



The Effect of Reading Aloud Strategy for Developing Reading Habits

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Abstract

The purpose of this study is to determine whether or not the reading aloud technique aided eighth-grade junior high school students in developing reading habits. This is pre-experimental quantitative research. The instruments utilized in this study will be a test and a questionnaire. This study's population included 56 students from two classes, with 29 serving as the sample. The data was collected in the classroom using a reading aloud activity. Descriptive and inferential statistics were utilized to analyze the data from the reading aloud application, as well as questionnaire analysis to assess the students' reading habits. The data demonstrated that majority of the students in the classroom were acquiring reading habits as a result of Reading Aloud. Strategy was applied and it proved that the Reading Aloud Strategy was effective to develop the students' reading habits. Based on the findings, it is therefore recommended among others that students should start to apply this strategy in case to develop their reading habits which are useful for their future and it was recommended that teachers should help students pay more attention to their reading attitude. It can be done by providing a variety of books, encouraging independent reading, or organizing class activities. And the teacher encourages their students to read extensively.

Keywords: eighth grade students; reading aloud; reading habits,

Introduction

Language skills include listening, speaking, reading, and writing when learning English. Reading is a beneficial aspect of life since it is an important component in individual development and the most important activity in the school. Reading, as one of the four skills, is essential for improving students' English skills. Reading is crucial since it broadens one's perspectives and increases one's knowledge.

Furthermore, developing literacy abilities and reading habits in children at a young age is crucial, as these skills will be used throughout students' academic careers and beyond (Yusuf, 2019).

Because most textbooks and references are published in English, many students who fail to understand them have their texts translated. It would be appropriate if they could do it themselves. However, reading is one of the abilities that has a significant impact on the process of fluent English and communication. A solid grasp of reading abilities can assist children in progressing to the next level of reading comprehension. To keep up with the varied talents, we must read for at least half an hour each day (Sadiku, 2015).

Learning a language through reading is one of the finest ways to improve our ability to use it in society. Reading is one practice that might help us grasp things more thoroughly and teach ourselves to pronounce words in English. Nilsen (2012) defines a habit as "a behaviour that has been repeated until it has become less spontaneous, done without purposeful thinking, and primarily without any sensation of awareness," as described in Kartika (2021). Reading habits would enable the kid to learn important knowledge, as well as achieve great academic performance in school.

To determine whether students' reading habits are good or bad using strategies that the writer has learned from various sources, there are strategies that the writer can and wants to re-examine to ensure their effectiveness. These strategies can and are effective for users to change students' reading habits by following the guidelines from previous research. Based on the facts of the problems stated above, the writer wishes to investigate eighth grade junior high school students because students are individuals who are in the stage of adolescent development with significant changes in nature and are in the stage of wanting to develop themselves and seek interests and identity. Many strategies may be used to improve students' reading skills in formal education settings, one of which is the reading aloud strategy. Reading aloud to middle school pupils, according to Marchessault and Larwin (2014), should illustrate that reading is more than merely answering questions. The writer wishes to highlight the issue of study by utilizing the reading aloud approach as evidence of whether the method's influence on persuading students to read is effective.

Method

This study applied a pre-experimental design and a quantitative technique. According to Sugiyono (2013), research quantitative approach is a systematic research technique to analyse a certain population or sample, data collecting is

utilizing research equipment, and statistical data analysis is used to evaluate the defined hypothesis. The researcher employed a One-Group Pre-test Post-test study design. Hardani et al. (2020) indicated that if they compare the scenario before and after the therapy, the findings would be more accurate. The design is as follows:

Description:

O₁: Pre-test score (before treatment)

X: Treatment by applying reading aloud strategy

O₂: Post-test score (after treatment)

The writer applied a test as a pre-test and post-test instrument to ensure the results of students' reading passion inside the treatment where the writer applied the Reading Aloud Strategy in the classroom. Retnawati (2016) mentioned employing tests to collect data to assess respondents' capabilities. To determine the result of reading habits, the writer used a questionnaire as an instrument to gauge the students' interest after receiving treatment. According to Siyoto (2015), a questionnaire is a method of data collecting that involves distributing some questions in order to obtain information from respondents about their experiences.

