

THE EFFECTIVENESS OF READING ALOUD TO IMPROVE STUDENTS READING ABILITY IN SECONDARY SCHOOL

EFEKTIFITAS MEMBACA NYARING UNTUK MENINGKATKAN KEMAMPUAN MEMBACA SISWA PADA SEKOLAH MENENGAH

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DOI: <https://doi.org/10.52048/inovasi.v16i2.349>

ABSTRAK

Dalam pengajaran membaca, khususnya siswa SMA, mereka harus menguasai keterampilan membaca tingkat tinggi seperti membaca inferensial, evaluatif dan kritis. Untuk mencapai tujuan ini, banyak guru meminta siswa untuk membaca dalam hati melalui skimming atau scanning. Bagaimanapun, beberapa penelitian telah membuktikan bahwa penggunaan membaca nyaring dalam pengajaran membaca dapat meningkatkan kosakata dan mempertajam ide siswa dalam menemukan informasi detail dari teks. Disisi lain, membaca nyaring juga banyak terkait dengan pemahaman membaca. Itulah mengapa penting untuk mengetahui apakah membaca nyaring diperlukan untuk pengajaran membaca di sekolah menengah atas. Tujuan dari penelitian ini adalah untuk menjawab rumusan masalah, yaitu apakah membacanya nyaring dapat memperbaiki kemampuan membaca siswa. Metode yang digunakan dalam penelitian ini adalah kuantitatif. Data yang digunakan dalam penelitian ini adalah hasil pre-test dan post-test kelas eksperimen dan kontrol yang diambil dari siswa kelas dua belas MAN 2 Nganjuk Tahun Pelajaran 2022/2023. Hasil penelitian ini menunjukkan bahwa membaca nyaring dapat meningkatkan kemampuan membaca siswa, atau dengan kata lain terdapat perbedaan yang signifikan pada nilai siswa setelah diajar dengan menggunakan strategi membaca nyaring. Penelitian selanjutnya tentang strategi ini untuk siswa EFL yang lebih tinggi dengan jenis teks yang berbeda diperlukan sehingga dapat digunakan sebagai referensi bagi guru untuk meningkatkan strategi mereka dalam mengajar membaca.

Kata kunci: Kemampuan Membaca, Membaca Nyaring, Pengajaran Membaca.

ABSTRACT

In teaching reading, especially for senior high school students, they have to master high reading skills such as inferential, evaluative and critical reading. To reach this purpose, many teachers ask the students to read silently through skimming or scanning. However, some researches have proven that using reading aloud in teaching reading can improve students vocabulary and make students idea sharpener in finding detail information of the text. in addition, reading aloud is related a lot with reading comprehension. That is why it is important to know whether or not reading aloud is needed for teaching reading for senior high school. The aim of this research is to answer a research question, it is about whether or not reading aloud can improve students' reading ability. The method used in this research is quantitative. The data used in this research is the result of pre-test and post-test of experimental and control class which are taken from the twelve grade students of MAN 2 Nganjuk, Academic year 2022/2023. The result of this research shows that reading aloud can improve the students' reading ability, or on the other word, there is a significance different of the students' score after being taught by using reading aloud strategy. The next research about this

strategy for higher students of EFL with different type of text is needed so it can be used as the references for teachers to improve their strategy for teaching reading.

Keywords: Reading ability, Reading aloud, Teaching reading.

BACKGROUND

In teaching reading, many teachers only focus on the product of comprehension such as students ability in answering the comprehension questions and ignore the process to make the students comprehend the text such as teaching vocabulary, fluency, and the text level (genre) (Álvarez-cañizo et al., 2020; Nurdianingsih, 2021b; Rochman, 2018). In addition, reading is an activity that involves the information got by the readers to communicate with the author for gaining the information (Ceyhan & Yıldıız, 2020; Nurdianingsih, 2021b).

Which means that when reading a text, a reader is also communicating the idea got, whether it is appropriate with the author idea or not. In order to get the similar perception or similar understanding between the reader and the author, teacher should also teach the reading aspects. Some of the reading aspects are pronunciation, the vocabulary, and the comprehension (Nurdianingsih, 2021b). Furthermore, when studying reading students have to pay attention to the fluency. Fluency consists of accuracy, automaticity, and prosody (Duke et al., 2021). Therefore, in teaching reading teacher should also teach the vocabulary, fluency, and comprehension. And, to teach those aspects, teacher should involve the proper strategy.

