

USING READING ALOUD TO DEVELOP STUDENTS' READING SKILL

By:

Sunardi

SD N 1 Cinta Jaya, Ogan Ilir South Sumatera

Ardysunar208@gmail.com

Abstract: Reading is one of the four skills that the students should master. Since reading is still difficult for students to learn; therefore, the objective of this study was to find out whether or not there was a significant difference in reading achievement between the students who were taught using reading aloud and those who were not. The population of this study was all the eighth-grade students at SMP Negeri 1 Pedamaran. The sample of this study was 65 students of two classes, class VIII 2 as the experimental group consisted 32 students, class VIII3 as the control group consisted 33 students. The experimental method was used to conduct to study. The data obtained were analyzed by using t-test. The result of the data showed that mean score posttest of the experimental group was 84.88 while mean score posttest of the control group was 54.18. Based on the result of independent sample t-test, the significant level was 0.000 ($P < .000$). Since $P < .000$ was lower than alpha value 0.05, it meant that the research hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be concluded that there was a significant difference in reading achievement between the students who were taught through reading aloud technique and those who were not.

Keywords: reading comprehension, reading aloud

INTRODUCTION

People need to know much information about what happens in the world so they will not be left behind. One of the ways through reading. Al-Mansour (2011) states that the basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interests, and to find solutions to

their personal and group problems. It means, reading as a foundation to get the information and knowledge. In reading, comprehension is an important part. Students who have good comprehension are successful to get the author's idea.

However, according to OECD (2010), Program for International Student Assessment (PISA) in 2009 Indonesia's rank is 57 from the number

of countries 65. Bahrul (2003) in Sulisty (2010) found that the low level of Indonesian students' achievement almost 69 percent students who were researched which in the first level; just reading, they had not been in the second level (interpretive), the third level (reflective), and the last level (evaluative). Thus, the students just read without comprehension. In short, Indonesian students have a problem in reading.

To improve those problems, the teachers should find an interesting technique. One of them is through reading aloud. Reading aloud is one way to solve the students' problem in their learning English especially in reading. Bromley (1992, p.75) describes that reading aloud helps students acquire English and guides them toward reading books in this language. Then, it has benefited from listening frequently to stories in small groups and gives the

students opportunity to interact with each other.

Furthermore, Kucan (2010, p.665) states that reading aloud gives students the opportunity to engage with ideas in texts above their reading level and can expose them to important ideas and themes of consequence. Hence, it can help students to get the idea and understand the text.

Based on the description above, it was interested to do an experiment by using reading aloud to develop students' reading skill. The objective of this study was to find out whether or not there was a significant difference in reading achievement between the students who were taught by using reading aloud and those who were not.

METHODOLOGY

In conducting this study, an experimental method was used in this research. The participants were the

Eighth Grade Students at SMP Negeri 1 Pedamaran. Purposive sampling technique was used in the study. The participants were students who were not only who taught by the same teacher but also have the same competency in English. Two classes were taken from the whole population consisting of 65 students. It was divided sample into two groups. One group was an experimental group and other was a control group. The data for this study were collected by reading comprehension tests. In this reading test, there were some reading texts and consisting 25 multiple choice questions. Flesh-Kincaid was used to check the readability of the text. In this study, content validity was measured. Kuder – Richardson 21 was used to measure reliability. The t-test was used to analyze the data.

RESULTS AND DISCUSSION

Based on the result of the experimental group, the mean score of the test was 50.13 with the standard deviation 11.08, the highest score of the students' pretest was 68 and the lowest score was 20. In the posttest, the mean score of the test was 84.88 with standard deviation 11.39, the highest score of the students' posttest was 100 and the lowest score was 60.

Based on the result of the control group, the mean score of the test was 39.27 with the standard deviation 8.59, the highest score of the students' pretest was 52 and the lowest score was 17. In the posttest, the mean score of the test was 54.18 with standard deviation 8.43, the highest score of the students' posttest was 72 and the lowest score was 32.

Table 1
The Comparison of Statistical Analysis
between Experimental Group and
Control Group

| t | df | Sig. (2 tailed) | Mean Difference |
|----------|-----------|----------------------------|----------------------------|
| 12.37 | 63 | 0.000 | 30.7 |

Based on the result of the independent sample t-test in Table 1, the significant level was 0.000 ($p < 0.05$). Since $p < 0.05$ was lower than alpha value 0.05, it meant that the research hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It can be concluded that there was a significant difference in reading achievement between the students who were taught through reading aloud technique and those who were not.

Based on the result of the research, it showed that there was an improvement of the students' reading achievement after they got the treatment in the experimental group. Reading aloud helped the students of the experimental group to comprehend the

reading texts and answers the questions easier and more effective, the students could be improved their interest in reading and it guided to achieve a high level of literacy. The students can rephrase the ideas of texts. Then, for the students of control group they had a little improvement after they do posttest because they answer the questions in their own way.

Based on the result of the research, the students had a progress after they got treatment. Then, reading aloud made the students of the experimental group easier to answer the questions because they had memorized some words in their mind. Reading aloud had benefits for the students. They can practice pronunciation, enrich vocabulary and anything in English. Finally, reading aloud can help students to improve their reading skill. The students can be active learning process, especially in their reading skill.

CONCLUSION

Based on the result, there was a significant difference in reading achievement between the students who were taught through reading aloud technique and those who were not. Reading aloud could help the students to answer the questions because they had memorized some words in their mind. In other words, reading aloud could improve students' reading comprehension.

REFERENCES

- Al-Mansour, N. S. (2011). The effect of teacher's story telling aloud on reading comprehension of Saudi elementary. Retrieved February 3, 2017 from http://faculty.ksu.edu.sa/almansour/Documents/Storytelling_ofelementary_students%5B1%5D-1.pdf.
- Bromley, K. D. (1992). *Language art exploring connection*. (2nd ed.). London: Boston Allyn & Bacon.
- Kucan, L. & Heisey, N. (2010). Introducing science concepts to primary students through read-aloud: Interactions and multiple texts make the difference, the reading teacher. *International reading association*, 63 (8), 666-676.
- OECD. (2010). PISA 2009 results: Executive summary. Retrieved February 3, 2017 <http://www.sefi.be/wpcontent/uploads/oecd%20pisa%202009%20exec%20summary.pdf>
- Sulistyo, T. (2010). Improving the reading comprehension skills of the students of Kanjuruhan University through Question-answer relationship (QAR) strategy. Retrieved February 3, 2017 from <http://library.um.ac.id/free-contents/index.php/pub/detail/improving-the-reading-comprehension-skills-of-the-students-of-kanjuruhan-university-through-question-answer-relationship-qar-strategy-teguh-sulistyo-44782.html>.