THE IMPLEMENTATION OF READING ALOUD TO VARY THE PRONUNCIATION PRACTICE FOR STUDENTS OF SENIOR HIGH SCHOOL IN MAMBA'US SHOLIHIN MUSLIM BOARDING SCHOOL GRESIK



THESIS

Submitted in Partial Fulfillment of the Requirements for Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

		AKAAN PEL SURABAYA
No. KLAS	No. REG	: T-2011/028
T-2011 028 PB1	ASAL BUKU	; /
	TANGGAL	: (12-11)

By:

ABDUR RAHMAN NIM. D05206045

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2011

ADVISOR APPROVAL SHEET

Thesis by:

Name : Abdur Rahman

NIM : D05206045

Title : THE IMPLEMENTATION OF READING ALOUD TO VARY

THE PRONUNCIATION PRACTICE FOR STUDENTS OF

SENIOR HIGH SCHOOL IN MAMBA'US SHOLIHIN MUSLIM

BOARDING SCHOOL GRESIK

Has been accepted and approved to be examined

Surabaya, 13 Januari 2011

Advisor,

Wahju Kusumajanti, M.Hum.

NIP. 197002051999032002

APPROVAL SHEET

This thesis by Abdur Rahman has been examined on January 26th 2011 and approved by the board of examiners.

Dean,

Dr. H. Nur <u>Hamim, M.Ag.</u>

NIP. 196203121991031002

The Board of Examiner

Chairs,

Wahju Kusumajanti

NIP. 197002051999032002

Secretary

NIP. 197610042009122001

Examiner 1,

NIP. 1962031/21991031002

Examiner 2,

M. Syaifuddin, M.Ed. NIP. 197310131997031002

SURAT PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama

: Abdur Rahman

NIM

: D05206045

Semester

: IX

Jurusan

: Pendidikan Bahasa Inggris

Fakultas

: Tarbiyah

Alamat

: Sumengko – Duduksampeyan - Gresik

Dengan ini menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul THE IMPLEMENTATION OF READING ALOUD TO VARY THE PRONUNCIATION PRACTICE FOR STUDENTS OF SENIOR HIGH SCHOOL IN MAMBA'US SHOLIHIN MUSLIM BOARDING SCHOOL GRESIK adalah asli dan bukan hasil dari plagiat, baik sebagian maupun seluruhnya.

Demikian pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan ini tidak sesuai dengan fakta yang ada, maka saya bersedia dimintai pertanggung jawaban sebagaimana peraturan perundang-undangan yang berlaku.

Surabaya, 12 Januari 2011

Abdur Rahman NIM. D05206045

ABSTRACT

This thesis is the result of the observation to answer the questions of: How is reading aloud implemented to the students of senior high school, what kinds of problem faced when reading aloud implemented, and what about the improvement made by the student after they learn through this method.

The data of this research are taken from the students' performances in speech activity is arranged by classroom observation and analyzed by describing the data (descriptive qualitative). It was then analyzed by the writer in descriptive explanation.

The research concludes that the steps that the teachers do to apply reading aloud technique are not exactly the same with the ways of news presenter do. The differences are the teacher use articles to apply the technique once in awhile in the teaching-learning process. The teacher uses drilling to teach. The kinds of drilling that the teacher uses are repetition. The teacher asks the student to repeat and practice what the teacher said. The teacher asks the students to repeat the words until they can pronounce correctly.

Abdur Rahman, 2011, The Implementation of Reading Aloud to Vary the Pronunciation Practice for Students of Senior High School in Mamba'us Sholihin Muslim Boarding School Gresik.

Advisor: Wahju Kusumajanti, M.Hum.

Key Words: Implementation, reading aloud, to vary, pronunciation practice.

TABLE OF CONTAIN

TITLE SHEETi	
ADVISOR APPROVAL SHEETii	
APPROVAL SHEETiii	
ABSTRACTiv	
ACKNOWLEDGMENTv	
MOTTOvi	i
DEDICATIONvi	ii
TABLE OF CONTAINix	
CHAPTER 1 INTRODUCTION	
1.1 Background of the study	1
1.2 Statements of the study	7
1.3 Objective of the study	7
1.4 Significance of the study	8
1.5 Scope and limitation	8
1.6 Definition of key terms	9
CHAPTER 2 REVIEW OF RELATED LITERATURE	
2.1 The definition of reading1	1
2.2 The importance of reading15	5
2.3 The objectives of reading	5

2.4 The types of reading
2.5. Reading materials
2.6. The teaching of reading21
2.7. Reading aloud23
2.8. Preparing material
2.9. The implementation of reading aloud in the classroom25
CHAPTER 3 RESEARCH METHOD
3.1 Research design27
3.2 Research procedure
3.3 Data of the study and data source
3.4 Research instruments
3.5 Thesis organization
CHAPTER 4 THE ANALYSIS OF THE IMPLEMENTATION OF READING ALOUD TO VARY THE PRONUNCIATION PRACTICE
4.1 The implementation of reading aloud34
4.2 Problems faced when reading aloud implemented44
CHAPTER 5 CONCLUSION AND SUGGESTION
5.1 Conclusion
5.2 Suggestion
REFERENCES
APPENDICES

CHAPTER 1

INTRODUCTION

1.1 Background of The Study

English as the first international language in Indonesia has a very important role in international relationship and in the field of science and technology. The fast international trade and travel, the increase of communication between nations makes the position of English as a "relationship" language become very important. English forces every "normal" person to master it. They learn it because of the need of English in every field.

Some people assume a skillful learner can be seen from his/her ability of reading. That statement is not entirely wrong. For a short-term learner, the capability of reading is a necessity. Nevertheless, for people who think to study it for a long term, reading is more appropriate. There are many benefits for a person who likes to read. He is able to follow the newest information, develop self-learning in him, know his characteristics and evaluate himself based on other's experiences. In a wider scope, reading offers the knowledge of human history, the civilization development even thoughts and feelings, the social development, economic and politic can be obtained from this useful activity.

Indonesian government sees this history and realizes that reading is crucial in developing a country. If the Indonesian government wants to have a fast development in every field, then, the reading culture to the Indonesian is the only way. Therefore, in the supplement of 1994 Curriculum cites that the teaching of reading in senior high school should be emphasized in English instruction¹. Although reading is the first priority in teaching language skills, it should be taught in balance with other skills such as writing, speaking, and listening. In addition, Competency Based Curriculum (KBK) emphasized integrated learning with competency in every skill including reading. Those curriculum principles are appropriate because Indonesian government expects the students will integrate skills of reading, writing, listening and speaking in English. Mastering those skills, the students will be able to fulfill the need of globalization and information era in the twenty first century. However, it is enough if the students only master the language skills, the students should be able to master the vocabulary and structure (language components). The mastering of language component is used to support the capability of communication, oral or in the written form. This written form supports the students to do the reading activity.