Furthermore, reading comprehension is to make sense from reading by using eyes then proceed it in mind to get the information (Ceyhan & Yıldıız, 2020). That is why for EFL learners, understanding the text from the meaning of the words is important, as when they do not understand the meaning of the words they cannot reach the text at all. To make the EFL students be able to read and understand better for what is being read reading aloud is a strategy that also can be applied for teaching reading as this strategy can be done to improve the pronunciation (Faraby & Kamaruddin, 2021),

vocabulary, and comprehension (Nurdianingsih, 2021b).

The steps above show that reading aloud also belongs to the process of teaching reading that cannot be ignored by teachers, as reading aloud is a part to improve the fluency, while student who has reading fluency can predict the reading comprehension better than the students who do not have reading fluency (Kieffer & Christodoulou, 2019; Nurlaelawati & Dzulqodah, 2014; Sajid & Fraidan, 2019) Furthermore, reading aloud can make students motivated to read more as they can enjoy the activity of reading (Badawi et al., 2021). In addition, using reading aloud in teaching reading can improve students vocabulary and make students idea sharper in finding detail information of the text (Sahara et al., 2018; Senawati et al., 2021). Reading aloud is also related a lot with reading comprehension (Álvarez-cañizo et al., 2020). Those ideas have shown that reading aloud is an important point in teaching reading, In spite of those benefits in reading aloud, some teachers still ignore to use this strategy in teaching learning process as they thought that this activity does not give significant advantage for the students (Rochman, 2018). Especially for senior high school students where the students in high school tend to have high reading mastery skill (Rachmawati, 2018) they are inferential, evaluative and critical reading (Sajid & Fraidan, 2019) many teachers ask the students to read silently. In teaching reading for senior high school students, teachers focus on the strategy in making the students easier to comprehend the text, they read silently, through skimming or scanning based on the purpose of reading. In addition, They use many strategies in teaching reading but not reading aloud as They do not think that reading aloud is important to be done (Amer, 1997) . That is why this research is important because this research is conducted to know whether or not reading aloud is needed for teaching reading for senior high school students who are expected to have high reading mastery.

From the background above the teacher will formulate the research questions as follows: do the secondary school students taught by reading aloud have better reading achievement than those taught by silent reading? Then, the aim of this research is to measure the effectiveness of reading aloud in teaching reading.

REVIEW OF RELATED LITERATURES

A. Teaching Reading

In English there are four skills that are already commonly known, they are listening, speaking, reading and writing. In addition, there are also two subsidiary skills, they are accent and grammar (Sajid & Fraidan, 2019). Among those skills reading is thought to be very important for learners (Natsir & Anisati, 2016; Sattar & Salehi, 2017) because in reading process students will be able to relate their first language to understand the English text, its urgent is much more in today's life as we live in global village now. In addition, in teaching reading, the text given by teachers should be the real context that deal with the students real life (Sattar & Salehi, 2017) as when the content is closed with students life they already have the background knowledge about the text so they will be easier to comprehend the text. beside the text, in teaching reading, teacher should also use appropriate strategy (Dwiningtiyas et al., 2020; Nurdianingsih, 2021a).

In Teaching reading, teacher should use the steps in teaching reading (Ali & Razali, 2019; Natsir & Anisati, 2016; Rochman, 2018) they are pre-reading, whilst reading and post-reading (Dwiningtiyas et al., 2020; Ikhsan, 2017). In pre-reading teacher tries to activate the background knowledge (Alyousef, 2006) and set the purpose of reading so that they can get the topic, in this step too, teacher teach the vocabulary (Alyousef, 2006) as students will be easier to understand the text if they know the meaning some key words of the text, in addition giving the students a space to learn vocabulary is important as understanding every single word is important for students to relate the sentence so that they can comprehend the text well (Sattar & Salehi, 2017) this activity is also called as before reading. The second activity in teaching reading is whilst reading. In this phase

students read the text to get the information from it, In this phase too, students have to be able to find the main idea of each paragraph and specific information (Dwiningtiyas et al., 2020; Ikhsan, 2017). Teacher can help the students by giving the comprehension questions. And the last step is post-reading. In this phase teacher will analyse the students understanding about the text. (Ikhsan, 2017) teacher can ask the students to paraphrase or summarize the text .

