

The Use of Reading Aloud Technique to Improve Students' Speaking Skill: Study at 7th Grade of SMP N 37 Semarang in Academic Year 2021/2022

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Abstract

This research focuses on improving students' speaking skill by using Reading Aloud Technique to see how far the improvement of students speaking skill for 7th grade students of SMP N 37 Semarang in academic year 2021/2022. In this case, the researchers adopted Quantitative Research. The researchers ran the research by forming two groups consisting of experimental and control group. the researchers took 7G as Experimental Group and 7H as a Control Group. The control group was treated without using Reading Aloud Technique, and the other group, which is the experimental group was treated by using Reading Aloud Technique. In this research, the researchers used speaking test and writing test in order to get the data. The speaking skill of the 7th grade students of SMP N 37 Semarang in the academic year 2021/2022 who are taught by using reading aloud technique increased. While, the students who was taught without using reading aloud technique increased but was not significant. It can be concluded that there were significant differences in their speaking skill between the students who was taught using reading aloud technique and there who was taught without using reading aloud technique. It was proven by the t-test score that was higher than t-table score which was 3.28 > 2.029. So, the positive hypothesis (H_a) is accepted.

Keywords: improve, speaking skill, reading aloud

Introduction

Language may be a part of our standard of living. The definition of Language is that the system of words or signs that folks use to specific thoughts and feelings to every alternative. Therefore, language is very important part in daily activity for communicate with others. We have a tendency to use language to convey our message either typical spoken, manual (signed), or written symbols by means that of which human beings. English is the most widely spoken language in the world. As is known, English has become the second official language in several countries. English is a language that utilized in several countries. Therefore, English as an international language that used to determine intellectual, diplomacy, used to conduct all government business, economic, social industrial and even diplomatic relations with the rest of the world. As an important factor in national unity, this makes people expect students at all level to speak English well because English is also a

The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

mandatory requirement that must be fulfilled by all students before being accepted at the university. In Indonesia, English is taught as a second language. Become a compulsory subject in educational system hence taught from elementary to the university level. One of them is English. The study of English language has four basic skills, such as: Listening, speaking, reading, and writing. The major focus in learning English in Indonesia is speaking. Speaking is an important aspect of the language learning and teaching activity because it can be used for students to express their ideas by orally in a foreign language.

So basically, the purpose of English teaching in SMP N 37 Semarang is at least able to make their students to communicate the most basic of English speaking skill, both in written and spoken form. But the fact is, the English teaching in SMP N 37 Semarang has not achieved its goal yet. The students still can not speak English well. In general, they face the difficulty in speaking tasks. The students find out that speaking is a difficult skill to achieve. Based on the condition above, the researchers need to be done to help students especially the 7th grade students of SMP N 37 Semarang to improve their speaking skill by using Reading Aloud Technique to see how far the improvement of students speaking skill for 7th grade students of SMP N 37 Semarang in academic year 2021/2022.

Related to the background above, the researchers formulated research question are how is the students' speaking skill of the 7th grade students of SMP N 37 Semarang in academic year of 2021/2022 taught with and without using reading aloud technique and is there any significant differences in students' speaking skill who are taught with and without reading aloud technique?

Reading Aloud in speaking English learning takes an important role. Reading aloud build many foundational skills, such as introduces new vocabulary that may not be known by students, provides a model of fluent, and helps students recognize what reading for pleasure is all about. Reading is beneficial for language acquisition. Providing students the additional they read, the higher they acquire new knowledge. Then vice versa, the less they read, therefore the less they get at it (Harmer, 2007: 99). so, it means that reading aloud can give students the benefit in learning process. The researchers are interested in using reading aloud technique to helps students who are still having difficulties in speaking learning process.

Literature Review

According to Harmer (2007) and Pourhosein Gilakjani (2016), human communication has a intricate process. People need communication to each other for some reason to transmit information. There are a lot of definitions of 'speaking', Speaking is an interactive process that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Unlike reading and writing skill which can be edited and revised, in speaking skill you can't edit and revised what you say. Speaking requires that students not only know the points of linguistics competence such as grammar, pronunciation, or vocabulary, but also the sociolinguistics competence like they understand when, why, and in what ways to produce language. Speaking is also classified as a productive skill; the skill in which produce a sentence that is observable, Brown (2004:140) says, "speaking is one of a productive skill that can be directly and empirically observed, those observations are invariably colored by the exactness and effectiveness of a test-taker's listening ability, that essentially compromises the reliability and the validity of an oral production test". According to Brown (2004:157), there are five components of speaking skill which should be elaborated for assessing the speaking. There are: grammar, vocabulary, fluency, comprehension, and pronunciation.

An activity to read something loudly is called reading aloud. Reading aloud is incredibly essential which can support speaking. Huang (2010), states the idea that the activity that can assist better speaking skill is reading aloud. That statement is supported by Subyaktio-Nababan (1993), who said that reading aloud is able to support spoken language. Elizabeth (2004), states reading aloud implies that reading a book by producing sounds hearable to others. Moreover, to strengthen these statements, Price and Stroud (1945), claim that motor activities such as vocal ones are greatly involved in thinking and learning, and Huang (2010), stated that reading aloud is a magic way to improve students' oral English. So we can conclude that reading aloud is a part of a reading activity where something to read loudly involves such areas as word recognition, orthography, alphabetic, phonemic awareness, vocabulary, comprehension, fluency, and motivation. According to Gibson (2008), conducted a survey of the reading aloud method and found a remarkable fact: students themselves used the reading aloud method for practicing pronunciation and intonation, speaking observe, designation pronunciation issues, and improving fluency. Reading aloud is beneficial for students' English speaking skill regarding their vocabulary, pronunciation, comprehension, listening skills, reading skills, speaking skills, communicative skills, and motivation, literacy, and critical thinking skills. These results imply that reading aloud is still relevant to be implemented nowadays because of the benefits it brings to the students. This is why the researcher chooses the reading aloud technique to improve students' speaking skill. Besides specializing in pronunciation by reading aloud whereas regardless of comprehension, students might focus on familiarizing themselves with the various sounds of the target language and therefore improve their speaking skill. In a part of reading aloud, the teacher takes an important part to facilitate the interactions between the text or story and the students (Huang, 2010; Marchessault & Larwin, 2014). Helping the students to grasp the text while not actually reading the text due to their early stages of competence (Marchessault & Larwin, 2014; Wadsworth, 2008). The teachers' voices will make the students focus on the text and avoid misunderstanding. This interaction might be a continual process throughout the reading aloud to assess the students' comprehension of the text and maintain their interest and motivation (Hahn, 2002).

