

THE EFFECTIVENESS OF READING ALOUD TO IMPROVE STUDENTS' READING COMPREHENSION

EFEKTIVITAS READING ALOUD UNTUK MENINGKATAKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA

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ABSTRACT

At the junior high school level, English is a compulsory subject. Currently, there are many learning methods and media in teaching English, such as media images, slides, videos, etc. However, most teachers still use media in the form of text or reading. There are several techniques that can be used in reading skills, in this study the researcher focused on the 'reading aloud technique' as a teaching method to improve reading comprehension. This research was conducted on class VIII students of MTsN Al-Ikhwan Banjarmasin with a sample of 20 students who were divided into 2 classes, namely control and experimental classes. The test is carried out using multiple choice text. The study took place in 5 meetings with details: 1 pre-test and post-test for the experimental and control classes, 3 treatments using the reading aloud technique in the experimental class. The results of the study were processed using a quantitative approach, the following results were obtained: Average pretest value for the control class: 80, average posttest: 50. Meanwhile in the experimental class, average pretest: 70 and average posttest score: 75 Based on the results this average, it can be stated that the reading aloud technique is effective.

ABSTRAK

Di tingkat SMP, bahasa Inggris merupakan mata pelajaran wajib. Saat ini sudah banyak metode dan media pembelajaran dalam pengajaran bahasa Inggris, seperti media gambar, slide, video, dll. Namun sebagian besar guru masih menggunakan media berupa teks atau bacaan. Ada beberapa teknik yang dapat digunakan dalam keterampilan membaca, dalam penelitian ini peneliti memfokuskan pada 'Reading Aloud Technique' sebagai metode pengajaran untuk meningkatkan pemahaman membaca. Penelitian ini dilakukan pada siswa kelas VIII MTsN Al-Ikhwan Banjarmasin dengan sampel sebanyak 20 siswa yang dibagi menjadi 2 kelas yaitu kelas kontrol dan eksperimen. Tes dilakukan dengan menggunakan teks pilihan ganda. Penelitian berlangsung dalam 5 kali pertemuan dengan rinci: 1 kali pre-test dan post-test pada kelas eksperimen dan kontrol, 3 kali perlakuan menggunakan teknik reading aloud pada kelas eksperimen. Hasil penelitian diolah dengan menggunakan pendekatan kuantitatif, diperoleh hasil sebagai berikut: Rata-rata nilai pretest kelas kontrol: 80, rata-rata posttest: 50. Sedangkan pada kelas eksperimen, rata-rata nilai pretest: 70 dan rata-rata nilai posttest: 75 Berdasarkan Pada hasil rata-rata tersebut dapat dinyatakan bahwa teknik reading aloud efektif.

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INTRODUCTION

At the junior high school level, English is a compulsory subject. At this level, the English material studied has reached grammar material such as tenses, adjectives, adverbs, and various words in the form of affixes, requests for help, etc. Currently, in junior high school or at levels such as elementary school or high school, there are already many various methods of delivering material, such as using images, sound and other interactive media, but even so, the media in the form of writing is still the most dominant media used. So that reading skills are an indispensable skill in addition to other skills.

In learning English whether in junior high school or any other level, there are 4 most important skills, namely; Reading, Speaking, Writing, and Listening (Gebhard, 2017). The 4 skills are divided into two, namely: Receptive and productive. Skill Receptive skills include reading and listening, while skill productive include writing and speaking (Klimova, 2014; Siskin & Nunan, 1990).

Reading is an interactive process that takes place between the reader and the text, resulting in understanding. According to Tierney (as cited in Karbalaei, 2010) reading is specifically the basic goal for ESL/EFL students to gain an understanding of the world and of themselves, enabling them to think about and react to what they read. Grabe (1991) pointed out that reading is an essential skill and probably the most important skill for second language learners to master in academic contexts. Text presents letters, words, sentences, and paragraphs that encode meaning. Readers use knowledge, skills, and strategies to determine what that means. Not only in the world of education, reading is also an important activity in daily activities. So reading skill is a very important skill to learn.

In the learning process, one of the most important things is understanding the source material, especially understanding the reading. Anderson (2003) also stated that the mastery of reading skill could help EFL learners achieve success not only in English learning, but also in other content-based classes where English reading proficiency was required. Reading comprehension is understanding the meaning or intent of reading through writing, namely the skills needed when reading materials in the form of textbooks or other reading materials that are widely used in junior high schools.

