

CHAPTER II

READING ABILITY THROUGH READING ALOUD STRATEGY

A. The Nature of Reading

1. Definition of Reading

Reading is defined as an active process of understanding print and graphic texts involving a thinking process. According to Pang, *et al* (2003:6) mentioned that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentence and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Brown (2004:185) defined that reading is likewise a skill that teachers simply expect learners to acquire, basic, beginning level textbook in foreign language presuppose a student's reading ability if only because it is a book that is the medium. Furthermore, Silberstein (1994:12) stated reading is a complex information processing skill in which the reader interacts with text in order to re (create) meaningful discourse.

According to Patel and Jain (2008: 113) mentioned that reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit.

McKee (2012:45) stated that reading is a very important part of an individual's personal and educational growth, it is the concept of comprehension that may be even more important. Reading in and of itself is not enough: in addition, an individual needs to be able to breakdown, to analyze, and to re-organize ideas and information. Students need the ability to understand what the researcher is attempting to communicate.

Based on the expert opinion above, the researcher concludes that reading is important activity in life especially for student to access their knowledge in learning process in the classroom. On the other hand, reading as an active process of understanding the text involving thinking process.

2. Reading Ability

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Student had their own purposes why they read. It is also more than recognizing words within

a sentence; it includes whole ability of thinking process to evaluate the information.

Ability is a trait which is defined by what an individual can do. According to Grabe and Stoller (2002:3) mentioned that reading as the ability to draw meaning from the printed page and interpret this information appropriately.

From the explanation above, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself. Reading ability is to enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

3. Types of Reading

In the previous section, the researcher has introduced the definition of reading from the experts. For further information about it will show the explanation below:

As Brown (2004:189) stated that reading can be defined into 4 types, they are:

1. Perceptive

Perceptive reading tasks involve attending to the components of letters, words, punctuation, and other graphic symbols. In this case the learners are expected becoming literate in both of their native speaker or in language that they

have learned. By doing this task they will get a lot benefits, one of it is student able to write and read.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain ones reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple-choice, etc. It means that the learners are expected to understand more detail about the language that they have learned.

3. Interactive

Included among interaction reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. So the reader or listener have to make the text into graph or schemata in order to make simple and more easier in understanding it without reading the whole text. Hence the reader can understand immediately by looking the schemata with a little note in the below of it.

4. Extensive

Extensive reading, applies to text of more than a page, up to and including professional articles, essay, technical reports, short stories, and books. The learners must understand the whole text that they have read and the last they can answer the question based on the text.

From the explanation of reading types above, the researcher concludes that extensive reading is very useful for increasing student because by extensive reading student will know lots of vocabulary. In the other hand, extensive reading is one of the best and simple ways to learn foreign language in all levels of learners especially in reading.

4. Purposes of Reading

The way of read determines the purpose of reading process. The purpose of reading can be different based on the goals of readers in reading. Then according to Grabe and Stoller (2013:6) claimed that purposes of reading has been classified into four purposes such as follow:

1. Reading to search simple information and reading to skim

That is common reading ability, here the reader scan the text to find out a specific piece of information or a specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading and guesses the important point.

2. Reading to learn from the text

That is happen in academic and professional context. That also requires remembering main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

3. Reading is integrate information, write and critique text

This skill needs critical evaluation where the reader integrates and decide the information that she/he want. Then, that is involved abilities such as composing, selecting, and making critique from the material.

4. Reading for general information

That can be done by fluent readers very fast and automatically in the processing word and effective coordination in many processes of the text.

From many purposes of reading above, reading has function to get information with different ways. Students as the readers will use one of that purpose in reading a text. Briefly, the purpose of reading has correlation with types of reading.

5. Indicators of Reading

As same as the other skill, in reading ability there are also some indicators that can be used to measure the students' reading ability. It means that those indicators are important to be learned by the students in

order to make them well in reading skill. According to Turlington (2013:147) mentioned that there are five indicators of reading as follows:

1. Question of fact or detail

Question of fact or detail requires readers to scan specific details in a paragraph. Questions of fact or detail are generally prepared for students and those, which appear with WH question word. They also mention that there are many types of questions: reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2. Best Title or Main Idea

Chesla (2001:12) stated that the main idea is what the researcher wants to say about the subject. According to Duffy (2009:138) mentioned that main idea is what the author wants readers to understand is important about locomotives. While it relatively easy to identify topic, it is harder to determine what the authors thinks is important. To determine the main idea, readers must understand that authors write because they have some important ideas to convey. Consequently, determining the main idea means readers must question where the author is placing value, or emphasis.

