CHAPTER I

INTRODUCTION

A. Background

This research is aimed to improve students' speaking ability through reading aloud in the classroom. Based on the importance of English nowadays, the purpose of teaching English is to enable students to communicate in English so that they can enroll in the labor market and to cope with the challenges of higher education as well (Torky, 2006). Thus, if a teacher wants to enable them to communicate in English, an effective teaching speaking skill must become a requirement. The teacher should give them an opportunity to speak English more in the classroom.

Based on the pre-observation at one of Junior High School in Indonesia, there are some problems faced in learning English especially in speaking. Students did not want to speak up their ideas in the classroom because of their imperfect pronunciation and unnatural hesitation which influenced their confidence.

There are many methods for speaking which can be used to improve speaking ability. Among those methods, the researcher interested to investigate about Reading Aloud Method to improve students' speaking ability, because Reading Aloud Method would improve not only reading comprehension, but also speaking ability, especially pronunciation and fluency (Huang, 2010). According to Johnston (2015), Reading aloud to students can increase their vocabulary

development, enhances their speaking ability, especially their fluency and oral language, introduces students to diverse population or cultural diversity, and develops critical thinking and problem- solving skills.

The previous research by Seo (2014) found that reading aloud does make a difference in students' speaking ability in two ways. First, the treatment group spoke longer after the treatment than they did before while the control group did not show a difference in length of time. Second, the treatment group used a richer grammar after the treatment while the control group did not show progress. The reading aloud results showed the progress in students' speaking level and their usage of grammar, although their early stage speaking level was not the same. In addition, Johnston (2015) supported Seo's research (2014) with the statement, an effective twenty-minute reading aloud activity can expose students to the same academic words that would be found in content area textbooks, can increase their vocabulary development, enhances fluency and oral language. However, both of the previous studies did not focus on pronunciation and fluency for junior high school students with narrative text.

Hence, this researcher tries to apply the Reading Aloud method related to students' speaking problems regarding in pronunciation and fluency with narrative text. Meanwhile, the researcher also tries another method that is silent reading method to compare the students' significant achievement between the students who are taught by using Reading Aloud method and this method. Thus this research takes the title "**The Use of Reading Aloud Method to Improve**

Students' Speaking Ability (A Quasi Experimental Study at the Eighth Grade Junior High School Students of SMPN 1 Setu, Kabupaten Bekasi)"

B. Research Questions

This research has three research questions, there are:

1. What is the students' speaking ability by using reading aloud at the eighth grade of SMPN 1 Setu?

2. What is the students' speaking ability by using silent reading at the eighth grade of SMPN 1 Setu?

3. What is the significant students' speaking ability between the students at the eighth grade of SMPN 1 Setu who are taught by using reading aloud and silent reading?

C. Research Objectives

Based on the questions above, the purposes of research are as follows:

1. To find out the students' speaking ability by using reading aloud at the eighth grade of SMPN 1 Setu.

2. To find out the students' speaking ability by using silent reading at the eighth grade of SMPN 1 Setu.

3. To find out the significant students' speaking ability between the students at the eighth grade of SMPN 1 Setu who are taught by using reading aloud and silent reading.

D. Research Limitation

This research discussed speaking which focused in oral pronunciation and fluency based on the theory from Huang (2010) that Reading Aloud makes students' pronunciation and fluency improved. It was the first time for most of the students that they had been required to read aloud in English. Therefore, this research used narrative text as the reading material for students especially about fairy tale stories because they have already known about them although not in English.

E. Significances of Research

Theoretically, the result of this research may give people more information about how reading aloud may improve students' speaking ability. The process of teaching and learning is expected to make the students more understand about the material itself, so it makes the students' speaking ability improved.

Practically, this research can give the best solution for the problem in improving students' speaking ability. The researcher also gave the teacher the new method in teaching learning to improve students' speaking ability. For the students, the research would invite the students and make them try to speak actively using reading aloud method in their classroom. So, their speaking ability has improved with Reading Aloud method.

F. Rationale

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information whose form and meaning depended on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Meanwhile, speaking ability is considered mastery when students are able not only to construct words and phrases with individual sounds but also use pitch change, intonation and stress to convey different meanings (Harmer, 2007).

