

IMPROVING STUDENTS' READING COMPREHENSION BY USING ALOUD READING ON THE FIFTH SEMESTER OF MIDWIFERY STUDENT AT STIK BINA HUSADA PALEMBANG

By:

Arief Pamuji

Midwifery Study Program at STIK Bina Husada Palembang, South Sumatera

Arief_black85@ymail.com

Abstract: The objective of this research was to find out whether or not there was an improving students' reading comprehension by using aloud reading on the midwifery student at STIK Bina Husada Palembang. The sample of this research was taken by using purposive sampling technique with 70 midwifery students. The data were obtained by using pre and post reading test. To verify the hypotheses, the primary data were analyzed by using t test and regression analyses by means of Statistical Product and Service Solution (SPSS) version 21.00 computer program. Based on the data analysis, paired sample correlation in control group was 0,481 and experiment group was 0.822 at the significance level $p < 0.05$ in two tailed. It means that 82% aloud reading influence the improving students' reading comprehension. And mean that the reading aloud technique in control group in post test was 64,60 and 84,51. It means that there was a significant improving on the students' comprehension on the fifth semester of midwifery students at STIK Bina Husada Palembang.

Key words: reading comprehension, aloud reading

INTRODUCTION

In facing the globalization era and rapid world development, mastering a variety of languages is very necessary, both in the fields of education merely a communication tool within the scope of social interaction and others. In developing technology, communication tools have been created to make it easier to share information and communicate, such as mobile phones and social media

that can be connected globally throughout the world., everyone can communicate both directly and indirectly. The use of language that is commonly used in the era of globalization at this time is English. Where English can often be found everyday both in the form of writing and sound. This encourages everyone to

master English. Because English is an international language

In mastering language there are four skills in language, namely; listening, speaking, reading, and writing. The four language skills can be used as a parameter in measuring language skills, one of which is the ability to speak which is often used as a measurement tool that someone has a good ability to communicate, especially communicating in English. In Indonesia, aside from being an international language, English is used as a tool for communication in the academic field, which functions as a second language or a foreign language.

Learning a language means trying to get good command of a language for communication purposes. Language learning covers language skills, In Indonesia, in teaching English, focused reading. Leipzig (2001), reading is a diverse process that involves word

recognition, comprehension, fluency, and motivation. Reading is focused on understanding the main supporting ideas of written languages. Reading itself is also as interaction between reader and writer, which the reader can understand and clear about the message that is written by writer. According to Hill (2013), the essential characteristics of reading, namely: *first*, Reading as communication, Reading is a communication process of acceptance. It might only happen if someone / writer encodes a certain thought and information. The author wants to share with others and the medium in which the writer sends his thoughts, then prints. *Second*, Reading as personal behavior, A readable text is formed by personal characteristics and how well it is needed, depending on the personal source or potential of the reader. *Third*, Reading directed behavior, Readers who make a dynamic search aimed at

meaning in the author's message tend to increase the accuracy, efficiency, and personal satisfaction in reading. *Fourth*, Reading as integrated directed behavior. *Fifth*, Intensive reading material.

In reading, the students as reader should be clear enough about the text that they have read that can be called reading comprehension. Weaver (1980) states that reading comprehension is a complex process involving a number of abilities. There are three categories of understanding (Rubin, 1997), namely: first, Literal understanding is defined as reading lines or understanding what the writer states, such as remembering and main points. There are five elements involved in this understanding skill. There are main ideas, details, vocabulary, references, inferences, and organization of texts. Second, Interpretative understanding is to detect information implicit in a section to be interpreted, students must translate,

rearrange and conclude the relationship between information that is stated explicitly. Third, Applied or critical understanding is reading outside the lines that occur when readers evaluate, integrate and use information and ideas in life experiences to make decisions.

