

CHAPTER I

INTRODUCTION

In this chapter, the researcher presented background of study, reasons for choosing topic, problem statement, objective of the research, scope, and operational definition.

1.1 Background

One skill that is very important for the learning process at school is the ability to read. Reading is the process of understanding the significance or meaning of written content. Nur & Djuwairiah (2017) in Sofyan et al., (2021) state that reading is a part of language skills that need an interactive through text in comprehending the meaning and got information from written text. Reading requires a deep understanding of the structure, content and meaning of the text besides just understanding of word for word. Beside of that, according to Miller (1997:7) in Moge (2023) “reading” means the process of communication from one person to another through the medium of writing or printing. According to Fien (2011) in Senawati et al., (2021) reading activities can be taught as a beginning to understand words and texts. Nowadays, a lot of students’ pretend to the reading skills as the important skill of the language, whereas they do not possess the ability to understand and interpreting the text. They only judge after reading the actual material on the page. They read a great deal of material without comprehending, evaluating, or understanding it. Therefore, encouraging their students’ to have the motivation and enthusiasm to improve their reading abilities is a major challenge for English teachers.

One things that high school students’ must master is the ability to reading aloud, especially when they are in tenth grade. Reading aloud involves students expressing the text while using the appropriate words and tone to increase vocabulary, learn new terms, and work on their pronunciation. Students’ that use the reading aloud technique get new vocabulary, enhance their pronunciation, gain confidence, and enjoy the teaching and learning process in addition to understanding the text meaning. Reading aloud also belongs to the process of teaching reading that cannot be ignored by teachers, because 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 (Kiffer & Christodoulou, 2019; Nurlaelawati & Dzulqodah, 2014; Sajid & Fraidan, 2019) in Maqbulin (2022).

Based on the researcher's observation at SMAN 5 Palopo, there were several problems during the learning process such as students' being unable to analyze and solve questions in reading test. This phenomenon is caused by the lack of understanding in reading. The teacher only gave textbooks then students' were asked to read silently followed by answering questions related to given readings or students' were given notes written on the whiteboard then prompted to address question related to the reading. Consequently, the students got disinterest and paid less attention.

To guide students in reading, reading aloud was the right strategy that teacher can use in overcoming students problem in this case. As stated by Sofyan et al., (2021), reading aloud is reading by voicing the text out loud in front of the class to get more information. Read aloud strategy can solve problems that exist in schools such as difficulty in understanding main ideas and vocabulary in learning narrative text. It encourages researcher to conducted research on the Effectiveness of Reading Aloud in Improving Reading Ability at the tenth Grade Students of SMAN 5 Palopo.

This research aims to find out the Effectiveness of Reading Aloud in Improving Reading Ability at the Tenth Grade Students of SMAN 5 Palopo, particularly in understanding narative text. as well as to find factors that support and hinder the implementation of this strategy in schools. It is hoped that the results of this research can provide a significant contribution to developing more creative and successful learning methods at the high school level.

1.2 Problem Statement

The researcher formulates the research problem : Is the use of reading aloud effective in improving the reading abilities at the tenth grade students of SMAN 5 Palopo?

1.3 Objective of the research

The objective of study is to find out the use of reading aloud effective in improving the reading abilities at the tenth grade students of SMAN 5 Palopo.

1.4 Scope of the research

This research focuses on the effectiveness of reading aloud in improving reading ability at the tenth grade students of SMAN 5 Palopo, particularly in understanding narrative text.

1.5 Operational Definition

- a. Reading aloud is the act of reading text out loud, typically to an audience, so that others can hear the words being spoken. It involves using one's voice to convey the meaning and tone of the written text, often with expression, intonation, and emphasis.
- b. Reading ability refers to the capacity to understand and interpret written text effectively.
- c. Narrative text is text that aims to entertain readers by telling a series of interconnected events in a coherent manner.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several factors related to the research, namely : some pertinent ideas ; reading (definition of reading, types of reading, the importance of reading, and students problem in reading), definition of reading aloud (teaching reading through reading aloud), previous study, conceptual framework, and hypothesis :

