



**STUDENTS' PERCEPTION OF THE READING ALOUD STRATEGY USED BY
THE LECTURER IN READING COMPREHENSION COURSE**

SKRIPSI

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ABSTRAK

Sa'adah, Nurus. 2023. Persepsi Mahasiswa Terhadap Strategi Membaca Keras yang Digunakan Dosen pada Mata Kuliah Pemahaman Membaca. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing 1: Dr. Alfian Zuhairi, M.Pd; Pembimbing II: Dr. Kurniasih, S.Pd., M.A.

Kata Kunci: Persepsi, strategi membaca nyaring, pemahaman membaca

Penelitian ini bertujuan untuk mengamati persepsi mahasiswa terhadap strategi membaca nyaring yang digunakan dosen pada mata kuliah pemahaman membaca. Jenis penelitian ini adalah penelitian deskriptif kuantitatif dengan metode survei. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner yang dibagikan kepada responden dan teknik analisis data menggunakan statistik deskriptif dengan persentase. Kuesioner dengan 23 pernyataan yang terdiri dari 5 aspek membaca nyaring dikembangkan oleh peneliti. Sampel penelitian terdiri dari 30 mahasiswa Universitas Islam Malang pada kelas membaca yang menggunakan strategi membaca nyaring di kelasnya. Temuan penelitian ini menunjukkan bahwa persepsi mahasiswa terhadap pemahaman membaca metode lantang yang digunakan dosen berada pada kategori sedang sebesar 36,66% atau sebanyak 11 mahasiswa. Artinya persepsi mahasiswa terhadap strategi membaca nyaring yang digunakan dosen pada mata kuliah pemahaman membaca secara umum tidak efektif. Dan untuk lima aspek; (1) aspek pengucapan persentase tertinggi sebesar 60% atau 18 siswa mempunyai persepsi sedang; (2) persentase tertinggi pada aspek artikulasi sebesar 43,33% atau terdapat 13 siswa yang mempunyai persepsi sedang; (3) persentase aspek kefasihan maksimal sebesar 50% atau 15 siswa mempunyai persepsi sedang; (4) persentase tertinggi pada aspek intonasi sebesar 56,66% dari 17 siswa yang mempunyai persepsi sedang; (5) aspek pemahaman dengan persentase tertinggi sebesar 33,33% dari 10 siswa mempunyai persepsi sedang. Berdasarkan hasil penelitian dapat disimpulkan bahwa strategi membaca nyaring dapat membantu meningkatkan lima aspek yaitu pengucapan, intonasi, kelancaran, artikulasi dan pemahaman.

ABSTRACT

Sa'adah, Nurus. 2023. *Students' Perception of The Reading Aloud Strategy Used By The Lecturer in Reading Comprehension Course. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Dr. Alfanzuhairi, M.Pd; Advisor II: Dr. Kurniasih, S.Pd., M.A.

Keywords: Perception, reading aloud strategy, reading comprehension

This research aims to observe students' perception on the reading-aloud strategy used by the lecturer in the reading comprehension course. This type of research is quantitative descriptive research with survey methods. The data collection technique in this research uses a questionnaire distributed to respondents and the data analysis technique uses descriptive statistics with percentages. A questionnaire with 23 statements consisting of 5 aspects of reading aloud was developed by researchers. The research sample consisted of 30 students at the Islamic University of Malang in reading classes who used reading aloud strategies in their classes. The findings of this study indicated that student perceptions of the reading comprehension of the aloud method used by the lecturer is in the moderate category 36.66% or 11 students. This means that students' perceptions of the reading-aloud strategies lecturers use in reading comprehension courses are generally ineffective. And for five aspects; (1) pronunciation aspect, the highest percentage is 60% or 18 students have moderate perception; (2) the highest percentage of the articulation aspect was 43.33% or 13 students had moderate perception; (3) the maximum percentage of fluency aspects is 50% or 15 students have moderate perception; (4) the highest percentage of the intonation aspect is 56.66% of 17 students who have moderate perception; (5) the aspect of understanding with the highest percentage is 33.33% of 10 students have moderate perception. Based on the research results, it can be concluded that the reading aloud strategy can help improve these five aspects, pronunciation, intonation, fluency, articulation and comprehension.