Reading is fundamental for a student. It is a basic way to be a success student. The students must know how to read a certain book in the certain time. For a student with a limitation of time, but he must read many books. He must

Departemen Pendidikan dan Kebudayaan. Penyempurnaan Penyesuaian Kurikulum 1994 (Supplemen GBPP). Jakarta: Depdikbud 1999

have a strategy to read in a quick way with good comprehension. The fact is many students have poor reading ability. They read a simple book in a high speed but in a "half" comprehension. This is not efficient; it is wasting time, boring or not enjoyable and of course tiring. The students do not know how to be an effective reader. The efficient reader does reading activity depends on the purpose. "They have to know the type of reading and how to read it". Example of this, if we read comic, it is not appropriate if we read it in a slow pace or we use intensive reading. Therefore, efficient reading is reading on purpose or reading in good comprehension.

Many students have poor reading ability. This is caused by many factors as stated by Pearson and Harras dan Sulistianingsih that there are two general factors that influence the students' reading, intrinsic and extrinsic factors³. Intrinsic factors are factors from inside of the reader; they are language competence, interest, motivation and capability of reading. Meanwhile, the extrinsic factors are divided into two categories. The first category is element in the reading text (the text organization and the difficulty of words), the next is the elements in reading environment (the teacher, the facility, the teaching model). However, they added the most influence factor is Indonesia tradition, i.e. Indonesia does not like to do reading activity but they prefer to orally tradition.

² John Greenwood. The Teaching English as an International Language. London: Glasgow and London 1980

³ A. Harras and Sulistianingsih. Membaca 1. Jakarta Depdikbud 1997 page 20

Ekwall and Shanker add the reasons of the students' reading disability⁴. They are classified under the four major categories and a combination of all four. The first factor is physical factors. It includes the eyes and seeing, auditory difficulties and neurological problems such as lateral dominance, mixed dominance and directional confusion. A lateral dominance is the superiority of one side of the body over the other (hand, eye, foot) in performing motoric tasks. A mixed dominance happens when the student does not show a consistent preference for one (eye, hand or foot) and directional confusions refer to the knowledge of the left and right. The second factor is physiological factors. It consists of emotional factors, intelligence and self-concept. The third factor is socioeconomic factors: a poor intra family relationship and a maladjusted home. Socioeconomic factors consist of language factors. The student who has reading disabled will have deficits in a short-term memory and a language proficiency skill. The fourth factor is educational factors. They are caused by the school conditions that are very bad. Among these factors are teachers' personalities, methods of teaching reading, materials available, school policy on promotions and class size.

The other factor of the students' low reading ability is the phenomena of mastering the speaking ability in learning English. It forces the teacher to accept enthusiasms for speaking. The result is some teachers ignore the importance of

⁴ E. Ekwall and James Shanker. Reason for Failure in Reading. USA. Allyn and Bacon, inc 1976 page 7-8

teaching reading in the classroom. The ignorance of the teacher in teaching good reading makes the students do not get enough practice. Practice is very important in learning a language. Bright J.A, et al. cites, "skills can be acquired only through practice and a good teacher will give his pupils to talk, read and write very much under his guidance⁵". That is way, Thorndike says in his law of exercise "practice makes perfect".

The English teachers tend to teach in the same techniques. TIM MKDK IKIP Surabaya states that the Indonesian teacher still use a classical management model where the teacher teaches in the same way and in the same lesson time. This model is not efficient for the students with its differences. A teacher faces many students with various characteristics, different families, society backgrounds and different intelligences. Therefore, the teacher must use a different method and teaching strategy or technique to improve the students' ability. Therefore, it is important for the teacher to encourage their students to be motivated in reading. The teacher can do this by giving information of how to be a better reader.

To be a better reader, the teacher can use reading aloud. Reading aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. The read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and

⁵ J. A. Bright. Teaching English as a Second Language. London Longman Group Limited 1970

fostering critical thinking. Reading aloud can be used to model the use of reading strategies that aid in comprehension.

The implementation of this technique is not only aimed to improve the reading rate but also the comprehension skill of the senior high school students. Chastain explains "the word *comfortably* implies that the students should reach a level at which they do not feel in a conscious strain while they are reading", they also should not comprehend each individual element in a sentence or a paragraph, but they should understand the message of the paragraph.

In this technique, this method is implemented on twice a week, Tuesday and Thursday. In Friday they will perform what they have learned on previous day. On Tuesday, students will be shown and taught about how to read news correctly and fluently (technique). In other words, how does student open news which they broadcast, what should we do when there is a rest in broadcasting news, what should we do when we get some mistakes when we deliver the news, and also how to close the show. For Thursday, student will train about the material of this technique. Teacher will show to the students the right perfect pronunciation, good intonation which is suitable with the news delivered, etc. For the final day (Friday) students will perform what they have got and learned in the previous day.

After the implementation of reading aloud, the teacher provides a special time to discuss the reading passages. The discussion of the reading passage is important for the teacher and the student. The students have many chances to ask

many questions to the teacher and the teacher has valuable information of the students' reading ability.

Reading aloud is use greatly for the rest of their life. It will help the students to rise up their "deep intelligence" and it will give great benefits in the end of their language studies. The capability of good reading will increase their motivation to read and read more.

Based on the reality of many students in senior high school who do not have a good capability in reading and they should have good reading skills. The writer decides to conduct a research on the implementation of reading aloud to vary the pronunciation practice for students of senior high school.

1.2 Statements of The Study

Based on the background of the study, the researcher has the research questions that should be taken into consideration:

- 1. How is reading aloud implemented?
- 2. What kinds of problem faced by the students when reading aloud is implemented?

1.3 Objective of The Study

The objectives of this study are based on the statement of the research question. The objectives of this study would be:

- 1. To describe the implementation of reading aloud in the classroom.
- 2. To describe problems faced when reading aloud implemented.

1.4 Significance of The Study

The researcher hopes the teacher can use reading aloud to enhance the students' rate of reading or rate of comprehension and enrich the teacher in teaching English especially for reading instruction. He expects the teacher uses this technique to solve the students' problems such as frustration, boredom and tiring in reading because of low comprehension. The researcher hopes the research is useful and helpful for the students who want to be a better reader. Finally, the researcher invites the other researcher to have a research that related to the use of reading aloud in different subject and research design.

1.5 Scope and Limitation

The objects of this research are the teachers and the second grade students, MA. Mamba'us Sholihin Gresik. Mamba'us Sholihin has ten teacher competent English teachers, they teach in different level, either junior high school level or senior high school level. The writer chooses two English teachers that have already used and applied reading aloud technique in his teaching-learning process in improving student reading skill. The teacher uses this method to make the student more interested in improving and learn about reading as news anchor. This makes the writer interested. It is because most people think that improving skill to the student especially reading is difficult. Because the teachers have to

find the strategy and the way to make the students interest to read the text. Then the teachers try to solve this problem using this method.

