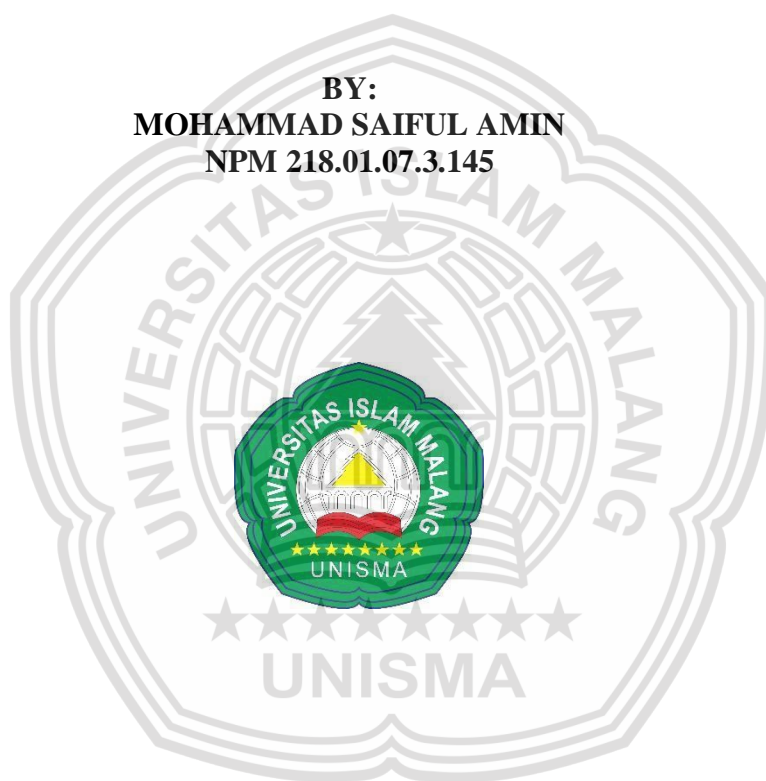




**THE EFFECT OF READING ALOUD METHOD TOWARD STUDENTS'
VOCABULARY ENHANCEMENT**

SKRIPSI

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**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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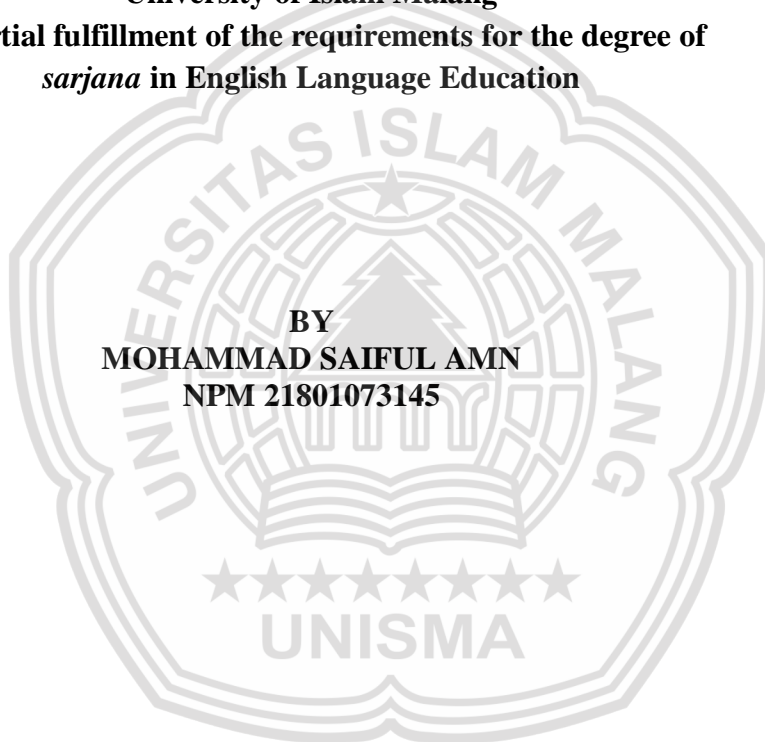


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Presented to
Faculty of Teacher Training and Education
University of Islam Malang
In partial fulfillment of the requirements for the degree of
***sarjana* in English Language Education**

BY
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ABSTRACT

Amin, Mohammad Saiful. 2023. *The Effect of Reading Aloud Method Toward Students' Vocabulary Enhancement.* Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I:Febti Ismiatun S.Pd., M.Pd. : Advisor II: Mochammad Imron Azami, M.Ed.

