

## **The Voices of Empowerment: Students' Perceptions on Reading Aloud and Reviewing Strategies in Extensive Reading Experiences**

**<sup>1</sup>Nailul Fauziyah\*, <sup>2</sup>Fajar Susanto**

<sup>1</sup>University of Pesantren Tinggi Darul 'Ulum, Jombang

<sup>2</sup>Universitas PGRI Adi Buana Surabaya

**\*Corresponding Author**

Email: [nailulfauziyah@fbs.unipdu.ac.id](mailto:nailulfauziyah@fbs.unipdu.ac.id)

### **Abstract**

*This study investigates the perceptions of higher education students regarding the effectiveness of reading aloud and reviewing strategies in enhancing their extensive reading experiences. Utilizing qualitative methods, including semi-structured interviews, reflective journals, and document analysis, the research explores the benefits and challenges associated with these practices. The findings reveal that reading aloud significantly improves comprehension and engagement by involving multiple senses, allowing for deeper connection with the text. However, challenges such as performance anxiety and pronunciation difficulties were also identified. Reviewing strategies, such as summarizing, annotating, note-taking, and peer discussions, were found to be effective in reinforcing understanding and fostering active engagement with the text. The study suggests that creating supportive environments, providing pronunciation support, combining reading methods, and incorporating technology can enhance the effectiveness of these strategies. The research offers valuable insights for educators seeking to improve extensive reading practices and highlights areas for future research. By addressing the identified challenges and promoting effective strategies, educators can enhance students' reading experiences, fostering a lifelong love for reading and improving literacy skills.*

**Keywords:** *reading aloud, reviewing strategy, extensive reading*

### **INTRODUCTION**

In the realm of language education, extensive reading stands as a cornerstone for fostering language acquisition, comprehension, and fluency. Krashen's Input Hypothesis (1985) posits that exposure to comprehensible input, such as through extensive reading, is crucial for language learners to develop linguistic competence. This research delves into students' perspectives on two pedagogical strategies – reading aloud and reviewing – within the framework of extensive reading programs. Extensive reading, defined as reading large quantities of material for pleasure and general understanding, is a widely endorsed approach in language learning and literacy development (Day & Bamford, 1998). The primary aim of this study is to uncover students' views on the efficacy and impact of reading aloud and reviewing strategies on their reading experiences and language acquisition.

The rationale behind this research stems from the growing interest in finding effective strategies to improve literacy and language skills (Hidayat & Susanto, 2020) through extensive reading. Reading aloud and reviewing are commonly recommended practices, but there is limited empirical evidence on how students

perceive these strategies and their actual impact on reading proficiency and engagement. By capturing the voices of students, this study aims to fill this gap in the literature, providing educators and policymakers with valuable insights into the potential benefits and challenges associated with these strategies. Ultimately, the findings are expected to inform the design and implementation of more effective extensive reading programs that are responsive to students' needs and preferences, thereby enhancing their overall reading experience and language development.

The study employs a qualitative research methodology to gather in-depth insights from students. Data is collected through a series of interviews, focus group discussions, and surveys, allowing for a comprehensive examination of students' personal experiences and viewpoints. The participants of the study include students from diverse backgrounds and educational levels, providing a broad spectrum of insights into the effectiveness of the reading aloud and reviewing strategies. The analysis of the data involves thematic coding and narrative analysis to identify common themes, patterns, and unique perspectives that reflect students' attitudes and perceptions.

The focus of this study is on understanding how students perceive the effectiveness and impact of reading aloud and reviewing strategies in enhancing their reading experiences and language skills. Despite these recognized benefits, questions persist regarding the most effective strategies to optimize extensive reading practices and foster sustained engagement among students. Within this context, the incorporation of reading aloud and reviewing strategies emerges as a dynamic pathway to further enhance the extensive reading experience.