Method

In this case, the researchers adopted Quantitative Research in the form of Experimental Research with Quasi-Experimental with two variables namely the independent variable is reading aloud and dependent variable is speaking skill. The researchers ran the research by forming two groups consisting of experimental and control group. The control group was treated without using Reading Aloud Technique, and the other group, which is the experimental group was treated by using Reading Aloud Technique. Before giving the treatment, the researchers gave the pre-test to the students to search out the important ability of the students. Then, after the treatment, the researchers gave a post-test to the students.

According to Urdan (2010), population is an individual or group that represents all the members of a certain group or category of interest. On the other hand, Richards and Schmidt (2010), population (in statistics) is any set of items, individuals, etc. That share common and observable characteristics and from which a sample can be taken. So, it can be concluded that the population is all the members of the research. In this research, the population refers to 7th grade students of SMP N 37 Semarang in academic year 2021/2022. In this research, The researchers took two classes as samples. Those classes were divided into two different

groups; experimental and control groups. Then, the researchers took 7G as Experimental Group and 7H as a Control Group.

The instrument of this research is speaking test and writing test in order to get the data. A test is a methodology of activity a person's ability, knowledge, or performance in given domain (Brown, 2004:3). A test measures performance, however, the result implies the test-taker's ability or to use an idea common among the sphere of linguistics competence. The speaking test and writing test was divided into two; pre-test and post-test. The pre-test was given before treatment and the post-test was given after treatment. These test were used to measure the students' speaking skill. To score the students' speaking skill, the researchers use some criteria, such as fluency, vocabulary, comprehension, pronunciation, and grammar.

Finding and Discussion

To find out the result of the students' speaking skill of the 7th grade students of SMP N 37 Semarang who was taught by using reading aloud technique, the subject of the research were given a Pre-Test and post-test. They got 43.8 score for pre-test, categorized as **poor**. But, after the post-test assessment they got an average 57.8 score for post-test, categorized as **fair**. Between pre-test and post-test assessment that carried out in experimental group, there was a significant increased in the score. From the data above, it can be concluded that there was a significant result in the students' speaking skill of the 7th grade students who are taught by using reading aloud technique. While, the students' speaking skill of the 7th grade students of SMP N 37 Semarang in academic year 2021/2022 who was taught without using reading aloud technique was increased but not significant. was proven by the result of their pre-test and post-test score. They got 42.4 for pre-test, categorized as **poor**. And the other hand, for post-test they got 49.5 score, categorized as **poor**.

In this research, the researchers used t-test formula to find out whether there is any significant difference between the students who taught with and without reading aloud technique. So, the t-test score is 3.32. while, the t-table score is 2.029. it means that t-test is higher than t-table. Based on the result of the data bellow, it can be concluded that there was significant difference between students' speaking skill of the 7th grade students of SMP N 37 Semarang who are taught using reading aloud technique and students who taught without using reading aloud technique. It's mean that the positive hypothesis (H_a) is accepted.

After getting the result of the t-test and t-table, the researchers were found that the students' speaking skill where using reading aloud technique was increased. It can be seen from the post test from both of group. The post-test score of experimental group was 57.8. on the other hand, the post-test score of control group was 49.5. It means that the teaching technique used by the researchers were succeed.

Based on research questions, the researchers found that using reading aloud technique is one of the effective methods to use. Where the pre-test given, some students have difficulty. Among others are limited vocabulary mastered by them, and also lack of time to use English as a daily basis. So, from the difficulties above, the researchers used reading aloud technique as a treatment. In the treatment given by the researchers, the students not only learn about new vocabulary, but also get the time and practice their speaking.

Conclusion

The researchers conclude that the speaking skill of the 7th grade students of SMP N 37 Semarang in the academic year 2021/2022 who was taught by using reading aloud technique increased. It was proven by the result of their pre-test and post-test score. They got 44 for pre-test and 57.8 for post-test. While, the speaking skill of the 7th grade students of SMP N 37 Semarang in the academic year 2021/2022 who was taught without using reading aloud technique increased but not significant. It was proven by the result of their pre-test and post-test score. They got 42.3 for pre-test and 49.5 for post-test. There was significant differences of their speaking skill between the students who are taught using reading aloud technique and there who are taught without using reading aloud technique. It was proven by the t-test score that was higher than t-table score which was $3.28 > 2.029$. So, the positive hypothesis (H_a) is accepted. Moreover, the researchers suggest for the English teacher to implement reading aloud technique because the result of this research showed a significant relationship between reading aloud technique and students' speaking skill. Last, the researchers hope that this paper can help to pave the way for further researchers to create more interesting ideas for the learning process. Hopefully, this paper can provide the information needed for the future.

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The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature

Vol. 2(1), August, 2022

Online ISSN: 2807-8926

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