



The Implementation of the Reading Aloud Strategy in Enhancing Oral Transactions: Giving and Asking for Information

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Article Info	Abstract
Article History Received: 2023-05-22 Revised: 2023-06-15 Published: 2023-07-01 Keywords: <i>Reading Aloud;</i> <i>Interacting Orally.</i>	English is an international language currently used in various ways, including communication. Therefore, English needs to be developed from an early age to improve the ability to interact orally by giving and asking for information according to the basic competence of the subject. This study aims to determine how the Reading Aloud strategy is implemented and what aspects increase when the strategy is applied as a learning method to improve the ability to interact orally in class VIII MTs Darul Falah. This research used a descriptive qualitative approach. The participants used were 33 class VIII students of MTs Darul Falah. Sources of data and information for this research are English teachers and students. Data collection instruments were in the form of observation checklists, field notes, and interviews. Data analysis consists of data reduction, conclusion drawing, and verification. Based on the results of research and discussion, the Reading Aloud method can improve students' ability to interact orally to give and ask for information. The aspects that improved when the Reading Aloud method was implemented in class VIII students of MTs Darul Falah were 1) knowledge aspects consisting of vocabulary, fluency, accuracy and intonation; 2) attitude aspect consisting of respect, caring and self-confidence; 3) behavioral aspects consisting of working together and communicating.
Artikel Info Sejarah Artikel Diterima: 2023-05-22 Direvisi: 2023-06-15 Dipublikasi: 2023-07-01 Kata kunci: <i>Membaca Nyaring;</i> <i>Interaksi Lisan.</i>	Abstrak Bahasa Inggris adalah bahasa internasional yang saat ini digunakan dalam berbagai hal, termasuk komunikasi. Oleh karena itu, bahasa Inggris perlu dikembangkan sejak dini untuk meningkatkan kemampuan berinteraksi secara lisan dengan memberi dan meminta informasi sesuai dengan kompetensi dasar mata pelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana penerapan strategi <i>Reading Aloud</i> dan aspek apa saja yang meningkat ketika strategi tersebut diterapkan sebagai metode pembelajaran untuk meningkatkan kemampuan berinteraksi secara lisan di kelas VIII MTs Darul Falah. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Partisipan yang digunakan adalah 33 siswa kelas VIII MTs Darul Falah. Sumber data dan informasi untuk penelitian ini adalah guru dan siswa bahasa Inggris. Instrumen pengumpulan data berupa daftar observasi, catatan lapangan, dan wawancara. Analisis data terdiri dari reduksi data, penarikan kesimpulan, dan verifikasi. Berdasarkan hasil penelitian dan pembahasan, metode <i>Reading Aloud</i> dapat meningkatkan kemampuan siswa dalam berinteraksi secara lisan untuk memberi dan meminta informasi. Aspek yang meningkat ketika metode <i>Reading Aloud</i> diimplementasikan pada siswa kelas VIII MTs Darul Falah adalah 1) aspek pengetahuan yang terdiri dari kosa kata, kelancaran, ketepatan, dan intonasi; 2) aspek sikap yang terdiri dari rasa hormat, peduli dan percaya diri; 3) aspek perilaku yang terdiri dari bekerja sama dan berkomunikasi.

I. INTRODUCTION

English is an international language currently used in various ways, including technology, communication and information (Puntadewi, 2018). English is one of the general subjects of group A. This curricular program aims to develop students' attitudes, knowledge, and skill competencies as a basis for and strengthening abilities in society, national and state life. Group A general subjects are federal and developed by the Government as stated in the Minister of Education and Culture Regulation concerning

Amendments to the Minister of Education and Culture Regulation Number 58 of 2014 concerning the 2013 Curriculum for Junior High Schools/Madrasah Tsanawiyah (Wahyudi, 2018). However, the world of education and community development experienced significant discrepancies due to differences of opinion. It is this gap that ultimately has an impact on the low-use value of English, especially in rural schools. In addition, educational institutions have not fully realized the community's needs, and graduates are not ready to use what they have learned

because they only master the theory and have minimal skills, including English skills (Gaffar et al., 2022).

