya. The students are guided in understanding the pronunciation, grammar, and the subjects of the texts. The main objective is that they start to enjoy reading for themselves (Nurdianingsih et al., 2023; Pasopati, 2024; Wijaya et al., 2024). It is also to make them know the elements of literature of the fables, such as characters, conflicts, plots, settings, and dialogues. This step is done in around an hour.

Then, the students are pushed to read aloud in their own groups. They are told how to read aloud properly and necessarily. It is also a way for them to study more about another language skill, especially Reading Aloud (Firzatullah et al., 2025; Harahap et al., 2023; Nurdianingsih et al., 2023). In this step, the students' confidence is encouraged so that they are ready to perform in front of the hall. It is not an easy task because many times the students are distracted by their friends and they tend to play rather than to focus on the texts. One main strategy to make them focus is to give them candies and snacks. Those work like a reward for them so that they understand that reading is in line with playing that can create more fun in the following. As a result, through this hour, they are becoming ready to perform in couple in front of the hall later. This step is done in around an hour.



Figure 4. Elementary Students and UNITOMO Students Read the Fables Together

Next, the students are performing Reading Aloud in the hall in front of their friends. They do it consecutively in couples. They try to read more and make others understand the meanings of the texts (Nurdianingsih et al., 2023; Pasopati, 2024; Wijaya et al., 2024). Moreover, their activities are being recorded using wireless microphones and smartphones. It is also part of documentation for this community service. It is also another way to promote their exposures to the public spheres. This way is also good to enhance English Literature's outcome especially regarding language skills by giving more chances of publications related to audio and video. Other people should know that even elementary school students can perform such a great performance of Reading Aloud.



Figure 5. Discussion Regarding the Fable Stories

The students' practice in Reading Aloud is already in line with eight indicators of Reading Aloud (Anggraeni in Lamis et al., 2016). At first, the students are still shy when they have to perform in front of their own friends. However, they are getting encouraged once their friends finished doing Reading Aloud. They always want to try something new, including to explore their fluency and to speak loudly regarding the texts that they have read silently before (Firzatullah et al., 2025; Harahap et al., 2023; Nurdianingsih et al., 2023). By stating so, it is proven that Reading Aloud has created such spirit for them to study English language skills. Moreover, they want to be exposed, especially since what they are doing is being recorded and later be spread to various social media. This step is done in around two hours.



Figure 6. Process of Recording the Reading Aloud Activity

After the Reading Aloud

section is delivered, the students go home and the team of the community service is having evaluation regarding the event. The monitoring and evaluation are actually done to identify any obstacle being faced and to promote students' and teachers' participations in the next event. It is known that there are only some obstacles in conducting Reading Aloud, one of them is to make the students keep being focused in doing such task (Firzatullah et al., 2025; Harahap et al., 2023; Nurdianingsih et al., 2023). However, at the end, all the students are happy as they have done a great performance in doing a Reading Aloud section. It is indeed one new experience for them. They are not only reading the stories, but also performing it in front of other people, making them proud of themselves and their own achievements as well. This step is done in around an hour.



Figure 7. Comments from Elementary Students Teachers Regarding the Reading Aloud Event

CONCLUSION

This community service done in SDN Kapasari I Surabaya regarding Reading Aloud activity is successful. The team can enhance the students' interest to perform Reading Aloud in front of other people. One main obstacle being faced is to make the students keep being focused in doing such task of Reading Aloud. However, the students' own encouragement have made them aware and brave enough to show what their spirit is to explore English language, especially through the activity of Reading Aloud. The exposures are also done especially related to the recording of the activity through audio and video. This community service has brought various benefits to the school, the students, the team, and to the English Literature Department of Universitas Dr. Soetomo.

REFERENCES

Fadil, K., Al Fasihah, T., Amran, A., & Alfaien, N. I. (2025). Upaya Mahasiswa Kampus Mengajar dalam Meningkatkan Literasi Siswa Kelas V di Sekolah Dasar. *Empowerment: Jurnal Pengabdian pada Masyarakat*, 5(1), 49-57.

Filyan, A. (2021). *The Adventure of Dog and Chicken*. Serba Jaya.

Filyan, A. (2021). *The Arrogant Ant*. Serba Jaya.