The writer chooses second grade students because the second grade students have potential and readiness to learn this method than other grades. It is so because in junior high school most of them have learned about English. So, they will be more ready to receive this method than others.

The subject of this study is the eleventh grade students of Mamba'us Sholihin Moslem Boarding School on Jl. KH. Syafi'I Suci Manyar Gresik. The writer chooses the place because Mamba'us Sholihin Moslem Boarding School has many methods for improving English skill. Besides, they always get good result when they participated to the competition, such as English day in IAIN, news reading in UNESA, and other competition.

1.6 Definition of Key Terms

To get rid of a confusion and misinterpretation of reading some specific terms, the writer defines the terms used in this research. The terms are:

- 1. Implementation is the act of implementing (providing a practical means for accomplishing something); carrying into effect⁶. Here, the students get a method which helps them especially in their reading ability.
- 2. Vary is to undergo or cause to undergo change, alteration, or modification in appearance, character, form, attribute, etc⁷.

⁶ http://www.thefreedictionary.com/implementation January 11th 2011

- 3. Pronunciation is the act or manner of pronouncing words; utterance of speech8.
- 4. Reading aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. Reading aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. Reading aloud can be used to model the use of reading strategies that aid in comprehension.
- 5. Practice is to do or perform (something) repeatedly in order to acquire or polish a skill⁹.

⁷ http://www.thefreedictionary.com/vary January 11th 2011
⁸ http://www.thefreedictionary.com/pronunciation January 11th 2011
⁹ http://www.thefreedictionary.com/practice January 11th 2011

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 The Definition of Reading

There are a lot of definitions of what reading is. Some of experts describe and define reading under a variety of readings: reading as a skill development, as a visual act, as a perceptual act, as a reflection of cultural background, and as a thinking process.

Reading is defined as the meaningful interpretation of printed written symbols⁹. It means that reading is a cognitive skill activity to interpret graphic symbols that represent language into meaning or recreate the meaning intended by the writer.

In addition, reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning 10. It means that reading is a process of cognitive skill to interact with print and monitoring comprehension to obtain the exact message of the author. In case, the reader reacts and interprets print from his own knowledge base, the exact message of the author is rely only known by the author.

⁹ Simanjuntak, Gloria, edhitia. Developing reading skill for esl students. Jakarta: depdikbud 1988 page 14 10 Ibid, page 15

Furthermore, reading is also defined as an active process¹¹. It is a process of understanding the information and ideas involve an interaction between thought and language. The reader have to form a preliminary expectation about the material, select the fewest, then most productive cues are necessary to reject that expectation. This definition does not imply that the meaning intended by the author automatically becomes the reader's meaning.

Reading is the meaningful interpretation of printed or written verbal symbols¹². It means that reading is a process of building up the meaning as the concepts area aroused by the printed words. Thus reading activity involves sensing, perceiving, achieving meaning, and reacting in a variety of ways.

Moreover, reading is a selective process, it involves partial use of available minimal language cues selected from perceptual input on the basis of the readers' expectation¹³. It means that reading as a process of understanding the message of the writer. The reader selects language cues from the input of perception as the basis of his expectation.

From those opinions, reading involves the identification and recognition of printed or written symbols which are served as stimuli for the recall of meanings built up through past experience, and further the construction of new

¹¹ Ibid, page 15

¹² J Robert harris. Effective Teaching of Reading. New York: david mckay company, inc 1962

¹³ J Robert harris. How to Increase Reading Ability. New York: david mckay company, inc 1972 page: 6

meanings through the reader's manipulation of relevant concepts already in his possession.

In reading, the reader should have several skills in order to achieve the goals. According to Yue Mey Yun there are nine skills of reading that should be mastered¹⁴:

1. Word-attack skills

These skills should enable the reader to work out the meaning of unfamiliar words and phrases without looking in the dictionary.

2. Reading in meaning unit

The students should be able to read in meaningful units instead of isolated words. "The more words students can see and comprehend at one glance", the greater will be their comprehension.

3. Scanning

This skill is used to locate a specific item of information that the reader need, such as a data, a figure, or a name. The key to scanning is to decide exactly what kinds of information are looking for and where to find it.

4. Skimming

It is reading skill to get the general ides of the whole context. The key in this skill is to know where to find the main ideas of different paragraphs, and to be able to synthesize them into an organic whole by way of generalization.

¹⁴ Yue mey yun. Tcaching efficient eff reading. English teaching forum 1988 page 16

5. Prediction

The reader should be able make correct predictions of the text with minimal sampling. This ability will greatly increase our reading speed, and enhance our comprehension.

6. Recognizing organizational patterns

In this skill as the reader should be able to recognize the logical structure of a passage that is signaled by textual connectors, which are expressions connecting ideas. In order to improve this skill the teacher should give the students different passage with different organizational patterns and identify their textual connectors.

7. Distinguishing general statements from specific details

General statements are more important to comprehension. It contains main ideas, and examples that support the general statements. In this skill the students should learn to direct their attention to these signal words.

8. Inference and conclusion

Comprehension involves understanding what is stated explicitly and what implied. In this way the reader has to make inferences based on what is stated. It requires the ability to analyze and synthesize.

9. Evaluation and appreciation

This is a high level of comprehension. The reader not only has to thoroughly understand what he has read, he also has to analyze and synthesize. To evaluate, the reader has to read critically.

Yet, reading is an act of communication, and such, it shares many characteristics with other modes of communication, in addition, it is the one means of communication in which the receiver of the message is in almost full control of the communicative situation. It means that reading is an activity of gaining information process of written language from the printed media. Furthermore, it needs several comprehension skills to be able as a good reader. It can be conclude that reading is interacting with language that has been coded into print and the result should be comprehension of printed material.

2.2 The Importance of Reading

Reading is a basic skill to gain a success in real world. For some people, reading is an enjoyable activity. On the other hand, many people consider reading is a tiring and boring activity. In Indonesia, many students dislike a reading activity. They do not realize that reading is a main key to be a high score student.

In senior high school, reading has the most priority in a learning teaching activity. A student who is failing to understand a reading material will get many difficulties during and after his learning. Reading plays very important role in facilitating the students who expects to gain success from his study. Simpson says, "according to reading authorities, about 90 % of all study activities that are carried on in regular high school subjects involve reading".