Result

Description of the Reading Enthusiasm of Class VIII SMP IT Al-Kindi Students before the Reading Aloud Strategy was Applied

a. Create a frequency distribution table

1) Calculate the range of values (R)

$$\begin{aligned} R &= X_t - X_r \\ &= 50 - 30 \\ &= 20 \end{aligned}$$

2) Calculate the number of class intervals (K)

$$\begin{aligned} K &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 29 \\ &= 1 + (3.3) 1.46 \\ &= 5.82 = 6 \end{aligned}$$

3) Calculate the length of the class interval (P)

$$P = \frac{R}{K} = \frac{20}{6} = 3.33$$

4) Create a frequency distribution table

Interval	Fi	Xi	Fi.Xi	(Xi-X)	(Xi-X)^2	Fi(Xi-X)^2
27-30	2	28.5	57	-15.36	235.99	471.99
31-34	1	32.5	32.5	-11.36	129.10	129.10
35-38	4	36.5	146	-7.36	54.20	216.80
39-42	2	40.5	81	-3.36	11.30	22.61
43-46	6	44.5	267	0.64	0.41	2.44
47-50	14	48.5	679	4.64	21.51	301.15
Sigma	29	231	1262.5	-32.17	452.51	1144.08

b. Mean

$$\bar{x} = \frac{\sum_{i=1}^k f_i x_i}{\sum_{i=1}^k f_i}$$

$$= \frac{1262.529}{29}$$

$$= 43.53$$

c. Variance

$$S^2 = \frac{\sum f_i (x_i - \bar{x})^2}{n-1}$$

$$S^2 = \frac{1144.08}{29-1}$$

$$S^2 = \frac{1144.08}{28}$$

$$S^2 = 40.86$$

d. Standard Deviation

$$SD = \sqrt{\frac{\sum f_i x_i^2 - \frac{(\sum f_i x_i)^2}{n}}{n-1}}$$

$$= \sqrt{40.86}$$

$$= 6.39$$

Description of Reading Enthusiasm for Class VIII Students of SMP IT Al-Kindi After Applying the Reading Aloud strategy

a. Create a frequency distribution table

1) Calculate the range of values (R)

$$\begin{aligned} R &= X_t - X_r \\ &= 98 - 75 \\ &= 23 \end{aligned}$$

2) Calculate the number of class intervals (K)

$$\begin{aligned} K &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 29 \\ &= 1 + (3.3) 1.46 \\ &= 5.82 = 6 \end{aligned}$$

3) Calculate the length of the class interval (P)

$$P = \frac{R}{K} = \frac{23}{6} = 3.83 = 4$$

4) Create a frequency distribution table

Interval	Fi	Xi	Fi.Xi	(Xi-X)	(Xi-X) ²	Fi (Xi-X) ²
75-78	2	76.5	153	-15.26	232.87	465.74
79-82	1	80.5	80.5	-11.26	126.79	126.79
83-86	4	84.5	338	-7.26	52.71	210.84
87-90	4	88.5	354	-3.26	10.63	42.52
91-94	2	92.5	185	0.74	0.55	1.10
95-98	16	96.5	1544	4.74	22.47	359.52
Sigma	29	519	2654.5	-31.56	446.02	1206.51

b. Mean

$$\begin{aligned} \bar{x} &= \frac{\sum_{i=1}^k f_i x_i}{\sum_{i=1}^k f_i} \\ &= \frac{2654.529}{29} \\ &= 91.53 \end{aligned}$$

c. Variance

$$\begin{aligned} S^2 &= \frac{\sum f_i (x_i - \bar{x})^2}{n-1} \\ S^2 &= \frac{1206.51}{(29-1)} \\ S^2 &= 1206.51(29-1) \end{aligned}$$

$$S^2 = 1206.51(28)$$

$$S^2 = 43.09$$

d. Standard Deviation

$$SD = \sqrt{\frac{\sum f_{ixi}^2 - \frac{(\sum f_{ixi})^2}{n}}{n-1}}$$

$$= 43.09$$

$$= 6.56$$

Percentage level of enthusiasm Reading before and After Implementation of Reading Aloud Strategy