According to Dalman (2014: 5) states "Reading is an activity or cognitive process that seeks to find various information contained in writing. This means that reading is a thought process to understand the content of the text read.

According to Mr. Juel in the book Mr. Sandjaja (2005) Reading is a process to be able to recognize words and integrate them into word meanings and into sentences and reading structures. According to Mr. Smith in the book Mr. Ginting (2005) Reading is a process that builds an understanding of written readings (texts). even in Islam, reading is highly recommended. In fact, the command to read is the first revelation revealed by Allah SWT to the Prophet Muhammad. "Read by (saying) the name of your Lord who created." (Surat al-'Alaq: 1)

Reading Comprehension is absolutely necessary in terms of improving reading skills. According to Lerms, Miller and Soro (Kristin Leahd, Leah D. Miller, and Tenena M. Soro, Teaching Reading to English Language Learners, (New York: The Guilford Press, 2010) "reading comprehension is the ability to construct meaning from a given text written."

Almasi and Fullerton describe reading comprehension as follows "... Comprehension is seen as a constructive process that involves making a textual basis and integrating it with prior knowledge to create situation model, but we also acknowledge that comprehension occurs in a social setting." Janice F. Almasi, Susan King Fullerton, Teaching Strategic Processes in Reading, (New York: The Guilford Press, 2012)

There are several techniques that can be used in reading skills, such as skimming and scanning, but in this study the researcher will specifically discuss the technique of reading aloud. In general, reading aloud is defined as an activity of reading skills and understanding complex reading content with speech, intonation and feeling. Reading aloud can be the simplest way for young learners to deliver the reading experience between the students and the teacher to introduce literacy skills (Barrentine, 1996). Many studies have argued the benefits of reading aloud for English students, especially young learners (Burkins & Croft, 2010; Mantel & Kervin, 2018; Pentimonti & Justice, 2010; Tainio & Slotte, 2017). Regarding the many positive arguments for reading aloud in the EFL context, the present study perceives it essential to provide a comprehensive summary of its definition, characteristics, a systematic procedure of its implementation, and a comprehensive summary of its benefits.

There are many advantages of the reading aloud technique to improve students' reading comprehension, some of which are being able to foster and develop students' fantasy power abilities, making lessons more interesting. get students used to listening. students get the opportunity to live an entertainment through the reading (Sahara, 2018). The reading aloud technique itself is more often used at the lower level or elementary school, but it is more focused on reading together for active children, at the junior high school level this technique is rarely used.

In this research, the writer will focus more on "The effectiveness of reading aloud to improve students' reading comprehension skills" for 8th grade junior high school students in the MtsN Al-Ikhwan Banjarmasin. The purpose of this study was to test whether the reading aloud method succeeded in increasing students' abilities and how significant the differences were between before and after the treatment was carried out.

RESEARCH METHODOLOGY

In this research the writers will use quantitative methods with experimental study treatment. According to Arikunto (2002, p.3), experiments have always been operated in order to see the effects of a treatment. Gay et al., (2012) also stated, experimental research is the only type of the research that can test hypotheses to establish cause-effect relationship. Related to the methodology, the writer used pre-experimental research. The writer applied one group pre-test and posttest 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. The author will conduct research in two classes at the same level, but divided into two, one experimental class using read with aloud techniques, while the other class will undergo learning with the techniques they usually use.

Before starting treatment, the two groups (experimental and control classes) will do a pre-test without using reading text accompanied by multiple choice questions, according to H. Douglas Brown in his book "By far the most popular method of testing a reading knowledge of vocabulary and grammar is the multiple-choice format, mainly for reasons of practicality: it is easy to administer and can be scored quickly." (2003).

After the pre-test was carried out, the 10 students who joined the experimental class would be given treatment read with aloud technique for 3 meetings, using reading texts accompanied by multiple choice questions with different titles in each meeting. If the results have been obtained, then a post-test will be carried out for both classes. the results of the scores from the post-test will be used as a benchmark whether the treatment read with aloud technique gives a significant increase in student scores or not.

In this research, the writers use a purposive sampling technique, namely taking selected samples that meet the criteria as representatives of the population. The author uses children at the junior high school level as a sample of 20 people. In this study, the authors used the test method, students will carry out tests in the form of reading texts and multiple-choice questions related to student understanding. there will be 5 reading texts used, two texts for the pre-test and post-test, then three for the class experimental treatment.

