Students' Attitude Toward the Use of Reading Aloud in Learning Reading Skills at SMP Muhammadiyah 6 Padang

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Abstract

This study aims to analyze students' attitudes towards the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang. The researcher employed a descriptive approach, involving a total population of 204 students from grades 7, 8, and 9, as well as English teachers at SMP Muhammadiyah 6 Padang. The research sample, obtained through simple random sampling, comprised 25% of the student population, totalling 51 students, and two English teachers. The questionnaire was used to analyze students' attitudes towards the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang. Meanwhile, the interview was conducted to analyze the extent to which teachers utilize reading aloud in teaching reading skills. The research findings indicate that students have positive attitude towards affective, cognitive, and behavioral components in learning reading skills. Therefore, it can be concluded that students feel that reading aloud helps and motivates them in learning English reading skills. Interviews with two English teachers also revealed skilful practices of reading aloud, aligning with best practices in reading aloud.

INTRODUCTION

This study examines the attitudes of students towards the use of reading aloud for learning reading skills at SMP Muhammadiyah 6 Padang. Many students struggle with reading, especially when it comes to understanding the words they are not familiar with.According to Hidayati (2018), many students report difficulty with grammar and a lack of vocabulary. This is often due to lack of vocabulary knowledge.

To deal with these problems, teachers use a range of reading strategies, one of which is the reading aloud. According to Patel and Jain (2008), there are four types of reading such as intensive reading, extensive reading, silent reading, and reading aloud. Reading aloud is a vital strategy for the early stage of learning reading. As mentioned

by Kailani (1998), this strategy is emphasized in the English language classroom during the first three years of learning English. This is also a crucial strategy that helps English language learners connect sounds with written symbols and comprehend words. Furthermore, it helps in the articulation of words, understanding of linguistic components, and development of listening comprehension. According to Rayner and Pollatsek (1989), in Gabrielatos (2002), reading aloud is often employed in the early stages of reading programs to assist pupils to correlate sounds with written language symbols, integrate the sounds of single letters or patterns, or decode the words.

The students' attitude on the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang has not been thoroughly studied, despite its known importance. According to Soleimani and Hanafi (2013), various characteristics such as attitude, orientation, motivation, and anxiety help with foreign language learning. Comprehending students' attitudes on reading aloud might help teachers adapt their teaching strategy and enhance learning strategies. As stated by Todor and Degi (2016), language learners' views regarding the language and its speakers have a significant impact on the language learning process and achievements. This study aims for examining students' attitudes on the use of reading aloud in learning reading skills, providing significant information for teachers , students and further researchers

1. *Introduction to Reading*

Reading is a fundamental skill in language learning.According to Rashid and Islam (2021), reading requires the reader to infer meaning from a written material. It is essential for acquiring knowledge and improving comprehension and vocabulary. Reading involves inferring meaning, analyzing, and interpreting texts, which aids in understanding authors' intentions.

2. *Reading Strategies*

Various reading strategies, including intensive, extensive, aloud, and silent reading, can enhance reading skills. Rashid and Islam (2021), pointed out two significant reading strategies such as intensive reading and extensive reading besides reading aloud and silent reading.

3. *Reading Aloud*

Reading aloud is a commonly used technique in teaching reading skills. It involves uttering words aloud to obtain information and improve comprehension, vocabulary, and reading fluency. Sofyan et al. (2021), defines reading aloud as an approach for teaching reading skills in which teachers and students utter the word aloud in the class to obtain information. This technique boosts students' confidence and engagement in reading.

4. *Effectiveness of Reading Aloud*

Reading aloud effectively enhances reading comprehension, vocabulary, fluency, and interest in reading. It promotes deeper understanding, vocabulary growth. Alkaaby and Mavriqi (2021), mentioned that after the students hear the words multiple

times, their vocabulary grows. Also increase engagement with the text, making the learning environment more productive and enjoyable.

5. *Reading Aloud as a Teaching Strategy*

Implementing reading aloud as a teaching strategy helps students improve their reading skills. As noted by Sofyan et al. (2021), this technique will then encourage children to enhance their reading skills since it requires feedback from both students and teachersIt fosters active participation, feedback, and motivation among students, contributing to their overall learning experience.