2.1 Some Pertinent Ideas

1. Reading

a. Definition of Reading

Reading is the process of understanding the significance or meaning of written content. According to Miller (1997:7) in Moge (2023) “reading” means the process of communication from one person to another through the medium of writing or printing. Beside of that, the definition of reading which is mention in oxford dictionary is the action or skill of reading written or printed matter silently or aloud. In addition, to Fien (2011) in Senawati et al., (2021) reading activities can be taught as a beginning to understand words and texts. Beside of that, according to Good et al., (2008) in Iftanti (2012), reading as one of the indicators of being literate is an art of interpreting a written discourse. Meanwhile, a habit is a repeated action which people do often and regularly, sometimes without knowing that they are doing it. It is a pattern of behavior which acquires constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as a part of personality of an individual. Bojovic (2010) in Sofyan (2021), a reading skill is a cognitive ability that a person is able to use when interacting with the written text. In addition, reading skills involve : identifying word meaning, makes inferences, identifying the writer’s point of view, and understanding the factual ideas. So, the students can easy to understand the ideas trough reading also can manage, analyze, and interpreting what the authors mean. Then, it also recognizes the types of the text, deducing the meaning, understanding explicitly and non explicitly information, conceptual meaning,

relations within the sentences to sentences through lexical cohesion and distinguishing the main idea from supporting detail.

Reading can also be considered as a way to communicate with ourselves and sometimes with other people, communicating the meaning contained or implied in written symbols. Reading can also be considered as a process of understanding the thoughts contained in written words. Readers receive meaning from what they read, not from the written page. In this way, the meaning will change because each reader has different experiences that they use to understand the words.

b. Types of Reading

Knowing the various types of reading makes it easier for readers to select the optimal methods for achieving their reading goals and for quickly and effectively gaining knowledge and information. Patel and Jain (2008: 117-123) states that there are four categories of reading, that is intensive reading, extensive reading, reading aloud, and silent reading.

1) Intensive reading

Under teacher supervision, intensive reading concentrates on in-depth comprehension of shorter materials. It addresses challenging grammar, broadens vocabulary and idioms, and provides the framework for writing assignments and class discussion. Students examine the text and identify key details.

2) Extensive reading

Longer books are read for enjoyment and to get a broad understanding for a subject through extensive reading. The goal is to provide readers with a wider foundation of information, not to memorize specific facts. It's frequently used to keep up with news and updates.

3) Reading aloud

One of the fundamental forms of classroom discipline and structure is reading aloud. Students encounter written sentences that they have never uttered before when reading aloud. The goal of reading aloud to students is to help them become more proficient speakers and pronounce words correctly.

4) Silent reading

Fluency, vocabulary growth, and autonomous comprehension are all facilitated by silent reading, which is an essential ability for English language learners.

Students improve their reading comprehension and speed by selecting and silently processing the texts on their own.

Based on several types of reading above, the researcher chose reading aloud as a teaching strategy of tenth grade of SMAN 5 Palopo, especially for understanding narrative text. Narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events, said Rohmana et al., (2019 : 104) in Sapitri et al., (2020)

c. The importance of Reading

Reading is a fundamental skill that plays a crucial role in academic success and lifelong learning. It provides a foundation for acquiring knowledge, expanding vocabulary, and developing critical thinking abilities. Reading goes beyond simply decoding written symbols, it involves comprehension, interpretation, and reflection, all of which are essential for cognitive and intellectual growth (Smith and Pourchot, 2021).

In the educational setting, reading enables students to access a wide range of information and engage effectively with their curriculum. Patel and Jain (2023), argue that reading significantly contributes to improving students' language proficiency, particularly in mastering grammar, vocabulary, and contextual understanding of text. For high school students, strong reading skills are essential for academic achievements and future educational opportunities.

Additionally, reading promotes empathy and cultural awareness. Through literature, students are exposed to diverse perspectives and experiences, fostering understanding and respect for differences, critical attributes in today's interconnected world (Morrison and Waller, 2020). Reading habits also positively impact writing skills; students who read frequently tend to develop a deeper understanding of grammar, style, and argumentation (Leu et al., 2023).

For tenth grade students at SMAN 5 Palopo, cultivating a reading habit is vital for preparing for national exams and higher education. Teachers can facilitate this process by implementing effective strategies such as reading aloud. This method not only enhances students' engagement but also improves fluency, pronunciation, and comprehension (Taguchi et al., 2020).

d. Students Problem in Reading

Nowadays, many students encounter various obstacles in mastering effective reading abilities. These challenges often arise from several factors, such as limited linguistic knowledge, lack of interest, inadequate background knowledge, and insufficient use of reading strategies.

