



The Implementation of Reading Aloud Strategy to Develop Student Skill Responding to Expression of Giving Good and Bad News

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Article Info	Abstract
Article History Received: 2023-09-17 Revised: 2023-10-23 Published: 2023-11-01	<p>Speaking skills are a very important aspect of learning English to establish good communication. However, many students still need help expressing what they want to convey, be it ideas, ideas in a reading, or opinions when communicating, because of a lack of confidence from students. Thus, this study aims to improve students' speaking skills and to find out the factors and causes of students' difficulties in understanding reading by applying the learning method of reading aloud in learning text reports. This research was conducted at SMKN 1 SOREANG class X-TKJ (Network Computer Engineering) 1 with 36 participants. This research uses qualitative methods with a Classroom Action research approach. Data collection techniques in this study used three techniques, namely, Instruments: observations, field notes, and interviews. Based on the results of the study, the researcher can conclude that the application of the aloud reading learning method carried out by the teacher can run smoothly because, by the procedure, application of reading aloud, students can follow the teacher's direction well. In this learning process, students are very enthusiastic, and this encourages student learning motivation, especially in reading English texts; besides that, students can improve significantly in student speaking skills In several aspects it has so that students can be responsive when answering questions related to the reading that the teacher gives quickly. Therefore, based on the results of the research, some of the consequences of students' difficulties in speaking skills can be overcome by applying the method of learning to read aloud by increasing aspects of speaking skills in students, namely: 1) Fluency, 2) Pronunciation; 3) Intonation; 4) Accuracy.</p>
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Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-09-17 Direvisi: 2023-10-23 Dipublikasi: 2023-11-01	<p>Keterampilan berbicara merupakan aspek yang sangat penting dalam pembelajaran bahasa Inggris untuk menjalin komunikasi yang baik. Namun, masih banyak siswa yang membutuhkan bantuan untuk mengungkapkan apa yang ingin disampaikan, baik itu ide, gagasan dalam bacaan, maupun pendapat saat berkomunikasi, karena kurangnya rasa percaya diri dari siswa. Dengan demikian, penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa dan untuk mengetahui faktor dan penyebab kesulitan siswa dalam memahami bacaan dengan menerapkan metode pembelajaran membaca nyaring dalam pembelajaran teks laporan. Penelitian ini dilaksanakan di SMKN 1 SOREANG kelas X-TKJ (Teknik Komputer Jaringan) 1 dengan jumlah peserta 36 orang. Penelitian ini menggunakan metode kualitatif dengan pendekatan penelitian Tindakan Kelas. Teknik pengumpulan data dalam penelitian ini menggunakan tiga teknik yaitu, Instrumen: observasi, catatan lapangan, dan wawancara. Berdasarkan hasil penelitian, peneliti dapat menyimpulkan bahwa penerapan metode pembelajaran membaca nyaring yang dilakukan guru dapat berjalan lancar karena dengan prosedur penerapan membaca nyaring siswa dapat mengikuti arahan guru dengan baik. Dalam proses pembelajaran ini, siswa sangat antusias, dan hal ini mendorong motivasi belajar siswa, khususnya dalam membaca teks bahasa Inggris; selain itu, siswa dapat meningkat secara signifikan dalam keterampilan berbicara siswa Dalam beberapa aspek yang dimilikinya sehingga siswa dapat tanggap ketika menjawab pertanyaan terkait bacaan yang diberikan guru dengan cepat. Oleh karena itu, berdasarkan hasil penelitian, beberapa akibat dari kesulitan siswa dalam keterampilan berbicara dapat diatasi dengan menerapkan metode pembelajaran membaca nyaring dengan meningkatkan aspek keterampilan berbicara pada siswa yaitu: 1) kelancaran, 2) Pengucapan; 3) Intonasi; 4) Ketepatan.</p>
Kata kunci: <i>Kemampuan Berbicara;</i> <i>Strategi Membaca</i> <i>Nyaring;</i> <i>Report Text.</i>	

