

**STUDENTS' ATTITUDE TOWARD THE USE OF READING ALOUD IN
LEARNING READING SKILLS AT SMP MUHAMMADIYAH 6 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



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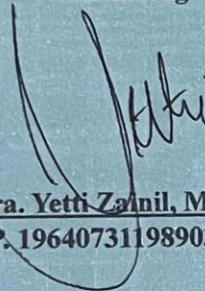
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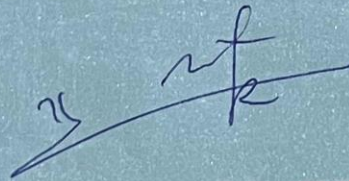
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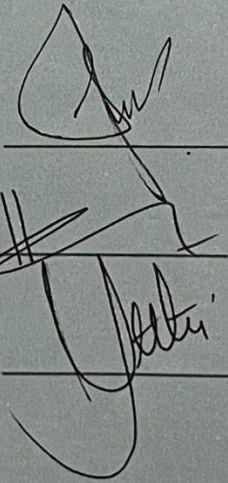
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ABSTRACT

Hikmah, Sri Ramadhani Nuzulul (2024): Students' Attitude Toward the Use of Reading Aloud in Learning Reading Skills at SMP Muhammadiyah 6 Padang

This study aims to analyze students' attitudes towards the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang. The researcher employed a descriptive approach, involving a total population of 204 students from grades 7, 8, and 9, as well as English teachers at SMP Muhammadiyah 6 Padang. The research sample, obtained through simple random sampling, comprised 25% of the student population, totaling 51 students, and two English teachers. The questionnaire was used to analyze students' attitudes towards the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang. Meanwhile, the interview was conducted to analyze the extent to which teachers utilize reading aloud in teaching reading skills. The research findings indicate that students have positive attitude towards affective, cognitive, and behavioral components in learning reading skills. Therefore, it can be concluded that students feel that reading aloud helps and motivates them in learning English reading skills. Interviews with two English teachers also revealed skillful practices of reading aloud, aligning with best practices in reading aloud.

Keywords : Reading , Attitude, Cognitive, Affective , Behavioral , Reading Aloud

ABSTRAK

Hikmah, Sri Ramadhani Nuzulul (2024): Students' Attitude Toward the Use of Reading Aloud in Learning Reading Skills at SMP Muhammadiyah 6 Padang

Penelitian ini bertujuan untuk menganalisis sikap siswa terhadap penggunaan membaca dengan suara keras dalam pembelajaran keterampilan membaca di SMP Muhammadiyah 6 Padang. Peneliti menggunakan metode deskriptif dengan melibatkan populasi sebanyak 204 siswa dari kelas 7, 8, dan 9, serta guru bahasa Inggris di SMP Muhammadiyah 6 Padang. Sampel penelitian diambil menggunakan metode simple random sampling, melibatkan 25% dari populasi siswa, yaitu sebanyak 51 orang, dan 2 orang guru bahasa Inggris. Kuesioner digunakan untuk menganalisis sikap siswa terhadap penggunaan membaca dengan suara keras dalam pembelajaran keterampilan membaca di SMP Muhammadiyah 6 Padang. Sementara itu, wawancara dilakukan untuk menganalisis sejauh mana guru menggunakan membaca dengan suara keras dalam mengajar keterampilan membaca. Hasil penelitian menunjukkan bahwa siswa memiliki sikap yang positif terhadap seluruh komponen afektif, kognitif, dan perilaku dalam pembelajaran membaca. Dengan demikian, dapat disimpulkan bahwa siswa merasa bahwa membaca dengan suara keras membantu dan memotivasi mereka dalam pembelajaran keterampilan membaca bahasa Inggris. Wawancara dengan dua guru bahasa Inggris juga menunjukkan praktik membaca dengan suara keras yang terampil, sesuai dengan praktik terbaik membaca dengan suara keras.

Kata kunci: Membaca, Sikap, Kognitif, Afektif, Perilaku, Membaca dengan Suara Keras

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	6
E. Research Questions.....	6
F. Purpose of the Research.....	6
G. Significance of the Problem.....	7
H. Definition of Key Term.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Review of Related Theories	9
B. Previous Study	22
C. Conceptual Framework.....	24
CHAPTER III RESEARCH METHOD	25
A. Research Design	25
B. Population and Sample	25
C. Instrumentation	27
D. Technique of Data Collection.....	28
E. Technique of Validation	29
F. Technique of Data Analysis	29