Keywords: Reading, Reading Aloud, Vocabulary

This research is motivated by the reading aloud method which is not optimal so that the vocabulary mastery ability of the beginner class students PP. Darul Lughah Wal Karomah Probolinggo is still relatively low. This study aims to determine the effect of the Reading Aloud method on the English vocabulary mastery ability for beginner class students at PP. Darul Lughah Wal Karomah, Probolinggo.

This research is an experimental research in the form of pre-experimental using the One Group Pretest Posttest Design which only has one group of subjects with two observation conditions carried out without a comparison group and given treatment using the reading aloud method. The variables in this study consisted of the independent variable, namely the reading aloud method and the dependent variable, namely the ability to master vocabulary in learning English vocabulary in beginner class at PP. Darul Lughah Wal Karomah, Probolinggo. The population in this study is beginner class at PP. Darul Lughah Wal Karomah, Probolinggo and the sample is the beginner class, which consists of 21 students. The data analysis technique used the t-test to test the effect of the Reading Aloud method on the ability to master English vocabulary.

The results of this study indicate that the calculation of the Pre-test learning outcomes, namely the results achieved by an average value of 59 with a completeness percentage of 0% and the Post-test learning outcomes, namely the results achieved by an average of 75 with a completeness percentage of 11%. This proves that the use of the Reading Aloud Method can improve the ability to master English vocabulary.

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1 Background of the Study

Vocabulary becomes the most important aspect of learning English. (Thornburry, 2002) states that the coining of new world never stops. Therefore, students should have a large vocabulary in order to master a language easily. In learning vocabulary, students will learn English words and their meanings if the students also know how to put the word together in sentences (Virginia, 1983:4). Unfortunately, many students still have difficulty with correctly inserting words into sentences. As a result, young learners have difficulties memorizing new words and are typically not interested in studying English. (Brown, 2001:87–90) stated that young children's attention and concentration spans are extremely short. So, the researcher concludes they need a variety of learning experiences to improve their critical thinking skills and to build students' interest.

In addition, there are two factors that can influence students' vocabulary mastery. The internal factor comes from within students, including attitudes, learning, body health, intelligence and motivation. Meanwhile, the external factor caused by outside students, include variation in teaching, use of learning media and facilities and infrastructure (SUCANDRA et al., 2022). Therefore, in English learning a teacher needs strategy, technique, method and approach to help students' understanding.

(Richards & Schmidt, 2010:331) explained that the term “strategy” is sometimes used to describe how children process language without implying intentionality or awareness. However, the majority of the vocabulary teaching process is implemented without a strategy. So, it cannot be successful because the learning goal is unclear. The teaching learning process comprises several components, including a purpose, a material, an activity, a method and an instrument for evaluation. A teacher must be familiar with all of them in order to be successful in achieving learning objectives. For example, the most teacher uses traditional methods to teach vocabulary, which causes students to lose interest. As a result, teachers require strategies to optimize the use of methods and resources in achieving specific goals.

Many kinds of methods and games that can be used to develop students’ English ability. One of that method is Reading Aloud. (Cameron, 2001) said they will benefit greatly from reading aloud what the instructor does for young or older pupils. Cameron also explained that children could learn how books are handled, how texts encode words and ideas, how words and sentences are laid out on a page by listening to and watching an adult read aloud. By applying reading aloud to children, they can express the language they can and their experiences with others (Gold & Gibson, 2001). On the other side, having students read aloud to each other can help to learn, but it has problems. If a student is asked to read aloud to the entire class, student may not speak loudly enough for everyone to hear. Paired reading, in which students take turns reading to one another in pairs, can be more beneficial.