However, the strategies of teaching reading above can not exactly help the students with the comprehension, they just help the students in the process of reading (Sattar & Salehi, 2017). So, for teaching reading, teachers needs to combine the strategies, between learning the vocabulary and the process of comprehending the text.

B. Reading aloud

In teaching reading, teachers use different strategy to improve students' comprehension. Among those strategies is reading aloud (Sajid & Fraidan, 2019) Reading aloud is important, in pre-reading phase when teaching vocabulary, especially dealing with pronunciation (Badawi et al., 2021; Faraby & Kamaruddin, 2021) reading aloud is also already proven that it can improve reading fluency (Badawi et al., 2021). In teaching reading, to make students be able to comprehend the text, they have to understand the vocabulary and their pronunciation, as poor vocabulary means poor reading skill (Alyousef, 2006). Among the strategies for teaching reading, reading aloud strategy is one of an old strategy but it is still exist right now (Senawati et al., 2021). In teaching reading for children reading aloud has many advantages as it can improve vocabulary, pronunciation, comprehension, listening, reading, and speaking and communicative skills, besides motivation, literacy, and critical thinking skill (Senawati et al., 2021). While for secondary school, when students are taught by using reading aloud strategy, their skill to find specific information from the text and their vocabulary are improved slightly (Sahara et al., 2018). Reading aloud is important for EFL learners, reading aloud properly helps the students to find the meaning better as they read the phrases rather than word by word, this help

them to achieve the higher level of comprehension (Amer, 1997).

RESEARCH METHOD

In this research the total population is the students of twelve grade of MAN 2 Nganjuk, on academic year 2022/2023 that consist of 255 students. Then, the sample used in this research is purposive sample which means that the researcher chooses element of population that is thought to have many information about the topic (Rasyid, 2015). The sample in this research is the twelve grade students of class A and class B, each of those classes consist of 33 students.

The method used in this research is quasi experimental. The research will be done in two classes, the first class is as experiment class, while the second class is control class. Before the treatment is done both of classes will do pre-test to know the students' ability at the beginning and post-test after the treatment to know the students' achievement after the treatment. The pre-test and the post-test consist of twenty multiple choice questions of reading text. For teaching reading in experimental class, first teacher presents a text, then discusses the difficult vocabulary and its pronunciation. After that, teacher reads the text aloud then followed by the students. After reading a paragraph teacher will also give some questions dealing with the paragraph that has been read. then, teacher asks representative of the students to read aloud, the other students check the reading. In addition, the control group will read the text silently. In this class, after teacher discusses the difficult vocabulary and the pronunciation, then, students read the text silently and answer some questions dealing with the text that has been read. The text that is used is news item text belong to the material in basic competency in twelve class.

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students' improvement after the treatment. The pre-test and the post-test consist of twenty multiple choice questions of news item text. The text used in this research is news item text which belongs to the material in basic competency of twelve grade.

FINDING

Reading aloud in many cases is used for children or early students (Badawi et al., 2021; Senawati et al., 2021). While this research is trying to find an answer whether using reading aloud will be useful for students of secondary school or not. The treatment of this research is done in teaching reading, first teacher presents a text, then discusses the difficult vocabulary and its pronunciation. After that, teacher reads the text aloud then followed by the students. After the text is read, teacher gives some comprehension questions about the text orally. Next, teacher asks representatives of the students to read aloud. While the other students listen and check the pronunciation.

In this research to analyse the data, the researcher uses quantitative method. The data then is analysed by using t-test that consist of two stages, the first is normality test, and the last is hypothesis test by using paired sample t-test. However, when paired assumption sample t-test is used but the data is not normally distributed then Wilcoxon signed rank test is used to know whether or not there is different result after students is treated by using reading aloud strategy.

The result of pre-test and post-test of experimental and control class can be seen in the chart below.

Chart 1



Based on the chart 1 above, the students average score for experimental class is higher than the students average score of control class. In the pre-test of control class, the students' average

score is 68, while in experimental class is 61. This result shows that the students' score at experimental class is lower than the students score in control class. However, in the post-test, the students' score in experimental class improves slightly. It can be seen from the students' post-test average score. In experimental class it is 75, while in control class it is 73. This shows that the students make good improvement after being taught by using reading aloud.

To ensure the result above, the researcher test the data by using normality test to see whether the data is distributed normally or not. The result of the data can be seen in the table below.

