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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Aloud Ability

a. Definition of Reading Aloud Ability

Reading is one of the activities that cannot be separated from the human's habit and behaviour. By reading, the student are able to read from information and pleasure, for the study purpose and their social needs. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation. Precisely, reading is one way to acquire information, knowledge and insight from various book and other reading materials.

According to Alderson in McKay (2006, p.224) reading is about a process and a product. The process of reading involves the interaction between the reader and the text. The product of reading is reading comprehension, or an internal construction of meaning. Thus, teaching reading is crucial to enable students to handle the text book and other references, which are written in English. It is clearly stated in curriculum that students have to be able to read clearly and pronounce every words in good ways as well as understand the reading text. According to Richard (2010, p:483), reading aloud is saying written text aloud. In this research, reading aloud is the activity that will make students comprehend the text. Broughton et al, (1980, p.91) stated that reading aloud is closer to pronunciation and comprehension for those who teach foreign language.

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Therefore, the students should have the capability of reading well to make them have good reading, pronunciation of the words and acquire the ideas in the text.

b. Process of reading aloud

Reading aloud and silent reading are two aspects of the reading skill. They are mutually dependent in term of functions. On the other hand, reading aloud deals with the surface structure of reading skill, which focuses on the form of language (e.g. vocabulary, sentence structure, and pronunciation). Every learner, who wants to be able to read fluently, must develop his or her reading skills overtime and with great deal of practice. One of the useful skills on reading is reading aloud ability.

A reading aloud is one of the activities that usually occur in reading text. Hermer (2001, p.230) stated that reading aloud is an enjoyable activity, when with conviction and style. Means that a reading aloud can be used as a model base on his own production. According to Jacobs (2011, p.12), reading aloud is a form of communication in which a well-prepared reader reads to an interested audience. Therefore, the reader has firstly to prepare to make the audience interest and hear the reader's voice. Jacobs (2011, p.12) also stated that there are several techniques for reading aloud, such as:

- a. Reading with feeling and variety
- b. The listeners can comfortably see the reader
- c. Maintain eyes contact
- d. Stop at interesting places

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e. Pay attention to your audience

In reading aloud performance, the students have four important things for oral interpretation, they are as follows:

- a. The use language cues and text structure for an effective reading aloud.
- b. To find meaning in the text as a reader.
- c. To communicate an interpretation of the text to an audience.
- d. To deliver a performance that stands apart from the original reader's response.

c. Functions and benefits

Clearly read aloud builds interest in reading. But its benefit do not end there. It also helps you reach the following goals. Rasinski (2003, p.38) also mentioned that there are three points about benefits of reading aloud, such as:

a. Improves comprehension and vocabulary

The students can improve their comprehension and vocabularies. While the students read aloud, they also think aloud about what they read because in read aloud includes of think aloud. So, the students are easy to comprehend the text. And when students comprehend and understand what the text means, it can develop their vocabularies

b. Increases fluency

During read aloud, the listener hears how the voice can be used to create and extend meaning. Through intonation, expression, phrasing, and pausing at appropriate points, the reader demonstrate that meaning is

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embedded in more than just the word; it is also in the interpretation of the words.

c. Builds motivation

It is not easy read aloud in front of many people. It is a challenge for the students, they have to dare in reading aloud, and they also need self-confidence. So if they have high self-confidence without think about other judgement, it can build their motivation to courage himself/herself in reading aloud.

According to Kailani (1998, p.290) in reading aloud there are several skills should be prepared of the students:

- a. Paying attention to correct pausing, whether indicated by punctuation or not
- b. Reading complete phrases (not word by word).
- c. Adopting an appropriate speed and rhythim.
- d. Not distorting pitch, stress, and intonation.