In working field, a person needs to have reading remains as the top priority. Now days, many occupations require a good reading capability. People,

who need to go himself to high levels of education or specialized training, will consider reading ability is important. The importance of reading is real if one considers his future. When he cannot read well, he will get difficulty in his life. If he grew older, he feels his capability is lower and getting slower. He is almost sure the "wanted" occupation will be closed for him. A success person is a person who read a lot in his childhood. The reading ability will affect him when he grows up. It is obvious that reading is a basic skill to gain a success.

2.3 The Objectives of Reading

Reading is not only an activity that seems casy and means nothing. In reading the reader should has some purposes or aims in this activity, for example, to get information or pleasure. That is why, in teaching reading there are also some objectives that should be reached by the teacher and the students.

In second language learning the goal of reading activity is to enable the students to read the unfamiliar text with appropriate understanding that the result is comprehension of the text. Nuttal says, "The aim of reading program was to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding". It means that in the last reading activity the students is expected to be able to understand the unfamiliar

¹⁵ Christine Nuttal. Teaching reading skills in a foreign language. Oxford: read educational and professional publishing company. 1996 page: 125

text without teacher's help. Thus, the students can read the text in different ways according to his purpose and types of text.

According to Rivers and Temperly in Nunan the objectives of reading are:

- a. To obtain information for some purpose or because curious about some topic.
- b. To obtain instructions on how to perform some tasks for the work or daily life.
- c. To act in a play, play a game, do puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports).
- g. For enjoyment or excitement¹⁶.

While the objectives of reading activity in English curriculum 1994 for Senior High School at the third grade is:

- 1. Finding specific information.
- 2. Getting general description about the text.
- 3. Finding the explicit main idea.
- 4. Finding the implicit main idea.
- 5. Finding the explicit detailed information.

¹⁶ David nunan. Designing task for the communicative classroom. Chambridge: chambridge university press 1995 page 34

- 6. Finding the implicit information.
- 7. Interpret the meaning of words, phrases, and the sentences based on the context.

8. Finding pleasure.

In this way the teacher should know what is the objective of reading activity to be gained to make the teaching reading process efficient and useful. In addition, by knowing or deciding the objective of reading that should be gained the teacher can choose the best material to do it.

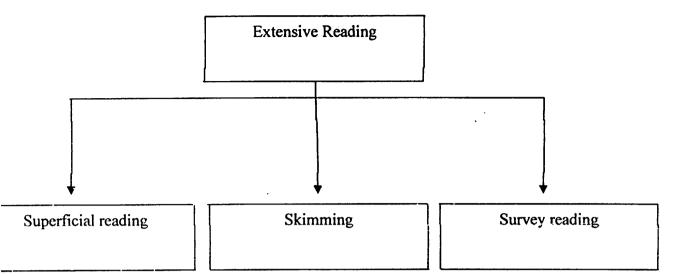
2.4 The Types of Reading

Harras dan Suliatianingsih explains reading consists of three types. The first type of reading is based on the voice of the reader, the second type is based on the reading passage and the third type of reading is based on the level rate of reading. Based on the voice of reader, reading is divided into two kinds: silent reading and oral reading or aloud reading. Based on the reading passage, reading is divided into extensive reading and intensive reading and based on the level rate of reading; the reading consists of critical reading and creative reading.

According to Broughton et al. (as quoted by Tarigan), extensive reading covers three kinds¹⁸:

¹⁷ A. Harras and Sulistianingsih. Membaca 1. Jakarta Depdikbud 1997 page 3:

¹⁸ Henry Guntur Tarigan. Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa Bandung 1979 page 31



Brooks (as cited by Tarigan) says that intensive reading consists of content study reading and linguistic study reading. Content study reading consists of four kinds: close reading, reading for understanding, critical reading and reading for ideas. Meanwhile in linguistic study reading, reading consists of two kinds: foreign language reading and literary reading.

2.5 Reading Materials

Material is a general term covering all the things a teacher may use to help students learn what they need to learn. Some materials that can be used in reading are textbooks, paperback books, magazines and newspapers, reference books, and any all reading sources available in the world. The choice of materials from all these types depends on the students' needs and the content objectives to be learned.

¹⁹ Henry Guntur Tarigan. Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa Bandung 1979 page 31

Although all printed materials have potential for helping a student to learn to read, some have greater value than others. The most effective materials should be used for instruction. The problem is to identify the best materials to teach reading. The materials are only one factor in a student learning to read. Moreover, the learner and the way in which he is taught appear to be the most important variables in determining how material can be the most effective. It is supported by Hittleman that to select materials wisely, teachers or others must (a) know the pupils' reading needs, interests, and abilities, and (b) have knowledge of the materials and the approximate difficulty levels of books.

The materials provided in schools are usually designed to meet the needs of the majority of students; adjustment is often required of the intelligent teacher. It means that the teacher will discuss unfamiliar words for the benefit of those who are puzzled by them. In choosing material, it would be wise to remember the accuracy of language knowledge and the function as a means of communication. There are some principles of material selection that are suggested by Dupuis and Eunice such as:

- a. Materials should suit curriculum in the school or district and are sensitive to the needs and attitude of the community.
- b. Materials should suit the needs of individual students.
- c. Materials should reflect students' interests whenever possible reflect. The areas of interest are the students tend to go.

d. Materials should suit curriculum in the school or district and sensitive to the needs and attitude of the community.

Specific materials are selected in the appropriate order well chosen and suitable materials will help the students to understand their direction in studying English²⁰.

2.6 The Teaching of Reading

Reading paragraph in good comprehension of foreign language is not an easy skill, even for high school students. The teacher should be aware of this reality. The teacher should not only prepare high school graduates able to answer reading questions in SPMB or to enter college. More than that, they also master reading for preparation in life. Wald and Merriam write the primary aim of high school education is to help the students in the development of responsible selfhood in the face of complexities and problems of modern life²¹. This changing reality makes the teacher to be more careful about his roles as facilitator and his student as the center of experiment and discovery.

Otto et al. suggests the teacher to differentiate the teaching of reading based on its point of view²². First, teaching reading as a skill developmental

²⁰ Askov Eunice and marry m dupuis. Content Area Reading and Individualized Approach. New jersey: prentice-hall, inc page 245

²¹ G. Gordon Darken Wald and B.M. Sharan. Adult Education Foundation of Practice. New York: harper and Row Publishers. 1982 page 46

²² Wayne Otto et al. *How to Teach Reading*. Philiphines. Addison Wesley Publishing Company, Inc. 1979 page 21-28

process. It means the teaching of reading stems from behavioral tradition/approach. Example of this, the teacher can try Thorndike method with its Round Robin Teaching. The beginning readers sit in a circle and read orally when called on by the teacher. This approach stresses focus, system and order in teaching the sub skills of reading. Teaching reading as a psycholinguistic process asks the teacher to stress the application about the nature of language or semantic. Then teaching reading as a common sense process is the teacher should consider the goal of reading, i.e. to solve problems or to set directions.