The motivation for this research arises from the need to identify effective strategies for improving literacy and language skills through extensive reading. Reading aloud has been noted for its potential benefits, such as enhancing reading fluency, vocabulary acquisition, and comprehension (Rasinski, 2012). Reviewing, on the other hand, helps in reinforcing knowledge and promoting deeper understanding (Brown, Roediger, & McDaniel, 2014). Despite these recognized benefits, there is limited empirical evidence on how students perceive these strategies and their actual impact on their reading proficiency and engagement. By capturing the voices of students, this study seeks to address this gap in the literature. Understanding students' perspectives can provide valuable insights for educators and policymakers to design and implement more effective extensive reading programs. According to Guthrie and Wigfield (2000), engaging students in reading activities that they find meaningful and enjoyable is crucial for fostering a lifelong reading habit and improving literacy outcomes (Susanto & Rifai, 2017, 2018). The findings of this study aim to contribute to this goal by highlighting the potential benefits and challenges associated with reading aloud and reviewing strategies, thereby enhancing students' overall reading experience and language development.

Empirical evidence suggests that students' attitudes and perceptions play a significant role in their engagement with reading activities. According to Wigfield and Guthrie's (1997) expectancy-value theory, students are more likely to engage in reading when they perceive it as personally relevant and when they have confidence in their ability to succeed. However, there is a gap in understanding how students perceive reading aloud and reviewing strategies within the context of

extensive reading and how these perceptions influence their reading habits and attitudes.

This study aims to address this gap by investigating students' attitudes towards reading aloud and their experiences with reviewing strategies in the context of extensive reading. Drawing on socio-cognitive theories of learning (Bandura, 1986; Vygotsky, 1978), the research seeks to explore how social interactions and cognitive processes intersect to shape students' engagement with reading activities. Through qualitative inquiry, the study aims to; explore students' perceptions of reading aloud and reviewing strategies, drawing on constructs such as self-efficacy and motivation; understand how these strategies impact students' engagement with extensive reading, considering factors such as enjoyment, comprehension, and perceived utility; and to identify potential factors that contribute to the effectiveness of reading aloud and reviewing strategies in enhancing extensive reading experiences.

### **Extensive Reading**

Extensive reading has garnered significant attention in the field of language education due to its potential to foster language acquisition, fluency, and comprehension. Research by Krashen (1985) highlights the Input Hypothesis, which posits that exposure to comprehensible input, such as through extensive reading, is essential for language learners to develop linguistic competence. Day and Bamford (1998) further emphasize the benefits of extensive reading, citing improvements in vocabulary acquisition, reading comprehension, and overall language proficiency. While extensive reading offers numerous advantages, questions remain regarding the most effective strategies to optimize this practice and enhance students' engagement. This section explores the literature surrounding two key strategies: reading aloud and reviewing.

### **Reading Aloud**

Reading aloud has been widely recognized as a beneficial practice in language learning contexts. Reading aloud provides opportunities for students to receive feedback and scaffolding from peers or instructors, facilitating language development. Research by Elley (1989) supports the effectiveness of reading aloud, particularly in vocabulary acquisition. Elley found that students who engaged in repeated exposure to stories through reading aloud demonstrated significant gains in vocabulary knowledge compared to those who did not. Additionally, reading aloud has been linked to improvements in pronunciation and fluency. Studies by Saito and Samimy (1996) and Lee (2004) highlight the positive impact of oral reading practice on learners' speaking skills, indicating that regular opportunities to read aloud can enhance oral proficiency.

### **Reviewing Strategies**

In addition to reading aloud, reviewing strategies play a crucial role in consolidating learning and promoting deeper comprehension of reading material. Collins, Brown, and Newman (1989) introduced the concept of cognitive apprenticeship, which emphasizes the importance of guided practice and reflection in skill development. Reviewing strategies, such as summarizing, paraphrasing, and

synthesizing information, provide learners with opportunities to actively engage with text and construct meaning.

Furthermore, research by Pressley and Afflerbach (1995) underscores the significance of metacognitive processes in reading comprehension. Metacognition involves monitoring and regulating one's cognitive processes, such as setting goals, planning strategies, and evaluating comprehension. Reviewing strategies encourage students to reflect on their reading experiences, identify areas of difficulty, and employ adaptive strategies to enhance understanding.