Next, there are some aspects of reading aloud performance, they are as follows:

a. Accuracy

Accuracy refers to the degree to which a student's reading aloud conforms to the letter-sound convention of printed English. Accuracy is measured as a percentage of words correctly.

b. Rate

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Rate refers to the speed at which the students read aloud. Rate measures both the number of words per minute for the entire performance and the number of words in the initial minute of reading aloud.

c. Fluency

Fluency is considered a distinct attribute of reading aloud separate from accuracy and rate. Fluency is defined in terms of phrasing, adherence to the author's syntax, and expressiveness.

Huang (2010, p.149) had already published an influential article that there are five functions in foreign language teaching by reading aloud, which are as follows:

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere

Here are a few simple but key guidelines to make reading aloud more enjoyable for all those involved (Worthington posted by learningleadersync, 2011, p11):

- a. Volume; do not need to shout or strain, but project your voice enough so everyone in the room can hear you.
- b. Diction; the best way to improve the clarity of your diction (the precise sounding of letters and words) is to practice.

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- c. Pronunciation; often when you read, you might come across a word you either do not know the meaning of or cannot pronounce.
- d. Pace; do not read too fast when you are reading aloud. You might be able to understand what you are reading.
- e. Breathing; try to take a deep breath at the end of every paragraph, which provides a natural break in all prose.
- f. Vocal variety; try to vary the tone and pitch of your voice, no matter what it is you are reading. Do not always end a sentence by dropping or raising your voice.
- g. Posture; good posture will help you read and speak more effectively.

Brown (2003, p148) stated that read aloud passage of about 120-130 words with a rating scale for pronunciation and fluency. Based on all theories above, the researcher chosen Brown's theory. So, measuring their pronunciation and fluency is already measure their reading aloud. The step is that the researcher distributed a text to the students for them to read aloud and while they read, the researcher record them and after that with help of two raters, the researcher get the result. The scoring scale of reading aloud can be seen in the table below:

Table II.1

No	Items Noticing	Points	The Indicators
1	Pronunciation	0.0 – 0.4	Frequent Phonemics errors and foreign stress and intonation patterns that cause the speaker to be unintelligible.
		0.5 – 1.4	Frequent Phonemics errors and foreign stress and intonation patterns that cause the speaker to be occasionally unintelligible.
		1.5 – 2.4	Some consistent Phonemics errors and foreign stress and intonation patterns, but the speaker is intelligible.
		2.5 – 3.0	Occasional non-native pronunciation errors, but the speaker is always intelligible.
2	Fluency	0.0 – 0.4	Speech is so halting and fragmentary or has such a non-native flow that intelligibility is virtually impossible.
		0.5 – 1.4	Numerous non-native pauses and/or a non-native flow that interferes with intelligibility.
		1.5 – 2.4	Some non-native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility
		2.5 – 3.0	Speech smooth and effortless, closely approximating that of a native speaker.

2. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

Reading is an activity to analyse and interpret written text, whereas comprehension is an absolute necessity in the reading. Reading with comprehension is to construct meaning from what is being perceived in writing. In fact, reading without understanding should not be called reading, for reading necessarily involves comprehension. It means that the main goal of reading is comprehend what being read.

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In academic life, pupils should be able to understand the text cause of reading is skill that very important in English class. Therefore, this matter should be mastered of each pupils in the class so that they can achieve the purpose of learning. As Reading Framework Committee defines reading comprehension as an active and complex process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to type of text, purpose and situation (as quoted in Susan&Gerald, 2009, p. 32). It means without comprehension, students just read word by word without understanding of the text and the purpose of the writer given.

In addition, according to Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension (p. 11).

Moreover, Linse (2005, p. 79) found that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. Here are two main reasons that people read: the first is for pleasure and second is for information. Reading for pleasure, think about how much fun it is to read or listen to good story. Stories provide enjoyment for readers of all ages, whether the learners are native speakers or non-native speakers of English. And then of course, reading for information, reading as to get information.