Many students have difficulty in reading comprehension and in reading a text itself. Often there are students who have difficulty in reading English in the class when the lecturer or instructor asks to read a reading text. That is because they do not read or rarely read English texts, so they do not understand how to say a word they do not say often and the difficulty in reading signs and the highs and lows of a sentence when read. Sometimes high campus students say that reading is boring. When they learn to read, they will think directly about finding new vocabulary, summarizing and answering understanding questions. They have no

desires, goals and expectations for what they read. They do the task because they are asked or they have to do it.

Learning to read is an effortful, long-term process that requires sustained enthusiasms on the part of the reader. Using reading strategy is an alternative way to improve students' enthusiasm. Teaching students what strategies for comprehension are and how to use them will improve their understanding of written text. As noted by the Parker et al (2002), "A learning strategy is a systematic approach to completing a task." Verschaffel and Ven (2001) also claim that using learning strategies to help increase comprehension helps diminish the problems students with special needs have with comprehension. Implementation of learning strategies has proven to increase application and generalization of reading comprehension skills.

According to Rubin. (1997) he stated that there are three categories of comprehension namely; first, literal comprehension is defined as reading the lines or understanding what the author stated, such as recalling and main points. There are five elements involved in this comprehension skill. There are main idea, detailed, vocabulary, referent, inference, and text organization. Second, interpretive comprehension is detecting information implied in a passage to interpret, student must translate, rephrase and infer relationships among explicitly stated information. And third, applied or critical comprehension is defined reading beyond the lines which occurs when the reader evaluates, integrates and uses information and ideas in life experiences to make decisions.

Additionally, Parker et al. (2002) mention that learning strategies also help students maintain interest and

concentration during many learning tasks. Tutors, who teach learning strategies, teach students how to learn, rather than teaching them specific curriculum content or specific skills. The use of learning strategies helps students maintain interest and concentration during many learning tasks. Often children's lack of understanding will impinge on their ability to process their reading and a limited vocabulary does not enable them to successfully respond to what they have read.

The success of teaching reading in campus is determined by several factors such as materials, facilities, lecturers and students themselves. In fact, several studies have shown that an important factor in teaching reading is the lecturer. Nation (2009) states that all situations in the classroom are caused by instructor influences that distinguish between successes and failures of

children who are enrolled in their reading classes.

In addition to the lecturer factor as a lecturer, success in educating students to enjoy reading and being able to read English texts fluently is a technique or method. The method is a method used by the lecturer in helping the achievement of the objectives of learning. The number of reading methods oftenly used are silent reading and aloud reading and others. The silent reading method is a method where students read silently, this method provides increased understanding of a text but this method does not affect how the pronunciation of a word and fluency in reading. While the aloud reading method is a method that emits sound. According to Swanson et al. (2011), aloud reading is associated with a range of literacy skills and cognitive benefits. Significant, positive effects for read-aloud interventions on children's

language, phonological awareness, print concepts, comprehension, and vocabulary outcomes. Furthermore, McKenna, Kear, and Ellsworth (1995) state that reading aloud can lead to attitudinal and motivational outcomes for young people. The attitudinal and affective desire to read, rather than the skill or literacy ability determines whether one chooses to read or not. With this method students can enrich their vocabulary and pronunciation and improve fluency in reading because they are often read aloud. therefore, using aloud reading techniques can help improve students' reading skills.

The researcher concluded that aloud reading technique can improve students' reading comprehension. Based on the above, the researcher conducted a study with the title "*Improving Students' Reading Comprehension by Using Aloud Reading on the Fifth*

Semester of Midwifery Students at STIK Bina Husada Palembang".

METHODOLOGY

The researcher used experimental study in conducting the present research. In this study, the researcher would like to find out the improvement of students' reading comprehension by using reading aloud. T-test was used in this study. The researcher used total sampling technique in this study. The sample was 70 from total of the population.