The general view to reading is that more about the gathering and understanding of ideas rather than aiding one's spoken communicative ability (Hakozaki & Miller, 2012). They agreed to Waller & Mackinnon (1981) who said that reading should be silently done, with the aim of attaining a quick understanding of the writer's intent. Actually, when realized that there is another way in reading, reading can help other skill, that is speaking skill. The other way is reading aloud. Reading aloud does not just contribute to student's comprehension, but also it will improve their speaking ability because they read the text orally. As Khatib and Fat'hi (2012) said that reading aloud contributes not only to the comprehension of the text but also to phonological processing and this way, the two purposes are working interactively.

Reading Aloud is defined by Fountas and Pinnell (2006) as a systematic and explicit method where the teacher modeled reading fluently, comprehension strategies, and vocabulary development which requires the students to join in, thus becoming interactive participants in their learning. Müller (2015) said that

Reading Aloud is the act of reading any piece of written text out loud either by the learners or the teacher. Students not only be able to understand the text but also can practice their pronunciation and oral English in reading aloud as Huang (2010) stated that there are five functions of reading aloud in foreign language teaching: 1. Practice pronunciation, 2. Improve oral English, 3. Get deeper understanding, 4. Strengthen the knowledge, and 5. Improve the classroom atmosphere. However, from those functions, only two functions which are suitable to be discussed in this research. The first function is reading aloud allowed the student to practice pronunciation, reading aloud can help students to pronounce every word properly. The second function is reading aloud can improve students' oral English, that is students can pronounce properly and speak fluently.
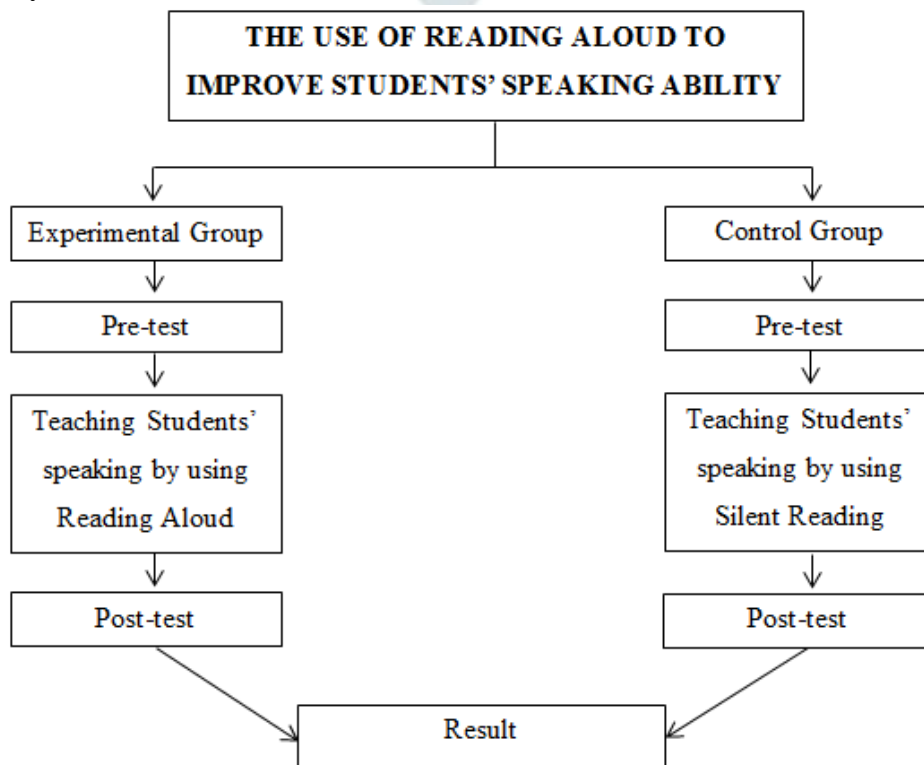
Figure 1.1 Research Frameworks

G. Hypothesis

A research hypothesis is a statement of the research result prediction which shows the relation between the independent variable and some dependent variable as Kothari (2004) said that a research hypothesis is a predictive statement, capable of being tested by scientific methods, which relates an independent variable to some dependent variable.

