

**TEACHING THE EFFECTIVE READING ALOUD IN JUNIOR HIGH
SCHOOL**

PAPER

Submitted as a Partial Fulfillment of the Requirements

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ABSTRAK

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Penulisan makalah ini dilatar belakangi karena membaca nyaring (*reading aloud*) teks atau cerita bagi siswa SMP masih merupakan masalah. Hal ini disebabkan teknik mengajar guru yang kurang tepat dan tidak bervariasi, sehingga membuat siswa menjadi bosan dan kurang termotivasi dalam pelajaran membaca nyaring. Sehingga tujuan dari penulisan makalah ini adalah untuk memperkenalkan salah satu teknik yang dapat meningkatkan kemampuan membaca nyaring siswa.

Dalam mengimplementasikan strategi ini, guru harus mempersiapkan bahan ajar (*Preparation*) dan menyusun langkah-langkah pengajaran seperti *Pre-reading activities*, *Whilst-reading activities*, dan *Post-reading activities*. Pada *preparation*, guru mempersiapkan teks dan media yang sesuai dengan materi yang akan diajarkan. Pada *pre-reading activities*, guru menyampaikan tujuan pembelajaran dan meningkatkan motivasi siswa sebelum menerima pelajaran. Dalam *whilst-reading activities*, guru memperkenalkan siswa dengan kosa kata baru, kemudian memodelkan cara membaca nyaring yang baik dan tepat. Dalam proses membaca nyaring, guru melibatkan siswa dengan mengajak siswa untuk memprediksi apa yang akan terjadi selanjutnya. Dalam aktifitas ini, guru memberikan beberapa pertanyaan untuk meningkatkan pemahaman siswa. Pada *post-reading activities*, guru menyimpulkan pelajaran dan memberikan PR (pekerjaan rumah). Dengan mengaplikasikan strategi ini, siswa diharapkan untuk dapat meningkatkan pengucapan, pembendaharaan kosa kata dan pemahaman mereka terhadap sebuah teks yang diberikan.

PENGESAHAN

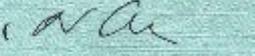
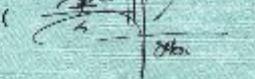
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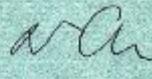
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CHAPTER I

INTRODUCTION

A. Background of The Problem

In learning English, there are four aspects must be mastered by students. BSNP which stands for Badan Standar Nasional Pendidikan (2007) states that the standard competence of English at Junior High School involves 4 aspects, they are (1) listening which involves understanding the instruction, information, and very simple story conveying verbally related to class, school and society context, (2) speaking which involves expressing the meaning verbally in simple interpersonal and transactional texts such as instruction and information related to class, school and society context, (3) reading which involves reading aloud and understanding the meaning of instruction, information, short functional texts and very simple picturing text conveying in written way related to class, school and society context, (4) writing which involves writing words, expression, and very simple short functional text with appropriate spelling and punctuation. In standard competence state above, shows that reading aloud takes an important part in learning English in junior high school. The teachers do reading aloud activity once for each kind of text. Dorothy (2010) stated that reading aloud is a technique in which the teacher reads the text aloud with a proper pronunciation and proper oral production of communication element for making sense of reading while the students follow the text silently.

Although reading aloud is taught at junior high schools, most of students still have problems in reading aloud. They cannot read word, phrase and sentence correctly in proper pronunciation and intonation. Most of students still mispronounce some words. For example, *knife* is pronounced /knaif/, *she* is pronounced /si/. It should be pronounced /naif/ and /ʃi:/. The students still do not know about word stress. For example, *Mr. Obama lives in the White House* and *my house is next to the white house*. They read both phrases with same tone, but actually the tone should be different because the meaning is also different. The first phrase means a place where the United States president lives. The phrase should be read *the WHITE house* and the second phrase means a house which is painted white, not blue or grey. The phrase should be read *the white HOUSE*. The students also cannot determine the proper intonation. For example, *what is your name?* They read

what is your name? (falling- rising tone)



The correct intonation is

what is your name?. (rising-falling tone)



The problems above may be caused by some factors. They may come from students themselves, their native language and the teacher. The factor from the students is lack of motivation. Generally, students do not have motivation and are always afraid when she/he is asked to read aloud a text. At class, most of student's voice will vanish when the teacher asks them to read aloud text. Most of students do

not pay attention to the teacher when she reads aloud a text for them. They do not listen to the teacher carefully. It will not help them in learning.

The second factor is the native language interference. In Indonesian language, the words are pronounced as they are spelled, stress, intonation and aspiration do not change the meaning but not in English. English is a discrepancy and inconsistently language. It means that words in English are not pronounced as they spelled, and intonation has a rule in expressing the meaning. But students interfere between Indonesian language and English, they read in English but using Indonesian intonation.

Then, the factor may come from the teacher. The teacher may not apply various techniques in teaching reading aloud. The techniques used by the teacher were less attractive. The technique may not motivate them to be active and creative. Commonly in teaching reading aloud, teacher does the following activities. First, the teacher introduces the text, after that she reads it aloud. And then she asks the students to read aloud that text together or individually. Then she gives the students some new words related to the text and asks them to find the meaning. After that, she lets student answer the available questions. Then she discusses that question. The activities above are not enough yet to teach reading aloud. Other factor is lack of exercise. The exercise given by the teacher is only focused on comprehension of the story.

Based on the reasons above, the technique in reading aloud should be altered. The reading aloud activity in the class should be effective. The Further, in this paper will discuss the effective way in reading aloud.

B. Identification of the Problem

Based on the explanation above, some factors are identified. The factors may come from the students themselves, their native language and the teachers' technique. The factors that appear from the students are lack of motivation and tend to be afraid or not confident when teacher asks him/her to read a text loudly. Moreover, they do not pay attention to the teacher. The factor comes from their native language is in Indonesian language words are pronounced as they are spelled but not in English. The factor comes from the teacher is the strategy or technique used by the teacher is monotonous.

C. Limitation of the Problem

Based on the identification of the problem above, this paper is limited to the effective way in teaching reading aloud. This technique will make students able to read a text well in appropriate intonation, pitch and word stress.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem can be formulated as follow “what is the effective technique in teaching reading aloud at junior high school?”

E. Purpose of the Problem

The purpose of writing this paper is to explain how to teach effective reading aloud at junior high school.