Besides dividing teaching based on its point of view, the teacher needs to explain three types of reading techniques to the students such as skimming, scanning, study reading and the teacher gives exercises of each type. Mercer, D. and Mercer, R say, "The teachers should explain three types of reading and give opportunities to get independent practice".

Clark and Stars say about the jobs of the teacher. They say the teachers should provide remedial help, reteaching and review of basic reading skills, are ready to help the students master the jargon of the discipline and find the meaning of esoteric academic writing, give the students considerable consideration experience in reading at the higher levels of comprehension.

²³ Cecil D. Mercer and Ann R. Mercer. *Teaching Students with Learning Problems*. Ohio: Merril Publishing Company 1989 page 383

The students should learn to detect an author's mood and purpose. The students are able to read independently, critically, adjust their reading speeds and adjust to the various other techniques²⁴.

In teaching reading, the teacher must create positive situation that can lead to enjoyment. Smith and Johnson state the teacher must carefully guide the student to good comprehension and enjoyment. Therefore, the teachers must take special care to ask questions that are text-dependent without prompting the correct answer and to ask the student to retail without the aid of specific questions²⁵.

2.7 Reading aloud

Reading aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. Reading aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. Reading aloud can be used to model the use of reading strategies that aid in comprehension.

In real life people read aloud in a number of situation: presenting the news, reading notices, quoting from texts, making presentations and reading from the slide display, relaying important notices in meetings, reading out messages from e-mail, letters and publicity, acting from scripts, reading to children, reading

²⁵ RJ. Smith and D. Johnson. Teaching Children to Read. Philphines: Addison-Wesley Publishing Company, Inc. 1980 page 133

²⁴ L. H. Clark and I.S. Starr. Secondary and Middle School Teaching Methods. USA: Macmillan Publishing Company, Inc 1981 page 225

from notes in debates, poetry readings. It is obvious that some people are much better at reading aloud than others. They are confident, polished and interesting. In all reading aloud it is important to emphasize the main ideas while conveying the appropriate attitude or emotion. As most of my students' aims were, vaguely, to improve pronunciation, it seemed there were three challenges here for the teacher. The first challenge was to introduce a range of reasonably natural activities for reading extended texts (at least at paragraph level) aloud, and the second to integrate practice of pronunciation features such as word-linking, weak and strong sounds, expressive intonation patterns, pausing and voice control - breathing and volume. And thirdly, the challenge was to develop a wider awareness of what is involved in reading aloud other than simply getting the sounds right.

2.8 Preparing Material

In selecting the material for the reading practices and the reading aloud test, the teacher should have some considerations to have an appropriate material according to the students' characteristics. Harras dan Sulistianingsih have four considerations: the level of difficulty, the content of the passage, the length of the passage and the form or the kinds of the passage.²⁶

Wood only selects the material based on the level of difficulty. There are seven factors to select the material based on the level of difficulty. The first factor

²⁶ A. Harras and Sulistianingsih. Membaca 1. Jakarta Depdikbud 1997 page 8

is the familiar topic is easier to read, the second is the clear ideas and the obvious transitions can be read faster, the third is the bigger the motivation and concentration, then the faster we read. The forth is the effective connecting words can be read faster. The fifth is the number of words and spaces influence the reading news. The next are the amount of different words and the familiar words.²⁷

2.9 The Implementation of reading aloud in the Classroom

Before the implementation of reading aloud in the classroom, the teacher should explain the nature of reading aloud and the rules of reading aloud. In addition, the teacher asks the students to be natural, comfortable, easy and natural. The relaxed, natural, calm, easy and comfortable condition in the classroom is very important while conducting reading aloud. It means the students do not feel worry, afraid, depressed when implementing reading aloud. They do not feel reading aloud is a threat to see their weakness in reading but it is a chance to change their reading ability to be better.

The students do not have any help from the teachers before and during the application of reading aloud especially the vocabulary and grammar. The teacher chooses the material from a published workbook especially designed for reading

²⁷ Nancy V Wood. Strategies for College Reading and Thinking. New York: Holt Rineheart and Winston, inc 1986 page 358

aloud. The teacher should give an appropriate published workbook to avoid the students' frustration.

The obstacle in implementing reading aloud is many students still have faulty habits when applying the reading practices. The faulty habits can interfere the students, reading score. However, the students who are able to reduce his faulty habits will gain the benefits of reading aloud, i.e. the reduction of the faulty habits.

In implementing reading aloud in the classroom, the teacher will order the students to read the text given to the student first. After the students read the text, teacher will give the demonstration to the student about how to read the text as news presenter as well. After teacher read and demonstrate the whole paragraph of the text, the teacher will ask to the students to repeat reading the text once again as teacher read. The purpose of this activity is to make the student know about how pronounce the words which are contained in the text. When the student finish reading the text for the second time, teacher will ask to the student are there any difficult words which are not able to be pronounced by the student. Then teacher will drill the student if the students get some difficult words are not able to be pronounced.

The main teacher's role in the teaching of reading aloud in the classroom is as a guide in teaching-learning process. The teacher will help them in the vocabulary or grammar during the implementation of reading aloud if it is necessary. At the end of the implementation of this method, the teacher will ask the student to check on computer about how to pronounce the words correctly. Because it is different when they listen from the teacher with the computer.

CHAPTER 3

RESEARCH METHOD

Research method is a way employed by the writer to collect and analyze the data in order to solve the problem. In this chapter the writer is going to describe the type of research design, research procedure, and data of the study and data source, research instruments, and thesis organization.

2.1 Research Design

2-7

In this research, the writer tries to conduct descriptive qualitative research. So, the writer will describe the process of the implementation of reading aloud as a technique to improve students reading ability at senior high school in Mamba'us Sholihin Moslem boarding school Gresik.

Qualitative research is the research which does not use statistic data, it is associated to hypothesis generating and developing an understanding. Qualitative research collects the data through observation and then comes up with a theory account for the data. The theories can explain the data collected or the facts which are observed²⁸.

The statements above are supported by Fraenkel who states that in data collection, the researcher is continually observing people, events, and

²⁸ Lexy J. Moeloeng Metode Penelitian Kualitatif Bandung PT Remaja Rosda Karya 1995 page

occurrences, often supplementing his or her observations with in-depth interviews of selected participants and the examination of various documents and records relevant to the phenomenon of interest.²⁹

2.2 Research Procedure

- In the first step, the writer read about the way to apply reading aloud method in the classroom and the common material that use in reading aloud method in teaching-learning process.
- 2. The writer read about reading books and the activities of reading.
- 3. The writer does observation. The observation is about:
 - a. After read about reading aloud. The first step that the writer does in the observation is doing interview to the English teacher that use reading aloud method in his teaching technique.
 - b. The students response in the teaching learning process
 - c. The students' activities or practices in the teaching-learning process.
 - d. The last step is analyzing the observation result. It is about the teacher's teaching process and the student's exercise (practice).