I. INTRODUCTION

Mastery of speaking skills for everyone is a very important aspect, especially in foreign

language learning which is measured in terms of the ability to carry out conversations, according to Nunan (1991, as quoted in Supraba's research;

Wahyono; Thanksgiving 2020). English is difficult for Indonesians to learn, especially students in various educational units. The author also found this when carrying out observation activities at SMKN 1 Soreang in grade 10 of the Computer Network Engineering Department. When reading English, many learners are difficult to express understanding in a reading because it is caused by poor pronunciation and lack of practice in reading English, thus causing doubts that exist in them when they want to speak in expressing an idea in Reading. This is often found by teachers, especially in students; the problem is that they consider speaking difficult and require great courage and preparation to speak well. Even though their reading ability is very good, they lack confidence because of bad pronunciation and lack of practice. Whereas it is mentioned in Article 33, paragraph 3 of Law Number 20 of 2003 that, foreign languages can be used as a language of instruction in certain educational units to support students' foreign language skills. Therefore, they must master the ability to speak English to express an idea and understand reading well because it is very important in learning English. As cited in the research (Gaffar et al., 2022), Education contributes greatly to the progress of a nation and is a vehicle for translating constitutional messages and a means of building national character. So that a strategy in learning needs to be improved to form good student skills to become a good successor generation in the field of education, apart from that, according to the Minister of Education and Culture for Research and Technology (2005, as cited in Gaffar's research et al., 2022) in Government Regulation No. 19 of 2005 [1] concerning National Education Standards, Vocational Secondary Education is education at the secondary education level that prioritizes developing student abilities for certain types of work.

Therefore, in this case, several previous studies are relevant to the topic. The first research talks about the reading-aloud strategy by Kamilia Ali Hikmah in 2018, entitled "APPLICATION OF THE READING ALOUD METHOD IN ADDING THE SPEECH ABILITY OF 5-6 YEAR OLD CHILDREN IN GRIYA READ ABUKUS JOMBANG". This study aims to explain the application of the reading-aloud method in children aged 5-6 years and explain the results of increasing the speaking ability of children aged 5-6 years at Griya Baca Abukus Jombang. The results showed that the implementation of the

reading-aloud method was quite good. This can be proven by the characteristics and benefits of the reading-aloud method that are achieved in its application. In the application of the Reading aloud method, there are aspects of language and literacy through fond of reading and increasing vocabulary; besides that, in listening to students, there is concentration and participation. The study's results show that with the application of the reading-aloud method, most of the speaking skills of children aged 5-6 years have increased. Indicators support this, and interview results show that the linguistic and non-linguistic aspects of the speaking ability of children aged 5-6 years have increased by 54.5%, as evidenced by data on the development of children's speaking ability.

The second study talked about students' speaking skills, entitled "Implementation of Reading Aloud in Developing Students' Speaking Skills," conducted by Supraba, Wahyono, and Syukur in 2020. This study aimed to determine whether the implementation of reading aloud develops students' speaking skills in this study using the correlation method of research design where questionnaires and speaking tests in the research instrument. The result of the study is that Reading aloud can be an effective way of teaching speaking classes because there is a significant relationship between reading aloud and students' speaking skills. It was determined by the p-value of 0.027, which is below 0.05. Thus, reading aloud contributes significantly to developing students' speaking skills.

Several theories are relevant to the topic of this research. According to Trelease (2017), the ability to read aloud is the ability of students to read with clear, correct, and natural memorization and intonation and pay attention to punctuation so that readers understand the meaning of the sentences they read. Reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday conversation. Based on this theory, according to researchers, reading aloud is a very suitable strategy when applied early so that students are easy to understand Reading; besides that, it makes students think critically in making ideas in a reading text. Also, students can respond to questions or answers in English reading. In addition, in the application of this reading-aloud strategy, speaking skills are a very important aspect of learning, as stated Speaking, in general, can be intended as a skill to convey one's ideas,

ideas to others using spoken language (Rahmayanti, Nawawi, & Quro, 2017:22). Therefore, researchers can conclude that speaking ability is a student skill that must be mastered in using the Reading aloud strategy. In this speaking ability, researchers pay attention to students' fluency in reading English. Fluency usually refers to expressing spoken language freely without interruption, especially in responding to either good or bad news. In the learning process, if the teacher wants to check the students' fluency, the teacher lets the students express freely without interruption. The goal is to help students speak fluently and easily. The teacher needs to correct immediately, but the assumption is that too many corrections disrupt the flow of the conversation (Pollard, 2008).

