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## **Using Reading Aloud Technique to Stimulate Students' Reading Comprehension**

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### **Abstrak**

Artikel ini bertujuan untuk merangsang pemahaman keterampilan membaca siswa menggunakan teknik Membaca Keras. Membaca dengan keras adalah poros utama yang menghubungkan membaca dan berbicara dalam bahasa Inggris. Membaca dengan keras tidak hanya meningkatkan pengetahuan membaca tetapi juga meningkatkan ekspresi lisan. Bagaimana teknik Membaca dengan Keras dapat merangsang keterampilan membaca siswa. Membaca berperan penting sebagai salah satu dari empat kemampuan dalam meningkatkan kinerja bahasa Inggris siswa. Penelitian ini melibatkan 16 responden yang merupakan mahasiswa semester 5 Program Pendidikan Bahasa Inggris di Universitas Ibn Khaldun. Penelitian ini adalah penelitian deskriptif dimana peneliti menggunakan metode kualitatif. Data dikumpulkan dengan wawancara, kuesioner, dan observasi. Hasil penelitian menunjukkan bahwa kebanyakan dari mereka tidak setuju dengan teknik dari Membaca keras. Berdasarkan pernyataan responden, ditemukan bahwa penggunaan metode membaca dengan teknik membaca keras membantu siswa untuk merangsang pemahaman membaca, terutama untuk membantu siswa dalam pengucapan.

Kata kunci: *Teknik membaca dengan suara keras, pemahaman membaca*

## Abstract

*This article aims to stimulate students' reading comprehension skills using the Reading Aloud technique. Reading aloud is the main axis connecting reading and speaking English. Reading aloud not only increases reading and basic knowledge but also improves oral expression. How the Read aloud technique can stimulate students' reading skills. Reading plays an important role as one of four abilities in improving students' English performance. This study involved 16 respondents who were 5th-semester students of the English Language Education Program at Ibn Khaldun University. This research was a descriptive study in which the researcher used a qualitative method. Data collected by interview, questionnaire, and observation. The results of the study showed that most of them did not agree with the techniques from Reading aloud. Based on respondents' statements, we found that the use of the reading method with hard reading techniques helped students to stimulate reading comprehension, especially to help students in pronunciation.*

*Keywords: Reading aloud technique, reading comprehension*

## ملخص البحث

يهدف هذا المقال إلى تحفيز مهارات فهم القراءة لدى الطلاب باستخدام تقنية القراءة الصلبة. القراءة بصوت عالٍ هي المحور الرئيسي الذي يربط القراءة والتحدث باللغة الإنجليزية. القراءة بصوت عالٍ لا تزيد من معرفة القراءة فحسب ، بل تعمل أيضاً على تحسين التعبير الشفهي. كيف يمكن لتقنية القراءة الصعبة أن تحفز مهارات القراءة لدى الطلاب. تلعب القراءة دوراً مهماً كواحدة من أربع قدرات في تحسين أداء الطلاب باللغة الإنجليزية. شملت هذه الدراسة 16 شخصاً ممن شاركوا في الفصل الخامس من برنامج تعليم اللغة الإنجليزية بجامعة ابن خلدون. هذا البحث هو دراسة وصفية يستخدم فيها الباحث الأساليب النوعية. البيانات التي تم جمعها عن طريق المقابلة والاستبيان والملاحظة. أظهرت النتائج أن معظمهم لم يتفق مع أسلوب القراءة بصوت عالٍ. استناداً إلى بيانات المجيبين ، وجدنا أن استخدام أساليب القراءة مع أساليب القراءة الصعبة ساعد الطلاب على تحفيز فهم القراءة ، وخاصة لمساعدة الطلاب في النطق. الكلمات الرئيسية: تقنية القراءة بصوت عالٍ ، والقراءة والفهم

## A. Introduction

Reading plays an important role as one of the four abilities in enhancing the English performance of students. More specifically, reading functions as a resource for the world wide web access to information. Reading widely is a highly effective way to extend our language skills, so it has an important place in classrooms where language learning is central (Nutall, 2000). Reading skills are still given priority at University. The goal of teaching is to improve communication skills in English that include four language skills (reading, writing, listening, and speaking) with an emphasis on reading skills. The sequence of language skills to be learned has shifted from reading, listening, writing and speaking to reading, listening, speaking and writing (Huda, 1999).

