

THE EFFECT OF READING ALOUD METHOD TOWARD STUDENTS' VOCABULARY ENHANCEMENT

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Abstract: This research is motivated by the reading aloud method which is not optimal so that the vocabulary mastery ability of the beginner class students PP. Darul Lughah Wal Karomah Probolinggo is still relatively low. This study aims to determine the effect of the Reading Aloud method on the English vocabulary mastery ability for beginner class students at PP. Darul Lughah Wal Karomah, Probolinggo. This research is an experimental research in the form of pre-experimental using the One Group Pretest Posttest Design which only has one group of subjects with two observation conditions carried out without a comparison group and given treatment using the reading aloud method. The variables in this study consisted of the independent variable, namely the reading aloud method and the dependent variable, namely the ability to master vocabulary in learning English vocabulary in beginner class at PP. Darul Lughah Wal Karomah, Probolinggo. The population in this study is beginner class at PP. Darul Lughah Wal Karomah, Probolinggo and the sample is the beginner class, which consists of 21 students. The data analysis technique used the t-test to test the effect of the Reading Aloud method on the ability to master English vocabulary. The results of this study indicate that the calculation of the Pre-test learning outcomes, namely the results achieved by an average value of 59 with a completeness percentage of 0% and the Post-test learning outcomes, namely the results achieved by an average of 75 with a completeness percentage of 11%, This proves that the use of the Reading Aloud Method can improve the ability to master English vocabulary.

Keywords: Reading, Reading Aloud, Vocabulary

INTRODUCTION

Vocabulary becomes the most important aspect of learning English. (Thornburry, 2002) states that the coining of new word never stops. Therefore, students should have a large vocabulary in order to master a language easily. In learning vocabulary, students will learn English words and their meanings if the students also know how to put the word together in sentences (Virginia, 1983:4). Unfortunately, many students still have difficulty with correctly inserting words

into sentences. As a result, young learners have difficulties memorizing new words and are typically not interested in studying English. (Brown, 2001:87–90) stated that young children's attention and concentration spans are extremely short. So, the researcher concludes they need a variety of learning experiences to improve their critical thinking skills and to build students' interest.

Many kinds of methods and games that can be used to develop students' English ability. One of that method is Reading Aloud. (Cameron, 2001) said they will benefit greatly from reading aloud what the instructor does for young or older pupils. Cameron also explained that children could learn how books are handled, how texts encode words and ideas, how words and sentences are laid out on a page by listening to and watching an adult read aloud. By applying reading aloud to children, they can express the language they can and their experiences with others (Gold & Gibson, 2001). On the other side, having students read aloud to each other can help to learn, but it has problems. If a student is asked to read aloud to the entire class, student may not speak loudly enough for everyone to hear. Paired reading, in which students take turns reading to one another in pairs, can be more beneficial.

Reading aloud is an activity or activity or activity that is a tool for teachers, students or readers together with other people or listeners to capture or understand information, thoughts, and feelings of an author (Tarigan, 1982: 23). In line with this opinion, reading aloud is an activity of reading and listening to make a sound or an activity of reciting the symbols of language sounds in a loud enough voice (Dalman, 2014: 48).

Ayun and Yunus (2017) emphasize that reading involves a complex process. Therefore, to comprehend of the whole text, readers need to decode text and make interpretations. That why, they have guideline in apprehending the text; also, their background knowledge will be on.

Accordingly, comprehension activities generally involve reading textbooks, answering questions, identifying main ideas, synthesizing ideas, and summarizing what is read to demonstrate well-attained understanding (Yunus & Ubaidillah, 2021).

According to Yunus (2015) comprehension is part of the learning process listed from the low level of cognitive achievement: knowledge, comprehension, application.

Comprehension is also be done through technologies to avoid anxiety. As Arif et al. (2022) suggested the use of technology considering that the penetration of technology use in education is increasing to decrease students' anxiety.

Lian and Yunus (2018) emphasize the need for learning to read by applying a transformational learning model which does not just know the meaning of words but arrives at the meaning of the existing text. This is done to eliminate students' anxiety.

Iklima et al. (2020) emphasized that the difficulty of reading English among junior high school students was caused by the students' ignorance in

reading process and also the lack of vocabulary so that students are hard to comprehend texts.

METHOD

In this study, the researcher used a quantitative approach with the type of research being experimental, the research design used is the One Group Pre-test Post-tests design. the meaning of the pre-test post-tests one group before after design is a design carried out by conducting direct research on one group of subjects with two observation conditions carried out without a comparison group, so that each subject is a control class for himself. In this design, there is one group of research subjects who receive treatment or treatment. Furthermore, measurements were given twice before and after treatment (post-tests and pre-test).

From the research data obtained, the test results before and after being given treatment will be compared to see if there is a significant effect on student learning outcomes before and after using the Reading aloud method.