To collect the data, the researcher gave reading test. Brown (1991) states that test is a method of measuring a person ability of knowledge in a given area. From the statement above, the researcher used, mainly reading test. In the reading test, the researcher provided some text to students choose to read and record, and students answered several questions related to the text that has

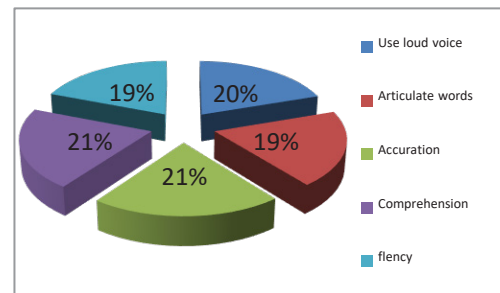
been read. In evaluating the reading test, the researcher used the rubric of reading ability assessment which was designed by researcher and was used by two raters who have backgrounds as English lecturers so that the assessment can be objective and unbiased.

In this study, the researcher asked two raters to assess the student's reading. The researcher asked two lecturers from English major of Sriwijaya University and STIK Bina Husada to find the scores of the student's reading comprehension.

RESULTS AND DISCUSSION

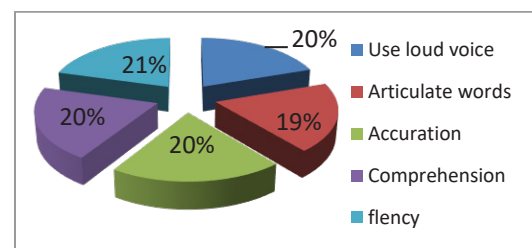
From the analyzing the data, the study found the important things. There are some important findings of this study. **First**, based on the analysis of reading skills in the pre test in the control group, it was found that the *use of loud voice* category was 20%, *articulate words* was 19%, *accuracy*

was 21%, *comprehension* by 21% and *fluency* was 19%, and where the lowest score in the reading test was 40, and the highest score was 73 (See Chart 1).



**Chart 1. Reading Frequency Distribution
Score of Control Pretest**

Second, based on the analysis of reading skills in the post test in the control group, it was found that the *use of loud voice* category was 20%, *articulate words* was 19%, *accuracy* was 20%, *comprehension* by 20% and *fluency* was 21%. Meanwhile, the lowest score in the reading test was 47 and the highest score was 87 (See Chart 2).



**Chart 2. Reading Frequency Distribution
Score of Control Posttest**

Third, based on the analysis of reading skills in the pre test in the experiment group, it was found that the *use of loud voice* category was 20%, *articulate words* was 22%, *accuracy* was 20%, *comprehension* by 19% and *fluency* was 19%. Meanwhile, the lowest score in the reading test was 47 and the highest score was 87 (See Chart 3).

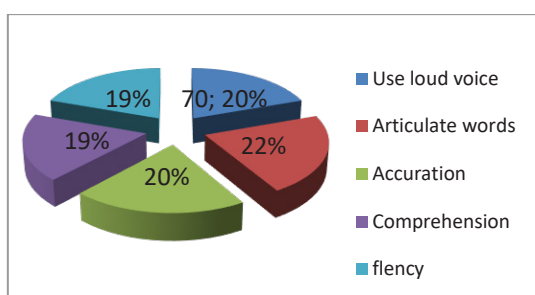


Chart 3. Reading Frequency Distribution Score of Experiment Pretest

Fourth, based on the analysis of reading skills in the post test in the experiment group, it was found that the *use of loud voice* category was 18%, *articulate words* was 18%, *accuracy* was 19%, *comprehension* by 22% and *fluency* was 23%. Meanwhile, the lowest score in the reading test was 67

and the highest score was 100 (See Chart 4).