²⁹ Jack R Fraenkell and Norman E Wallen how To Design and Evaluate Research In Education new York san fransisco state university 1993 page 383

2.3 Data of the Study and Data Source

In this research the data are the classroom activities, classroom observation, teaching-learning process, and interview to the students. The writer also takes data source from primary data and secondary data.

- Primary data are taken from classroom observation, classroom activities, teaching-learning process, interview the problem faced by the students and the teacher, problem solving used by the teacher to solved the student's problems, and documents.
- 2. Secondary data are taken from the books related to the problems and from the literature of the data.

The books that the writer uses are such as:

- 1) Teaching reading skills in a foreign language, by Christine Nuttal (1996).
- 2) Membaca Sebagai Suatu Keterampilan Berbahasa, by Henry Guntur Tarigan (1979).
- 3) Membaca, by A. Harras and Sulistianingsih (1997).
- 4) Teaching Children to Read, by RJ. Smith and D. Johnson (1980).
- 5) Oxford Advanced Learner's Dictionary of Current English, by A.S. Homby (1995), etc.
- 6) Reconsidering reading-aloud, by Mary Lee Hahn (2002)

2.4 Research Instruments

Data have very important role in a research, because without data it is impossible to get result of the research. To obtain the data, the research has to use instruments of collecting data, namely: (1) Observation; (2) Interview, and (3) Document.

1. Observation

Observation is monitoring with systematic phenomenon which is investigated. In other words, the researcher observes the teaching learning process and drawing conclusion of whatever happens in teaching-learning process using this technique (reading aloud). The researcher decides to hold this, because the researcher wants to know and collect some data to complete the question related with the research. Besides, the research wants to report and takes some notes when the method implemented. The researcher holds this activity when the teaching learning using reading aloud implemented. The researcher takes note about whatever happens when the teaching learning implemented. Including students' enthusiasms, students' faults, and problems faced either for the teachers or the students.

2. Interview

Fraenkel describes that interview is an important way for a researcher to check the accuracy of the impressions of what he or she has gained through

observation.³⁰ The purpose of interviewing people is to find out their mind, what they think or how they feel about something.

We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. Here the researcher giving some question which is contained with some question which is important to known by the researcher. The researcher gives the questionnaire to the students and the teachers. The researcher gives questionnaire to the teacher before the researcher holds the observation. About the students, the researcher gives the questionnaire after they got the method. The researcher will give the questionnaire to the students who follow the method. The reason why the researcher do this activity, because the researcher wants to know about the situation when the method implemented, the condition of the students when they get this method and so on. The interview holds this activity after some students finish accepting the method.

³⁰ Jack R Fraenkell and Norman E Wallen how To Design and Evaluate Research in Education new York san fransisco state university 1993 page 385

3. Document

The documentation is about the data of the students, the system board that teacher used, and all of the media that used by the teacher and the students. The writer gets the data from the classroom in the teaching-learning process and from the interview that done by the writer to the teacher. Besides, the researcher also takes some pictures when this method implemented and when the students perform what they have got on the previous day. Why the writer decides to do this activity? Because he wants to get some data correlates with his thesis.

2.5 Thesis Organization

This thesis is organized into five chapters, the first chapter is about introduction include background of the study, problems of the study, objective of the study, significant of the study, scope and limitation, and definition of key term.

The second chapter is review of related literature. It is discusses about the definition of reading, the importance of reading, the objectives of reading, the types of reading, reading materials, the teaching of reading, reading aloud, preparing materials, the implementation of reading aloud in classroom.

In chapter three, the writer discusses about research design, search data, research procedure, data of the study and data source, research instruments, and thesis organization.

In the fourth chapter, the writer discusses about the analysis of research finding. The last chapter is the conclusion of research that has been done by the writer. Here the writer also gives suggestions for the future writers on English subject.

CHAPTER 4

THE ANALYSIS OF THE IMPLEMENTATION OF READING ALOUD TO VARY THE PRONUNCIATION PRACTICE FOR STUDENTS OF SENIOR HIGH SCHOOL

4.1 THE IMPLEMENTATION OF READING ALOUD

In the research of the implementation of reading aloud to vary the pronunciation practice for students of senior high school, the writer do observation, interview to the students of senior high school in Mamba'us Sholihin Muslim Boarding School.

1. Finding

a. Teacher Preparation

In the teaching-learning process, the teacher needs to prepare the material that will be given. From the interview and the classroom observation that the writer did, the teacher uses reading aloud technique for teaching reading skill. In the first meeting of the classroom observation, the teacher will teach reading skill using reading aloud technique. The teacher gave the material to the student before the day they do the meeting. Just for the information, this method is held every Tuesday and Thursday, after they pray Isya'. On Friday they (the student) will perform about what they have got in the meeting. The teacher will give the material to the student who is called after the show finished. Then teachers would give the material to them. Commonly, they will announce

four students to all of student who come to the show by using microphone, two students from senior high school and the other one from junior high school. About the material given to the students, teacher took the material from the magazine which contains suitable material with the level of the students. Material which is chosen by the teacher taken from KangGuru magazine, Jakarta Post newspaper, even from articles in internet which is adjusted with the level of the student of course. The material given to the student by the teacher is about not more than 300 words for each student. The theme of the material is decided by the teacher.

In the second meeting of the observation that uses reading aloud technique, the writer found that in teaching-learning using reading aloud technique, either teacher of student of senior high school or junior high school taught in one place. The meeting is held in English Language Department room. In teaching-learning of this method, every single student will train with two teachers. Both of them have material which is same with the student who gets it. When the student read the text those two teachers scrutinize the student about his pronunciation of the words contain in the text given by the teacher. For the show, either senior high school student or junior high school student will hold it in the different place. In front of the yard of the building for the senior high school and for the junior high school will perform in the "Musholla" which is placed on the 3rd stair of the building. When they perform the show, they will be

supervised by six until ten teacher. At the end of the show, one of teacher will mention the progress of the student who performs the show.

b. The Teaching Learning Process

In the reading aloud technique, the teacher used oral approach and drilling in the teaching- learning process. The materials which were given by the teacher were passed on orally. This way of teaching made the students easy to catch the teacher's instruction. The teacher gave the instruction in English and Indonesia. This was to make the students easy to understand the teacher's instruction. The teacher also used Indonesian language in the teaching-learning process because not all of the students understand English words, especially for student of junior high school. The teacher also uses drilling in the teaching-learning process. The teacher used sentences to drill, in order to make the student accustomed with the words which is contained in the text. The activities that the teacher gave to the students were asking the students to read the text after the teacher gave the example by demonstrating in front of the student through read the whole text.