This study aims to analyze the causes and main factors of students' difficulties in understanding English reading texts. In addition, this study also aims to evaluate how the application of reading aloud can improve students' speaking skills. Therefore, this study has the questions "What makes students difficult in understanding English reading texts?" and "How to improve speaking skills in understanding English through the application of reading aloud strategies?".

II. METHOD

This research uses a qualitative approach because the author can describe in depth the process of this research. According to Fraenkel, Wallen, and Hyun (2012), the qualitative approach is related to the process and product. Researchers use this qualitative research method to describe the application of the read-aloud strategy in improving students' skills. A case study is a detailed analysis of one or several individuals (Fraenkel, Wallen, & Hyun 2012). In this study, researchers used a qualitative approach with a classroom action research method. According to Car and Kemmis (1986), the nature of PTK is a form of self-reflective research conducted by participants in social situations to improve rationality and truth, namely social or educational practices carried out by themselves, understanding of these practices, situations where these practices are carried out.

In making observations to collect data to answer research questions, researchers need to make observations using three research instruments: observation, field notes, and interviews. An observation checklist was used to

obtain data about student activities during the teaching and learning process in class with the reading-aloud learning strategy. Field notes record data researchers find using the Reading Aloud learning strategy during the teaching and learning process. And the last research instrument is an interview; the researcher will interview to obtain data from the observation checklist and field notes. To validate the data, researchers triangulated using the three data collection instruments. Triangulation as a strategy used in testing the validity of qualitative research data means logically examining evidence from data sources and using it to justify themes (Creswell, 2012). In qualitative research, triangulation is very important because it can test the credibility of data through various data collection techniques and sources. The author uses data source theory because, in its implementation, the author explores the truth of certain information using various data sources such as documents, archives, interview results, observation results, or by interviewing more than one subject, which is considered to have a different point of view.

Furthermore, in this study, the data will be analyzed descriptively. According to (Arikunto, 2019), Descriptive research is research intended to investigate a condition, situation, or another event; then, the results will be presented as a research report. The research step is to find the pattern expected by the researcher so that it can conclude the research using three instruments and verify the data using triangulation. In this study, the researcher wants to analyze the causes and main factors of students who cause difficulties in understanding English reading texts. In addition, the researcher also wanted to evaluate how the application of reading aloud improves students' speaking skills in understanding English texts.

The participants in this study were from one of the classes majoring in Computer Network Engineering (TKJ) at SMKN 1 Soreang class X which needed help with students' ability, namely speaking skills in understanding English reading. The research participants consisted of approximately 30-36 students in one class. All students were able to participate, both male and female. The assessment of students' speaking skills with an assessment sheet of several aspects of speaking skills such as pronunciation and understanding of students in understanding English reading texts.

III. RESULT AND DISCUSSION

After passing the observation process in the sample class, the researcher compiled a learning module using the reading-aloud learning **method**. The researcher designed the learning to improve the skill of reading aloud by inserting the learning method of reading aloud to start the activity. To create an optimal result, this activity must be carried out with various stages that must be packaged properly and neatly. With the number of students in the sample, the class is 36 people. In this study, the teacher chose the text based on the student's interest in a topic and adjusted it to the criteria of the majors they took at the school so that in the initial understanding, students who will read aloud have an interest in reading and understanding the discourse that will be presented.

This activity began with the teacher explaining the purpose and social function of the text on that day's learning. Next, the researcher explained the reading-aloud strategy and the things related to reading aloud. The researcher's explanation occasionally received intrusions from students who asked about some points they felt were unclear. Then, the teacher divided the text into several paragraphs to make the learning atmosphere more effective. Then ask some students to read the text in turn with other students. After that, students and teachers translate the text so that students can understand the text well.