RESULT AND DISCUSSION

Description of the data

This chapter describes general description of data gained by researcher during the research. The data were collected from the result of pre-test and post-test from both experiment class and the control class. The data were depicted into two tables. The table 4.1 showed the students' score and achievement in control class and the tables 4.2 showed the students' score and achievement in experiment class.

During this research, the researcher gave materials to the students about using deep reading aloud technique to improve reading comprehension. Treatment in the experimental class and control class: Reading aloud technique Discussions were held in the experimental class. Whereas in the control class the researcher did not use the reading aloud technique. After that, the researcher measured the students' reading comprehension ability by using a multiple-choice reading text test.

The data of control class

NAMA	PRE-TEST	POST-TEST	GAIN SCORE
Dea Apriliyanti	50	30	-20
Farid Hajmi	90	90	0
Hayatud Dinar	50	40	-10
Muhammad Adi Peratama	80	50	-30
Muhammad Rehan	90	50	-40
Muhammad Rifqi Ramadhan	10	10	0
Nawal Husna	80	50	-30
Nayla Maulidha	100	100	0
Rina Rahmiati	70	60	-10
Siti Rohaina	90	90	0
$\Sigma n=10$	$\Sigma Y_0=710$	$\Sigma Y_1=570$	$\Sigma Y_2=-140$
SUM	710	570	-140
AVERAGE	80	50	-14
MAX	100	100	
MIN	10	10	

$$M \text{ Pre-test} = \frac{\Sigma Y_0}{N} = \frac{710}{10} = 80$$

$$M \text{ Post-test} = \frac{\Sigma Y_1}{N} = \frac{570}{10} = 50$$

$$M \text{ Gain} = \frac{\Sigma Y_2}{N} = \frac{-140}{10} = -14$$

From the description of the control class values above, it can be seen that the lowest and highest scores of the 10 control class students. The lowest score on the pre-test was 10 and the highest score was 100 with an average of 80. After the researcher gave the students material about recount text, the writer gave the students a post-test. And the average post-test is 50. The control class has decreased with an average of -14 in the comparison of values.

The data of experiment class

NAMA	PRE-TEST	POST-TEST	GAIN SCORE
Agustina	50	60	10
Ahmad Firdiannur	70	100	30
Ahmad Mubarak	90	80	-10
Muhammad Al Malikishah Sitompul	100	100	0
Muhammad Nazril	80	70	-10
Muhammad Nabiil Hafizh	70	80	10

Muhammad Rasyidan	60	70	10
Novita Sari	60	70	10
Rifqie Atailah	70	80	10
Talitha Zalwa Zaneeta	80	70	-10
$\sum n=10$	$\sum X_0=730$	$\sum X_1=780$	$\sum X_2=780$
SUM	730	780	40
AVARANGE	70	75	4
MAX	100	100	
MIN	70	60	

$$M \text{ Pre-test} = \frac{\sum X_0}{N} = \frac{730}{10} = 70$$

$$M \text{ Post-test} = \frac{\sum X_1}{N} = \frac{780}{10} = 75$$

$$M \text{ Gain} = \frac{\sum X_2}{N} = \frac{40}{10} = 4$$

Based on the table above, it is known that of the 10 experimental class students, the lowest score in the pre-test was 70 and the highest score was 100 with an average of 70. After treatment using the reading aloud technique, the researcher gave the students a post-test. The data shows that in the post-test the lowest score is 60 and the highest score is 100. And the post-test average is 75. The experimental class experienced an increase in scores with an average increase of 4.

Data analysis and hypothesis testing

Analysis of pre-test and post test

a) Normality

To determine if the study hypothesis is normally distributed or not, and whether the data are homogenous or heterogeneous, the normality test is required. SPSS Statistics 17 was used to evaluate this test. This is how the normalcy test appears:

Table 1
Normality of pre-test using one – sample kolmogorov -smirnov
Test

One-Sample Kolmogorov-Smirnov Test Table

N		control	Experiment
Normal Parameters ^{a,b}	Mean	71.00	73.00
	Std. Deviation	27.264	14.944
Most Extreme Differences	Absolute	.229	.180
	Positive	.144	.180
	Negative	-.229	-.120
Test Statistic		.229	.180
Asymp. Sig. (2-tailed)		.145 ^c	.200 ^{c,d}

Based on the normality test on the results of the control class pre-test and experimental pre-test showed 0.145 and 0.200 > 0.05. These results show that the pre-test values for the control class and the experimental class pre-test were normally distributed.

