



The Effect Of Implementing The Reading Aloud Method To Improve Students' Reading Skill

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ABSTRACT

This study is motivated by the importance of reading skills for elementary school students as a foundation for understanding various subject matter, especially skills in understanding the contents of reading. One way that can be done is to carry out reading activities with the reading-aloud method. Reading aloud is an activity of reading aloud carried out by parents or teachers to children. This study aims to determine students' skills in understanding the contents of reading and students' perceptions of the reading aloud method. The research approach used is a quantitative approach with a Pre-Experimental Design research type. The independent variable in this study is the reading aloud method while the dependent variable is students' reading skills. The population is 25 students from all grade II students. The research sample was selected using the simple saturated technique. Data collection techniques used in this study are observation, testing, and documentation. Data were collected from the provision of pretests, treatments, and posttests then analyzed using descriptive statistics and inferential statistics using the Paired Sample Test using the IBM SPSS Statistic Version 25 system. The results of this study indicate that (a) the reading-aloud method can be applied well by teachers and is carried out according to the stages that should be, (b) Reading skills before and after using the reading-aloud method have increased. The application of the reading-aloud method has a significant influence on the reading skills of class II students of SD IT Qurthuba.

Keywords: Reading Aloud, Reading skills, Islamic Elementary School

INTRODUCTION

The essence of education is very identical to human life because humans need education. Education is essentially to humanize humans themselves (Lukman Ali & Muhammadong, 2022). This is in line with the definition of education as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1 which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state.

To compete in the future, development efforts are needed through education. The education path consists of formal, non-formal, and informal education (Arif Rembangsupu et al., 2022). One of the means to obtain education is by following a formal level of education. Formal education levels consist of basic education, secondary education, and higher education.

Education or school is the basis of the initial momentum for children to improve their abilities because from elementary school they gain knowledge, which then becomes habits that they will do in the future (Seftiani et al., 2022). So the role of an educator is very important to be able to instill good habits in their students, how they are required to have competencies that can then improve the skills of their students. Based on this explanation, educators play an important role for students because educators are facilitators and are able to educate. The determinant of the success or failure of education is seen in the teaching and learning process. In the teaching and learning process, careful planning is needed starting from the use of methods, strategies, approaches, and media. To improve students' reading skills, and make

students interested in reading activities, educators should use appropriate and interesting methods in the learning process in the classroom. One method that can be used to improve.

METHOD

The type of research used in this study is Pre-Experimental Design and is a quantitative type of research. Pre-Experimental Design aims to determine the effect of the reading-aloud method on the reading skills of grade II Elementary School students (Sofyan et al., 2021). The researcher used the Pre-Experimental Design type of research because the researcher could not fully control the external variables that could affect this study. The results of the experimental study which are the dependent variable, namely reading skills, are not solely influenced by the independent variable, namely the reading aloud method. The research design used is a one-group pretest-posttest design. This design is carried out an initial test (pre-test) regarding learning, after which treatment is given by applying the reading-aloud method, then at the end of learning a final test (Post-test) is given so that the results of the treatment can be known more accurately because they can be compared with the conditions before and after being given treatment (Saifuddin Ahmad, 2020). The population in this study were all grade II Elementary School students consisting of 25 students in the 2023//2024 academic year. The sample used in this study was a saturated sample. A saturated sample is a sampling technique when all members of the population are sampled. This is often done if the population is less than 30 people. The sample in this study was all grade II Elementary School students in the 2023//2024 academic year totaling 25 people. Learning activity (%) Qualification: 68 – 100 Good, 34 – 67 Sufficient, 0 – 33 Less. Learning was carried out in four meetings. The first meeting is a pretest. The second and third meetings were treatments. The fourth meeting is a posttest. The time used in each meeting was adjusted to the learning of Indonesian in Elementary Schools.

RESULT AND DISCUSSION

1. Description of the Application of the Reading Aloud Method to the Reading Skills of Class II Students of SD IT Qurthuba

In the first meeting, the learning process that was implemented by applying the reading-aloud method obtained a final score of 63 and is in the sufficient category, while in the second meeting, the learning process implemented by applying the reading-aloud method obtained a final score of 75 and is in the good category. The final score is obtained by dividing the score obtained by the maximum score multiplied by 100. The increase in the score obtained for each meeting shows that the use of the reading-aloud method is carried out well.