CHAPTER I

INTRODUCTION

Several key concepts were introduced and discussed in this introduction, including: (1) the background of the research, (2) the research problems, (3) the objectives of the research, (4) the significance of the research, (5) the scope and limitation of the research, and (6) definition of key terms.

1.1 Background of the Research

Knowledge of English has always been considered important in the academic world and the fourth and most crucial linguistic skill. Reading research is always conducted to find components that differentiate skilled and less skilled readers based on reading components and reading behavior. Altalhab (2019) stated that EFL reading is separated into intensive and extensive reading. Intensive reading refers to reading short texts, while extensive reading means reading lengthy materials for enjoyment or information. Extensive reading has been shown to increase participants' reading comprehension, as seen by improvements in post-test scores and reading attitudes. Their ability to choose any resources that pique their attention, even reading texts that are beyond their current language proficiency, is a major factor in the development of their positive attitude. Their growing reading habits week after week and their aspirations to build a personal library and be lifetime readers also demonstrate their positive outlook. (Dzulfikri & Saukah, 2017). And Rahmawati & Mazhabi, (2020) stated that before introducing ER to their pupils, teachers should make sure that all of the students, especially the highly capable readers, have a passion for reading. Teachers need to hone these beliefs when

introducing ER, not the other way around. It needs a sufficient vocabulary in English, reading, skimming, scanning, and understanding skills (Alharbi, 2022). Furthermore, Kubela et al., (2022) stated that students can expand their vocabulary and enhance their grammar and pronunciation through reading. It implies that reading is a critical skill that pupils should acquire.

Reading problems in Indonesian language learning can be summed up as follows: First, students need initial reading skills. It is evidenced that some students still need to be fluent in reading. The second problem is that the students' intonation when reading still needs to be stronger. When learning to read Indonesian, students' voices become very low. The teacher should ask students to make louder sounds while reading. If students are fluent in reading, they need to understand the meaning of reading; furthermore, they cannot get the information. The fourth problem is that the teacher needs to use various media to learn to read Indonesian. When learning to read, teachers always use textbooks as a medium. The teacher only reads the readings contained in the textbook, and then the students read too. While reading, some students did not participate in the lesson. Students are busy playing with pencils or joking with friends (Dayu & Anggrasari, 2022).

According to Hamid & and Yulianto (2022), at the beginning of the year, students don't understand reading because it is difficult. Initially got the word wrong because it was abstract. Second, not being able to handle the conflict. Third, the conflict reads on a big note, then not popular in the English test. Furthermore, Adita et al. (2014) stated that many EFL students often mispronounce when reading English texts because they need more practice and experience. This means you can communicate understandably with

other people by pronouncing English words correctly. For this reason, teachers should creatively design activities and techniques for teaching pronunciation that involve students when instructing and learning. that the student's ability to grasp literal and inferential comprehension from given passages was significantly enhanced through training in the use of reading strategies, including predicting, text mapping, and summarizing. Regular reading education should include reading strategies training so that students can develop efficient reading methods that will support high comprehension. Put another way, these strategies should be included in the regular curriculum and reading assignments to help readers with their comprehension of what they read. Teachers should also pay closer attention to these strategies and attempt to explicitly teach students how to use them when they are actually reading. (Mistar et al., 2016).

According to Hamiddin & Saukah, (2020), effective readers exhibit higher levels of metacognitive awareness, knowledge, motivation, and conduct than less successful readers. Furthermore, there is proof that students who possess strong cognitive, habitual, and attitudinal traits during reading activities are more likely to succeed in their EFL reading, and these traits are crucial in building metacognitive knowledge. Students can also use dominant methods to deepen their understanding many strategies techniques like quiet reading, group strategic reading, skimming, scanning, reading aloud, etc. to increase their reading comprehension. These reading practices are applicable to all settings-home, school, or university-and they may aid students in enhancing their comprehension of a variety of books. (Jufri, 2019).