3. Interpretation

Interpretation is refers to pronoun. Interpretation is type of question asks you what the selection means, not just what it

says. Recognizing interpretation words and being able to identify the words to which they refer to will help the reader understand the reading passage. Interpretation could be to something which already been mentioned or to something which is going to mentioned.

4. Vocabulary

Vocabulary in context means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar word to the context in the text. Hiebert and Kamil (2005:3) stated that vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms. According to Karen (2005:66) mentioned that vocabulary is a vital foundational thread in the tapestry of reading; it should be woven into the fabric of everything that is being studied

5. Inference

Inference is a skill where the reader has to be able to read between lines. Snowling and Hulme (2005:219) stated that inferences are necessary in constructing the text base, and they play a crucial role in forming a coherent situation model. Texts are almost never fully explicit, so there are always gaps left to be filled in by the reader.

It can be summarized that indicators of reading are very important to develop students' reading and to know characteristics, traits, signs or response actions performed by the students, to indicate that the students has to have certain basic competencies. In this research, the researcher only used the indicator such as, main idea and question of fact or detail because of students' problem in reading ability and the researcher found the students that come from class VIII SMP N 12 Pontianak, they got some problems in reading ability of narrative text.

B. Reading Aloud Strategy

1. Definition of Reading Aloud

Strategy is an attempt to gain success in achieving goals. "Strategy is a plan, method, or series of activities designed to achieves a particular educational goal" (David in Sidqiah, 2010:19). According to Kemp in Sidqiah (2010: 20) learning strategy is a learning activity that must be done by the teacher and student so that learning objectives can be achieved effectively and efficiently.

Zaini *et.al* in Aisyah (2011: 30) stated that reading aloud strategy is a strategy that can help learners in concentrating, ask questions, and inspire discussion. Routman in Hahn (2002:14) states that read-aloud is at the heart of your reading instruction when you adhere to the attitude that it is a critical component of a balanced or comprehensive literacy program, and not an optional activity. Kailani (1998:281) defined that reading aloud is characterized by the clear articulation of

words, flexibility in rate, volume and tone, adequate phrasing and effective use of pauses and these are inadequately developed in classes observed.

According to Fox in Hahn (2002:62) mentioned that there's no exact right way of reading aloud, other than to try to be as expressive as possible. As we read a story, we need to be aware of our body position, our eyes and their expression, or eye contact with the child or children, our vocal variety, and our general facial animation. But each of us will have our own special way of doing it.

Razinski and Padak in Oeini *et.al* (2008:141) stated that reading aloud be used as a teaching routine in every class especially in classes which include students with reading difficulties.

From the explanations above, the researcher concludes that reading aloud strategy is a planned oral reading of a text or book, usually related to an idea or topic of study. Reading aloud establishes a mutual relationship between the teacher and the students through encountering the same stories and characters and experiencing common reactions towards the events.

2. Procedures Using Reading Aloud Strategy

According to Kailani in Alshehri (2014:14) mentioned that the procedures of reading aloud as follows:

- a. The teacher should choose a story or a book that will be interesting to the students.

- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some questions pertaining to the story/book.
- d. The reader should read the story/book once without interruption.
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
- f. After the first uninterrupted reading, the reader can interrupt the rereading to get an explanation of the words.
- g. The reader should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
- h. At the end of the class, the reader will ask the students to do reflective discussions about the story/book.
- i. The reader will assess the students' understanding of the new words by asking them some questions about the meaning of the new words.

3. The Advantages and Disadvantages of Reading Aloud Strategy

a. Advantages of Reading Aloud

According to Huang (2010:149) reading aloud has five advantages in foreign language teaching as follow:

1) Practice pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should we pronounce every word properly, but we should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is a very good pronunciation practice.

2) Improve oral English

The students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome the faults of fluency, repeat, improper pause, and develop natural and good pronunciation habit. Try to read with expression, change the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of our voice to show different characters or create a mood.

3) Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the

form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply.

4) Strengthen the knowledge

Reading aloud is relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

5) Improve the classroom atmosphere

In class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class.

b. Disadvantages of Reading Aloud

- 1) Reading aloud frequently will slow down our reading speed that we always emphasize to improve.
- 2) Reading aloud only can give a few students chances of practice while the others feel bored.
- 3) The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

- 4) It is too difficult to most students to read some unprepared literature.
- 5) Compared to conversation and discussion, reading aloud skill has little practical value unless the student will be the announcer in the future. Finally, this kind of reading is aimless. Every student has original material. As a result, only a few students can continue reading regardless of the embarrassment.

From the explanation of disadvantages, the researcher concluded that the students should prepared themselves before read the text such as read the text with silent way and the researcher also motivated them to made the teaching learning process be fun and interesting.