Table
Normality of post-test using one – sample kolmogorov -smirnov

Test

One-Sample Kolmogorov-Smirnov Test

		Control	Experiment
N		10	10
Normal Parameters ^{a,b}	Mean	57.00	78.00
	Std. Deviation	28.694	13.166
Most Extreme Differences	Absolute	.196	.240
	Positive	.196	.240
	Negative	-.175	-.172
Test Statistic		.196	.240
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.108 ^c

The normality test was carried out in the post-test in the control and experimental classes using the one-sample Kolmogorov-Smirnov which showed that Asymp.Sig. (2-tailed) for the control class of 0.200 and for the experimental class Asymp. Sig. (2-tailed) is 0.108, both of which are greater than 0.05 indicating that the normality of the post-test between the control and experimental classes is also normally distributed.

The normality test above was also carried out using the One-Sample Kolmogorov-Smirnov Test. From the table above, it can be seen that the absolute difference (D) in the controlled class data is 0.196. The Kolmogorov-Smirnov critical point is 10 at a significance degree of 0.05% = 1.812. While the absolute difference (D) for the experimental class is 0.240, which is smaller than Duple (1.812).

b) Homogeneity

Test of Homogeneity of Variances					
		Level Statistic	df1	df2	Sig.
Pos t test	Based on Mean	4.687	1	18	.044
	Based on Median	2.630	1	18	.122
	Based on Median and with adjusted df	2.630	1	12.24 0	.130
	Based on trimmed mean	4.751	1	18	.043

From the results of the homogeneity test above, it can be seen that the degree of significance is 0.043 > 0.05. So, it can be concluded that both groups are homogeneous.

Data analysis

$$t_o = \frac{M_x - M_y}{SE M_x - SE M_y}$$

M_x = Mean of Variable X
 M_y = Mean of Variable Y
 SE = Standard Error
 X = Experiment Class
 Y = Control Class
 N = Students
 to = t observation

Prior to the calculation of T-test there are several procedures to be taken. They are as follows:

- a. Determining Mean of Variable X, with formula:

$$M_x = \frac{\sum X}{N_1}$$

$$M_x = \frac{40}{10} = 4$$

- b. Determining Mean of Variable Y, with formula:

$$M_y = \frac{\sum Y}{N_2}$$

$$M_y = \frac{-140}{10} = -14$$

- c. Determining Standard Deviation Score of Variable X, with formula:

$$SD_x = \sqrt{\frac{\sum X^2}{N_1}}$$

$$SD_x = \sqrt{\frac{4^2}{10}} = \sqrt{1.6} = 1.26$$

- d. Determining Standard Deviation Score of Variable Y, with formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N_2}}$$

$$SD_y = \sqrt{\frac{-14^2}{10}} = \sqrt{19.6} = 4.42$$

- e. Determining Standard Error Mean of Variable X, with formula:

$$SE_x = \frac{\sqrt{\sum X^2}}{\sqrt{N_1}}$$

$$SE_x = \frac{\sqrt{4^2}}{\sqrt{10}} = \sqrt{1.6} = 1.26$$

- f. Determining Standard Error Mean of Variable Y, with formula:

$$SE_y = \frac{\sqrt{\sum Y^2}}{\sqrt{N_2}}$$

$$SE_y = \frac{\sqrt{-14^2}}{\sqrt{10}} = \sqrt{19.6} = 4.42$$

- g. Determining Standard Error of Different Mean Variable X and Mean of Variable Y, with formula:

$$SE M_x - SEM_y = \sqrt{(SE + M_x)^2 + (SE + M_y)^2}$$

$$SE M_x - SEM_y = \sqrt{(1.26 + 4.42)^2 + (1.58 + 19.53)^2} = \sqrt{21.11} = 4.59$$