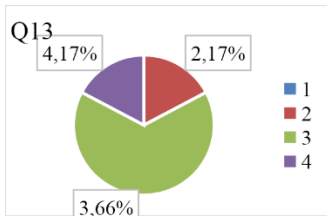
No	Value	Category	Frequency		Percentage (%)	
			Before	After	Before	After
1	30-60	Low	29	0	100	0
2	61-80	Average	0	3	0	10.3
3	81-100	High	0	26	0	89.7
Total			29	29	100	100

According to the previous categorization, there were 100% in the prior low group, proving that all students had no interest in reading and responding questions based on the entire text. No kids are in the low group after using the reading aloud straty.

Questionnaire Analysis

The writer made a diagram from each number of questionnaires to make reading easier to read the finding.

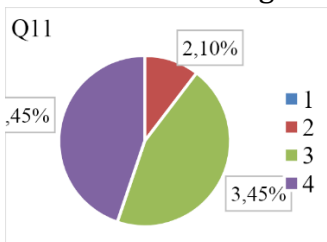
a. Reading number of books



there were 19 students with a percentage of 66% who chose

to agree and there were only 5 students who chose to disagree with a percentage of 17%. So, the writer concluded that most of the students in SMP IT Al-Kindi Pekanbaru hope to read many books.

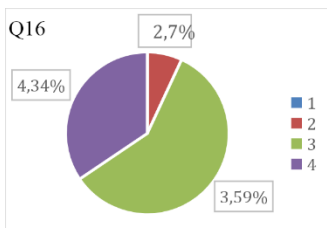
b. The book reading



13 students chose numbers 3 and 4 which are agreed and

totally agree for case reading is not only for learning but also for enjoyment with a percentage of 45% for both answers, then the rest of students chose the aspect 2 which disagreed with a percentage of 10%. So, the writer concluded that most of the students took reading also for enjoyment.

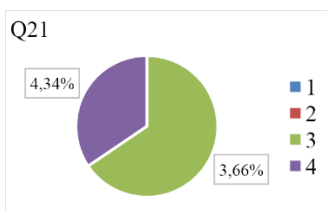
c. Reading Frequency



The diagram above showed the statements of students

have spent time more reading now than before. It showed that 59% consisted of 17 students were chose aspect 3 which means agree and there was nobody who chose aspect 1 who disagreed with the statement.

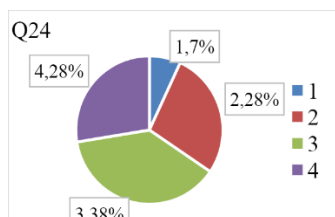
d. Motivation in academic



there were 19 students who chose option number 3 with a

percentage of 66%, meanwhile, there was nobody who chose aspect 1 with a percentage of 0%. It concluded that the students in the classroom agreed with the statement of reading can improve their skills.

e. Motivation in the family



the writer saw that some of the students chose the

options number 3 and 4 which means they absolutely agreed with the statement, meanwhile only a few of the students chose numbers 1 and 2 with a percentage of 7% and 27%. The writer concluded that many of the students read books with their families.

Discussion

The descriptive analysis revealed the average results of reading excitement pupils prior to being taught utilizing the reading aloud technique, which is 43.86 with a standard deviation of 6.39, with students achieving a maximum score of 50 and a minimum score of 30. If the entire score is divided into three categories, namely low, medium, and high, the distance between the highest and least score is 20. The majority of students' reading abilities are in the low category; there are 29 students, and none are in the average or high level. As a result, it can be stated that the average level of passion for reading among children before being taught using the reading aloud approach was low.