In this part below is about the teaching-learning process that happened in the classroom that observed by the writer from the first meeting until the third meeting.

1. First Meeting

In this first meeting the teacher gave the material about "Telling Your Experience" to the student. The material taken from Kang Guru Magazine which is issued by Australian.

In that meeting, teacher selected two students to perform as a newscaster on Friday. Actually, the students who were selected by the student were two, because of one of them got sick, then the teacher decided to teach just only one student, he was Muhammad Aji Purnomo. He was student of senior high school of IPA class XI. At the first, teacher asked to the student whether he was ready or not following this meeting. Then the teacher asked to the student to take out his material which was given by the teacher in previous day to read. Here, why did the teacher asked the student to read first? Because the teacher wanted to know how far student's preparation before attending this meeting. Besides, the teacher also measured the ability of the student.

After teacher listened to the student, then teacher told to the student to pay attention to the teacher. Because the teacher would demonstrate to the student how to read those whole sentences which are contained in the text. The reason why the teacher did it is to show his student the right pronunciation. Because in the first student read, the student had faced some difficult words to pronounce. To solve this

problem, the teacher did that to the student, in order to make student know the right. After demonstrating before his student, the teacher asked to the student to read the text one again. After reading the text, the teacher still found some mistakes pronunciation made by student. Then the teacher demonstrated to the student again, but teacher only emphasize in the words which were not able to be pronounced by the student slow and aloud. It is to make the students easy to catch the words and practice the words correctly.

The students need more times to practice and increase the student's reading ability and his pronunciation ability. From the writer's observation, the student whose name Muhammad Aji Purnomo in XI IPA has pronounce problem for several words. The words that difficult to pronounce by the students are:

- 1) Familiarize / falm 11.i.lr.a1z/
- 2) Terrific / toltrif.ik/
- 3) Rhymes / raimz/
- 4) Excited / ek sai.tid/
- 5) Woven Scarf / wov. vlln ska: r/f /
- 6) Enough / Illn Af/

After teacher demonstrated to the student, he still cannot pronounce the words as well. To solve those problems, the teacher

repeats the difficult words and asks the students to follow; it is kind of drilling for the student. Those solving can help the students to product correct pronunciation of the words. At the end of meeting the teacher asked to the students to check the computer which was provided in the room.

2. Second Meeting

In the second meeting, the teacher still took the material from the same magazine. The title of the material which was given to the student is "Dental Education Mission". At that day, teacher did not only teach the student with the material given but also giving demonstration to the student about the attitude as a newscaster. The attitude which the anchor has to do is included gestures, eye contact with the audience; the style of delivering the news (the sound), good looking. According to the information which the writer gets from the teacher, that newscaster must have good attitude when deliver the news, in order to attract the attention of the audience. Because, being a television news anchor is not just a nice looking talking head. 31

At the first of the meeting, teacher asked to the student named Robitho read the text slow and relax. Because, anchoring isn't brain surgery. No one will die if you mess up. Viewers will sense your fear, so you must be at ease and natural. This is especially true when things

³¹ http://www.televisionnewsanchor.com/

go wrong during a newscast. The anchor must be calm and collected at all times. Good anchors keep going when there are problems and the audience often doesn't realize there was a mistake. Be the pillar of confidence especially while the world is crashing down around you³². As the observation of the writer did, the writer knew that the student was lack of skill, especially about the pronunciation. It was proven with the pronunciation pronounced by the student. Then, after the student finish reading the text. It's time for the teacher to demonstrate to the student the right.

In this meeting, the students difficult to understand the sentences that the teacher given to him. In the teaching-learning process not all of the students focus on the lesson. When the teacher asks them to repeat the words, they just silent and says nothing. To make the students focus on the lesson, the teacher asks the students to do the same with the teacher; he cannot say and pronounce the words correctly. The teacher asks the student to say the words for several times until he can pronounce the words correctly. After drill the unfocused students, the teacher continue the lesson. At the end of meeting, as teacher did on previous observation. The teacher asked to the students to check the pronunciation used computer.

³² http://www.televisionnewsanchor.com/

As the students' problems in the first meeting, the students still have pronounced problem in the second meeting. From the theme of the text given by the teacher to the student the writer got some words which are hard to be pronounced by the student. In this theme, the student cannot pronounce several words. The words are:

- 1) Preparation / prep alire i slin /
- 2) Hygiene / har.di: n /
- 3) Certainly / s3: tin li/
- 4) Interacted / In to "ækt Id i
- 5) Lieutenant / lessten.ant /
- 6) Southern / sʌð.ən/
- 7) Shyness / *S/a1 mos* /

The other words that can be pronounced correctly by the students are:

- 1) Assistants / əls 1 s.tlints /
- 2) Toothbrush / ltu : θ.br A / /
- 3) Toothpaste / ltu: θ.peist/
- 4) Australian / a : lstre 1 l.jan /
- 5) Dentists / den.tists /

Those words are the words that can be pronounce correctly by the students.

3. Third Meeting

In the third meeting of the observation, the teachers still did the teaching-learning process in the English language department room. In this meeting, the teacher still gave the text which contains some news which was taken from different resources, the teacher take the material from the same magazine. The title of the material which was given is "Entertainment". Here, there were two students who attended to the room. They were Ikhwanul Musyafa' from XI Bahasa and Azib Mahfudhon from XI IPS. As usual the teacher asked to the student to read the text first. But that day, the teacher also taught about the grammar. Because the teacher also wanted to make the students more understand about the passage which is contained in the text.

Beside the teacher taught about the grammar, the teacher also taught about the intonation and the attitude of reading aloud as news anchor. At the meeting, teacher showed and demonstrated the correct intonation. In this meeting students got the demonstration, because the student had lack intonation when read the text. At the end of the meeting, the writer asked permission to the teacher that on the next day would do the test to the students who has learned about reading aloud. Because the writer wanted to make sure, is reading aloud

improve the students' ability. The writer will take the material from newspaper.

At that day some difficult words which are not able to be pronounced are:

1. Azib Mahfudhon

- a. Aussie (la:.zi)
- b. Nevertheless (nev.a.čalles)
- c. Rough-hewn (rnflhju:)
- d. Inherited (Infher/.111d)

2. Ikhwanul Musyafa'

- a. Indigenous (Indidit. I.nas)
- b. Subtitled (sablta1.t/ld)
- c. Western (wes.ton)
- d. Blends (blendz)
- e. Aussie (la:.zi)
- f. Landscape (lænd.ske 1p)

4.2 Problems Faced When Reading Aloud Implemented

When the writer did the observation to know how the teacher did the method to the students, the writer found some problems which was disturbed the student in teaching learning process during reading aloud applied. Here some problems which are faced by the student when they learned about reading aloud.