- h. Determining to, with formula:

$$t_o = \frac{M_x - M_y}{SE M_x - SE M_y}$$

$$t_o = \frac{4 - (-14)}{1.26 - 4.42} = \frac{18}{-3.16} = 5.69$$

- c. Determining the Degree of Freedom (df), with formula:

$$Df = N_1 + N_2 - 2$$

$$Df = (10_1 + 10_2) - 2 = 20 - 2 = 18$$

Hypothesis testing

This research was conducted to answer the question Whether teaching reading by using reading aloud technique can improve students' reading comprehension MTsN Al-Ikhwan Banjarmasin. In order to provide an answer for the question above, the Alternative Hypothesis (H) and the Null Hypothesis (H.) were proposed as follows:

- H 0: There is no significant difference between the use of reading aloud technique on the reading comprehension of class VIII students of MTsN Al-Ikhwan Banjarmasin.
- H a: There is a significant difference between the use of reading aloud technique in the reading comprehension of class VIII MTsN Al-Ikhwan Banjarmasin.

To prove the hypothesis the obtained data from experiment class and control class were calculated by using t test formula with assumption as follows:

• If $t_0 \leq t$ table, in significant degree of 1%, the Null Hypothesis (Ho) is accepted and the Hypothesis Alternative (Ha) is rejected. It means that there is no significant difference between the use of reading aloud technique for student reading comprehension.

• If $t_0 \geq t$ table in significant degree of 1%, the Null Hypothesis (Ho) is rejected and the Hypothesis Alternative (Ha) is accepted. It means that there is no significant difference between the use of reading aloud technique for student reading comprehension.

Based on the statistical calculations above, the value of two is 5.69 and 18 degrees of freedom with a significance degree of 1% (2 tails = 0.05) used by the author. Based on this significance, it can be seen that at a degree of freedom of 18, and at a significance degree of 1%, the value of t table is 1.859. By comparing the results of the table and at a significance level of 1%, it can be seen that $t_0 > t$ table (5.69 > 1.859). Based on these results it can be concluded that Ho is rejected, while Ha is accepted.

Data interpretation

The research findings above show that the post-test results of the experimental class students are better than those of the control class students. This interpretation is based on a comparison of the average scores of the experimental and control class students and the post-test averages. In the experimental class, the average student post-test score was 75 with a gain score of 4. Meanwhile in the control class, the student post-test average score was 50 and with a difference in pre-test scores of -14.

Furthermore, the gain scores of the experimental and control class students illustrate that the average gain score of the experimental class students is higher (4) than the average gain score of the control class students (-14).

Then from testing the data it can be concluded that both the pre-test and post-test are normally distributed as indicated by the normality test carried out using SPSS calculations because from the table above it can be seen that the absolute difference (D) from the controlled class data is 0.229. It is lower than D table by nearest tipping point Kolmogorov-Smirnov 10-1.812. It was also emphasized that both the experimental class and the control class were classified as homogeneous groups according to SPSS calculations, because the homogeneity test results above showed a significance degree of 0.043. It is also greater than 0.05. Thus, it can be concluded that the two groups are homogeneous.

Based on the results of data analysis, the value of the tube at a significance level of 1% is 1.859. Then the value of 1, is 5.69. This means that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be concluded that the reading aloud technique is effective in improving students' reading comprehension as indicated by the t value of 5.69 which is greater than 0 (zero). The t-observation results (t, 5.69) which are higher than test tubes (Table 1.859) indicate that the effectiveness of the reading aloud technique is significant in increasing students' reading comprehension compared to the use of other techniques currently used previously by the school. The effectiveness of the reading aloud technique in improving students' reading comprehension can be seen from the active involvement of the experimental class students in the learning process and the average score of the experimental class students which was recorded at 4 compared to the average gain of the control class students at -14. So, the use of the Reading Aloud Technique is effective.

CONCLUSIONS

Conclusions

The purpose of this study was to find out whether the use of the Reading Aloud technique can improve students' reading comprehension. Significant level (sig. 2 tailed) with a sample of 20 grade 8 students. Based on the results of the post-test data analysis, there was a significant difference between the scores of students in the experimental class and the control class. The experimental class that was

taught to read using the Reading Aloud Technique in improving reading comprehension had a higher score (4) than the control class (-14). Furthermore, based on the results of the t table formula which shows hypothesis testing, it can be seen that observed (to) > t table or 5.69 > 1.859. It shows that the results of this study show that the Reading Aloud Technique is effective in use. From this study, the authors concluded that the Reading Aloud Technique was effective in improving students' reading comprehension.

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