The hypotheses in this research are:

1. Null hypothesis (H_o); there is no significant improvement in students' speaking ability. H_o accepted if $t_{count} < t_{table}$: it means that there is no significant difference of using reading aloud in improving students' speaking ability.

2. Alternative Hypothesis (H_a); there is a significant improvement in students' speaking ability. H_a accepted if $t_{count} > t_{table}$: it means that there is a significant difference of using reading aloud in improving students' speaking ability.

H. Research Methodology

The researcher used a quantitative research method because this research explains how one variable affects another as Creswell (2012) said that quantitative research refers to explain how one variable affects another which variable itself is an attribute or characteristic of individuals which researcher study. Quantitative research is research which based on the Quantity or amount measurement. It applies to phenomena which can be expressed in regarding

quantity (Kothari, 2004). This research converted the students' speaking ability in a number so it can be measured and be able to know the significant difference between the class which received the treatment and the class without it.

1. Research Design

Creswell (2012) said that experimental design (also called intervention studies or group comparison studies) are procedures in which the investigator decide whether an activity makes a difference for the participant in the results. Based on Creswell statement, the researcher uses an experimental design. Creswell (2012) stated that experimental research seeks to determine if a specific treatment influence an outcome in a study.

The types of experimental research design which are fit in this research is quasi-experimental design because Creswell (2012) said quasi-experiments include assignment but not random assignment of participants to groups because the experimenter cannot artificially create groups caused by the availability of the participants or because the setting prohibits forming artificial groups. *Thus*, the researcher only chose two from nine classes to be experimented. There are 8.1 for the experimental class and 8.2 for the control class. Creswell (2012) stated that experimental class is the group which receives some treatment, while the control class would receive usual treatment. First, both classes are given pre-test to know their speaking ability before the students' is receiving the treatment. Then, there are four meetings which are in each meeting, the experimental group received Reading Aloud method treatment, and the control group received silent reading method

treatment. After that, both classes are given post-test to know their speaking ability after they are receiving the treatments.

2. Research Procedure

The researcher does five steps from Creswell (2012) to conduct quantitative research. The first step is select participants for the study. The researcher took the eighth grade of the junior high school of SMPN 1 Setu as the participants to be divided into two classes; those are experimental class and control class. The second step is get permissions needed for the study. The researcher needs to get permission from the headmaster, Curriculum staff, and English teacher in SMPN 1 Setu to do the research there. The third step is decide what type or types of data to collect. The researcher asked students to oral reading and retelling the story orally to find out their speaking ability. Furthermore, the researcher used pre-test and post-test because this research is experimental research. The fourth step is to locate, modify, or develop instruments that provide these measures. The researcher modified the instrument that already exists. The final step is collecting the data. The researcher used t-test to find out the significant difference.

3. Research Site

The research took place in SMPN 1 Setu on Jl. Mt. Haryono No. 71 RT. 02 RW. 06 Cileduk, Setu, Kabupaten Bekasi. The researcher has chosen eighth grade class which consists of nine classes as the object of research. The researcher chose SMPN 1 Setu because the researcher already knew the conditions of the students there, and also knew about the method that the

teachers used there when the observation took place. This method is a new method in SMPN 1 Setu.

4. **Population**

Based on Creswell (2012) statement, the population is the group of individuals which have one characteristic that can differentiate them from other groups. The researcher chooses eight grade students in SMPN 1 Setu with about 350 students that consist of class 8.1 until 8.9. The researcher chose eight grade students because they are learned narrative text based on the syllabus of 2013 curriculum.

5. **Sample and Sampling Technique**

Creswell (2012) said that sample is a part of the population and that the result obtained during the study to the population can be generalized. According to Arikunto (2010), if the population is less than 100 people can take all, but if the population is more than 100, the sample in between 10%-15% or 20%-25%. Then, based on the theory, the researcher have 70 (20%) students in eighth grade class by using non probability (non-random) sampling to be the sample of this research which is divided into two classes, 35 students in the experimental class and 35 students in the control class. Non-probability sampling is the sampling technique which the researcher selects individuals because they are available, convenient, and represent some characteristic the researcher needs to study (Creswell, 2012).