Wells (in Depdiknas, 2003) suggests four levels of literacy, namely the level of performative, functional, informative and epistemic. At the performative level, students can read and write and speak with the symbols used; on a functional level, people are expected to be able to use language for daily needs such as reading newspapers; at the information level, people have access to knowledge in their language; while on an epistemic level, people can change knowledge in certain languages. One of the areas of research required in TEFL is the discrepancy between the classroom contexts and the original ones that are related to natural situations outside the language class (Brown, 2000). Reading comprehension is a complex process for understanding a part of a text and then creating its meaning. To be able to read fluently and comprehensively, students must successfully combine several sub-skills and prerequisites for successful reading.

Reading skill students are demanded to apprehend various meanings (interpersonal, ideational, textual meanings) in numerous interactive written texts. College students' studying skill still shows unsatisfactory yet. It can be visible from their very last consequences of the exam that are still far from the focused passing grade. Yet the teaching of English in Indonesia is widespread and in secondary colleges, in particular, isn't successful (Huda,

1999). The present study seeks to explore the development of the concept of teaching and reading interactive reading. The reason for choosing such a technique is that it has been repeatedly affected by this technique to enhance students' reading comprehension among others, and allow teachers to approve teaching strategies in support of their students. I hope this study can help teachers solve some of the more difficult problems of reading.

Reading aloud is the main axis that connects reading training and spoken English. Reading aloud not only helps to develop reading and basic skills but also helps to improve oral expression. As long as we follow the principles and practices, we can improve the integrated skills of students.

### **What is the function of reading aloud?**

Reading aloud has five functions in teaching foreign languages.

### **Practice the ruling**

Reading aloud is a kind of extensive pronunciation exercise. Material for reading aloud belongs to certain content and circumstances. Not only must we pronounce each word correctly, but we must correctly divide the meaning groups and organize breaks based on content.

### **Improved spoken English**

Students with perfectly spoken English must speak correctly and speak fluently. Most students learn English with a focus on reading and writing skills. For some students who don't have the confidence to practice spoken English, reading aloud can help them overcome errors in dysfluency, repeat, develop incorrect pauses, and natural and good pronunciation habits.

### **Get a deeper insight**

Reading aloud is the re-appearance of all original content of ideas, feelings, attitudes, and styles in the form of sound. That is why standard reading students can not only give a lot of attention, awaken their senses and imagination, but also help them understand the original correctly and deeply.

### **Increase knowledge**

Reading aloud, which is relevant for listening, speaking, reading is a practice of pronunciation, grammar, and vocabulary. In practice, reading aloud can compensate for the lack of spoken English, because the material has a variety of topics, vocabulary, and grammar.

### **Improve the classroom atmosphere**

In class, especially during intensive lessons, students can feel tired and bored after a while. At that time, reading aloud can help them go back to class.

### **What should we pay attention to when reading aloud?**

When reading aloud, there are several questions that we should pay attention to. First, reading aloud should not be a hit-or-miss activity, we must fully prepare ourselves before reading. Also, we must carefully choose the reading material. The purpose and approach to reading must be original. Reading aloud is an activity where knowledge and pronunciation skills are used based on written language.

As indicated by RAND Reading Study Group (2002), understanding is the way toward inspiring and making significance through collaboration and contribution with composed language. McNamara and Magliano (2009) underscored that this procedure is an undertaking of both peruser and content factors that occur inside a bigger social setting. Duke (2003) expressed that perception is a procedure wherein perusers make significance by associating with content through the mix of earlier information and experience, data in the content, and the perspectives on perusers identified with the content.