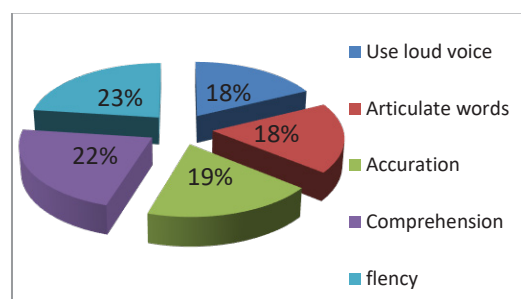


Chart 4. Reading Frequency Distribution Score of Experiment Posttest

Fifth, based on the analysis of reading skills in the pre and post test in the control group, it was found the improvement in some categories, mainly; the *use of loud voice* category was 0%, *articulate words* was 0%, *accuracy* was 1%, *comprehension* by 1% and *fluency* was 2% (See Chart 5).

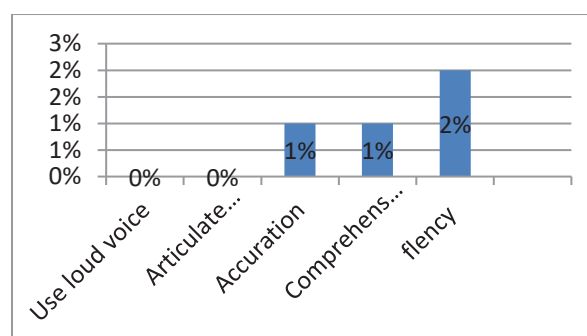


Chart 5. Frequency Distribution Score of Reading Improvement in Pre and Posttests of Control Group

Based on the results of paired sample t-test analysis in the pre and posttests the reading ability in the

control group found that the t-test value between the two variables (pre and post) showed 0.481 at a significance level of $p < 0.05$ in the two tests with $df = 34$. The findings indicated that the values of probability was 0.481. It meant that there was difference between before and after the test. While in the pretest, the mean value was 58.66 and the mean value of posttest was 65.3, this showed had positive that meant the sample had medium improvement in the ability to read before and after (See Tables 1 and 2).

Table 1
Paired Samples Correlation

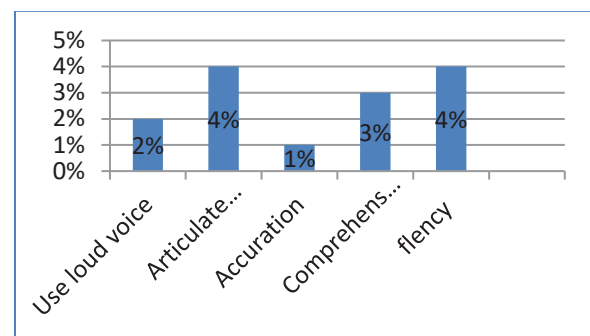
	N	Correlation	Sig.
Pretest & Posttest	35	.481	.003

Table 2
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	58.66	35	8.551	1.445
Posttest	64.60	35	9.274	1.568

Sixth, Based on the analysis of reading skills in the pre and post test in

the experiment group, it was found the improvement in some categories, mainly; the *use of loud voice* category was 2%, *articulate words* was 4%, *accuracy* was 1%, *comprehension* by 3% and *fluency* was 4% (See Chart 6).



**Chart 6. Frequency Distribution Score of
Reading Improvement in
Pre and Posttests of Experimental Group**

Based on the results of paired sample t-test analysis in the pre and posttests the reading ability in the experiment group found that the t-test value between the two variables (pre and post) showed 0.822 at a significance level of $p < 0.05$ in the two tests with $df = 34$. The findings indicated that the value of probability was 0.822. It meant that there was difference between before and after the test.

While in the pretest, the mean value was 68.08 and the mean value of posttest was 84.51, this showed had positive that meant the sample had high improvement in the ability to read before and after (See Tables 3 and 4).

Table 3
Paired Samples Correlation

	N	Correlation	Sig.
Pre & Posttest	35	.822	.000

Table 4
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	68.06	35	12.107	2.046
Posttest	84.51	35	9.076	1.534

To strengthen the value of this study, here are some interpretations based on the results of data analysis. Based on the results of the study, it was found that there was a significant improvement in the ability to read English text of fifth semester students of midwifery with a high increase in the fluency category. In reading skills, a person is required to be able to read

fluently, this is a target in achieving research. With the positive results obtained in the improvement of the experimental group, the use of aloud reading techniques in teaching English in the classroom was successfully applied and can be used in improving students' reading skills.