Meanwhile, in this era of globalization, students are required to be proficient in English. This is because English is a supporting element for acquiring science and technology easily, quickly and precisely. One way to improve English skills is through intensive English learning in class with interesting methods so that students are not bored and give the stigma that English is easy. Concerning learning English, the Government has launched Core Competencies and Basic Competencies in learning English, where students must be able to make out and carry out oral and written transactions to obtain information using English (Puntadewi, 2018). With these competencies, education makes a real contribution to the progress of a nation and is a vehicle for translating constitutional messages and a means to shape the nation's character. An intelligent society will provide a wise nuance of life, further establish independence, and paralyze the existing gap between the world of education and the surrounding community. Such a national society is a significant investment to get out of the crisis and face the global world (Gaffar et al., 2022).

In oral or speaking transactions, a person must have the knowledge, motor skills, and interactive skills. A person's thinking ability to express an idea will be seen when he speaks, but in reality, not all students have good speaking skills, especially in English. When speaking, sometimes a child has difficulty explaining what is in his mind according to what he is saying, so people who listen to him do not understand what he is talking about. Therefore, in mastering a language, a person needs a large and adequate vocabulary so that he has material to process into a sentence. In this case, mastery of English vocabulary affects good English speaking skills (Nation & Hunston, 2013 in Puntadewi, 2018).

Furthermore, Puntadewi (2018) argues that vocabulary mastery is the basis of the concept of understanding in English. Lack of teacher ability to maximize learning methods when delivering material can affect students' vocabulary mastery. Lack of vocabulary mastery inhibits students from expressing what is on their minds directly (Puntadewi, 2018). Therefore, there needs to be a method to support students in increasing their English vocabulary, such as Reading Aloud. This method has three aspects that will improve in the application process: detailed information, voca-

bulary, and main ideas (Sahara et al., 2018). With the application of the Reading Aloud method, it is hoped that students will be able to increase their English vocabulary as their capital for speaking.

According to Trelease (2013), Reading Aloud is a simple activity of regularly reading books to children through medium books. Based on this theory, Reading Aloud is a simple method teachers can periodically apply to improve English vocabulary. By doing Reading Aloud regularly, students become accustomed to listening to English vocabulary so that it becomes a lengthy recording they can remember and then use when speaking English. One of the texts used in the Reading Aloud method is recount text. By reading the text, students can indirectly capture how to read a word, the intonation in pronunciation and the function of each spoken conversation.

This study aims to improve oral transactions: Giving and Asking for Information with the Reading Aloud strategy and determine which aspects increase when this method is applied in grade VIII MTs Darul Falah. The results of this study are expected to inspire educators at junior high school level institutions to achieve Core Competence and Basic Competence in English subjects where students can interact orally.

II. METHOD

In this study, the researcher used a descriptive qualitative approach to describe the Reading Aloud strategy in enhancing oral transactions: Giving and Asking for Information at junior high school. According to Fraenkel, Wallen, & Hyun (2012), a qualitative approach is a research expressed in words. It is used to understand a concept, thought, or experience. This type of research allows you to gather in-depth insights on poorly understood topics. The research method is the methods or procedures used by researchers to collect research data to solve problems in their research.

Sources of data and information in this study which are primary data were obtained from the main respondents, namely English teachers, and students. Data collection instruments were in the form of observation checklists, field notes, and interviews. The aspects that will be asked when collecting information are 1) How is implementing the Reading Aloud strategy in enhancing oral transactions: Giving and Asking for Information at junior high school? 2) What aspects increase when the Reading Aloud method is implemented as a learning method to enhancing oral transactions: Giving and Asking for Information at junior

high school? In this study, the researcher used a type of technique triangulation which the data's credibility was tested by asking for the same thing with the same source and different techniques.

Research data analysis consists of three stages: data reduction, conclusion drawing, and conclusion verification. Data analysis at the data reduction stage includes collecting all the information needed from respondents and grouping data. The data display stage presents the data needed in the research. The stages of drawing and verifying conclusions are the stages of interpreting research data to draw conclusions based on the phenomena obtained (Miles & Huberman, 1994).