Due to the reasons that was stated above, learning through this method involvement, which leads to comprehension. The system uses student-centered, with the teacher as the leader of learning. In reading aloud, students become active learners. Along with the results of research done by Hikma (Witria, 2020) about analyzing The Effect of Reading Aloud Strategy on Students' English Word Pronunciation in English Subjects, Vocabulary Mastery at Eleventh Grade of MA Al-Fathiyah Condet. The researcher got the results of the student

questionnaire with 80.88 criteria, which is a very good category. Based on the research results, it can be concluded that using this reading aloud strategy is suitable for use in the learning process and has a significant impact on the pronunciation of words on a medium significance scale.

The problem found by researchers at Darul Lughah Wal Karomah Islamic boarding school is that the lack of student learning time in institutions causes some students to have difficulty in learning English, especially in learning and memorizing vocabulary, not a few of them need a long time to be able to memorize the vocabulary that has been given by teacher. Teachers who only focus and explain learning material without feedback. The teacher only writes on the board, there is no creative/varied learning method, teacher only uses the lecture method, and the use of learning media is still limited to boards and markers, so reading is still minimal. They have not been able to pronounce vocabulary, memorize vocabulary, or spell correctly. So, it is necessary to use learning media to make students more active in fun learning. This can make the expected learning goals achievable. The learning process in the classroom uses only conventional approaches (lectures). The lack of use of learning media for learning activities means that usually the teacher only asks students to take turns reading vocabulary on the blackboard that has been provided by the teacher. One student reads and the other listens. Students learning outcomes are lower when less varied learning activities like that make students who are not fluent in reading bored and less enthusiastic about reading.

Seeing this situation, the researcher wants to try to improve the reading ability of beginner-level students by using educational and interesting learning media for children, namely by using the method of reading aloud. This method invites all students to be active in class by asking them to talk and giving them the opportunity to practice vocabulary that has been written by the teacher, making it easier for students to learn and remember it. By using

this method, students can learn to read with a fun method, namely learning while playing, and their reading skills will increase by using the aloud reading method.

Based on the statement above, the researcher will try to find out whether there was an improvement for students in learning vocabulary by applying the reading aloud method. The researcher chooses the title dealing with the use of method in the subject above is **The Effect of Reading Aloud Method on Students' Vocabulary Enhancement**.

1.2 Research Problem

Based on the discussion above, the formulation of the problem is:

1. Is there any influence from the use of the reading aloud on the students' vocabulary mastery in Darul Lughah Wal Karomah Islamic boarding school?

1.3 Objective of Research

. Based on this research statement that has been previously formulated, purpose of this study is to determine the influence of reading aloud on the students' vocabulary mastery in Darul Lughah Wal Karomah Islamic boarding school.

1.4 Significance of Research

After doing this research the researcher hopes it has significant as follows:

1. Theoretically

By using reading aloud technique, it is hoped that the students are more interested and motivated in learning vocabulary, so that their English vocabulary will be enhanced.

2. Practically

It is expected that this research can provide useful input in improving the quality of learning at school. As information to English teachers that are reading aloud technique can give positive effect on students' pronunciation ability achieved.

1.5 Scope and Limitation of the Research

In this research, the researcher limits the problems of the research to make it more focused. In junior high school, there are many interesting aspects to be analyzed, but the researcher only focuses on teaching-learning vocabulary through reading aloud and the problems faced by the teacher and the students of English Development Club institution at Darul Lughah Wal Karomah Islamic Boarding School. The scope of the research includes subject and object. Subjects of the research were the students and the English teacher of English Development Club institution at Darul Lughah Wal Karomah Islamic Boarding School. The object of the research was teaching and learning vocabulary through reading aloud technique. The research was conducted at English Development Club institution at Darul Lughah Wal Karomah Islamic Boarding School.

The limitation of the study is the researcher only has limited respondents in conducting the research.

