The Use of Reading Aloud in Teaching Reading Comprehension

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Abstract

This quantitative study was aimed to find out whether there is a significant effect on students' achievement after applying reading aloud technique for students' reading comprehension of the second grade at SMP Negeri 8 Banda Aceh. The pre-experimental research with one group pre-test post-test design was undertaken to see achievement of the use of reading aloud technique. This research utilized pre-test and post-tests to collect the data. The class VIII-5 of junior high school was chosen as the sample in this study to receive treatment for three meetings. The data was then analyzed by using independent t-test. The calculation showed that the post-test score is 45 was higher than the pre-test' score, it was 36 with the significant standard 0.030 < 0.05. The result of the research showed that Detail Information and Vocabulary aspects were increased slightly after being taught by using reading aloud technique. Although the improvement only on those two aspects of reading, it is still recommended this technique to be used in teaching reading.

Key Words: Reading Comprehension, Reading Aloud

1. INTRODUCTION

Reading is understanding the content, idea or main idea whether it is implicit or explicit in materials of reading. Healy (2002, p. 1), stated that reading is the most critical skill for future success in school as well as throughout life. It means that every students should focus in reading because it is a key for success. On the other hand, a chance for success will loose without the ability of reading.

Comprehension is what most people think about reading. Jana and Kathryn (1990, p.34) agreed that reading comprehension is a complex, dynamic process, it is best taught in rather complex, dynamic ways. It means, reading comprehension is the understanding of what a text is all about.

Besides saying out of words, comprehending the text is the main purpose of reading. To make students understand and comprehend the text, the way teacher teaches student and the strategy that teacher uses is so important. McNamara adopted by Perspective on Language and Literacy Spring (2009, p. 34) underlined that the use of reading strategies is important, high ability students who use
reading strategies are getting successful not only in comprehending reading, but also in overcoming reading problems and becoming a better reader.

Based on the writer preliminary research at SMP Negeri 8 Banda Aceh, the ability of students in comprehending the English text is still weak. This is proved by the result on reading comprehension that students had taken.

From the data that the writer had collected, writer can also conclude that students were lack of vocabulary. Lack of vocabulary makes students unable to understand the message in the text and vocabulary is crucial in reading comprehension (Ferreira, 2007, p.12). If the students are lack of vocabulary, then it will be a problem when they want to understand the meaning of the word in a text.

Based on explanation above, the writer is interested in doing a researchentitles “The Use of Reading Aloud in Teaching Reading” (An Experimental Research of Second Grade at SMP Negeri 8 Banda Aceh).

2. LITERATURE REVIEW

2.1 Definition of Reading Aloud

In teaching reading there are some techniques that have been commonly used. One of them is reading aloud technique. Some experts explain about the reading aloud technique. Hanh (2002, p.11) said that reading aloud is the perfect time to provide students with a window into the comprehension of a proficient reader so that they can begin to “construct a network of techniques for themselves”. Moreover, Holly and Tyran (2007, p. 668) stated that a systematic approach to reading aloud can yield important academic benefits for children. Guzzeti (2002, p. 487) described that reading aloud involves verbalizing the words while adhering to the intonation, pitch, inflection, stress and pauses that present the language and style that are appropriate for conveying the author’s message. Furthermore, this technique can allow the students to hear wonderfully well-written stories, accurately pronounced with the right expression and at the appropriate speed (Schumn, 2006, p. 206).

2.2 Definition of Reading Comprehension

Comprehension is the ability to understand something and it is crucial in reading. Some experts have defined reading comprehension. Kintsch and Kintsch (2005, p.71) stated that comprehension is not a single unitary process, student can find some information by several components process in the reading. Moreover, Healy (2002, p.3) reading comprehension is about understanding, that is understand about the written word, understand of the content that had been read and understand about the construction of meaning in a text.

2.3 Reading Comprehension Strategies

Reading comprehension strategies are the ways to solve the problem that face by students when they read a text. Brown (2001, p. 306) said “for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies”.

2.4 Recount Text
Recount text is one of some text that should be learned in English text. According to Gitono, et al., (2006, p.14) recount text is a text that tells about experience someone in the past. The purpose of recount text is to inform or make the reader entertains (Gitono, et al., 2006, p.14).

3. METHODS

According to Arikunto (2002, p.3), experiments have always been operated in order to see the effects of a treatment. Related to the methodology, the writer used a pre-experimental research. The writer applied one group pre-test and post-test design in this research. The purpose of the treatment to a one-group in the experiment is to see the difference between the pre-test and post-test scores (Ary et al., 2010, p.303). The treatment is expected to improve students’ reading comprehension. Pre-test was given before using the treatment and post-test was given after applying the treatment.

In the research, sample chosen as a part of population. Sudijono (2012, p.28) said that a small part of the elements of the research object to be examined is called sample. Then, in this research the writer used random sampling technique. According to Crossman (2017), simple random sampling is the most basic and common type of sampling method used in quantitative research and scientific research. There are some ways in simple random sampling, one of them is lottery method of sampling.

In this sampling technique, first the writer wrote name of class VIII.1 until VIII.9 on a piece of paper and put them into a bottle and shook the bottle. After that, a piece of paper was out from the bottle. Next the paper was opened and class VIII.5 which have 20 students was selected from the lottery as the sample in this research.