1. Pronunciation

The first problem which was faced by the student is how they pronounce the words contained in the text well. From the first meeting until the third meeting, this problem always find by the writer. Most of them (students) could not pronounce the words clearly. Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2. Students' Enthusiasm

The next problems which are faced by the students were their enthusiasm. Some of them when follow this method, they have little and low enthusiasm. At the first time the writer wonder, how the student have low enthusiasm when they participate the method. Then the writer tried to ask to the teacher, the teacher said to the writer why they are doing like that. Because the full of schedule which is held in the Muslim boarding school where the student stay.

The schedule of the Muslim boarding school where the student are started from 02.30 to pray Tahajjud. They have to wake up when the clock show that time, the will be woke up by the teacher where stay at that muslim boarding school. After doing the activity, the student will continue their schedule. They will go to the Musholla to participate Diniyyah. Diniyyah is an activity which is done in the Muslim boarding school which teaches and discuss about the knowledge which is correlated with the Islam especially.

The student will get their rest about 23.00 WIB that is why the students who follow the method have no more enthusiasm because they are totally tired, either their physic or their brain. To solve the problem faced by the students the teachers always do this technique not more than an hour, because the teacher know the condition of the students. Beside, this what teacher did is to avoid the bored of the students.

From the observation, the students more interest on the teaching-learning process that use reading aloud method. Reading aloud method is influence the students' reading ability. It is shows in the students which have been sent to participate in some English competition, and some of them also got good result. It means that reading aloud method is still useful to teaching reading and can increase the students' reading ability.

With reading aloud method, the students can pronounce the word better.

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1. Conclusion

From the discussion about the influence of the implementation of reading aloud technique to vary the pronunciation practice for students of senior high school could be concluded that:

1. From the observation, the teacher in the second grade of Senior high school in Mamba'us Sholihin Muslim boarding school Gresik used reading aloud technique in the teaching-learning process. The researcher got the information and conclusion that, the implementation of reading aloud held on Wednesday night and Friday night. On Wednesday night and Friday night the teacher would teach about the technique of reading aloud. Then on Friday morning the students who got the method would perform what they got on the previous day. In the implementation of this method, the teacher held this method in English language department room. The method implemented after isya', about 21.30 AM. The teacher would give some text which is suited with students skill. The teacher applied the method to the students through the text given to them. The teacher not only taught the student about how to read the text well but also how is the attitude of the newscaster when they broadcast the news. Including how to open the show,

what should do if at the middle of the show, the news anchor get mistake when deliver the news, how to close the show, how to give a break when deliver the news etc because the goal of this method is how the students prepared to some competition. Teacher also uses drilling in the teaching-learning process when the teacher face student who gets difficult words which are not able to be pronounced by the student. The teacher used repetition to make sure that the students are able to practice to pronounce the words contain in the text. Beside, the teacher also used computer to support the teaching-learning process. The use of the computer is to help and practice the correct pronunciation of the words which were contained to the text.

2. When the teacher implemented reading aloud, there are some problems were faced by the students when reading aloud implemented. Commonly, the students could not pronounce the words which were contained in the text which was given by the teacher. To solve this problem, teacher always drill them about the words which were not able to be pronounced by the students. The teacher drilled the student until the students able to pronounced and customized with the words. So that the students would not be worry about the words. Another problem was the enthusiasm of the students itself. The students lack of enthusiasm when the method was implemented, it was because the stamina of the students. Either stamina of the students or the condition of the students was almost empty. Because, the students had done

the activities which were held in their Muslim boarding school. The teacher tried to solve this problem by applying the method not more than one hour, to make the student not to be pressed about the method which was implemented.

5.2. Suggestion

This suggestion is addressed for those who have an interest in the issue of the influence of the implementation of reading aloud technique to improve students reading ability to the second grade students of senior high school.

Based on the result of this research, the writer suggest the English teacher to apply reading aloud technique combined with their own teaching way, for the future researchers to improve this research by doing further examination on the students' fluency or to compare reading aloud technique with the other teaching method. And also for the English teacher, this thesis can be the reference to teach English especially in improving reading skill.

REFERENCES

- Bright, J. A, et al. 1970. Teaching English as a Second Language. London. Longman Group Limited
- Chastain, Kenneth, 1976. Developing language skills. Chicago: Rand Mc Nally College Publishing Company.
- Clark, L.H. and Starr, I.S. 1981. Secondary And Middle School Teaching Methods. USA: Macmillan Publishing Company, Inc
- Departemen Pendidikan dan Kebudayaan. 1999. Penyempurnaan Penyesuaian Kurikullum 1994 (Supplemen GBPP) Jakarta: Depdikbud
- Ekwall, e and Ahanker, James. 1976. Reasons For Failure In Reading. USA: Allyn and Bacon, inc
- Edhitia, Gloria, Simanjuntak. 1988. Developing reading skill for ESL students. Jakarta
- Fraenkel, Jack R and Wallen, Norman E. 1993. How To Design and Evaluate Research In Education. New York: San Francisco State University
- Greenwood, John. 1980. The Teaching English as an International Language.

 London: Glasgow and London
- Harras, a Sulistianingsih. 1997. Membaca I. Jakarta; Depdikbud
- Harris, J Robbert, 1962. Effective teaching of reading. New York: David Mc Kay Company, Inc
- Harris. J Robbert. 1972. How to increase reading ability. New York: David Mc Kay Company, Inc
- Moleong, Lexy J. 1995. Metode Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya
- Mercer, Cecil D. and Mercer, Ann R. Teaching Students with Learning Problems.
 Ohio: Merril Publishing Company.
- Nunnan, David. 1995. Designing task for the communicative classroom. Cambridge: Cambridge university press

- Nuttal, Christine. 1966. Teaching reading skills in a foreign language. Oxford: read educational and professional publishing company
- Otto, Wayne et al. 1979. How to Teach Reading. Philipines. Addison Wesley Publishing Company, inc
- Pearson, Longman Dictionary of American English. Longman
- Simpson, Elizabeth a. n.d. Helping High School Students Read Better.
- Smith, Rj and Johnson, d. 1980. *Teaching Children To Read*. Philipines: Addison-Wesley Publishing Company, inc
- Tarigan, Henry Guntur. 1979. Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa Bandung.
- Tim MKDK IKIP Surabaya. 1995. Belajar Dan Pembelajaran. Surabaya: University Press Surabaya
- Yun, Mey Yuen. 1988. Teaching efficient EFL reading.
- Wald, G. Gordon Darken and Sharan, B.M. 1982. Adult education foundation of practice. New York: Harper and Row Publishers
- Wood, Nancy V. n.d. Strategies for College Reading and Thinking. New York: Holt Rinehart and Winston, Inc
- Zorn, Robert I. 1980. Speed Reading. Usa: Harper and Row Publishers, inc