CHAPTER IV	33
FINDINGS AND DISCUSSION	33
A. Data Description.....	33
B. Findings.....	50
C. Discussion.....	53
D. Limitation of the Research	57
CHAPTER V	58
CONCLUSION AND SUGGESTION	58
A. Conclusion.....	58
B. Suggestion.....	59
REFERENCES	61
APPENDICES	65

LIST OF TABLES

Table 1 Population of the Research.....	26
Table 2 Indicator of Questionnaire.....	27
Table 3 Indicator of Interview Guidelines.....	28
Table 4 Likert Scale	30
Table 5 Interval Class.....	31
Table 6 Questionnaire result of students' affective attitude	33
Table 7 Questionnaire result of students' cognitive attitude	37
Table 8 Questionnaire result of students' behavioral attitude	40

LIST OF APPENDICES

Appendix 1 Questionnaire	65
Appendix 2 Interview Guideline	71
Appendix 3 Surat Izin Penelitian dari Fakultas	73
Appendix 4 Surat Izin Penelitian dari Dinas	74
Appendix 5 Surat Tugas Validator.....	74
Appendix 6 Lembar Validasi Instrumen	76
Appendix 7 Surat Balasan Penelitian	80
Appendix 8 Questionnaire from Respondents	81
Appendix 9 Transcripts Wawancara	109
Appendix 10 Tabulasi Data	119
Appendix 11 Analisis Data Wawancara.....	122

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one method of gathering knowledge and information. People can learn many things and acquire more knowledge by reading. Reading is one thing that students learn in the first stage of school. Whenever students are studying in school, they use textbooks and passages as the media for achieving knowledge. Mastering reading skills can boost students' self-confidence in comprehending English passages. According to Rashid and Islam (2021), reading is a skill that helps the student learn English better. Reading is a fundamental activity in learning foreign languages, especially in learning English. Therefore, students must master reading skills in addition to listening, speaking, and writing when learning English, since reading cannot be separated from learning activity.

According to the 2018 PISA results, Indonesia has a poor level of literacy, ranking 62 out of 72 nations. According to UNESCO data, the Indonesian people's reading interest is exceedingly low, at barely 0.001%. This indicates that out of 1,000 Indonesians, just one reads regularly. Based on these findings, Indonesians' interest in reading is falling considerably behind other countries. Reading culture and reading interest are problems faced by many schools in Indonesia.

Decreasing reading interest is caused by the difficulties faced by the student. According to Hidayati (2018), many students report difficulty with grammar and a lack of vocabulary. Because of these issues, students may not be interested in

actively learning reading skills. Based on the researcher's pre-observation during the Teaching Practice Program at SMP Muhammadiyah 6 Padang, the researcher found students' difficulties in learning reading skills. Many students experienced a lack of vocabulary. They find it difficult to understand the text when they do not know the meaning of a word. They skip reading the unknown word while reading the text.

In teaching reading skills, teachers can apply some reading techniques. There are several types of reading. Rashid and Islami (2021), pointed out two significant reading types such as intensive reading and extensive reading, besides silent reading and reading aloud. According to Patel and Jain (2008), there are four types of reading such as intensive reading, extensive reading, silent reading, and reading aloud.

Reading aloud is a crucial technique that should be practiced in the English classroom. Reading aloud is important for the early stage of learning English. As mentioned by Kailani (1998), this strategy is emphasized in the English language classroom during the first three years of learning English. According to Rayner and Pollatsek (1989), in Gabrielatos (2002), reading aloud is often employed in the early stages of reading programs to assist pupils to correlate sounds with written language symbols, integrate the sounds of single letters or patterns, or decode the words. Simplistically, reading aloud means not only reading in front of the classroom, but also how students interpret, express, and intonate a reading aloud.

Nurlaelawati and Dzulqo'dah (2019), said reading aloud effectively assists in developing word pronunciation, enables learners in enhancing their reading of linguistic elements, and increases listening comprehension, grammar, and vocabulary. The teacher also plays an important role in assisting students. Kailani (1998), told that reading aloud was identified as an important language skill that should be intensively practiced to generate competent readers. Students can be trained to articulate the words correctly. Reading aloud shows a positive impact on students' performance. As reported by Santos (1987) in Kailani (1998), the intervention of reading aloud has a considerable positive effect on EFL learners' reading comprehension skill, specifically their skill to inter-relate, interpret, and draw inferences from the text.

Various aspects have been identified as significant in the successful English teaching-learning process. Teachers, students, curriculum, materials, and learning facilities are among the influences. From all mentioned aspects, the attitude has recently gained significance in the process of teaching a foreign language. According to Soleimani and Hanafi (2013), various characteristics such as attitude, orientation, motivation, and anxiety help with foreign language learning. It can be said the factor of successful foreign language learning depends on student attitude. Students' attitude toward the learning process is related to the achievement of learning. As stated by Todor and Degi (2016), language learners' views regarding the language and its speakers have a significant impact on the language learning process and achievements. Language attitude research has gotten a lot of attention in recent years because it is one of the most essential research issues in several fields.