This research was conducted on around 33 grade VIII students of MTs Darul Falah, Sirnagalih Village, Cipeundeuy District. The researcher made class VIII MTs Darul Falah as a participant because there were findings regarding students' difficulties in developing oral transactions skill: giving and asking for information in English.

III. RESULT AND DISCUSSION

1. The Implementation of the Reading Aloud Strategy

In this chapter, the researcher will discuss the result from observations, field notes, and interviews with teachers and students. The participants of this research were 33 students of class VIII MTs Darul Falah. Based on the results of observations, the teacher started the implementation of the Reading Aloud method by reading recount texts and then involving students in discussing the contents of the text. Then the teacher explains the recount text's meaning, social function, and structure. After that, the teacher lists the vocabulary in the text on the blackboard and then dictates how to pronounce them individually. In the next stage, the teacher divides students into four groups and gives them several pictures, then asks students to observe and discuss the images, and then organizes them into simple recount texts using the vocabulary that was given before. Finally, the teacher asked each group to read aloud the text they had made and then directed students to respond and appreciate each other between groups. Students' enthusiasm in responding and respecting groups when reading aloud shows their interest in the Reading Aloud method. This is evidenced by the results of interviews

with students about how much they like the Reading Aloud method.

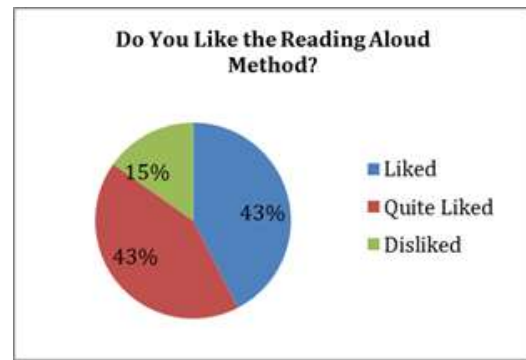


Figure 1. The level of student's preference for the reading-aloud method

Based on the diagram above, the percentage of students who like and quite like the Reading Aloud method is the same, namely 43% or as many as 14 people out of 33 students. While the percentage of students who did not like the Reading Aloud method was 15% or as many as five students. This means that students in class VIII MTs Darul Falah are dominated by students who like and quite like the Reading Aloud method. This is in line with the results of interviews with English teachers who teach in class, where students in class VIII MTs Darul Falah tend not to like writing. Therefore, the Reading Aloud method is often used as a learning method. Students' understanding of the vocabulary, fluency, accuracy, and intonation that the teacher teaches through dictation can support them in developing their ability to interact orally by giving or asking for information. By applying the Reading Aloud method, students will automatically see, hear, and say what the teacher reads. This makes the accepted vocabulary easy to remember and apply.

However, even though the Reading Aloud method is often used, teachers still experience problems when implementing it, including students who distort the pronunciation of vocabulary when the teacher guides them to recite it, thereby eliminating the focus of other students. The teacher overcomes this by appointing the student to read each word taught individually and asking other students to pay attention. If it's like that, students will be silent and then return to attention and respect the teacher who is teaching.

In implementing the Reading Aloud method in class VIII MTs Darul Falah, the teacher must consider several things before learning takes

place, namely, student readiness, the text given, and the difficulty level of vocabulary in the text. Therefore, in implementing the Reading Aloud method in class VIII MTs Darul Falah, the teacher first analyzes and selects vocabulary that is difficult to pronounce in a text; the most highlighted are verbs and nouns. Then to increase understanding of vocabulary, the teacher asks students to translate it with the help of a dictionary, so they know each of its uses. In addition, based on the results of interviews with teachers, there are several advantages of the Reading Aloud method when it is applied in class VIII MTs Darul Falah, namely: 1) it is easier for students to focus during learning; 2) when students are not paying attention, they can still listen; 3) the teacher is intense in training students how to pronounce each vocabulary; 4) can help students memorize vocabulary.

