

THE EFFECTIVENESS OF READING ALOUD STRATEGY IN VOCABULARY ENHANCEMENT AMONG STUDENTS

Fahry Surya Kencana
Dr. H. Muhammad Yunus, S.Pd., M.Pd
Dr. Dwi Fita Heriyawati, M.Pd

*Department of English Education, Faculty of Teacher Training and Education
University of Islam Malang*

Email: 21801073144@unisma.ac.id

Abstract: This study aims to examine the effectiveness of the Reading Aloud strategy in improving students' vocabulary mastery. The Reading Aloud strategy, which involves students or teachers reading texts aloud with correct pronunciation, intonation, and expression, has been identified as a useful method to enhance vocabulary acquisition, especially for English as a Foreign Language (EFL) learners. The research employed a quantitative approach with a one-group pretest-posttest design, using a sample of 20 students from the beginner class of the English Development Club at SMP Asy-Syarifiy Islamic Eco Boarding School. Data were collected using vocabulary tests administered before and after the intervention and analyzed using descriptive statistics and a paired sample t-test. The results indicated a significant improvement in students' vocabulary scores, with the average score increasing from 55.25 in the pretest to 77.75 in the posttest. The t-test analysis revealed a t-count value of 8.75, which exceeded the critical value of 1.72, demonstrating that the improvement was statistically significant. These findings suggest that the Reading Aloud strategy enhances students' vocabulary mastery by improving their word recognition, pronunciation, contextual understanding, and overall engagement in the learning process.

Keywords: Reading Aloud Strategy, Vocabulary Mastery

INTRODUCTION

Vocabulary plays a central role in language acquisition and effective communication. As Alqahtani (2015) points out, vocabulary is one of the most

crucial components in mastering a language, yet many students struggle with vocabulary learning due to the lack of engaging and effective strategies.

Traditional teaching methods tend to be passive, often relying on memorization and translation, which limits students' ability to actively use new words. Nation (2001) emphasizes that vocabulary should be learned through multiple exposures and in meaningful contexts, which traditional instruction often fails to provide.

The Reading Aloud strategy has emerged as a promising alternative to passive learning. It provides students with opportunities to engage with language both orally and aurally. According to Thornbury (2002), reading aloud offers benefits such as improved pronunciation, word recognition, and fluency. Students hear correct models of pronunciation while participating actively, which strengthens their vocabulary recall and use. Hidayah (2021) and Sofyan, Wahid, & Idris (2021) found that reading aloud improves students' vocabulary, pronunciation, and engagement during English learning sessions. Similarly, research by Witria (2021) and Qomariyah et al. (2023) supports that Reading Aloud encourages learners to associate word sounds with written forms and understand their use in context.

This study focuses on students at SMP Asy-Syarifiy Islamic Eco Boarding School, where vocabulary learning has been a persistent challenge. The limited time allocated for English classes and the dominance of teacher-centered methods have resulted in low vocabulary mastery among students. By implementing the Reading Aloud strategy, this research aims to provide a more effective, student-centered solution that promotes vocabulary learning through oral practice, listening comprehension, and interactive engagement.

METHOD

This study employed a quantitative approach using a pre-experimental one-group pretest-posttest design, enabling the researcher to measure vocabulary knowledge before and after treatment. The participants were 20 students from the beginner class of the English Development Club at SMP Asy-Syarifiy Islamic Eco Boarding School. These students were selected through purposive sampling based

on their beginner-level proficiency to ensure the intervention matched their learning needs.

The research instrument used was a vocabulary test in the form of multiple-choice questions, adapted from Nation's (2001) principles on vocabulary testing. The same test was administered as both the pretest and posttest to ensure consistency and accurately assess vocabulary growth. The procedure involved an initial pretest, followed by four Reading Aloud sessions where the teacher modeled the reading, and students practiced reading individually and in groups. After the intervention, a posttest was conducted using the same questions. Data were analyzed using descriptive statistics to calculate mean scores, and inferential statistics (paired sample t-test) to determine the significance of the differences.

FINDINGS AND DISCUSSIONS

The findings of this study revealed a significant improvement in students' vocabulary knowledge. Based on the pretest results, the average score was 55.25, with most students categorized as "very low" or "not accurate," indicating a limited vocabulary base. As Tarigan (1994) emphasized, reading is a language skill that supports vocabulary acquisition, especially when practiced with correct pronunciation and intonation. During the pretest, students hesitated, lacked confidence, and frequently guessed answers, highlighting the need for a more interactive strategy.

Following the four Reading Aloud sessions, the posttest results showed a considerable increase in the average score to 77.75. The majority of students scored above 70, demonstrating that exposure to oral reading helped them internalize and use new vocabulary more accurately. According to Thornbury (2002), repeated exposure to vocabulary in meaningful contexts improves word retention and pronunciation. In this case, students were not only listening but also practicing vocabulary aloud, which helped reinforce memory and application.

To test the hypothesis, a paired sample t-test was used. The t-count value was 8.75, significantly higher than the t-table value of 1.72 at a 0.05 significance

level, indicating a statistically significant improvement. This aligns with the results of Sofyan et al. (2021), who demonstrated that Reading Aloud significantly enhances students' vocabulary and reading performance in EFL classrooms. Moreover, the findings of Qomariyah et al. (2023) further support that the strategy is aligned with the principles of the *Kurikulum Merdeka*, emphasizing active student involvement and literacy enhancement.

CONCLUSIONS AND SUGGESTIONS

The findings of this study revealed a significant improvement in students' vocabulary knowledge. Based on the pretest results, the average score was 55.25, with most students categorized as "very low" or "not accurate," indicating a limited vocabulary base. As Tarigan (1994) emphasized, reading is a language skill that supports vocabulary acquisition, especially when practiced with correct pronunciation and intonation. During the pretest, students hesitated, lacked confidence, and frequently guessed answers, highlighting the need for a more interactive strategy.

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Advisor I,

Dr. H. Muhammad Yunus,S.Pd., M.Pd.
NPP. 2090200002