Kintsch (1998) and van Dijk and Kintsch (1983) characterized perusing cognizance as the way toward making significance from the content. The reason for existing is to get a comprehension of the content as opposed to get significance from singular words or sentences. The result of perusing understanding is the psychological portrayal of a book

implying that it is joined with the perusers' past information. This is known as a psychological model (Johnson-Laird, 1983) or a circumstance model (Kintsch, 1998). This model characterizes what has been realized (RAND Reading and Study Group, 2002). Keenan, Betjemann, and Olson (2008) communicated that perusing understanding needs the effective development and course of action of a ton of lower-and more significant level procedures and abilities. In like manner, there are numerous hotspots for conceivable cognizance break and these sources are diverse depending on the aptitude levels and time of perusers.

## **B. The Research of Methodology**

This research was a descriptive study where the researcher used a qualitative method. The data was collected by the interview, questionnaire, and observation. The setting was on 7 January 2020 in around FKIP Universitas Ibn Khaldun. Shank (2002) stated qualitative research as "a form of systematic empirical research into meaning" (p. 5). It systematically means "planned, ordered and public", according to the rules agreed by members of the qualitative research community. Denzin and Lincoln (2000) claim that qualitative research involves interpretative and naturalistic approaches: "This means that qualitative researchers study things in their natural environment, trying to understand or interpret phenomena in the sense of meaning that people give them." (P.3).

The activity was offered in a general English class. The information in this study included 16 participants at Universitas Ibn Khaldun. The questionnaire focuses on statements regarding this study to obtain information relevant to this study. We used questions list as an instrument and the questions list consists of 5 questions with multiple choice. Our next structured interview with the respondents follows the rules as explained by Dörnyei (2007: 140), good interviews should (a) "flow naturally" and (b) "be detailed". In practice, the interviewer should keep the interruptions to

a minimum and give the interviewee as much time as necessary to work out and explain a particular problem. Although the researcher must be neutral, the skillful interviewer should focus the interview on the target topic without interruption. Then observation data was collecting from 5A, 5B 5S and 5K English class for us to analyze. From the observations, we get the relevant data to help us make a result.

### **C. Findings and Discussions**

Observation is the last step we take to collect data. Before we conduct the interview step, we need to ask respondents to fill out a questionnaire that we made earlier and that is following this research. We found that data from the respondents' statements related to the first question about "the definition of the Read-Aloud technique" showed that the majority of respondents namely with a percentage of 81.3% disagreed and 18.8% agreed. But in the interview, we found that not a few of the respondents who already knew the meaning of Reading aloud. but in a subsequent statement related to the second question about the example of "the Reading aloud technique", about 75% of respondents did not know and 25% knew.

Other data shows the percentage of the third question about "Reading aloud intensifying reading comprehension" the percentage of respondents' statements showed 87.5% completely agreed and with the percentage of statements of 18.5% disagree. Then the fourth question related to the choice of "Reading aloud or silent reading" and from these questions resulted in a percentage of 87.5% choosing silent reading and 12.5% choosing Reading aloud, based on the interviews with respondents related to these questions shows that they are more experienced in Silent Reading compared to Reading aloud because according to respondents silent reading can concentrate fully compared to reading aloud. The last statement with the question "The Reading aloud technique helps students' in English pronunciation" and most of the respondents agreed with the

percentage of 93.8%. Based on respondents' statements, we found that the use of the reading method with Reading aloud techniques helps students in stimulating reading comprehension, especially helps students in pronunciation.

#### **D. Conclusions**

The main objective of this research is to know that "Using Reading Techniques Aloud can stimulate reading comprehension" students of Ibn Khaldun University. Therefore, it was concluded that there was an increase in students' reading comprehension in reading aloud that was able to improve pronunciation skills when they tried how to use reading techniques aloud. By doing that, it is expected that research results can enrich and update various teaching strategies. Hopefully this strategy, English teachers can maintain student interest and motivation.



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