Here are some recent studies that are relevant to my previous study, such as; Li, L., & Zhang, L. (2023) focuses on the effects of peer reading aloud on EFL learners' speaking proficiency and confidence. It likely investigates how peer reading aloud activities in language learning settings impact learners' ability to speak English fluently and confidently. The point of view here is likely from a pedagogical perspective, aiming to explore the potential benefits of incorporating peer reading aloud into language instruction; then, Chen, Y., & Wang, H. (2022) investigates the impact of extensive reading on vocabulary acquisition and reading comprehension. The study likely synthesizes findings from multiple empirical studies to provide a comprehensive understanding of the relationship between extensive reading and language learning outcomes. The point of view here is likely from a research synthesis perspective, aiming to draw overarching conclusions from existing literature; and, García-Sánchez, M. Á., & Manchón, R. M. (2021) explores reviewing strategies in foreign language reading comprehension, focusing on metacognitive awareness and strategy use. The study likely investigates how learners employ reviewing strategies during reading tasks and examines the relationship between metacognitive awareness and strategy use (Villanueva, 2022). The point of view here is likely from a cognitive and metacognitive perspective, aiming to understand the underlying processes involved in effective reading comprehension. By examining the relationship between metacognitive awareness, strategy use, and reading comprehension, this study addresses a gap in understanding the cognitive and metacognitive mechanisms underlying effective reading. It sheds light on the role of metacognition in guiding learners' use of reviewing strategies, which may contribute to the development of more effective reading instruction.

## **METHOD**

This study employs a qualitative research design to explore students' perceptions of reading aloud and reviewing strategies in the context of extensive reading. Qualitative methods are chosen to provide rich, in-depth insights into students' experiences, attitudes, and beliefs regarding these strategies. The participants in this study consisted 15 students of 2<sup>nd</sup> semester majoring in English Language Education at Unipdu, Jombang. Purposive sampling was used to select participants who have experience with extensive reading practices and are willing to share their perspectives on reading aloud and reviewing strategies. Semi-structured interviews were conducted with the participants to explore their perceptions of reading aloud and reviewing strategies. The interviews were guided by open-ended questions designed to elicit detailed responses and insights from the participants.

## **RESULTS AND DISCUSSION**

### **Perceptions of Reading Aloud**

#### ***Enhanced Comprehension***

A significant number of participants reported that reading aloud improved their understanding of the text. This was attributed to the slower pace required for reading aloud, which allowed them to process information more thoroughly. Extensive reading practices, such as reading aloud, have been shown to positively impact reading comprehension and vocabulary acquisition, as they encourage deeper engagement with the material (Al Aghar et al., 2023). This method not only aids in better comprehension but also enhances the overall reading experience by making the content more accessible and memorable. Participants frequently mentioned that reading aloud helped them understand the text better. By vocalizing the words, they could process the information more thoroughly and identify nuances they might miss during silent reading. This supports the idea that reading aloud engages multiple senses, aiding in comprehension (Rasinski, 2012).

#### ***Increased Engagement***

Many participants felt more engaged with the text when reading aloud, describing it as an immersive experience that made the content more vivid and relatable. They reported that it helped them visualize scenes and connect emotionally with the content. This increased engagement is crucial for extensive reading, which aims to foster a love for reading and deeper immersion in texts (Day & Bamford, 2002).

This active engagement seemed to enhance their comprehension and retention of the material, as the act of vocalizing the words allowed them to connect more deeply with the narrative or information. For some, reading aloud transformed the text from a static piece of writing into a dynamic story, rich with emotion and nuance. This heightened level of involvement not only made the reading process more enjoyable but also facilitated a stronger personal connection to the content, thereby enriching their overall learning experience (Al Aghar et al., 2023).

#### ***Identification of Language Patterns***

Participants noted that reading aloud made it easier to notice linguistic nuances, such as tone, rhythm, and emphasis, which contributed to a deeper appreciation of the author's style. This heightened awareness of the text's auditory qualities allowed readers to engage more fully with the material, uncovering layers of meaning that might be missed during silent reading. The act of vocalizing the words brought the text to life, transforming it from a static piece of writing into a dynamic performance. This deeper engagement not only enriched their understanding but also fostered a greater appreciation for the author's craft, enhancing the overall reading experience. The findings align with previous research suggesting that reading aloud can enhance comprehension and engagement by involving multiple senses in the reading process (Rasinski, 2012). This multimodal engagement can lead to better retention and understanding of complex texts (Hahn, 2020). Additionally, the increased awareness of language patterns supports the notion that reading aloud can improve linguistic skills, as noted by Wolf (2018).

