



**THE CORRELATION BETWEEN ENGLISH READING ALOUD
AND ENGLISH READING COMPREHENSION AT THE NINTH GRADER
OF SMPN 192 JAKARTA**

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Abstract

This research is conducted to measure whether there is a correlation between English reading aloud and English reading comprehension. It consists of two variables namely; English reading aloud as independent variable and English reading comprehension as dependent variable. The population of this research is the students of SMP N 192 Jakarta that consist of 60 students and divided into two classes and the method that is used is simple random sampling, with the sample consist of 30 students. The method that is used in this research is survey. It means that, the research use oral test for reading aloud and multiple choice tests for reading comprehension. Then, all of answers which are got by researcher are noted, processed and analyzed. The oral test is related to the theme above that is used for getting information of population. In this research, first of all the researcher tests the population through reading English text loudly to know the students' reading aloud score. Then, researcher gives multiple choice tests to know student's reading comprehension.

Keywords: *Reading, Reading aloud, Reading Comprehension*

Abstrak

Penelitian ini dilakukan untuk mengukur apakah ada korelasi antara bacaan bahasa Inggris dengan suara dan pemahaman bacaan bahasa Inggris. Terdiri dari dua variabel yaitu; Membaca bahasa Inggris dengan keras sebagai variabel bebas dan pemahaman membaca bahasa Inggris sebagai variabel terikat. Populasi penelitian ini adalah siswa SMP N 192 Jakarta yang terdiri dari 60 siswa dan dibagi menjadi dua kelas dan metode yang digunakan adalah simple random sampling, dengan sampel berjumlah 30 siswa. Metode yang digunakan dalam penelitian ini adalah survei. Artinya, penelitian ini menggunakan tes lisan untuk membaca keras dan tes pilihan ganda untuk pemahaman membaca. Kemudian, semua jawaban yang didapat peneliti dicatat, diproses, dan dianalisis. Tes lisan terkait dengan tema di atas yang digunakan untuk mendapatkan informasi populasi. Dalam penelitian ini, pertama-tama peneliti menguji populasi dengan membaca teks bahasa Inggris dengan keras untuk mengetahui skor membaca keras siswa. Kemudian, peneliti memberikan tes pilihan ganda untuk mengetahui pemahaman membaca siswa.

Katakunci: Membaca, Membaca dengan suara keras, Pemahaman Membaca

I. INTRODUCTION

According to (www.Language.org.com): "*Bahasa adalah suatu sistem dari lambang bunyi arbiter yang sihasilkan oleh alat ucapan manusia dan dipakai oleh masyarakat. Bahasa lisan merupakan bahasa primer, sedangkan bahasa tulisan adalah bahasa sekunder. Arbiter yaitu tidak adanya hubungan antara lambang bunyi dengan bendanya*".

English is one of the important languages that people used in communication as an international language. There are many ways to learn English effectively based on the four skills, those are; Reading, Writing, Speaking and Listening. Reading may even the key to personal and social adjustment to successful in community activities. As stated by Wikipedia Bahasa Indonesia,ensiklopedia (14 Februari 2008): "*Membaca adalah suatu cara untuk mendapatkan informasi dari suatu yang ditulis. Membaca melibatkan pengenalan simbol yang menyusun sebuah bahasa. Membaca dan mendengar adalah 2 cara paling umum untuk mendapatkan informasi. Informasi yang didapat dari membaca dapat termasuk hiburan, khususnya ketika membaca fiksi atau humor*".

According to Brown (13:1989) in learning English, there is interrelationship bet-

ween reading, writing, listening and speaking. The specific relationship is emphasized on reading and listening that goals can be achieved be capitalizing on the interrelationship between them.

Moreover, Instructional Resources Unit Curriculum and English Learning (2006) stated that ideas of conversation in speaking class come to the student through reading and listening to other talk.

By these statement, the writers conclude that the development of one's reading proficiency may affect other skills development. Reading is tool used by the teacher in delivering the lesson to the students. In my experience, some students in the ninth grade can not read well. During the firts week of term, teacher finds out who these students are. There are many books have been published every year to support the knowledge enrichment of the student. There are teaching techniques purpose also have been printed out to help teacher in teaching reading. But students have difficulties with their receptive competence to comprehend the meaning behind the words on the reading passage.