A frequent issue is a restricted vocabulary, which prevents students from fully understanding the meaning of texts. Students with limited word knowledge often find it hard to interpret unfamiliar terms, which can hinder their comprehension of the overall context (Nation and Waring, 2021). Additionally, weak decoding abilities, where students struggle to identify and process words accurately, impact their fluency and ability to understand written materials (Ehri, 2020).

Another significant challenge is the lack of motivation to read. This often results from unengaging reading materials, the pressure of academic performance, or negative past experiences with reading. As explained by Ryan and Deci (2022), such disengagement reduces students' exposure to texts, further limiting their reading development.

Moreover, many students face difficulties in utilizing effective reading techniques, such as skimming, scanning, or summarizing. These strategies are not always explicitly taught, or students may lack awareness of when and how to apply them effectively (Grabe and Stoller, 2019). As a result, extracting key ideas or understanding deeper meanings in texts becomes more challenging.

Environmental factors also contribute to reading difficulties. A lack of access to reading materials, limited parental involvement, and ineffective teaching approaches can exacerbate the problem (Yoon et al., 2023). These obstacles are particularly evident in resource-limited schools, where students may have fewer opportunities to enhance their reading abilities.

For tenth-grade students at SMAN 5 Palopo, these problems may appear in varying degrees. Therefore, identifying and addressing these challenges through targeted strategies is crucial. Strategy like reading aloud can support vocabulary development, fluency, and comprehension, creating a more conducive environment for overcoming reading difficulties.

2. Definition of Reading Aloud

Reading aloud is a pedagogical strategy where text is spoken or read audibly, allowing learners to hear and process the language simultaneously. This strategy engages both the auditory and visual aspects of language learning, making it a valuable tool for improving literacy skills. According to Rasinski et al., (2020), reading aloud involves vocalizing written text clearly and expressively, which supports learners in improving pronunciation, intonation, and fluency.

In educational settings, reading aloud fulfills various objectives. It helps reinforce skills like word recognition and decoding while also enhancing comprehension by allowing students to follow the flow and structure of the language (Reutzel and Clark, 2021). Regular practice can also boost students confidence, especially those who are reluctant to engage in oral activities.

Unlike silent reading, reading aloud requires active participation with the text. Kang and Chang (2019) highlight that this approach helps students focus on phonological features such as stress, rhythm, and intonation, which are crucial for effective communication. Moreover, it provides opportunities for immediate feedback when teachers or peers address pronunciation errors or clarify meanings.

For high school learners, reading aloud offers particular advantages in improving fluency and comprehension. Through this practice, students gain a deeper understanding of sentence structures, vocabulary, and contextual word usage (Fuchs and Fuchs, 2022). It also promotes collaborative learning, as students can read and discuss texts in groups, enhancing their engagement and interaction.

In essence, reading aloud is more than just a classroom activity. It is a key component of language learning that integrates reading and speaking skills. It fosters an interactive learning environment, helping students retain and understand language concepts more effectively.

a. Teaching Reading Through Reading Aloud

Teaching reading through reading aloud is a proven strategy that effectively enhances literacy by integrating auditory and visual learning. This method not only helps students improve their reading fluency but also builds comprehension

skills and fosters a deeper engagement with texts. Rasinski et al., (2021) highlight that reading aloud allows students to experience fluent reading as a model for correct pronunciation, intonation, and phrasing.

In the context of high school students, particularly 10th grades, reading aloud plays a significant role in addressing common reading challenges such as limited vocabulary, lack of confidence and difficulty in processing complex texts. These challenges are often observed among students transitioning from basic literacy in middle school to more advanced reading requirements in high school.

1) Specific Benefits for tenth Graders.

a) Improved Fluency and Pronunciation

Many students in 10th grade struggle with fluency, particularly in reading English texts aloud. According to Morgan et al., (2022) By listening to teachers model fluent reading, students learn how to handle word stress, sentence intonation, and rhythm.

b) Enhanced Vocabulary Acquisition

Through reading aloud, teachers can introduce new and complex vocabulary in an engaging way. Challenging words can be explained within their context, making it easier for students to understand and remember them (Larsen and Rosen, 2020). This is particularly relevant for 10th graders who are often exposed to advanced materials such as academic essays, scientific texts, and literary works.

c) Building Confidence in Reading

Students at this level often lack confidence in their reading abilities, especially when asked to read in front of their peers, guided reading aloud activities in a supportive without fear of judgment (Fisher et al., 2021).

d) Encouraging Critical Thinking and Analysis

Post-reading discussions enable students to explore themes, infer meanings, and analyze text critically. Reutzel and Clark (2021), highlight for 10th grade students preparing for examinations, this practice enhances their ability to interpret and engage with various types of reading materials.