6. Research Methods for Collecting Data

The researcher used pre-test and post-test to collect the data which are analyzed by the researcher. The explanation how to collect and the processes the data is in the following above:

1) Instrument

Instrument is a tool to collect the data of research (Lestari & Yudhanegara, 2015). Before using the instruments for pre-test and post-test, the researcher should make sure that the instruments are the good instruments. Because of the instruments in this research was adapted, the validation was done to know the quality of the instruments which consists of four criterions (Lestari & Yudhanegara, 2015):

a) Validity

Validity referred to the extent to which a test measures what it claims to measure (Gregory, 2010). A measure is valid when it measures what it is supposed to measure without any other influential factors (Thanasegaran, 2009). There are three types of validity in quantitative research which was explained in the table 1.1 (Heale & Twycross, 2015).

Table 1.1 Types of Validity

Type of Validity	Description
Content Validity	The extent to which a research instrument accurately measures all aspects of a construct.
Construct Validity	The extent to which a research instrument (or tool) measures the intended construct.
Criterion Validity	The extent to which a research instrument is related to other instruments that measure the same variables.

The high or the low of the instrument validity degrees depends on correlation coefficient. The criterion to interpret the instrument validity degrees was presented in the table 1.2 (Lestari & Yudhanegara, 2015).

Table 1.2 Correlation Coefficient Criterion of Instrument Validity

Correlation Coefficient	Correlation	Validity Interpretation
$0.90 \leq r_{xy} \leq 1.00$	Very High	Very Consistent/ Very Good
$0.70 \leq r_{xy} \leq 0.90$	High	Consistent/Good
$0.40 \leq r_{xy} \leq 0.70$	Medium	Fair Consistent/Fair Good
$0.20 \leq r_{xy} \leq 0.40$	Low	Not Consistent/Bad
$r_{xy} \leq 0.20$	Very Low	Very not Consistent/Very Bad

b) Reliability

Reliability of an instrument means the constancy or consistency of the instrument which will give the same result or not significantly different although it was given to the same

subject but for different sample, in different time, or in different place (Lestari & Yudhanegara, 2015). Moreover, Lestari and Yudhanegara (2015) said that the high or the low reliability degree of an instrument depends on correlation coefficient score between the numbers of questions in instrument which was symbolled by r. The criterion to interpret the reliability degree was presented in the table 1.3 (Lestari & Yudhanegara, 2015).

Table 1.3 Correlation Coefficient Criterion of Instrument Reliability

Correlation Coefficient	Correlation	Reliability Interpretation
$0.90 \leq r \leq 1.00$	Very High	Very Accurate/ Very Good
$0.70 \leq r \leq 0.90$	High	Accurate/Good
$0.40 \leq r \leq 0.70$	Medium	Fair Accurate/Fair Good
$0.20 \leq r \leq 0.40$	Low	Not Accurate/Bad
$r \leq 0.20$	Very Low	Very not Accurate/Very Bad

c) Differentiating Power

Differentiating Power of a question refers to how far the question differentiates between the students who answer correctly and the students who answer wrongly (Lestari & Yudhanegara, 2015). In other words, Differentiating power is the ability of a question in differentiating the students who has a high ability, medium ability and low ability. The criterion to interpret differentiating power index was presented in the table 1.4 (Lestari & Yudhanegara, 2015):

Table 1.4 Criterion of Instrument Differentiating Power Index

Value	Differentiating Power Interpretation
$0.70 \leq DP \leq 1.00$	Very Good
$0.40 \leq DP \leq 0.70$	Good
$0.20 \leq DP \leq 0.40$	Fair
$0.00 \leq DP \leq 0.20$	Bad
$DP \leq 0.00$	Very Bad

d) Difficulty Index

Difficulty index is a number which represent the difficulty degree of a question (Lestari & Yudhanegara, 2015). It means that this difficulty index had a function to know whether the question the researcher used was categorized as the difficult one or the easy one. The criterion interpretation of difficulty index was presented in the table 1.5 (Lestari & Yudhanegara, 2015):

Table 1.5 Instrument Difficulty Index Criterions

IK	Difficulty Index Interpretation
$IK = 0,00$	Very Difficult
$0.00 \leq IK \leq 0.30$	Difficult
$0.30 \leq IK \leq 0.70$	Fair
$0.70 \leq IK \leq 1.00$	Easy
$IK \leq 1.00$	Very Easy

The suitable validation type of this quantitative research was criterion validity because validation of this research was testing a research instrument to other instruments to measure the same variables, which was speaking. To know the result of those four criterions, the researcher used ANATES. ANATES is a computer application program to analyze question whether in multiple choice or short essay which was developed by Karno To and Yudi Wibisono (Mujiono, 2014).