## **Challenges of Reading Aloud**

### ***Performance Anxiety***

Several participants mentioned feeling nervous or embarrassed when reading aloud, especially in front of others. This anxiety sometimes hindered their ability to focus on the content. The fear of making mistakes or being judged by peers can create a significant psychological barrier, preventing students from fully engaging with the material. This issue is particularly pronounced in settings where reading proficiency varies widely among students, exacerbating feelings of self-consciousness and inadequacy. As a result, the primary objective of reading – comprehension and enjoyment – often takes a backseat to the immediate concern of avoiding embarrassment (Al Aghar et al., 2023).

### ***Pronunciation Difficulties***

Participants faced challenges with pronunciation, particularly when encountering unfamiliar or complex vocabulary. This issue was more pronounced among non-native English speakers, who often struggled with the nuances of English phonetics and stress patterns. The difficulty in pronouncing new words not only impeded their reading fluency but also affected their confidence, making them more hesitant to read aloud. This hesitation could lead to a cycle of avoidance, where students refrain from practicing reading aloud, thereby missing opportunities to improve their pronunciation skills. Addressing these pronunciation challenges requires targeted support, such as phonetic training and the use of language learning tools that provide auditory feedback, to help non-native speakers become more comfortable and proficient in their reading abilities (Al Aghar et al., 2023).

### ***Distraction from Content***

Some participants found that the act of reading aloud itself distracted them from fully understanding the text, as they were more focused on the mechanics of speaking. These challenges highlight the need for supportive environments where students can practice reading aloud without fear of judgment. Creating such environments can help alleviate the anxiety associated with public reading and allow students to concentrate more on comprehension rather than performance. This approach aligns with findings that emphasize the importance of fostering a classroom culture that values effort and improvement over perfection, thereby enhancing overall language competence and reading enjoyment. Strategies such as small group readings or individual practice sessions could help mitigate performance anxiety (Gregory & Cahill, 2010). Addressing pronunciation difficulties through phonetic training and repeated practice can also be beneficial (Burke, 2013).

## **Reviewing Strategies**

### ***Summarizing***

Writing summaries of chapters or sections was a common strategy. Participants found it helpful for consolidating information and identifying key points of their reading. By summarizing, participants were able to distill the essence of the material, which not only reinforced their understanding but also highlighted

the most critical aspects of the text. This practice proved to be an effective method for enhancing comprehension and retention of the content (Villanueva, 2022).

### ***Annotation and Note-taking***

Annotating texts and taking notes were frequently mentioned. This approach helped them track their thoughts, questions, and significant passages, thereby enhancing their comprehension and retention of the material. By marking the text and jotting down notes, participants could easily revisit and review key points, facilitating a deeper understanding of the content. These techniques are aligned with the findings of several researchers who emphasize the importance of highlighting and note-taking in reinforcing reading competence and comprehension (Villanueva, 2022).

### ***Discussion with Peers***

Engaging in discussions with classmates or friends provided new insights and perspectives, enhancing participants' understanding of the text. These collaborative conversations allowed them to explore different interpretations and clarify any ambiguities, leading to a more comprehensive grasp of the material. By sharing and debating ideas, participants were able to deepen their critical thinking skills and uncover nuances they might have missed on their own. This interactive approach not only enriched their reading experience but also fostered a more dynamic and engaging learning environment (Villanueva, 2022).

### ***Use of External Resources***

Some participants used online summaries, literary analyses, and other external resources to clarify challenging passages and gain additional context. Summarizing, annotating, and discussing texts are well-established strategies in the literature for enhancing comprehension and retention (Brown, Roediger, & McDaniel, 2014). These strategies encourage active engagement with the text and facilitate deeper processing of information. The use of external resources, while beneficial, should be balanced with critical thinking to ensure students develop their own interpretations rather than relying solely on secondary sources (Hattie & Yates, 2013).

## **CONCLUSION**

This study highlights the diverse perceptions and experiences of students regarding reading aloud and reviewing strategies in extensive reading. While reading aloud offers significant benefits in terms of comprehension and engagement, it also presents challenges that need to be addressed through supportive practices. Effective reviewing strategies, such as summarizing, annotating, and peer discussions, play a crucial role in enhancing students' reading experiences and understanding of texts.

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