Filyan, A. (2021). *The Fair and Wise Bear*. Serba Jaya.

Filyan, A. (2021). *The Giraffe's Arrogance*. Serba Jaya.

Filyan, A. (2021). *The Mouse Deer and Wolf*. Serba Jaya.

Firzatullah, M. D., Siadari, Y. V. H. P., Mulyanto, L. Z., Wijaya, K., & Pasopati, R. U. (2025, April). The Persistence of Modernity in Affecting Identities in Literature and Comic Studies. In *Proceeding International Conference on Religion, Science and Education* (Vol. 4, pp. 1069-1077).

Habib, M. S. (2021). *Qualitative and Quantitative Research Approaches*. Unicaf University.

Harahap, A. L., Monang, S., & Yusniah, Y. (2023). Strategi Reading Aloud (membaca nyaring) dalam meningkatkan minat baca siswa kelas

iii sdn 0906 padang sihopal. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 3(2), 1033-1047.

Ismawan, D., Tullah, N. H., Asbari, M., & Fauzan, D. A. (2022). Community Service in the Higher Education Environment. *Journal of Community Service and Engagement*, 2(6), 34-43.

Kartiningsih, R., Pasopati, R. U., Wijaya, K., Andharu, D., Fadillah, M. R. I., Ananta, B. R., ... & Napitupulu, J. C. P. (2024). WRITING FABLES TO ENHANCE CREATIVITY OF STUDENTS OF SMPN 48 SURABAYA. *Jurnal Abdi Masyarakat Multidisiplin*, 3(3), 52-58.

Lamis, L., Sutra, E., Atmaja, L. K., & Rustinar, E. (2022). Meningkatkan minat baca siswa kelas V program kampus mengajar angkatan III di SD Negeri 118 Bengkulu Utara menggunakan metode membaca nyaring (Reading Aloud). *Jurnal Pengabdian Masyarakat Bestari*, 1(5), 299-310.

Muslikhin, M., Raharjo, T. J., Purwati, P. D., & Pratama, G. C. (2025). Effectiveness of the stad Reading Aloud model to improve narrative text literacy. *Jurnal Ilmiah Pendidikan Dasar*, 12(1), 106-116. (Ismawan et al., 2022; Wekke, 2022)

Nurdianingsih, F., Muchyidin, M. S., Matin, M. F., & Falah, S. N. (2023). PENINGKATAN LITERASI BERBAHASA INGGRIS MELALUI READING ALOUD PADA SISWA SEKOLAH DASAR. *JA (Jurnal Abdiku): Jurnal Pengabdian Kepada Masyarakat*, 6(1), 22-27.

Pasopati, R. U. (2024). CHAPTER II SIGNIFIKANSI PEMBELAJARAN BERBASIS LUARAN DALAM PENINGKATAN KREATIVITAS BAGI PELAJAR DAN PENDIDIK. *PENDIDIKAN & PEMBELAJARAN ERA SOCIETY 5.0*, 14.

Pricilia, G. M., Rahmansyah, H., & Pohan, S. S. (2025). READ ALOUD SEBAGAI STRATEGI MENUMBUHKEMBANGKAN LITERASI ANAK DESA PARAN DOLOK MARDOMU. *Jurnal ADAM: Jurnal Pengabdian Masyarakat*, 4(1), 87-92.

Sari, D. D., Rini, T. P. W., & Susilawaty, S. (2022). Reading Aloud activities of elementary school students through the lets read application. *JCES (Journal of Character Education Society)*, 5(2), 318-326.

Takona, J. P. (2024). Research design: qualitative, quantitative, and mixed methods approaches. *Quality & Quantity*, 58(1), 1011-1013.

Wekke, I. S. (2022). *Metode Pengabdian Masyarakat: Dari Rancangan ke Publikasi*. Penerbit Adab.

Wijaya, K., Pasopati, R. U., Hariyono, H., Tobing, V. M. T. L., Kartiningsih, R., Soenarko, Z. P., & Dermawan, Z. A. P. (2024). SIMPLEXITY IN WRITING ENGLISH COUPLETS FOR STUDENTS OF SMAN 19 SURABAYA. *Jurnal Abdi Masyarakat Multidisiplin*, 3(3), 77-84.