After discussing the text, at the next stage, the teacher gives oral questions about the extent to which students understand the text and tests students' speaking skills when presenting answers to the teacher's oral questions. When students answer the questions, the teacher observes the answers by paying attention to the assessment sheet on the reading-aloud learning method using the aspects that exist in speaking skills. So that the teacher will know more about how much the students' speaking skills have improved in reading aloud.



Figure 1. Percentage increase in students' speaking ability towards reading aloud method

Based on the diagram above, it can be observed that the percentage of all students improving speaking skills according to the assessment sheet on the reading-aloud method is sufficient to improve various aspects of speaking skills. Among them, 80% of students' ability to read with clear intonation is due to increased interest in reading and increased confidence in reading aloud. Then 75% of the student's ability in the students' pronunciation of the text when expressing ideas/ideas and when answering questions orally given by the teacher and answered correctly by the students after understanding the text. In addition, a 45% percentage of students' pronunciation ability increased because reading aloud makes students know the correct and clear reading of words in the text and the reading of each vocabulary. And 50% of students' accuracy ability can improve because students can read by paying attention to punctuation properly and using grammar and vocabulary according to the text when they express what they understand in the text.

In applying this read-aloud learning method, students improved significantly in various aspects of speaking ability. However, in this learning method, this is a new thing for students. At the beginning of the application, it seems that students take this process lightly, so they read aloud without understanding what they are reading. Then, not a few of the students were still inaccurate in pronouncing the text. However, research (Syafitri et al., 2019) mentions that beginners may need to correct some things in speaking English. Those mistakes can develop their English, such as vocabulary and grammar.

Another thing that was observed was that there were still sentence fragmentation errors or the lack of students paying attention to punctuation in sentences and paragraphs, which meant that students needed help understanding the part of the text they were reading. In reading aloud, there needs to be a good interaction between the reader and the listener during the reading process. However, in the beginning, students only focused on the text, so they needed more focus on interacting with their hearing. Many of the students still needed to improve in pronunciation when reading the text because they needed to pay attention to the teacher when guiding them in reading aloud. However, the student's enthusiasm for this lesson was so high that the teacher tried again to guide the students well when asking the students to read alternately per paragraph.

Seeing this, the teacher discussed and emphasized the mechanism of implementing reading aloud to students when the teacher asked students to read the text in turn with other students. So there is a significant improvement in students' speaking skills with various aspects related to the reading-aloud learning method. The atmosphere becomes lively, and students who listen are enthusiastic about predicting what will be read. At the end of the re-reading, the reader invites the listener's response to confirm the predictions made at the beginning of the reading. The activity of reading aloud per paragraph in turn by students ends with delivering moral messages from the text read. In this activity, students are getting better at reading aloud; this can be seen from the reduction of application errors and the increase in students' understanding of answering questions when the teacher asks questions related to the text they read. The results of this study are equivalent to the theory according to Trelease (2017) that the ability to read aloud is the ability of students to read with clear, correct, and reasonable memorization and intonation and pay attention to punctuation so that readers understand the meaning of the sentences they read.

Reading aloud makes complex ideas more accessible and exposes students to vocabulary and language patterns that are not part of everyday conversation. In this method, students can build more knowledge and improvements in speaking skills when reading aloud to the abilities they have in speaking skills. In addition, reading has become an important part of our daily activities. To be more active in obtaining information, students must pay more attention to the text's key points and main ideas based on research (Sofyan et al., 2021). Therefore, in applying this reading-aloud strategy, the most important thing is the conversation activity after the reading-aloud activity when students answer questions orally from the teacher. This activity is useful for reviewing students to be able to respond and reveal the content of the text. This activity provides a wider opportunity for students to practice speaking by expressing their thoughts about what they understand in the reading.