The results of the research above are in line with the results of research conducted by Nurkaeti et al., (2019), in which Reading Aloud is the most effective reading method for students in conditioning the brain so that they can build knowledge, introducing new vocabulary, and associate reading as a fun activity. There are several benefits of Reading Aloud, according to Nurkaeti et al., (2019), namely: 1) helps to optimize brain development; 2) introduces and familiarizes listening skills; 3) adds to the vocabulary heard; 4) train attention span and remember; 5) teach words that are rarely used in everyday life; 6) teach the meaning of words; 7) introduction to the concept of print and written media; 8) introduce pictures and illustrations; 9) able to calm down; 10) stimulate the imagination and other senses; and 11) introduce children to books and learning media. In addition to the advantages or benefits of the Reading Aloud method, there are also disadvantages of this method, namely: 1) the teacher takes a long time to dictate the vocabulary being taught because if more than three words are dictated, students will lose focus in listening; 2) students tend to find it difficult to be independent in reading.

2. The Aspects are Improving When Reading Aloud Strategies are Implemented to Improve Students' Ability to Interact Orally

In a study by Junaid (2017) in Class VIII of SMPN 3 Parangloe, the Reading Aloud method increased students' vocabulary. In a study

conducted by Sahara et al., (2018) in class VIII SMPN 8 Banda Aceh, three aspects experienced improvement when the Reading Aloud method was applied, namely: 1) detailed information, 2) vocabulary, 3) and main ideas. At the same time, the research results conducted by researchers in class VIII MTs Darul Falah related to aspects that increase when applying the Reading Aloud method are: 1) aspects of knowledge, 2) aspects of attitude, and 3) aspects of behaviour.

The first aspect is knowledge. In this aspect, four things are achieved by students when the Reading Aloud method is applied, namely vocabulary, fluency, accuracy, and intonation. These four things are the basic support for a learner in improving the ability to interact orally to give and ask for information properly in English. The second aspect is attitude. In this aspect, the attitudes that increase when the Reading Aloud method is applied are respectful, caring, and confident. This can be seen when the teacher gives light punishment to students who distort the pronunciation of vocabulary by asking them to read their own vocabulary without being guided so that students return to respecting the teacher and caring for their friends who are serious about learning. Confidence is shown when students read texts that have been made based on the results of discussions with their groups and then give feedback to each other.

The third aspect is behaviour. In this aspect, students are able to work together and communicate well. According to Tantri (2016), students' knowledge of complex information in reading depends on their vocabulary mastery. Students who often read and are used to reading will enrich their vocabulary on an ongoing basis with the words and ideas they get from reading. Thus, there is a positive relationship between reading habits and vocabulary mastery (Tantri, 2016). In this case, when the teacher does the Reading Aloud method, there is repetition and dictation; students listen and follow what the teacher reads; that is what is meant by reading habits in this study so that the Reading Aloud method can improve students' ability to interact orally both to give and ask for information.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

From the results of research related to the application of the Reading Aloud Method and the aspects that increase in class VIII students of MTs Darul Falah, it can be concluded that the teacher begins the application of the Reading Aloud method by reading recount texts and then involving students in discussing the contents of the text. After that, the teacher explains the meaning, social function, and structure of the recount text. The teacher lists the vocabulary words in the text on the blackboard and dictates how to pronounce them individually to the students. In the next stage, the teacher divides students into four groups and gives some pictures, then asks students to observe and discuss the pictures, and then arranges them into simple recount texts using the vocabulary that was given before. Finally, at the evaluation stage, the teacher asks each group to read aloud the text they have made and then directs students to respond and respect each other between groups. The stages of implementing Reading Aloud above can improve students' ability to interact orally to give and ask for information. The aspects that improved when the Reading Aloud method was implemented in class VIII students of MTs Darul Falah were 1) knowledge aspects consisting of vocabulary, fluency, accuracy and intonation; 2) attitude aspect consisting of respect, caring and self-confidence; 3) behavioural aspects consisting of working together and communicating.

B. Suggestion

In implementing the Reading Aloud method to improve students' ability to interact orally, both giving and asking for information, there were deficiencies found during the research: 1) the process took quite a long time, and 2) students tended to have difficulty independently reading English texts. Therefore, it is hoped that future researchers will be able to overcome these deficiencies so that teachers can allocate learning time effectively and efficiently according to learning objectives to overcome the length of the learning process when applying the Reading Aloud method and students can be more independent in reading English texts.

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