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The definitions above can be concluded that reading comprehension is about how to construct and comprehend the meaning of written text through cooperation between eyes, brain and background knowledge to inference the meaning of the text, where eyes see the written text and will be analyzed in brain with engaged with background knowledge, personal experience.

b. Component of Reading Comprehension

In teaching reading comprehension there are some component of reading comprehension that should be mastered by the students as what explained by (Gunning, 2010, p. 26)

1) Finding Main Ideas

Grasping the main idea of a selection is a foundational skill. In this book, the main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentences are about. The main idea is more specific than the topic. Whereas the topic is the subject, the main idea is the general idea that is expressed about the topic.

2) Identifying Supporting details

Supporting details are those facts and ideas that prove or explain the main idea .while all the details in a paragraph do support the main idea. The key details directly explain the main idea. Other details may provide additional information, often an example, or further explain one of the key details.

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3) Visualizing

Visualizing text as it is being read also creates personal link between the reader who can imagine the characters they read about. This makes for a more meaningful reading experience and promotes continued reading.

c. Assessing of Reading Comprehension

The ability of comprehension is one important point in mastery reading. It needs to assess the reading to measure the ability of the reader. Before assessing reading comprehension instructor should know several things that needs to be attention in reading comprehension.

According to Klingner (2007) demonstrated that teachers should consider numerous factors when choosing a test or assessment (p. 17).

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
- 2) The specific information needed about the student's reading comprehension (types of questions missed, level)
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class)
- 4) The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance)
- 5) Whether the test is an individually or group-administered test

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Assessing reading comprehension is one of the important to know the students' ability. Practically, to measure the reading comprehension is where learners read a text and then answer the question. Comprehension questions are used as the purpose means to focus on comprehension of the text. There are variety of question types that can be used (Nation, 2009, pp. 32-33).

1) Pronominal questions

The questions begin with who, what, when, how, why, etc. These questions often test writing ability as well as reading ability because the learners must write the answers. The questions can ask for one-word answers, or ask the learners to copy the answers directly from the passage. This makes them easier to mark.

2) Yes/no questions

The questions only need short answers so the learners do not need to have a high level of writing skill.

3) True/false sentences

It is similar to yes/no questions. As with yes/no questions the learners have a 50 percent chance of guessing correctly. The learners look at each sentence and decide if it is true or false according to the passage. The learners answer by writing True or False, or by copying the sentences that are true and not copying the false sentences. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

4) Multiple-choice sentences

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multiple-choice questions are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible.

5) Sentence completing or gap filling test

The learners complete sentences by filling the empty spaces to show that they understand the reading passage. The sentences come after the reading passage.

6) Information transfer of matching technique

The learners complete an information transfer diagram based on the information in the text

7) Translation

The learners must translate the passage into another language. Although translation is often a special skill, it can also show areas of difficulty that the learners have in reading.

8) Summary test

The learners read the passage they write a short composition about one-quarter of the length of the passage containing all the main ideas that are in the passage.

In assessing reading comprehension teacher can choose the appropriate assessment to students' reading comprehension. Teacher can use technique assessing reading comprehension above in order students do not feel monotone in learning reading comprehension.



3. The Relationship between reading aloud ability and reading comprehension

Reading aloud, is traditionally discouraged by EFL/ about reading ESL teachers and those concerned with EFL/ESL methodology. An aloud extreme view is that of Hill and Dobbyn (1979, p: 69) who see reading aloud in class as ‘merely a way of passing 45 minutes or so with as little trouble as possible for the teacher: it does not help the pupils’.

Another view is expressed by White (1982, p: 22), who points tentatively to potential benefit: ‘In the early stages of learning to read, it may be helpful for the teacher to read the passage aloud to the class while the pupils follow the text in their books.’ However, recent research has provided substantive empirical evidence indicating that reading aloud to native English-speaking children improves their comprehension and encourages them to read (Flesher 1988; Manning, Manning, and Cody 1988; Ross 1986; Yaden, Smolkin, and Conlon 1989).