In this case, there were several steps for collecting the data. The researcher first conducted a test consisting of pre-test and post-test. The function of the pre-test is to find out how far the ability to memorize vocabulary is before using Reading Aloud and the function of the post-test is to find out the increase in students' ability to memorize vocabulary after using reading aloud as a method of teaching vocabulary.

To analyze the data obtained from the research results, descriptive and inferential statistical analysis will be used. The data collected in the form of pre-test and post-tests scores were then compared. Comparing the two values by asking the question "Is there a difference in value is only done on the average of the two values, and for this purpose a technique called the t-test is used.

FINDINGS AND DISCUSSIONS

Once the researcher has done collecting the data, the researcher presented the results of the data. In order to answer the research problem of this study, the researcher provided the finding of this study that was the effect of reading aloud method toward students' vocabulary enhancement. Researchers analyzed in depth the effect of reading aloud on increasing students' vocabulary by conducting tests, namely the pre-test and post-test.

Based on the findings as explained in the previous part before, the results of the pre-test, the average score of students' vocabulary mastery skills was 59, at the pre-test stage it was categorized as not accurate 0%, less accurate 14% (3 students), quite accurate 81% (17 students) and accurate 5% (1 student). From the results of the existing percentages, it can be said that the level of students' ability to master vocabulary before using the reading aloud method is still quite inadequate (inappropriate).

After that, the researcher used the reading aloud strategy to treat the beginner class in teaching vocabulary. After treating to students in the beginner

class, the researcher conducted a post-test to find out the differences in their progress in English pronunciation. Then, on the results of the post-test students get an average score of 70. So that the mastery of vocabulary after using the reading aloud method is better than before using the reading aloud method. In addition, the students' vocabulary mastery skills at the post- test stage using the reading test instrument were categorized as "accurate" 19% (4 students), quite accurate 76% (16 students), less accurate 5% (1 student) and not accurate 0 %.

Based on the results of statistical analysis using the t-test formula, it can be seen that the t-value is 8.75. With a frequency of $21-1=20$, at a significance level of 0.05, t Table = 1.72 is obtained.

After obtaining t count= 8.75 and t Table = 1.72 then obtained t count > t Table or $8.75 > 1.72$.

Understanding pronunciation requires theory and a lot of practice. Students can also read the transcription (in the dictionary) to check the dictionary if they find new words. Ideally, students who pass the pronunciation subject can pronounce it correctly (Jamilah, 2008). This is supported by Kelly who said that to teach pronunciation effectively the teacher needs several types of knowledge such as how the speaker's mouth moves when producing language sounds and how word pressure, rhythm, connected speech and intonation work (Kelly, 2000).

In fact, most students are not confident and afraid to speak English. For some students who are not confident in practicing spoken English, reading aloud can help them overcome the drawbacks of wandering, repetition, inappropriate pauses, and developing natural and good pronunciation habits (Huang, 2010). Gibson added that reading aloud can reduce students' speaking anxiety and teachers can control students' pronunciation (Gibson, 2008).

previous research that is relevant to this activity is research conducted by Mahartika and Dimas (2017) showed that there is a significant influence on the reading comprehension ability of children with mild mental retardation using the read aloud technique. Also, teachers are expected to be able to use the read aloud technique in learning as an alternative way of teaching. The goal is that children are not easily bored with learning and can focus more on learning.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion, it was concluded that the application of the reading aloud method affected the ability to recite. This shows that before using the reading aloud method, it was classified as low, namely the average student score was 59 where students were only 86% correct and 14% incorrect and after using the reading aloud method it was classified as high, namely with an average post-test result of 75 students who complete by 95% and incomplete by 5%. Based on the results of the hypothesis testing that has been done, it can be concluded that the use of the reading aloud method influences the ability to master vocabulary in beginner class at PP. Darul Lughah Wal Karomah.

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the teachers, the second for the students and the last for other researchers.

First of all, teachers should read aloud strategies in teaching activities to improve students' pronunciation in vocabulary. Continue to introduce students to phonetic symbols and their sounds, because it can help students understand English phonemic sounds and improve the content of reading and similar sounds in textbooks and other resources.

The second, the researcher would like to suggest for students. Learning vocabulary is not about how well the media is used. This is a language that all learners can speak as clearly as a native speaker how often they practice. Therefore, students should use any possible media to practice and learn pronunciation in each vocabulary. Then, the researchers hope that this research can refer to whether teachers or learners to know more about the use of reading strategies and their advantages for vocabulary teaching.

The third, the researcher would like to suggest for other researchers. They can use the reading strategy as one of the teaching methods with different samples, place and subject. They should improve research on vocabulary and reading or other related research. The researchers also hope that the study can be used as basic information for similar studies.

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Malang, may 18th 2023
Advisor I,

A handwritten signature in black ink, appearing to read 'Febti Ismiatun', with a large, stylized loop on the left side.

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