Then, in this study, researchers found several benefits of applying the reading-aloud learning method, including 1) Helping students' cognitive development and language skills, 2) Increasing students' concentration in learning, 3) Training

courage, and 4) Creating a good interaction relationship between teachers and students in learning activities 5) Training speaking skills by aspects of speaking skills. This is in line with research (Senawati et al., 2021) that the application of this reading-aloud learning method has good benefits for students, namely 1) Reading aloud to increase English vocabulary, 2) Reading to nurture pronunciation 3) Reading aloud to cultivate understanding 4) Reading aloud for listening skills training, etc.

The application of this reading aloud method, the researcher found that the application of this reading-aloud method can train and improve students' speaking skills because students can express the questions given by the teacher orally according to the text, use new vocabulary, and express the information that the author wants to convey to other readers aloud and memorized. This speaking skill will support a person to express their interesting ideas orally. This aligns with the theory according to Huang (2010, as cited in Supraba et al., 2020), which states that reading aloud can be a magical way to improve students' spoken English. So, in this case, the researcher has the assumption that this learning method is very suitable if used as a form of training students' abilities in speaking because, in this method, the teacher can also find out the extent to which students can understand the text and the teacher can find out which students are active and which students are passive.

At the end of the application of the read-aloud strategy, the researcher gave questions in the form of an interview to all students, which contained questions asking for students' responses in the application of this read-aloud strategy. In the interview results, many students revealed that before applying this reading-aloud strategy, students needed more interest in reading due to laziness or too many words that were unfamiliar to them and difficult to pronounce, and the lack of confidence of students when reading English texts. However, after implementing this read-aloud learning method, students feel encouraged. That it can motivate and improve students in reading because in reading aloud, students feel they have the responsibility to read a text in front of their classmates. In addition, although they are still nervous about reading, the application of reading aloud can force students to master vocabulary or train how to pronounce the words or sentences they read properly and correctly. This is in line with the results of the research (Sajid et al.,

.2019). This reading-aloud is an important strategy because it encourages students to read and eventually improves their reading comprehension, increasing their literacy levels. So that they feel the importance of understanding reading with good pronunciation or pronunciation, or in this reading aloud makes students more fully understand the function and structure of the language in the text.

Then, based on the results of interviews with students, the application of this reading-aloud method has advantages and disadvantages with what they experience, including Disadvantages of reading aloud 1) Making students bored quickly, this is due to the lack of student interest in reading, so it is carried out for a long time, 2) Taking up much energy, so, as a result, students will get tired quickly, the level of understanding of reading aloud is less than silent reading because students are more preoccupied with pronouncing words than understanding the content of reading. The advantages of reading aloud include; 1) Make students more active in learning, 2) Make students better understand what they are reading, and 3) Train students' confidence when reading aloud and speaking to answer the teacher's questions. Based on the results of these interviews, this is in line with (Syahadati et al., 2017), so the advantages of reading aloud can increase self-confidence, be active and train to read in groups. At the same time, the weaknesses of reading aloud can cause noise in the classroom and take up much energy.

In addition, this method of reading aloud is a new thing for students. So based on the observations of researchers in the application of this method, teachers still experience obstacles, including a less effective classroom atmosphere when students are asked to read the text simultaneously so that it eliminates the focus of other students and the difficulty of teachers in guiding students in pronunciation and pronunciation because students read with intonation that is too loud and fast. Then the teacher overcomes it by guiding students to ask to read the text in turn by dividing it into paragraphs. Therefore, in applying this method of reading aloud, teachers and students need Strong cooperation in learning and mastering good classes so that learning runs effectively.

Then in learning to read aloud, which results in difficulty for students to understand reading, based on research (Lena et al., 2023), several external factors can come from parents, teachers, and supporting facilities. Meanwhile, internal

factors come from within the students. This is in line with the research conducted by the researcher based on the results of interviews with students. External factors that make students lack interest in reading are 1) the role of parents, who lack the habit of reading from their childhood so that they lack the desire to read, especially in learning English because they are not used to it from childhood, 2) themselves; in reading English oneself is the most important role but in English there are conditions for students who are not yet fluent in reading because they do not recognize the words contained in the reading or in the grammar of the reading itself so that it makes students lazy to read, 3) teacher, the role of the teacher in the class is as a teacher so that this makes it an important factor, especially in reading aloud. The interaction relationship between the teacher and students must be more active to attract students' interest in reading aloud because the teacher can provide strategies or learning methods into learning to attract the enthusiasm of students, the power of student interest, and improve students' abilities in learning such as in reading ability and speaking ability.