The role of reading aloud in EFL/ESL learning has rarely been investigated, but some studies exist. May (1986, p:74) for instance, investigated the effect of the teacher’s reading aloud in English on the reading comprehension of Spanish-speaking children. He concluded that the findings favour the use of reading aloud with EFL learners, regardless of linguistic level. Another study with Spanish-speaking learners (Santos 1987, p:69) revealed that reading aloud has a significantly positive effect on ESL learners’ reading comprehension, particularly their ability to inter-relate, interpret, and draw conclusions from the content.

Working with Arabic-speaking university students, Dhaif (1990, p:463) concluded that learners with only a basic level of proficiency in English have a better understanding of what they are reading in a teacher reading aloud situation than in a silent reading situation.

In general, the results of this study suggest that learners with only a basic level of proficiency in English have a better understanding of what they are reading in a teacher reading aloud situation than in a silent reading situation. The implication for teaching reading comprehension is that whenever possible teachers should set aside lesson time for reading selected texts to their students, especially to those poor readers who are normally unable to read fluently and hence always have reading comprehension difficulties.

It is expected that the reading aloud technique will help such learners to improve their level of reading comprehension and consequently encourage them to read, thereby breaking the vicious circle in which weak readers tend to be trapped: they do not enjoy reading because they do not understand, and because they do not understand, they do not read. Naturally, it would be wrong to argue that the learners should be provided with life-jackets throughout their learning-to-read process, but it would be equally unreasonable to throw them in at the deep end while they are still experiencing difficulties in developing their reading comprehension skills. It should also be recognized that further research is needed to determine at what level the teacher's reading aloud begins to interfere with rather than assist comprehension.

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B. Relevant Research

As a matter of fact, there are several studies as conducted by some researchers which are relevant to this research:

1. A researcher from Kelsia Tutryani

In 2016, Kelsia Tutryani conducted a research entitle “The Relationship Between student’s Self Confidence and Their Reading Aloud Ability at Islamic Junior High School Masmur Pekanbaru” where the variable of the research is a correlation research. She found that the student’s reading aloud or oral reading are still below standard. So she conclude that there is a significant correlation between student’s self-confidence and their reading aloud ability.

2. A research from Neneng Guspita Sari

In 2012, a research by Neneng Guspita Sari entitled “The Correlation between the Student’s Reading Aloud Activity and Their Ability in Pronunciation Accuracy at MTs Bahrul Ulum Al Islamy Kampar Regency”. The research design that she used is a correlation research. The method of collecting data used in this research is questionnaire and pronunciation test. She found that some of the students of the first year at MTs Bahrul Ulum Al Islamy Kampar Regency are still difficulties to pronounce words in english. So she concluded that there is a significant correlation between the student’s reading aloud activity and their ability in pronunciation accuracy.

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C. Operational Concept

Operational concept is necessary to briefly indicate the variables used in this research. There are two variables used in this research. First, independent variable is reading aloud symbolized by “X”, and second, dependent variable is the reading comprehension symbolized by “Y”.

A. Indicators of Reading Aloud (Variable X) according to Brown (2003):

1. Students are able to pronounce the English word correctly.
2. Students are able to read aloud a text fluently.

B. Indicators of reading comprehension (variable Y) (in narrative text) according to the School Based Curriculum (SBC) (2006):

1. Students are able to identify the words meaning in narrative text.
2. Students are able to identify the topic in narrative text.
3. Students are able to identify the characteristic from character in narrative text.
4. Students are able to identify the specific information in narrative text.
5. Students are able to identify the events in narrative text.

D. Assumption and Hypothesis

1. The Assumption

The Assumption is the better student's reading aloud then means the better their achievement in reading comprehension will be.

2. The Hypothesis

Hypothesis is statement about the possible outcomes of a study, said James Dean B (1988,p.109)

H₀ : There is no significant correlation between student's reading aloud and their reading comprehension at MA Darul Qur'an Pekanbaru

H_a: There is a significant correlation between student's reading aloud and their reading comprehension at MA Darul Qur'an Pekanbaru.

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