According to Sofyan et al. (2021), how to read aloud to increase students' ability to analyze and explain sentences, thus forming an interest in reading and gaining optimism in understanding it. Thus, creating an optimal classroom situation, but can make students understand what they read. Klesius, J.P., & Griffith, (1996) agreed that reading aloud encounter enhances students' increase in vocabulary and comprehension. They also found that it can motivate them to read while building the knowledge they need to develop literacy skills successfully.

Reading aloud provides an opportunity to study pronunciation and spelling, intonation relationships and accent, and sound relationships. Everything can be observe too explored even more by reading aloud in an interesting and fun way (Wahyuni, 2022). Furthermore, Senawati et al., (2021) mention that reading out loud improves children's English skills in pronunciation, vocabulary, listening, comprehension, reading, communication, speaking motivation, literacy, and analytical reasoning. According to these findings, reading aloud is still important today because of its benefits to children's English.

According to Alshumaimeri (2011) argued that reading aloud positively affects reading comprehension. Reading aloud is also the EFL's preferred reading method. The benefit of reading aloud for students is to assist in memorizing and concentrating. Mehmood Sajid & Kassim (2019) stated that reading aloud strategies can help improve visual memory, spelling, and syllable reasoning and improve spelling awareness. Reading aloud allows students to deduce authentic dialogues and flowing stories. Reading aloud also helps students improve their internal listening skills, and RAS helps

students identify spelling, grammar, and pronunciation errors as they read and assists in self-assessment.

Concerning the research on reading-aloud strategies, Sajid et al. (2019) carry out the pdiscussion in reading-aloud strategies in a Govt. Girls Elementary School Fateh Wala, Multan. The result showed that most students found the reading-aloud approach useful for translation. They understand what teachers teach in reading strategies. Students showed positive results on visualization. This improved the reading-through-display approach. Students benefit from reading strategies and enjoy reading texts aloud rather than quietly. Reading strategies helped build confidence and played a role in the learning process. Developing good reading habits in my students benefited them and helped them learn. They showed a significant difference in reading strategies that helped them stick to the background and were can help to increase coherence in the scope of insight. Demonstrated that it is also useful for Reading aloud is important for summarizing and building rapport with difficult readers. This is a reasoning strategy that outperforms other students' reading strategies.

In addition, Sofyan et al. (2021) conducted an Experimental Design entitled The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills. The subjects of this study is class II at SMP Negeri 1 Satap Wasile. A total of 40 students, and uses two tests including post and pre-test. This study shows how to read fast to improve students skill performance. Reading aloud also has a good effect on students. Can form active students to sing it.

This research was conducted at the University of Islam Malang, especially in one of the reading comprehension courses. Based on an interview with an English teacher,

several perceptions were obtained by the lecturer regarding students' reading skills. First, most students need to improve pronunciation, making it difficult to speak words correctly. Second, students need proper articulation and intonation to read.

The researcher finds that reading experience are difficulties by students, and the level of students' reading skills is still low. A number of significant factors contribute to pupils' struggles with reading English texts, including low reading motivation, which reasons the students to have no reading habits. And these poor skills make it difficult for students to understand the meaning of the reading. Based on an interview with an English teacher, several perceptions were obtained by the lecturer regarding students' reading skills. Meanwhile, there has yet to be research on student perceptions about reading aloud at the university level.

Through this explanation, so that an assessment can be conducting research titled "Students' Perception of The Reading Aloud Strategy Used by the Lecturer in Reading Comprehension Course."

1.2 Research Problems

Through its elaboration, a conflict formula can be formed that includes:
How is student perception of the reading-aloud strategy used by the lecturer in the reading comprehension course?

1.3 Objectives of Research

There are several targets for this study in the form of:
To find out the students' perception of the reading-aloud strategy used by the lecturer in the reading comprehension course

1.4 Significances of the Research

The significance of the study can be considered in two: theoretically and practically. Theoretically, it is hoped that it can be serve as a reference for future researchers who wish to carry out similar studies. Practically, teachers can benefit from this research by learning whether students can utilize the reading-aloud approach in reading classes based on the students' perceptions.