The descriptive analysis obtained the average results of the participants' reading enthusiasm students after being taught using the reading aloud strategy, which is 91.76 with a standard deviation of 6.56, where the maximum score achieved by students is 98 and the minimum score is 75, the distance between the maximum score and the minimum score is 23, and the overall value obtained if divided into three categories, namely low, medium, and high. The majority of pupils had good reading skills, with 26 students in the high category, 3 students in the medium category, and 0 students in the poor category. So, it can be concluded that the average level of student interest in reading after it is applied the reading aloud strategy is in the high category. When the significant value of 0.000 surpasses the minimum p-value of 0.05 for the normality test, there is an impact between the variables X_1 and X_2 , where X_1 means that the pre-test influences the value of the post-test. As a result, the post-test findings are a result of the pre-test results.

Based on the two-tailed test calculation, the findings of SPSS calculations reveal that the reading aloud approach increases the outcomes of students' reading interest. This is demonstrated to be significant at $\alpha = 0.05$. ($0.00 < 0.05$) with a 95% confidence level, indicating that H_0 is rejected and H_1 is accepted. As a consequence,

the improvement in student scores following the use of the reading aloud approach went extremely smoothly and successfully.

For a reading number of books, according to the diagram, more than half of the students in the class agreed that they wanted to read a big number of books, while some argued that they had read more than 5 quantities in a day. With a proportion of 45% for book reading, practically all grade VIII students report that they read not just for academic purposes but also for fun. According to the OECD, reading enjoyment is more crucial for children's scholastic progress than their family's socioeconomic situation (cited from Education Standard Research Team: 2012). For the statement that students spend their free time reading there are 62% of students choose to agree with it and carry it out. Many of the eighth-grade students of SMP IT Al-Kindi prefer to read English books aloud because it is fun to do, this is supported by data showing 52% of students agree to choose the "agree" option. Of the 29 students in the class, 16 students agree with the statement that students read books other than academic books. For reading frequencies, figure 4.7-4.12 contains several statements related to reading frequency.

For motivation in academics, almost all students in the class agree that their friends think reading aloud is a fun thing and are excited to share the texts they have read recently. For motivation in the family, the diagram showed that many students agreed with the statement that they read books with their families. It can be concluded that family support also affects students' reading habits.

Conclusions

Based on the facts and discussion in the previous chapter, the writer arrived at the conclusion. First, based on the formula that the writer used to find it, the excitement of the eighth-grade students at SMP IT Al-Kindi Pekanbaru had an average value of 43.86 before being used with the reading aloud technique, which is at a low level. Second, after applying the reading aloud approach to the students' excitement for reading, they received a mean score of 91.76, indicating that they all improved and are now at a high level. After using the reading aloud approach, there is an effect on the results of students' interest in reading. This is indicated by the sign value. ≤ 0.05 ($0.000 < 0.05$) in the sense that H_0 is rejected.

Based on the answers of the questionnaire, the writer concluded that the students had strong reading habits after being taught the Reading Aloud Strategy, which was the original purpose of this research. First, based on the indicators of reading habits, the students mostly agreed to like reading books as much as possible, not only for academic purposes but also for enjoyment. 62% of the students chose to read in their free time and it happened after the students had an activity in the classroom using the Reading Aloud Strategy, counted from the diagram result with a

percentage of 52%. The family of the students also became part of the students' motivation in reading behaviour, because 38% of 29 students agreed that they read with their family, even though many of their families did not support them by recommending them some books to read. Based on the findings and discussion of the students' reading habits, the writer surely believed that the Reading Aloud Strategy was an effective way to develop the eight-grade students of SMP IT Al-Kindi Pekanbaru.

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