2) **Pre-Test**

Pre-test is conducted in the first meeting before they receive a treatment. According to Creswell (2012), pre-test provides measure on some attributes or characteristics for participants that is assessed in an experiment *before* they receive a treatment from the researcher. In this research, the researcher assessed the students a pre-test for both the experimental classes and the control class with oral reading and retelling the story orally for each student in the class to know how the students' speaking ability before they are given the treatment.

3) **Post-Test**

Post-test is conducted in the end of the whole meeting after they receive the treatment. According to Creswell (2012), post-test is a measure on some attributes or characteristics for participants which is assessed in an experiment *after* they receive a treatment from the researcher. The researcher gave the students a pre-test for both the

experimental classes and the control class with oral reading and retelling the story orally for each student in the class to know to know the students' speaking ability after they are given the treatment that can indicate the improvement in students' speaking ability.

7. **Data Analysis**

Creswell (2012) said that there are four steps of analyzing quantitative data: First, preparing data analysis; Second, beginning data analysis; Third, reporting the result; Finally, interpreting the result of data analysis. The researcher counts the normality of data analysis using T-test to testing the hypothesis by conducting the steps as follows:

a. Testing the Normality

Testing the normality is conducted by the procedure as follows (Sugiyono, 2010):

1) Calculating the range (R) of data

Formula:

R = the highest score – the lowest score + 1

R = H – L + 1

2) Calculating the class interval (K)

Formula:

K = 1 + (3, 3) log n

3) Calculating the length of class interval (P)

Formula:

$$P = \frac{R}{K}$$

4) Making the table of distribution of frequency

   a) Counting deviation standard

$$S = \sqrt{\frac{\Sigma f_i (X_i - \bar{X})^2}{(n-1)}}$$

   With: $\quad \bar{x} = \frac{\Sigma f_i . x_i}{\Sigma f_i}$

   b) Calculating the degree of freedom with the formula:

$$dk = K - 3$$

   c) Calculating the value of χ^2 from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

   d) Calculating normality test criteria

   e) Normality test with determination:

     1. The data is normal if $\chi^2_{count} < \chi^2_{table}$

     2. The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

b. Hypothesis Test

Hypothesis test is used to know the influence of Reading Aloud method on students' speaking. The hypothesis test is done by testing the statistical data. As Sugiyono said (2010) T-test used if the research has two samples in average and the data in interval or ratio to do hypothesis testing. Testing hypotheses by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg\sqrt{\frac{1}{n1} - \frac{1}{n2}}}$$

X_1 = mean of pre-test of the experimental class

X_2 = mean of post-test of the experimental class

n = the total number of case

dsg = cumulative standard deviation on f the experimental class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the pre-test standard deviation of the experimental class

V_2 = the post-test standard deviation of the experimental class

The next step is determining the table score:

1. If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant effect of Reading Aloud on Students' Speaking Ability.

2. If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant effect of Reading Aloud on Students' Speaking Ability.

c. N-Gain

To know the improvement of the students' speaking, normal gain (*d*) is used with the formula:

$$d = \frac{Post - test\ score - Pre - test\ score}{Maximum\ score - Pre - test\ score}$$

Normal gain score acquired is then interpreted into the table 1.6 (Arikunto, 2010):

Table 1.6 Normal Gain Interpretation

Score	Interpretation
g > 0.7	High
0.3 ≤ g ≥0.7	Average
g < 0.3	Low

The conversion score of number and character scoring is stated in the table 1.7 (Arikunto, 2010):

Table 1.7 Conversion Score

Score	Character	Value
80 – 100	A	Very good
66 – 79	B	Good
56 – 65	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed