

READING ALOUD STRATEGY FOR ENHANCING STUDENTS' SPEAKING ABILITY

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ABSTRACT

The aims of this research are to know 1) the extent is the application of the reading aloud strategy in teaching speaking ability, 2) the extent is the students' speaking ability before and after using the reading aloud strategy, 3) is there any significant effect of the reading aloud strategy on students' speaking ability in class XI SMA Negeri 8 Padangsidempuan. This research used experimental method with pre-experimental one group pretest-posttest design. The population of this study was all XI grade which amounted to 98 students. The sample of this study was class XI 1 which amounted to 32 students taken by cluster sampling. Data were collected through observation and tests as instruments. Data collection technique for observation sheet used Likert scale and speaking test used speaking rubric. The results showed that the application of reading aloud strategy reached 89% (very good category). The average value of students' speaking ability before and after using the reading aloud strategy is 43.19 (poor category) and 78.53 (good category). The results of hypothesis testing using the Normality Test with SPSS 23, showed that the paired sample t-test pretest and post-test tables were smaller than 0.05 ($0.000 < 0.05$). It means that the hypothesis (H_2) is accepted. There is a significant effect of the reading aloud strategy on students' speaking ability in the eleventh grade of SMA Negeri 8 Padangsidempuan.

Keywords: *Reading, Reading Aloud Strategy, Speaking, Students' Ability*

INTRODUCTION

Speaking is the most common and important form of interpersonal communication. Because speaking is a crucial role for both individuals and society, it is associated with success in life (Alotumi, 2021). Since it is one way to express ideas, feelings, opinions, and more is through communication (Raihan, 2025; Pricilia and Rahmansyah, 2025). Speaking is a crucial skill that requires

mastering in order to provide oral English communication abilities. Speaking is an essential ability for communicating with people worldwide (Parupali, 2019).

There are several speaking materials that are studied, such as speaking asking and giving opinion, speaking satisfactin, speaking giving warning, speaking advice and the other. Based on an interview with the English teacher on February 10th 2025 with Mrs. Riska Juliati, S.Pd., as an English teacher has given many efforts to help students improve their speaking skills, such as showing speaking learning videos, using audio, providing motivation for English vocabulary, using learning models and using other learning techniques, although all have been done by the teacher, students' speaking skills have not been as expected.

Based on the above problems, it can be seen that there are several factors that affect the quality of students' learning process, such as lack of vocabulary, poor pronunciation, lack of grammar structure, considering English as a difficult subject, lack of vocabulary due to lack of confidence or embarrassment, and lack of motivation. The researcher tried to apply the reading aloud strategy which is a strategy that can be used for various levels of students, or can also be focused on speaking ability.

LITERATURE REVIEW

Speaking Ability

Speaking is more challenging to learn than other speaking skills, despite being a crucial productive talent (Akbari, 2015; Febriyanti, 2018; Sawitri, 2019; and Sulistyorini, 2018). Thus, improving the speaking abilities of English language learners becomes difficult.

Pronunciation, grammar, vocabulary, fluency, and comprehension are indicators of English speaking proficiency (Kashinathan & Abdul Aziz, 2021). Speaking skills are difficult since speaking English involves five separate things: pronunciation, fluency, grammar, vocabulary, and understanding (Mapgun and Aulia, 2022). It is regarded as the most challenging skill because there are numerous barriers to communicating concepts, ideas, or facts in English.

Reading Aloud

An activity to read something loudly is called reading aloud. Reading aloud is incredibly essential which can support speaking. According to Desipriani (2013), readbaloud is a successful reading strategy for kids since it can help them develop the knowledge that serves as the foundation for their vocabulary and help them associate reading as an enjoyable activity. Huang (2010) in Supraba et al (2020:146) “Reading aloud is an important part in education which has several function in English language teaching”. Then, Elizabeth (2004:286-288) in Supraba (2020:146) said reading aloud means reading book by producing sounds audible to other. Reading aloud is not only learners’ reading activity or the teacher’s reading aloud, but reading aloud is the act of reading out loud of any written text, by both the learners and the teacher.

There are several steps that must be taken to implement the reading aloud strategy in the teaching and learning process. according to Adita (2014) in Pratama (2022:29), reading aloud as follows: 1) Teacher helped the students to perceive English words by modelling how to read a text in a phrase of a paper, 2) Teacher asked the students to read aloud the text together in order to help them in making correct English sounds. From this step, the researcher knew some mispronunciation words that the students mostly did, 3) Teacher gave feedback to the students by giving some corrections to their mispronunciation. The researcher drilled the students in order to make them familiar with the English sounds by asking the students to read the text aloud, 4) The students worked in pairs and asked their friend to listen and gave comment about their pronunciation Finally, the researcher asked the students to come forward one by one to read the narrative text aloud, 5) Teacher recorded the students’ voice and scored their pronunciation based on the phonetic transcription.

RESEARCH METHOD

The located of this research takes place in SMA Negeri 8 Padangsidempuan on Jl.Perkebunan Pijorkoling, Provinsi Sumatera Utara Kec Pinangsori, Kab. Tapanuli Tengah . The population in this study is all eleventh-

grade students of SMA Negeri 8 Padangsidempuan, which consists of 3 classes with a total of 98 students. The sample was taken using the Cluster sampling technique, namely class XI 1, which consists of 32 students. To collect the data researcher used observation sheet and test. The researcher determined the test in the form of an oral test, by providing texts with three different titles. Each student chose one title to read using the read aloud strategy. Each student was given three minutes to explain the content of the text in their own words. During the learning process, the researcher recorded all activities carried out. From the recording, the researcher assessed students' speaking ability with five predetermined indicators.

FINDINGS AND DISCUSSION

The formulation of the problem are analyzed included 1) To know the application of Reading aloud strategy in teaching speaking ability at the tenth grade students of SMA Negeri 8 Padangsidempuan, 2) To know the students speaking ability before and after using Reading aloud strategy at the tenth grade of SMA Negeri 8 Padangsidempuan, 3) To know wheter there is any significant effect of Reading aloud strategy on students speaking ability at the tenth grade of SMA Negeri 8 Padangsidempuan. The observation sheet was used to answer the first problem and test was used to answer the second problem. Furthermore, inferential statistic was used to answer the third problem.

Using Reading Aloud Strategy in Teaching Speaking Ability

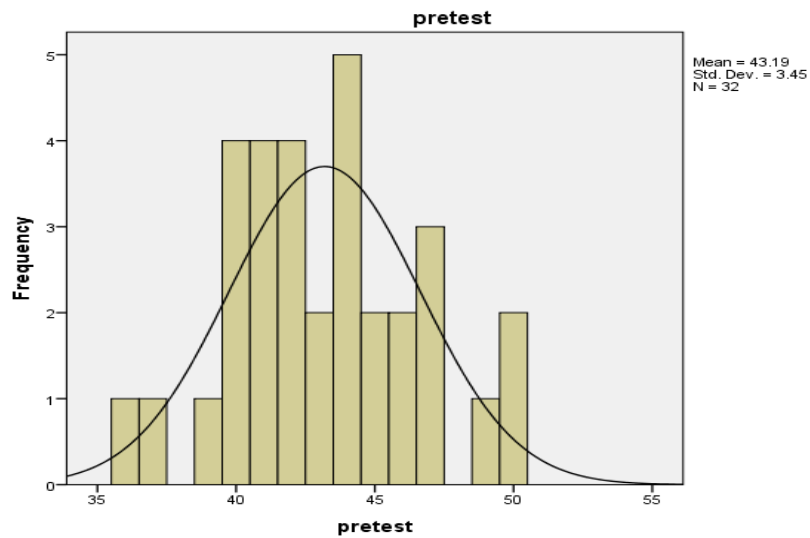
When the result from the observation sheet the applying of reading aloud strategy on students' speaking ability at the eleventh grade of SMA Negeri 8 Padangsidempuan which contains eleven aspect of reading aloud strategy and the researcher got an average score was 89% (very good category). .

Students' Speaking Ability Before Using Reading Aloud Strategy

After got the data by given pre-test which is formed speaking ability, The highest score was 50 (poor category), the lowest score was 37 (very poor category). Mean score was 43,19 (very poor category), median score 43 (very poor category) and mode 34 (very poor category). Furthermore, indicator of speaking ability before using reading aloud strategy are pronunciation the score

was 8.03, fluency 8.28, grammar 6.40, vocabulary 9.56 and comprehension 10.90.

Histogram 1. Students’ Speaking Ability before Using Reading Aloud Strategy

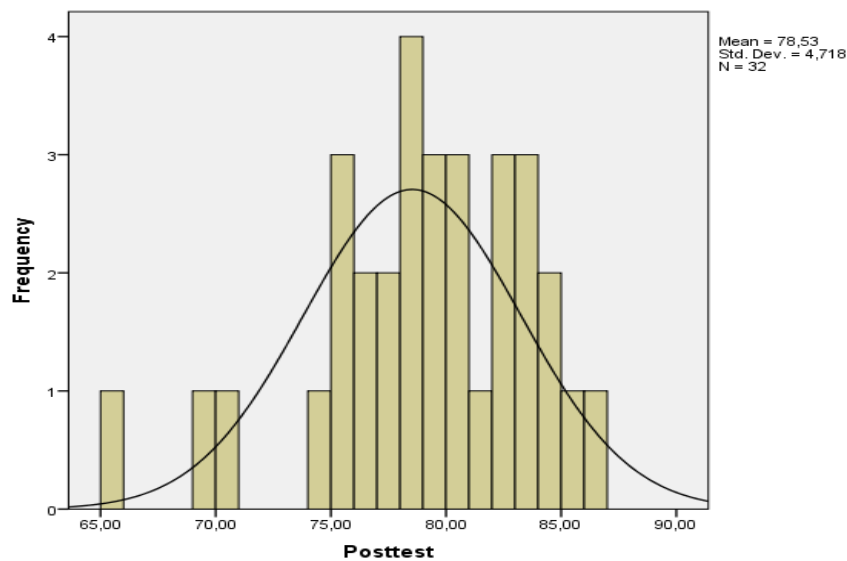


Based on the histogram above, the data is normally distributed because the peak of the score is located in the center, and the curve follows a bell-shaped pattern. This indicates that the distribution of students’ scores is symmetrical.

Students’ Speaking Ability After Using Reading Aloud Strategy

After collected the data given post-test about the students’ speaking ability using reading aloud strategy. The researcher found that the highest score was 85 and the lowest score was 69 . From the whole data of post-test, the researcher found the mean score was 78.53 (good category), median score was 79 (good category) and mode score was 78 (good category). Furthermore, indicator of speaking ability after using reading aloud strategy are pronunciation the score was 17.87, fluency 16.87, grammar 8.93, vocabulary 17.40 and comprehension 17.43

Histogram 2. Students' Speaking Ability after Using Reading Aloud Strategy



Based on histogram above, the data is normally distributed because, the average of the data is at the centre point Where the mean value of the pretest data was 43.19 (enough category)..

Hypothesis Testing

Normality Test

The researcher shows the result of normality test on table below:

Table 1. Tests of Normality Pretest and Posttest

Description	Formulation			Explanation
	K.S	S.W		
Pretest	0.200	0.669	0.05	normal distribution
Posttest	0.200	0.092	0.05	normal distribution

Based on the results of the normality test using Kolmogrov-Smirnov, the significance value for the pretest was 0.200 ($0.200 > 0.05$), and using Shapiro-Wilk, the significance value for the pretest was 0,669 ($0,669 > 0.05$). Futhermore, the results of the normality test for the post-test show a significance, value using kolmogorov-smirnov of 0.200 ($0.200 > 0.05$), and using Shapiro-Wilk of 0.92 ($0.92 > 0.05$).

Paired samples t-test

the researcher used the paired sample t-test as follows:

Table 2. Paired Sample t-test Statistics Reading aloud Strategy

	T	DF	Sig (2-tailed)
Pair 1 Pre-test – Post-test	-42.280	31	.000

Based on the table paired sample t-test, it shows a T statistics value of -42.280 with degree of freedom (Df) = 31 (based on a sample of 32 students). The two-tailed significance value (Sig. 2-tailed) is 0.000, well below the significance level = 0.05. this proves that there was a significance difference between the average pre-test and post-test score of the students.

The results of the observation sheet, the results of the application of the reading aloud strategy in teaching speaking ability, researchers found a score of 89% of the score is categorized as "very good". Furthermore, the average value of students' speaking ability before using the reading aloud strategy was 43.19 and was categorized as "poor". Meanwhile, the results of students' speaking ability after using the reading aloud strategy were 78.53 and were categorized as "good". Based on the results before and after using the reading aloud strategy that have been analyzed, it is known that the average score of students is different. Where before using the reading aloud strategy, the student's pronunciation score was 8.03 and after the student's pronunciation score was 17.87". Furthermore, the previous fluency score was 8.28 and after using it was 16.87.

Based on the results above, it shows that previous research is relevant to this study. The data results show that the alternative hypothesis is accepted and the null hypothesis is rejected, so it is explained that the researcher's assumption is correct. Reading aloud strategy has a significant influence on students' speaking ability. Researchers think and assume that reading aloud strategy is a suitable technique, the learning process will be more interesting and have an influence on students' speaking ability, especially in pronunciation and fluency, as stated by Huang (2010) in Kurniawati (2023-250) who stated that the reading aloud method

would improve speaking ability, especially in their pronunciation and fluency. Furthermore, the hypothesis in this study is accepted.

CONCLUSION

Based on the research result, the researcher concluded that the application of reading aloud strategy in teaching speaking ability is very good because it shows that the mean of the students score was 89%. The students' speaking ability before and after using reading aloud strategy shows significant effect. Before using reading aloud strategy is very poor and after is good. It means that there is a significant effect of reading aloud strategy on students' speaking ability

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