2. Description of Students' Reading Skills Before and After Implementing the Reading Aloud Method

The pretest of reading aloud skills was conducted on October 16, 2023, with 25 research subjects. Meanwhile, the posttest was conducted on October 19, 2023. The pretest was conducted to determine students' reading skills before using the reading-aloud method and the posttest was conducted to determine students' reading skills after using the reading-aloud method. The pretest and posttest given were in the form of a reading text entitled Cats. The pretest and posttest data obtained were then processed using the IBM SPSSS statistics version 25 program. The pretest and posttest data can be seen in the table below;

Descriptive Statistics

	N Statistics	Range Statistics	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Variance Statistic
					Statistic	Std. Error		
Pretest	25	50	25	75	50.20	4.725	18.300	334.886
Posttest	25	38	50	88	70.27	3.646	14.119	199.352
Valid N (listwise)	25							

Table 2. Description of pretest and posttest scores of students' reading skills Source: SPSS Output Version 25.0

Based on the results of the study that has been conducted in class II of SD IT Qurthuba with 25 students as research subjects. The results of the study showed that the average pretest score was 50.20 which was in the less category while the average posttest score was 70.20 which was in the good category. The data shows that there is a significant difference in students' reading skills before and after the reading-aloud method was applied.

3. The Effect of Implementing the Reading Aloud Method on the Reading Skills of Class II Students of SD IT Qurthuba

The results of inferential statistical analysis are intended to answer the formulated hypothesis. Before conducting inferential statistical analysis, prerequisite analysis tests are first carried out, namely the normality test, linearity test, and N-gain test.

a. Normality Test

The normality test aims to determine whether the research subjects come from a normally distributed population or not. The calculation of the normality test was carried out using SPSS 25.0 with the One Sample Kolmogrove-Smirnov Normality Test method. Data is said to be normally distributed if the significance obtained is > 0.05 and is said to be not normally distributed if the significance obtained is < 0.05 . The following are the results of the normality test of the pretest and posttest data on students' reading skills.

		Pretest	Posttest
N		25	25
Normal Parameters ^{a,b}	Mean	50.20	70.27
	Std. Deviation	18.300	14.119
Most Extreme Differences	Absolute	.158	.165
	Positive	.148	.163
	Negative	-.158	-.165
Test Statistic		.158	.165
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

Table 3. Results of the Pretest and Posttest Data Normality Test of the One-Sample Kolmogorov-Smirnov Test

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance. Source: SPSS Version 25.0 Output Data

Table 3 above shows the normality test data using the One Sample Kolmogrov-smirnov Test on the Pretest and post-test obtained a significance value of $0.158 > 0.05$ and a significance value of $0.16 > 0.05$. The normality test data using Asymp. Sig. (2-tailed) on the pretest and posttest obtained a significance value of 0.200 and 0.200. All pretest and posttest data are normally distributed, because the significance value obtained on the pretest and posttest for the student reading skills variable is greater than the significance level α (0.05). Next, the second hypothesis prerequisite test was carried out, namely the linearity test. This test aims to determine whether two variables have a linear relationship between the independent variable (X) and the dependent variable (Y). In this linearity test, the researcher used the SPSS 25.0 program.

		Anova Table					
		Sum of Squares		df	Mean Square	F	Sig.
Method Reading Aloud * Skills Reading	Between Groups	(Combined)	221.021	3	73.674	.634	.609
		Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	221.021	2	110.511	.951	.416
		Within Groups	1278.667	11	116.242		
		Total	1499.688	14			

Table 4. Results of Linear Test Between Reading Aloud Method and Students' Reading Skills

The table above shows that the Deviation from linearity sig. The value is 0.416 where the value is greater than 0.05. This shows that there is a linear relationship between the reading-aloud method and students' reading skills. The conclusion from the description above is that there is a linear relationship between the reading-aloud method and students' reading skills.

Hypothesis Testing

In testing the hypothesis in this study using the Paired Samples Test method. This test is used to see the difference in the average value of reading skills before and after being given treatment. If the significance value (2-tailed) < α . The following are the results of the t-test analysis on the pretest and post-test data Table 5.

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest – Posttest	-20.067	10.396	2.684	-25.824	-14.310	-7.476	14	.000

Table 5. t-test Paired Samples Test Method Source: SPSS Output Data Version 25.0

Judging from the results of the t-test calculation in the table above, the calculated t-value is -7.476 with a significance value of 0.000. Because the significance value or p-value is much smaller and the significance level value α (0.000 < 0.05). Thus, it can be said that there is a significant difference in the reading skills of class II students of SD IT Qurthuba after being given the reading-aloud method treatment.