1.5 Scope and Limitation of the Study

This study focuses on perceptions of students of the reading-aloud strategy in reading comprehension courses. However, this research is limited to the University of Islam Malang students in one of the reading classes that use the strategy of reading aloud during the process of learning English. There are numerous aspects of reading aloud. Reading aloud involves pronunciation, intonation, fluency, articulation, and comprehension.

1.6 Definition of Key Terms

It is important to prevent feelings of error and misunderstandings regarding the epithets used in this study so that it can explain some of the forms:

Perception is a picture or student response to the reading-aloud technique employed by instructors to teach reading.

Reading aloud is one of the student activities is reading aloud from the text.

Reading aloud strategy used by lecturer, a learning approach that emphasizes loud noises is reading aloud while the instructor explains and summarizes the start and finish of the lesson.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter includes (1) conclusions as well as (2) suggestions through obtaining initial elaboration.

1.1 Conclusions

Based on the explanation provided in the initial chapter, the reviewer forms conclusions about the use of reading aloud for students to understand reading course. To obtain information, a questionnaire was given to students. Then, based on these findings, the researcher concluded that the students studied in this study gave satisfactory answers. Some students think that using the reading-aloud strategy can help improve these five aspects, and for others, it needs to improve these five aspects. In addition, the majority of student responses in the questionnaire were for units that used aloud reading concepts strategies were at N (Neutral). This can be interpreted as students responding that the reading-aloud strategy is neither positive nor negative because some believe this technique is important and good to apply in learning. Others think that this strategy is not important to apply in learning.

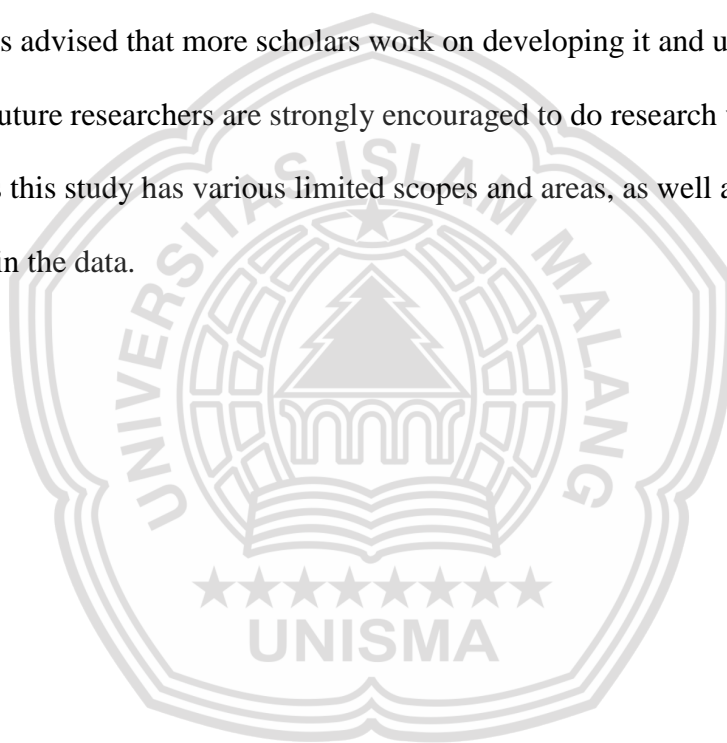
1.2 Suggestions

Through these conclusions, suggestions can be made for related parties including. For reading lecturers, related to teaching plans for class reading, lecturers must include assessments for students' reading skills. In addition, lecturers also need to find and apply various teaching tricks and ways at each meeting to make it more interesting for students to participate in learning. In addition, for English students, it is advisable to continue

studying and practicing pronunciation and intonation in the pronunciation of English words to improve their reading skills.

For the researchers themselves, due to various limitations and weaknesses in data collection, it is strongly advised to thoroughly evaluate and decide when to collect data to raise the data's validity and quality.

It is suggested that future researchers investigate further related to the factors that influence reading aloud and increase the number of respondents in the study. In addition, it is advised that more scholars work on developing it and using it for reference. Future researchers are strongly encouraged to do research with a wide region coverage, as this study has various limited scopes and areas, as well as several restrictions in the data.



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