2) Relevance to Indonesian High School Context

In Indonesian education system, reading aloud is particularly beneficial due to its alignment with the curriculum's emphasis on developing literacy skills. For example, students in tenth grade at SMAN 5 Palopo often encounter difficulties with texts in English because of limited prior exposure to spoken and written English. By implementing reading aloud, teachers can bridge the gap between basic language skills and the more complex demands of the high school curriculum.

Moreover, research conducted by Rahmawati and Sukardi (2022) in a similar Indonesian high school setting found that reading aloud significantly improved students' ability to comprehend texts, particularly when paired with group activities. The collaborative aspect of this method encourages students to discuss and clarify their understanding, further solidifying their skills.

3) Measuring Effectiveness

The effectiveness of teaching reading through reading aloud can be evaluated through various assessment tools, such as :

- a. Pre and post test measuring reading fluency and comprehension
- b. Observation checklists focusing on pronunciation, intonation, and confidence during oral reading.
- c. Students feedback surveys to gauge their engagement and perceived improvement.

4) Practical Applications

To maximize the impact of reading aloud, teachers can :

- a. Conduct pre-reading activities to activate students prior knowledge, such as brainstorming or predicting content.
- b. Focus on chunking text during reading sessions to simplify complex sentences and enhance comprehension.
- c. Use post-reading discussions to analyze the main ideas, themes, or moral lessons within the text.
- d. Introduce periodic peer reading sessions, where students take turns reading aloud to their classmates, fostering collaborative learning.

2.2 Previous Study

In an effort to corroborate her findings, the researcher looks for relevant studies about effectiveness of reading aloud in improving reading ability to compare the previous study with the researcher research. The investigator discovered a number of parallels and divergences based on the earlier study that was cited is shown below :

1. Maqbulin (2022) "*The Effectiveness of Reading Aloud to Improve Students Reading Ability in Secondary School.*" In teaching reading for senior high school students, mastering skills like inferential, evaluative, and critical reading is essential. While silent reading techniques such as skimming and scanning are common, research shows that reading aloud enhances vocabulary, sharpens comprehension, and aids in identifying detailed information. This study investigates whether reading aloud improves students' reading ability, using a quantitative method with pre-test and post-test data from 12th-grade students of MAN 2 Nganjuk (2022/2023). Results reveal a significant improvement in students' reading scores after applying the strategy. Further research on its application for advanced EFL students and various text types is recommended to refine teaching strategies.
2. Harlina. 2023 "*The Effectiveness of Reading Aloud Strategy to Improve Student' Reading Comprehension on Narrative Text*". The aim of this study was to find out whether or not reading aloud strategy is effective to improve the 10th graders' reading comprehension on narrative text at SMA Islam Sultan Agung 1 Semarang in academic year 2023/2024. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study was the 10th graders of SMA Islam Sultan Agung 1 Semarang and the sample consisted of 28 students of X-3 as the experimental class and 28 students of X-4 as the control class. The tryout test for X-5 class was done to know the validity and reliability for the instrument. Pre-test and post-test were given to experimental and control class. The result of the pre-test for experimental was 70.43 and the control class was 65.25. While the result of post-test of the experimental class was 87.75 and the control class was 73.85. T-test calculation showed that there was significant difference. The result of the analysis shows that sig (2-tailed) was $0.000 < 0.05$ which means that H_0

was rejected and H1 was accepted. As a result, it could be concluded that the use of reading aloud strategy was effective to improve students' reading comprehension on narrative text.

3. Moge (2023) "*Improving Students' Ability In Reading Narrative Text By Using Reading Aloud And Question And Answer Technique At Smp Negeri 1 Langowan*" This research is intended to prove whether reading aloud and the question-and-answer technique are effective or not in improving students' ability to read narrative text at SMP Negeri 1 Langowan. This research is classified as "classroom action research" because it was conducted in a cycle. The second-grade students were taken as a sample consisting of 19 students. The writer used a reflective journal, field notes, and tests in collecting data. The data were analyzed through the "triangulation" method. It is a qualitative data analysis technique in which related data are compared and evaluated to explain the parallel characteristics. The result shows that by applying reading aloud in Cycle 1, it was found that only 36.84 percent, or 7 students, of the 19 students could understand the text given with some comprehension, and it was categorized as unsatisfactory. By the application of question and answer in Cycle 2, it shows 52.63 percent of students, or 10 students, made progress in the teaching-learning process of reading ability development, and it was categorized as quite satisfying. In Cycle 3, the majority of students made great progress, with 68.42 percent or 12 students making great progress, and it was categorized as satisfying.
4. Sofyan et al., (2021) "*The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills*" Reading Aloud strategy used in the teaching reading skills, which means the teachers and students pronounced the word loudly in front of the class to get the information. The strategy is rewarding for students to understand the reading texts. Then, the researchers used a reading test as an instrument to know the students' competence in reading skills. This research used Quasi-Experimental Design. The result was proved that the score in the experimental class was 61 with a standard deviation was 8.20 and the post-test score was 69.1 with a standard deviation was 8.22 then the score of pre-test in the control class was 56.5 with a standard