For the research instruments, the writer gave a test. According to Richard and Schmidt (2010, p.591), a test is any procedure to measure ability, knowledge, or performance. In this research, the writer gave two kinds of test, namely pre-test and post-test. The purpose of pre-test is to know the students’ achievement before the experiment is conducted. The writer gave the post-test to the students in order to find out the differences of the students’ reading comprehension achievement after giving the treatment. The writer gave pre-test and post-test to the students about recount text in a multiple choice form for twenty questions, consisting of main idea, detail information and vocabulary. This research used independent sample t-test as technique of data analysis. There were three stages in analyzing the data.

For the first stage there were two steps. First, writer did normality test. It was done through Kolmogorov-Smirnov normality test in order to know how normal the distribution of data. Second step of the first stage was homogeneity test. It was done to determine the populations. Both were the requirement of the independent t-test data analysis.

In the second stage, writer counted the mean score by Microsoft Excel 2007 with average formula. The pre-test result of each student was analyzed and followed by finding the mean score of pre-test. After that, the post-test result was also analyzed in the same way in order to find the mean score of post-test.

The third stage was doing the conclusion analysis. Because the data distribution of students was normal, and the variant of the sample was homogeneity, so the next step was testing the hypotheses by using t-test.
4. RESULT AND DISCUSSION

The presentation of result for improvement in total scores has been provided in previous section. This section shows the result of statistical analysis by using SPSS, and the result is presented in Table 4.1.

Table 4.1 The result of Pre-test and Post-test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>6.718</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.261</td>
</tr>
</tbody>
</table>

Table 4.1 above reported the result of the Independent t-test. It is clearly stated that the significant level (sig. 2 tailed) is 0.030> 0.05. Therefore, it has been proven that H₀ is rejected and Hₐ is accepted. In conclusion, the reading aloud technique is only given a slightly effect on student’s reading comprehension of the second grade of SMP Negeri 8 Banda Aceh by using reading aloud techniques.

Based on the result of this research, it is important to discuss the result of the research. The purpose of this research is to find out whether the implementation of this technique improves students’ reading comprehension or not, particularly in finding main idea, detail information and vocabulary in recount text. After collecting and processing all of data taken from the test, it was found that students’ reading comprehension increased slightly only on two aspects of it, they were detail information and vocabulary aspects. The score was improved, but there was only a little improvement on two aspects in their score after giving the treatment. It could be seen from the reports of pre-test and post-test data that have been calculated. While, there was no improvement on main idea aspect after the implementation of Reading Aloud Technique in teaching learning process.

From three aspects of reading comprehension that was calculated, the writer found the detail information was the highest increasing aspects, while the lowest increasing aspects was main idea. It is because the questions for detail information aspects more than other aspects, and the text was easy to understand so they could comprehend the text well.

Meanwhile, the improvement of main idea is lower than other aspects. Students used dictionary for comprehend the text and to find out the meaning of the word. The mean score of pre-test was 36 and the mean score of post test was 45. The score of post-test is higher than the score of pre-test, but there is a slightly effect on student’s reading improvement from pre-test score to post-test score.

In this research, to make students understand the text well, know how to find main idea, detail information and vocabulary was the purpose of reading aloud technique. Moreover, according to Huang (2010, p.149) reading aloud has five functions in learning foreign language; practice pronunciation, improve oral
language, get deeper understanding, strengthen the knowledge and improve the classroom atmosphere.

The problem while the writer doing the research, are the students did not know how to pronounce the word correctly, they pronounced the word silently in order the writer could not listen and considered that what they were pronounce was correct. Moreover, the students were lack of vocabulary. Lack of vocabulary makes students unable to understand the message in the text and vocabulary is crucial in reading comprehension (Ferreira, 2007, p.12).

In fact, teaching reading by using reading aloud technique was interesting. When writer asked the students to read, everybody raised their hand. They enjoyed the material and wanted to know by asking the writer what the text was all about. They used dictionary to find out the meaning of the difficult word in order to know the meaning of every sentence. While doing the treatment, their score were not really bad. Finally, their score were slightly increase after the writer gave the treatment.

5. CONCLUSION AND SUGGESTIONS

The objective of this research was to find out whether or not the use of Reading Aloud Technique that can improve students’ reading comprehension, especially for three aspects of it, they were main idea, detail information, and vocabulary after reading aloud technique was implemented.

The significant level (sig. 2 tailed) with samples 18 students and were calculated by SPSS. The result showed that $P$ was lower than the significant level of 0.05 between pre-test and post-test, i.e. $0.030 < 0.05$. Therefore, based on the significant level 0.05, the $H_0$ is rejected, otherwise the $H_a$ is accepted. In detail, the results for main idea showed that $P >$ the significant level, i.e. $1.000 > 0.05$, thus $H_0$ is accepted, and $H_a$ is rejected. For detail information, $P >$ the significant level ($0.015 < 0.05$), suggesting that $H_0$ is rejected, the $H_a$ is accepted. Finally, $P$ for vocabulary was lower than the significant level ($0.000 < 0.05$). Therefore, $H_0$ is rejected, and $H_a$ is accepted. In other words, Reading Aloud Technique can only improve students’ reading comprehension on two aspects of reading, they were detail information and vocabulary. But, there was no improvement on the aspect of main idea.

After conducting an experimental research and based on the research findings, the writer would like to propose some suggestions for the English teacher and other writers. The writer hopes, it can at least become an input in determining the appropriate teaching technique, which can improve students’ reading comprehension.

REFERENCES


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