In the results of observations, field notes, and interviews, these three instruments, researchers can confirm and explore information from students that is more specific and more structured. The results of the structured interviews corroborate that the application of reading aloud can improve students' speaking skills because of the student's sense of responsibility for the reading text. So that it can train their speaking skills and motivate and encourage student interest in reading skills and improve student speaking skills. According to Elvi Susanti (2019), Speaking skills are mechanical skills; the more practice, the more mastered and the more skilled a person is in speaking because only some people are immediately skilled in speaking without going through a training process. Therefore, the application of reading aloud can be used as a venue for training students' speaking skills, but it must be carried out in the long term so that students are accustomed to the learning method. In addition, in this case, teachers need to pay much attention, such as choosing interesting and easy texts so students can easily follow the learning. In the application of reading aloud, students and teachers are expected to have active interactions.

In this case, the teacher must also convey the text with feelings and ideas, act out the text, dramatize the text, and use gestures and facial expressions to convey the emotion of the text, according to Tarim (2015, cited in research by Suwastini et al., 2021). This is because creating good interaction and reading aloud makes students more interested than watching movies and listening to audio. In addition, according to Beltchenko (2011, cited in Widhiasi et al. research, 2016), reading aloud is a strategy where a teacher organizes time to read orally to students consistently above the students' independent reading level but at the students' listening level. So, in this case, the teacher plays a very important role in time and learning. Then, based on Nindriani's research (2017), reading aloud is a reading activity by making a sound or pronouncing the symbols of language sounds with a loud enough voice. Reading aloud also aims to make someone able to use the right speech, read clearly and not stammer, read by not constantly looking at reading material, and read by using the right intonation. In addition, the results of student interviews stated that the process of reading aloud makes the text read not only useful for readers but also very useful for listening. So in this process, there is information sharing and discussion with a meaningful context for students or teachers. So that this method of reading aloud is highly recommended by all circles, especially in learning speaking skills. Therefore, based on the results of interviews with students, students strongly recommend that this learning method be applied in long-term learning, especially in learning English, because it is a good habit and a step in upgrading students' abilities in English.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this study, researchers concluded that the improvement of students' speaking skills after applying the learning strategy of reading aloud. Students show good improvement in various aspects of speaking skills in learning activities. In addition, they can also identify social functions and text structures in text reports, understand reading texts well, and motivate and encourage students to read. In this case, teachers play an active role in helping students improve students' abilities both in students' speaking skills and in students Reading aloud skills.

Then, based on the results of this study, researchers can conclude that the thing that can make students difficult to understand English reading is the lack of students in vocabulary sentences and the way students pronounce less, and the lack of habituation to the application of this loud reading method in learning so that there is a lack of confidence from them. However, after the application of this method of reading aloud, it becomes the formation of students' confidence in reading English. In addition, students' emergence of good concentration improves pronunciation and pronunciation when reading. Therefore, researchers strongly recommend that this learning method be applied specifically in English learning in the long term to become good habituation. Then, there needs to be good interaction during learning with teachers and students so that students can play a more active role and achieve student learning goals well in improving speaking skills.

The application of the Reading aloud learning method in learning students' speaking skills about the use of machine technology through text reports has a very positive impact in improving students' abilities both in speaking skills and student understanding due to significant changes in the application of this learning method. This shows that this learning method is very appropriate. As a result, the results show that the performance criteria have been met, and it is proven that the method of learning to read aloud is proven to improve student's ability in speaking skills in several aspects.

B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about The Implementation of Reading Aloud Strategy to Develop Student Skill Responding to Expression of Giving Good and Bad News.

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