deviation was 8.53 and post-test was 60.40 with standard deviation was 9. 68. The results achieved from both tests were different. Next, the t-test score both in class was 0, 00. It means that the hypothesis is accepted, it concluded that the implementation of the reading aloud strategy can improve students' reading skills competence.

5. Dawaghreh & Kürüm (2021). *“The Effect of Reading Aloud on Improving Students’ Reading Proficiency in ELT.”* This study explores the impact of reading aloud (RA) on improving reading comprehension in English Language Teaching (ELT) among 10th-grade students. The sample consists of 60 students (30 male and 30 female) from Al-Taiba Primary School in Jordan. The students are divided into an experimental group, which is taught using RA, and a control group, which is taught using traditional methods. To assess the effectiveness of RA, both pre and post-tests are administered, sourced from the Key English Test (KET) and ESL websites. Each test includes 15 questions across 3 passages focusing on reading comprehension, grammar, and vocabulary. The tests use multiple-choice questions, and students' scores are analyzed using T-test and One-Way ANOVA. The results show statistically significant improvements in the post-test scores, indicating that RA positively impacts reading comprehension, grammar, and vocabulary. The study recommends incorporating RA into classroom practices as an effective supplement to traditional teaching methods.
6. Senawati et al., (2021). *“The Benefits of Reading Aloud for Children: A Review in EFL Context.”* Reading aloud, though an old teaching strategy, remains relevant as research continues to support its effectiveness. This study reviewed expert opinions and past research on the definition, characteristics, and benefits of reading aloud for young children in EFL contexts using George's (2008) literature review model. The review highlighted the teacher’s crucial role in facilitating reading aloud, acting as a bridge between the text and students’ comprehension. Effective reading aloud requires the teacher to select appropriate texts, manage reading tempo, create pauses for questions and comments, and connect the content with the students. Benefits of reading aloud include improved vocabulary, pronunciation, comprehension, listening,

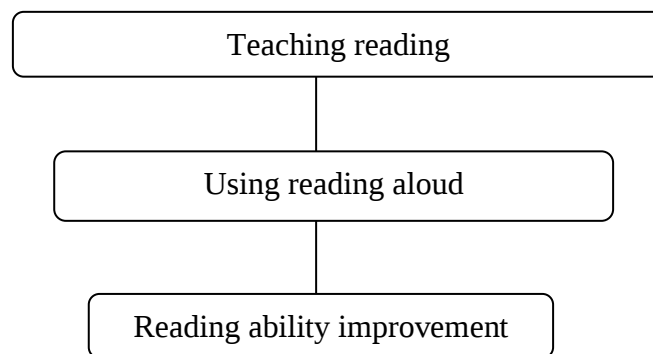
reading, speaking, communication, motivation, literacy, and critical thinking skills. These findings affirm that reading aloud remains an effective practice for enhancing children's English language skills.

A correlation between the study and the same field of interest is found in those reviewed : the use of the reading aloud strategy to enhance reading skills. Nevertheless, this study delves deeper into the effectiveness of reading aloud in improving reading ability at the tenth grade students of SMAN 5 Palopo and identifies the specific impact of this strategy on students' comprehension and engagement in reading activities.

2.3 Conceptual Framework

The conceptual framework in this research is shown in diagram below:

Figure 1. Conceptual Framework



2.4 Hypothesis

H₀ : there is no significant difference between the result of pre-test and post test after giving treatment using reading aloud to improve students reading ability.

H_a : there is a significant difference between the result of pre-test and post-test after giving treatment using reading aloud to improve students reading ability.

If the significance value of the t-test is < 0.05 then H₀ is rejected and H_a is accepted.