Table 2
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	.182	33	.007	.943	33	.085
Post Test	.169	33	.018	.898	33	.005

a. Lilliefors Significance Correction

The result of the Normality test above shows that the significance value of the data is lower the 0,05 (sig (p. Value) < 0,05) which means that the data is not normally distributed, therefore Wilcoxon signed rank is used. This kind of test is a non-parametric test. This test is used when the data is not normally distributed. The result of Wilcoxon signed rank can be seen in the table below.

Table 3
Ranks

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	4 ^a	10.62	42.50
	Postive Ranks	24 ^b	15.15	563.50
	Tes	5 ^c		
T O T A L		33		

a. POSTTEST < PRETEST

b. POSTTEST > PRETEST

c. POSTTEST = PRETEST

The table above shows that there are three classes in Wilcoxon theory, they are

1. Negative ranks, this class means the score of the post-test is lower than the pre-test, that table shows there are 4 students who belong to this category.

2. Positive ranks, means that the total number of post-test score that are higher than the pre-test score, the table shows that there are 24 students who belong to this category.

3. Ties, means that the similar total number of pre-test and post-test. The table above shows that there are 5 students who belong this category.

While the result of Wilcoxon signed test can be seen in the table below:

Table 4
Tests Statistics^b

	Post Test - Pre Test
Z	-3.730 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table shows that Asymp. Sig. 0,000 is lower than 0,05 (p Value < 0,05) which means that there is significant change in students' average score. Therefore, it can be concluded that reading aloud can improve the students score, or on the other word, there is a significance different of the students' score after being taught by using reading aloud strategy.

DISCUSSION

The previous research about the reading aloud strategy to improve reading comprehension is a research done by Anum Sahara Syamsul Bahri, and Nira Erdiana, in 2018. This research showed that students ability in finding specific information and vocabulary aspects are increased after being taught by using reading aloud (Sahara et al., 2018). Another research is done by Aly A. Amer, in his research done in 1997 showed that reading aloud by teacher can improve students reading comprehension (Amer, 1997).

In addition, this research is held for the twelve grade of senior high school where reading aloud seems to be still debatable to be applied for them, as the students of secondary school focus on reading for higher level, they are inferential, evaluative and critical reading (Sajid & Fraidan, 2019), therefore many teachers ask student to read silently. However, this research

shows that the use of Reading aloud strategy can improve students comprehension where the high level of reading skills is started from the students comprehension. If they can not understand about the text, they can not develop another reading ability. After reading aloud teacher gives some comprehension questions or guided reading questions (Sajid & Fraidan, 2019) about the text that has been read orally, and as the text has just been read, the students can easily answer the comprehension questions given.

In addition, by using this strategy teachers can improve the students' pronunciation, as students have to read every single word correctly. Their pronunciation in reading every single word is listened by teacher therefore teacher can directly correct it. This activity is effective to help students with their pronunciation (Faraby & Kamaruddin, 2021). Furthermore, teacher can use this strategy to see to what extend the students ability in pronouncing the word correctly and reading the text fluently. This is because when the students can read the text fluently they will be more motivated to read the text (Badawi et al., 2021) besides, it also makes students get better understanding (Sahara et al., 2018). Their understanding about the text is improved after they read it loudly. This point should be emphasized as some teachers do not give enough chance for students to practice their English within teaching reading (Rochman, 2018).

HOW ABOUT YOUR OPINION?

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CLOSING

CONCLUSION

The result of this research shows that the use of reading aloud strategy in teaching reading can improve the students' reading achievement. In addition, it can be used to improve the students' pronunciation as in reading aloud teacher gives example in reading every single word. Therefore, this way can also be used to improve the students' pronunciation.

In teaching reading for secondary school, especially for senior high school, the reading skills such as literal, inferential, and evaluative reading as parts of reading comprehension should be achieved by the students. And to achieved the students' comprehension, reading aloud can be used as a strategy for teaching reading as this research has proven that reading aloud can improve students reading achievement. Therefore, reading aloud can be applied for teaching reading at senior high school.

SUGGESTION

This research shows that reading aloud strategies can be used for senior high school students as this strategy can improve their comprehension and their pronunciation. The future research about this strategy for higher students of EFL with different type of text is needed as students with higher level are used to read silently so it can be used as the references for teachers to improve their strategy for teaching reading. [α]

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