The results of the study also support the statement above. The results of paired sample t-test was 0.822. The effect on providing the teaching treatment by using aloud reading techniques in the classroom gave the effect on the ability of reading comprehension about 82%. The results showed that the technique of reading loud as a factor in the role of an major increase in the ability to read the language English and 18% was another factor affecting the increase in the ability.

To strengthen the value of this study, the followings are some

interpretations based on the results of the data analysis. To improve reading comprehension ability, aloud reading technique is one of the influence factor that can improve students' reading comprehension ability. The methodology of teaching that was applied in the classroom can lead the students to be comprehend the text, not only can read the words corectly and accuratly, the students can infleunce their ability in fluency and comprehension.

Based on the study result, it was found that there was an influencing students' reading comprehension by using aloud reading on the fifth semester of the midwifery students at STIK Bina Husada Palembang. In other words, there was an improving in their ability in reading, most of sub skills that they had improved were in comprehension and fluency. According to Cooper. Robinson, and Patall (2008, p.20), reading is the process of

constructing meaning formed by two basic components, namely decoding and comprehension. By having the statement from cooper, so the students was expected not only reading the passage or text and got nothing from the text they have read, they can clear enough and comprehend the text they have read.

CONCLUSION

In this study, researchers aimed to determine the improving students' reading comprehension by using aloud reading on the fifth semester of midwifery students at STIK Bina Husada Palembang. In this study, the used of the aloud reading technique in teaching English reading in the class showed a positive impact in improving the ability to read English texts as indicated in the paired sample t-test analysis and obtaining a high influence in the pre and posttest scores in the

experimental group compared with pre and posttests in the control groups that get an improving to the value of the correlation paired sample t-test get the category of medium correlation. Then the mean value obtained in the pre and posttests in the experimental group value showed a fairly large increase in post. Besides, in the reading ability category, there was a significant increase in the comprehension and fluency category in the experimental group.

From the results, obtained in the use of aloud reading technique in the classroom was very efficient in improving students' ability to read English texts because this technique using the target language that was English in the classroom. In short, aloud reading can improve the ability to read English texts.

REFERENCES

- Brown, R. (1991). *Statistics: An introductory analysis*, (2nd ed). New York, NY: Harper and Row.
- Hill, Walter R. (2013). *Secondary school reading process, program, procedure*. Boston, MA: Allyn and Bacon.
- Leipzig, D. H. (2001). What is reading? WETA. Retrieved from www.indiana.edu/~cwp/lib/readbib.shtml.
- McKenna, M., Kear, D., & Ellsworth, R. (1995). Children's attitudes toward reading: A national survey. *Reading Research Quarterly*, 30 (4) 934-956.
- Nation, L.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York : Routledge, Taylor and Francis
- Parker, R., Hasbrouk, J. E. & Denton C. (2002). How to tutor students with reading comprehension problems. *Preventing School Failure* 47(1), 38.
- Rubin, D. (1997). *Diagnosis and correction*. Needham Heights; MA: Allyn and Bacon
- Swanson, E., Vaughn, S., Wanzek, J., Petscher, Y., Heckert, J., Cavanaugh, C., Kraft, G., & Tackett, K. (2011). A synthesis of read-aloud interventions on early reading outcomes among preschool through third graders at risk for reading difficulties. *Journal of Learning Disabilities*, 44(3), 258-275.

- Verschaffel L & De Ven A. (2001).
Improving text comprehension
strategies in upper primary school
children: A design experiment.
*British Journal of Education
Psychology*. 2001:71: 531-559
- Weaver, C.. (1980). *Psycholinguistics
and Reading: "From process to
practice"*. Cambridge, MA:
Winthroe Publishing, Inc.