1.6 Definition of Key Terms

In order to avoid misunderstanding or get the same perception of the terms used in the study, the following definitions are given:

1. Reading is an activity Reading is an action that is done to comprehend writing or to obtain information or messages from the author through written media.
2. Reading aloud is a learning approach in which students and teachers read a passage aloud to help students concentrate their attention.
3. Vocabulary is a set of words present in a language that are used to construct sentences

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

This chapter concludes the result of the study, and the researcher presents the suggestions for the students and the future researcher.

5.1 Conclusion

Based on the results of the research and discussion, it was concluded that the application of the reading aloud method affected the ability to recite. This shows that before using the reading aloud method, it was classified as low, namely the average student score was 59 where students were only 86% correct and 14% incorrect and after using the reading aloud method it was classified as high, namely with an average post-test result of 75 students who complete by 95% and incomplete by 5%. Based on the results of the hypothesis testing that has beendone, it can be concluded that the use of the reading aloud method influences the ability to master vocabulary in beginner class at PP. Darul Lughah Wal Karomah.

5.2 Suggestion

Using reading aloud strategies to teach English vocabulary is an example of how simple methods can help students and teachers teach and learn vocabulary. Through this research, the researchers made the following suggestions:

1. For the teacher

Teachers should read aloud strategies in teaching activities to improve students' pronunciation in vocabulary. Continue to introduce students to phonetic symbols and their sounds, because it can help students understand English phonemic

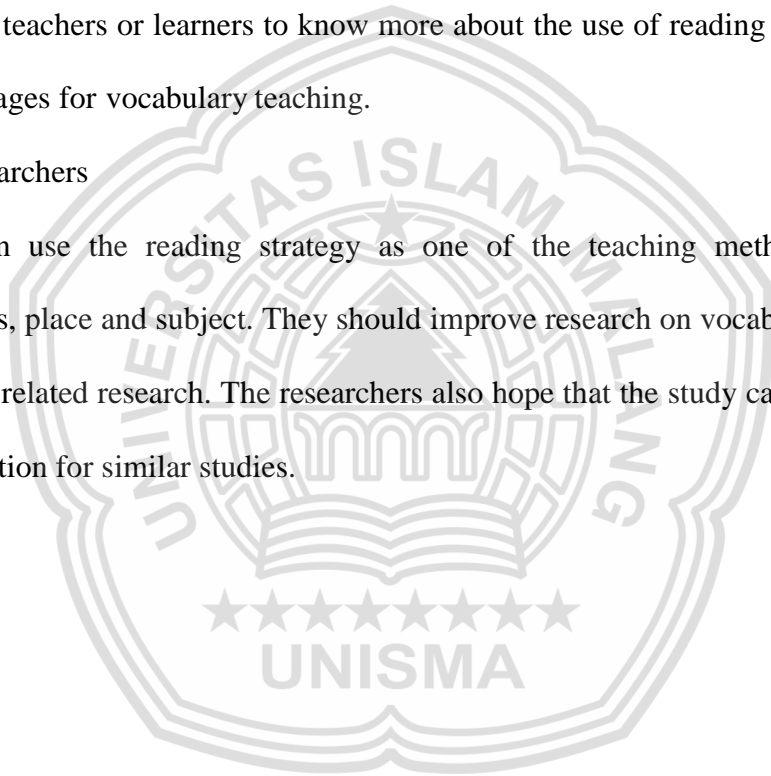
sounds and improve the content of reading and similar sounds in textbooks and other resources.

2. For the student

Learning vocabulary is not about how well the media is used. This is a language that all learners can speak as clearly as a native speaker how often they practice. Therefore, students should use any possible media to practice and learn pronunciation in each vocabulary. Then, the researchers hope that this research can refer to whether teachers or learners to know more about the use of reading strategies and their advantages for vocabulary teaching.

3. For other researchers

They can use the reading strategy as one of the teaching methods with different samples, place and subject. They should improve research on vocabulary and reading or other related research. The researchers also hope that the study can be used as basic information for similar studies.



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