One of the methode in mastering reading skill is use reading aloud. Because it will give fun and lack of vocabulary changed directly.

Guignon Anne (34,2005) stated that reading aloud to children can help them to develop and improve literacy skill (Reading, Speaking, Listening, and Writing). When students reading of a higher level, the stimulate growth and understanding of vocabulary can be reached.

The most important activity for building knowledge for eventual success in reading is reading aloud. Reading aloud helps students to learn language. Reading helps to prepare for school success. Reading gives new experiences. As stated by Nebraska (72:2005) why read aloud? Because read aloud are:

- Is great fun and it benefits your children's growth as readers and learners
- Nurtures your children's love of both written and spoken word.
- Gives you a chance to rediscover favourite stories and find a new one
- Helps your children develop important language skills that will help them learn to read on their own.

Based on the theory above, the writers are interested to know about the correlation between English reading aloud and English reading comprehension at ninth grader of SMP N 192 Jakarta.

II. THEORITICAL REVIEW

Reading

The definition of reading is important since it would affect the goals that would be set in the process of reading program. There are various definitions of reading proposed by experts. Grabe (379:1991) stated that: "Reading is interactive, the reader make information from his/her background knowledge as well as information from the printed page. Reading is also interactive in the sense that many skills work together simultaneously in the process".

Reading is talk written down Southgate Vera (114: 199). It can be inferred that one needs only to decode the words and make some sort superficial transfer for the comprehension process to reading and the task will be essentially the same. Additionally, Grellet (10: 1986) defines that there are two main reasons of reading; reading for pleasure and reading for information (in order to find out something or in order to something with the information the reader get).

From the expert's statement above, the writers can conclude that reading is interaction between reader and writer in order to get information from the text.

Reading Aloud

To begin with, the writers pose a question "what is reading aloud?". To answer this question, the writers reveal several expert points of view about reading aloud.

Based on Richard (2:1992) reading aloud is to sound out the words. When a reader read aloud the content of the text, it must be easily understood by listeners. J. Proehl (63:2002) defined that reading aloud creates meaning, provides motivation and engagement for kids. It is a huge component of reading comprehension, and should not be treated lightly.

Marcos Helm (28:2007) explore the benefits of reading aloud to children - not only help children to read, but more importantly the time spent creates a relationship between child, book, and parent. According to Jim Trelease (42:2000) reading aloud to children give benefits for them in numerous ways. Listed below are only some of the benefits child receives from being read :

1. Reading aloud provides a positive reading role model.
2. Creates a bond between the reader and the child.
3. Improves the child's listening comprehension through the accuracy of reading.

4. Helps to develop the child's language skills.
5. Exposes the child to rich vocabulary.
6. Exposes the child to good grammar.
7. Reading aloud establishes the reading – writing connection.
8. Reading aloud is fun, provide the child with the pleasure of reading.
9. Exposes the child to increase self confidence.

Jim Arnosky (187:2007) stated that read aloud is planned oral reading of a book print excerpt. Read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills and fostering critical thinking.

Guignon Anne (21/10/2005) stated that reading aloud is a commercial for reading. Reading aloud to children helps them develop and improve literacy skills that are reading, writing, listening and speaking. According to Byrne Donn (97:1999) good reading aloud of a foreign language is a special achievement that all pupils should be given special instruction. Because of pronunciation mistakes are encouraged by that method.

It means that reading aloud makes a profit for reading. It also brings gradually into existence and make better in reading.

Comprehension

Johnson (4:1987) defined that comprehension as a process is an elusive entity. It is what happens to readers as they read. It is what keeps them going when they read. It involves the intuitive comment.

It means that the reader should have deep concentration in reading in order to the information can be received. Johnson (2: 1995) said that comprehension as a result of thinking. It is not so elusive. It involves measuring in so-me more or less objective way.

Leu and Kinzer (323:1995) stated that comprehension is the ability to understand or get meaning from text. It is the thinking done before, during, and after reading. It is the interaction between the text being read and the reader's existing prior knowledge and expectations will generate meaning and comprehension.

Reading Comprehension

Describing reading comprehension, Grabe and Stoler (230:2002) stated that it as an ability to understand information in a text and interpret it appropriately.

In reading comprehension, a reader may apparently read a text by gazing, moving lips, eyes or voicing the words loudly. However, it does not guarantee that the reader gain the

message sent by encoder. Therefore, the more ability needed is reading comprehension.