4. Teaching Reading by Using Reading Aloud Strategy

When student enter junior high school, sometimes their reading ability does not match what they are expected to read. The disparity between reading ability and text often becomes clearer in the eighth grade. In reading, students must be able to identify elements of the story in narrative text. Visual image can invite students to encourage their knowledge of how to identify and classify information is an important skill for students.

According to Gambrell *et.al* in Wilhelm (1997:117) visualization was considered to be an important part of reading and that it has been shown in various ways that the use of mental imagery has various powerful positive effects for readers. It has been demonstrated that visual imaging encourages students to access and apply their prior knowledge as they

read, increases comprehension, and improves the ability to predict, infer, and remember what has been read.

In this implementation, reading aloud is a strategy, the teacher chooses an interesting text to read with loud and teacher explains a key point in text about narrative text to students, then student read the text with different part in text. After student read the text, teacher gives a question based on the text and students answer question. After all finished, the teacher invites student to explain and discuss about the results of their answer and the last the teacher gives a conclusion about what they learned.

C. Narrative Text

1. Definition of Narrative Text

Narrative text is a kind of text to retell the story using past tense. A narrative is an account of an incident or a series of incidents that make up a complete and significant action. A narrative can be as short as a joke, as long as a novel, or anything in between, including the essay (Brandon & Brandon, 2011:307).

According to Chatman in Avraamidou and Osborne (2009:1688) defined that narrative is basically a kind of text organization, and that organization, that schema, needs to be actualized: in written words, as in stories and novels; in spoken words combined with the movement of actors imitating characters against sets which imitate places, as in plays and films; in drawings; in comic strips; in dance movements, as in narrative ballet and in mime; and even in music.

Generally, the purposes of the text are to entertain and also to deal with actual experience in different day. Every reading text is a message whether is implied assertion or written. Narrative text delivers moral value. The moral values is narrative text commonly aim to educate, to advice, to suggest, to support, and to motivate the readers.

From the statements above, it can be concluded that narrative text is a text used to tell a chronological of fiction story or personal experience that might be happened to whomever in the past. Narrative is supposed to be a useful text to encourage students especially at school who want to practice in reading.

2. Generic Structure of Narrative Text

Each English text has generic structure. According Anderson *et.al* in Sayekti (2014: 11), the generic structure of narrative text is as follows:

a. Orientation

This element usually describes scene or the problematic events. It also tells the readers the characters who were involved and where it was happened. This part is commonly mentioned in the first paragraph, it can be called as an introductory part of a story. Every event must be supported by some characters which participated in a story. Characters regard as a particular role in a story.

b. Complication

In this part, the narrator tells us about something that will begin in a series of event. This event will influence toward one or some characters. The complication is a trigger.

c. Resolution

This elements contained of an event that talk about the crisis is resolved (problem solving); event it is for better or worse. This part can be found in the end of the story. The narrator finishes the story by giving readers and listener about a problem solving of complication or the complication is sorted out.

3. Language features of Narrative Text

Narrative text is a kind of text which tells a story through particular event, character or **phenomenon** in detail. It is the most famous type of any text.

Anderson *et.al* in Sayekti (2014: 11) suggested language features of narrative text. Narratives focuses on specific and individualized participants with define identifies:

- a. They can be written in the first person or third person
- b. They use temporal conjunction and temporal circumstances that describe time and place
- c. They use past tense
- d. They use material process (action verb) and some behavioral and verbal process.

- e. They use relational process of doing or showing what happened and what someone do or what is done.



D. Relevant Studies

1. Aisyah in her research entitled “Penggunaan Metode Reading Aloud Untuk Meningkatkan Kemampuan Membaca Pemahaman Dalam Pembelajaran Bahasa Indonesia Pada Anak Tuna Grahita Kelas X SMALB-C Setya Darma Surakarta”

The results of assessment tests showed that the average value of reading has reached 70.75. As many as 3 students scored more than 60 and 1 student scored less than 60, classically completeness 75%. Based on these results it can be seen that the Indonesian learning process through reading aloud method has run up and has already achieved mastery learning performance indicators that have been determined.

2. Fatmah in his research entitled “Pengaruh Implementasi Strategi Reading Aloud Terhadap Hasil Membaca Santri Kelas I'Dady di Pondok Pesantren Al-Luqqmaniyah Umbulharjo Yogyakarta Tahun Ajaran 2013/2014”

The results obtained after the implementation strategy of Reading Aloud is increasing interest in learning students, maintaining and developing the ability to read students, can provide a good example for other student show to read well, students can learn Arabic actively and independently, students are trained to be good listeners, students given a chance to focus a reading.