Furthermore, language attitudes differ in nature. As mentioned by Wati (2018), people have many attitudes such as attitudes toward learning a foreign language, attitudes toward foreign and second languages, attitudes toward a specific language, and so on. One of the attitudes that has received attention is the attitude toward teaching techniques used by teachers in learning English skills. Therefore, it is beneficial to analyze students' attitudes toward teachers' techniques used in learning reading skills. One of the most essential concerns to consider when discussing aspects affecting the teaching-learning process is students' attitudes regarding the teacher's techniques. Views regarding the teacher's techniques may also indicate how individuals feel about the teacher's approach to teaching English.

Therefore, knowing the students' attitudes can influence the teaching process, especially in teaching reading. As a result, the teacher and the education environment know how to use reading aloud, and it can be the input for the teacher. As noted by Wati (2018), analyzing learners' attitudes toward foreign languages is critical because it can provide useful insight that can be utilized to improve the quality of teaching and learning.

Based on pre-observation during the Teaching Practice Program at SMP Muhammadiyah 6 Padang, researcher discovered that English teachers employed reading aloud to help students in learning reading. Teachers expect students to be motivated and interested to read, and to develop their reading skills. However, there is no information available about students' attitudes towards this method. Also, there is no data about the extent to which teachers use reading aloud as teaching reading strategy. Since it is crucial to use reading aloud based on some considerations such

as reading material selection and teacher understanding on using it. As noted by Huang (2010), we can increase the students' integrated skills if we follow the reading aloud principle and practice hard. Therefore, it is significant since it can determine whether the implementation is effective.

Furthermore, this research focuses on exploring students' attitudes towards the use of reading aloud for learning reading skills at SMP Muhammadiyah 6 Padang. Several studies on the use of reading aloud and students' attitude have been conducted previously. Sofyan et al. (2021) researched the effectiveness of the reading-aloud strategy in learning reading skills. Sahara et al. (2018) investigated how reading aloud affects reading comprehension. Additionally, Wati (2018) explored students' language attitude. While these previous studies have examined general attitudes towards language learning and the effectiveness of reading aloud, this study examines students' attitude towards reading aloud, filling a gap in the literature.

B. Identification of the Problem

Based on the background of the study, this research identified the problems. In Indonesia, reading interest is still low compared to other countries because students have difficulties such as lack of vocabulary and difficulty in understanding the text because they do not know the meaning of a word. Moreover, Reading aloud is an important method which aims to develop reading interest, reading motivation and improve reading skills. Investigating students' attitude about learning methods is a crucial concern in the success of learning foreign language. Then, reading aloud has

been implemented, but there is no information about what is student attitude toward this method.

C. Limitation of the Problem

The researcher limits the study about students' attitude toward the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang.

D. Formulation of the Problem

The problem is formulated as "What is the students' attitude toward the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang?"

E. Research Questions

Concerning with the use of reading aloud for learning reading skills that has been identified on the background, there are research questions for this study

1. What is the students' attitude toward the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang?
2. The extent to which the teachers use reading aloud in teaching reading skills at SMP Muhammadiyah 6 Padang?

F. Purpose of the Research

Commencing with the preliminary review in the problem statements, the research aims to know students' attitude toward the use of reading aloud for learning reading skills at SMP Muhammadiyah 6 Padang.

G. Significance of the Problem

Researcher hope this study is expected to benefit students, teachers as well as readers.

a. For teachers

The result of the study is expected to assist English teachers. It can be the insight and it assists in managing teaching approaches to better suit students' preferences and needs. Teachers can incorporate this strategy more effectively into their lesson if students have a positive attitude toward reading aloud

b. For students

For students at SMP Muhammadiyah 6 Padang will have the opportunity to improve their reading skills in English by participating in reading aloud activity.

c. For readers

This study will provide readers with some knowledge and comprehension of students' attitudes toward reading aloud for learning reading skills.

H. Definition of Key Term

a. Attitude

Attitude is defined as a person's perspective and evaluation of something or someone, as well as a tendency to respond either positively or negatively to a specific idea, object, person, or situation.

b. Reading Aloud

Reading aloud is an oral reading activity used in the class which reads the text or passages loudly. Reading aloud is a practice that helps students develop their ability to understand reading skills

c. Reading Skills

Reading skill is the ability to understand the written material. It involves understanding its meaning and integrating it with prior knowledge. Word reading and language comprehension are the interrelated skills.