Nevertheless, Rubin (22:1987) stated that reading comprehension is a complex intellectual process involving number of abilities, especially word, meaning and reasoning with verbal concept. Wittrock (37:2004) stated that when people read with comprehension, they generate meanings from the written language. Reader attend to the text. They create images and verbal transformations to represent its meaning.

Wittrock (82:2004) also said that reader generate meaning as they read by constructing relation between their knowledge, their memories of experiences, the written sentences, paragraphs and passages.

According to Anderson (1997) as quoted by Pearson and Johnson (26:1994) reading comprehension is viewed as a process subject to the same constraints as human memory and problem solving. As well, Pearson and Johnson (61:1994) defined that reading comprehension is a reflection of the inner workings of the human mind. Reading comprehension seems to involve language, motivation, perception, concept development and the whole of experience itself.

Reading comprehension can be concluded that it is a skill which acquires a great understanding to interpret the whole text itself. Reading comprehension involves a mind to work hard to create meanings.

III. RESEARCH METHODS

Research method in this research is quantitative research. According to Ronny Kountur (91:2005) "Quantitative research is the research which the information or the data is analyzed by using statistic technique".

Data can be collected by using multiple choice test. The written question which is given to the object of research to be answered. The object of research can be answered by giving a sign on one option.

Collecting Data Technique

To show the validity and reliability of instrument. The researchers do the experiment of the instrument to the population except sample of research that are 30 students of ninth grade. The researchers give oral test (Reading Text) and multiple choice test to try

out them. After the result of try out is being got. Then, the validity and reliability instrument is given to sample student directly.

Research Instrument

This study is about "Correlation between English reading aloud and students' English reading comprehension". English reading aloud is X variable and English reading comprehension is Y variable.

To think clearly, the researchers wrote a research instrument of English reading aloud and English reading comprehension. They are given below:

Table: 3.2 Blue Print of Reading Aloud

No.	Factors	Indicators
1.	Pronunciation	<ul style="list-style-type: none"> - Spell it well - Sound
2.	Accuracy	<ul style="list-style-type: none"> - Careful in reading
3.	Confident	<ul style="list-style-type: none"> - Sure to him/herself

Table: 3.3 Blue Print of Reading Comprehension

No.	Learning Goal	Domain		
		C 1	C 2	C 3
1.	Students are able to mention the content of the text	3, 4, 6, 10, 13, 16, 18, 21, 23, 27, 30, 36, 39		

2.	Students are able to complete the sentence		5,7,9,12,15,17, 20,22,24,25,28, 31,33,35,38,40	
3.	Students are able to rearrange the words or sentences			1,2,8,11,14,19,26 ,29,32,34,37

The instrument which is used in this research is consist of 40 questions to find the result of English reading aloud and 40 questions to find the result of English reading comprehension. The quality of collecting data in a research is determined by quality of instrument which is used. So, those instruments should fill two requirements.

IV. RESEARCH RESULT

Based on the table, real significant = 0, 05 and degree of freedom (df) = 1, so the score of Chi Square $\chi^2_{\text{table}} = 3, 841$. While χ^2_{count} based on the SPSS program (Statistical Package for Service Solution) is 19,850. The comparison result of both scores are $\chi^2_{\text{count}} = 22, 969 (>) \chi^2_{\text{table}} = 3, 841$. So, the test of hypothesis shows that H_0 is rejected and H_a is accepted. It can be seen on the table below:

Table 4.4 The result of Hypothesis Test

χ^2_{count}	χ^2_{table}	Note
0, 813	19,850	H_0 is rejected H_a is accepted

V. CONCLUSION

Based on the research result and analysis on the previous chapter. This research is about “The correlation between student’s English reading aloud and English reading comprehension”, it can be conclude that:

1. The research result has accepted the alternative hypothesis and rejected null hypo-

thesis. It means that, there is good correlation. Then, $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ and χ^2_{table} significant (0, 05) = 3, 841. While χ^2_{count} significant (0, 05) = 19,850. So, there is real correlation between English reading aloud and English reading comprehension at ninth grade of SMP N 192 Jakarta.

2. Reading aloud at ninth grade of SMP N 192 Jakarta are various. There are bad, good enough and good. It means that all of students at ninth grade of SMP N 192 Jakarta are active to read aloud everyday.

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