Discussion

1. Description of the Influence of the Implementation of the Reading Aloud Method on the Reading Skills of Students at Qurthuba Islamic Elementary School

The description of the effect of implementing the reading-aloud method on grade II students of SD IT Qurthuba can be seen from the learning process that has taken place. Learning that takes place with the reading-aloud method lasts for two meetings. The implementation of the reading-aloud method is carried out according to the syntax according to (Faisal (2017), namely: 1) Choose a story or text that is interesting enough to be read aloud. The length of the story is around 15-20 words. 2) Introduce the story or text to students before reading. Get to know the story or text. Thus, the teacher can find out which parts need stress, words, pronunciation, and intonation. 3) Have students sit happily in a semicircle and make students focus on reading 4) Sit on a low chair close to the students so that students can see the

illustrations. Illustrations are important in reading books for students. 5) Divide the text based on its paragraphs or appoint a number of students to read aloud. 6) Stop at several parts to determine certain points, ask questions, and give examples. 7) Give students the opportunity to reflect on or discuss what they have read or heard. 8) Give students time to express their feelings freely.

The first meeting of the learning process by applying the reading aloud method with a score of 63 which is classified as sufficient. In the second meeting, the learning process is classified as good with a score of 75. The implementation of the reading-aloud method has increased from 63 to 75. This is because the steps for implementing the reading-aloud method are carried out properly. Based on these data, it can be concluded that the learning process using the reading-aloud method at the first and second meetings has increased and is in a good category.

2. Description of Students' Reading Skills Before and After Implementing Reading Aloud Reading Aloud on the Reading Skills of Students at SD IT Qurthuba

Students' reading skills before the implementation of the reading-aloud method obtained an average score of 50.20 with a poor category, while students' reading skills after the implementation of the reading-aloud method obtained an average score of 70.27 with a good category. This shows that there is a significant difference in students' reading skills before and after the implementation of the reading-aloud method.

3. The Effect of Implementing the Reading Aloud Method on the Reading Skills of Class II Students of SD IT Qurthuba

There are two types of data analysis techniques used, namely data processing using descriptive statistics and inferential statistics. Statistical data processing is used to determine students' reading skills before and after applying the reading-aloud method, while inferential statistics are used for hypothesis testing.

The first test carried out is a normality test which is included in the data prerequisite test. The normality test of students' reading skills using Kolmogorov-Smirnov shows that the data is normally distributed. The second test is a linearity test using the ANOVA table by looking at the significant value which states that the data is stated as linear or related.

Hypothesis testing using inferential statistical analysis with the paired samples test is used to see the sig. (2-tailed) value of the collected class data. The hypothesis test shows that there is a significant influence between students' reading skills and the application of the reading-aloud method in the learning process. The results of the statistical data are seen in the sig. (2-tailed) value of 0.000. This means that the significance of the data is smaller than the significance level α ($0.000 < 0.05$), so the hypothesis is accepted. Based on the results of the research that has been conducted, it can be concluded that the application of the reading-aloud method has an effect on the reading skills of class II students of SD IT Qurthuba.

CONCLUSIONS

Based on the results of data analysis and discussion, the following conclusions can be drawn:

The description of the reading aloud method on the reading skills of class II students of SD IT Qurthuba can be categorized as good. This shows that the percentage obtained for each meeting has increased from meeting I, the score obtained was 63 which is included in the sufficient category. Meeting II, the score obtained was 75 which is included in the good category. Reading skills before and after the use of the reading-aloud method increased. This can be seen from the average pretest value of 50.20 and the posttest of 70.27. This shows that there is a difference in students' reading skills before and after the application of the reading-aloud method. The application of the reading-aloud method has a significant effect on the reading skills of class II students of SD IT Qurthuba. This was discovered after a hypothesis test using a paired sample test obtained an asymp sig. (2-tailed) value of 0.000 which is smaller than 0.05. Based on the conclusions that have been put forward, the author makes suggestions:

- In teaching and learning activities, educators should be able to continue the benefits of implementing the reading-aloud method in order to continue to improve students' reading skills.
- For further researchers, can use more interesting and varied methods so that students are happier and more motivated to follow the method.
- For schools to provide training to educators to use appropriate methods in teaching that are needed to improve the learning process.

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