6. *Considerations for Implementing Reading Aloud*

Teachers should consider the frequency of reading aloud. Haland et al (2020) said teachers reading aloud to students daily or weekly can enhance their potential. Also, selection of reading materials, understanding of the technique, and the purpose of reading aloud are considerations to ensure effective implementation and maximize the benefits of reading aloud in teaching reading skills.

7. *Attitude*

Attitude plays a crucial role in language learning, influencing learners' behavior and motivation. Positive attitudes enhance engagement and enjoyment in learning, while negative attitudes lead to disinterest. Attitudes consist of cognitive, affective, and behavioral components. Allport (1994) in Damianus et al. (2019), pointed out responses or reactions of attitude are classified into three types: cognitive, emotional, and behavioral responses. Cognitive refers to beliefs and knowledge, affective relates to emotions and feelings, and behavioral involves intentions and actions towards learning reading skills.

METHOD

To conduct the research, researcher applied descriptive research. The study aims to analyze student attitude toward reading aloud used in learning reading skills and to investigate the extent to which reading aloud is used by teachers in teaching reading skills. Sahir (2021), defined descriptive research method is a type of research method that uses reliable data to investigate a certain phenomenon. The population comprised English teachers and students from SMP Muhammadiyah 6 Padang, with a total of 204 students across different grades. According to Arikunto (2006), in simple random sampling, if the number of participants is more than hundred, it is best to include 10-15%, 15-25% or more. 51 students and 2 English teachers were involved in the study.

Data collection instruments included questionnaires for students and semi-structured interviews for teachers. The questionnaire, adapted from Rahmadany's (2021) reading attitude questionnaire, consisted of 15 statements categorized into affective, cognitive, and behavioral components. Responses were scored using likert scale by Tanujaya (2023).

Statement	Score (+)	Score (-)
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 1 Likert Scale

Semi-structured interviews with teachers focused on the frequency, material selection, understanding, and purpose of using reading aloud in teaching reading skills. According to Sahir (2021), a semi-structured interview is a list of questions provided by the researcher with no hard rules.

Data analysis involved data reduction, display, and conclusion. Likert scale responses were processed using Microsoft Excel to calculate mean scores, which were then categorized to determine students' attitudes. Descriptive analysis was used to display and interpret the data, comparing it with research objectives to draw conclusions about student attitudes towards reading aloud and its utilization by teachers.

The research utilized validation techniques to ensure instrument reliability, with input from English Department professors and lecturers at Universitas Negeri Padang. According to Yusup (2018), the instrument is modified based on the expert's suggestions/input.

RESULT AND DISCUSSION

A.   Findings

1.   Students' attitude toward the use of reading aloud

No	Statement	Option	X	F	F.x	$\bar{X} = \sum xi/n$	Category
1	I am worried about making mistakes when reading aloud. (*Saya khawatir akan membuat kesalahan saat membaca nyaring*)	Strongly Agree	1	13	13	97/51	Negative
		Agree	2	30	60		
		Disagree	3	8	24		
		Strongly Disagree	4	0	0		
	Total			51	97	1.9	
2	I feel anxious when the teacher asks me to read aloud in front of my	Strongly Agree	1	6	6	115/51	Trends to Negative
		Agree	2	26	52		

	friends. *(Saya merasa cemas ketika guru meminta saya untuk membaca nyaring di depan teman-teman saya)*	Disagree	3	19	57		
		Strongly Disagree	4	0	0		
	Total			51	115	2.3	
3	I feel nervous when the teacher gives comments/corrections on my reading when reading aloud in front of my friends. (*Saya merasa gelisah ketika guru memberikan komentar/koreksi terhadap bacaan saya saat membaca nyaring di depan teman-teman saya)*	Strongly Agree	1	7	7	114/51	Trends to Negative
		Agree	2	26	52		
		Disagree	3	17	51		
		Strongly Disagree	4	1	4		
	Total			51	114	2.2	
4	Participating in reading aloud activities makes my learning process more enjoyable. *(Berpartisipasi dalam kegiatan membaca nyaring menjadikan proses belajar saya lebih menyenangkan)*	Strongly Agree	4	19	76	163/51	Positive
		Agree	3	25	75		
		Disagree	2	5	10		
		Strongly Disagree	1	2	2		
	Total			51	163	3.2	
5	Reading aloud in class boosts my enthusiasm in the learning process. (*Membaca nyaring di kelas meningkatkan semangat saya dalam proses belajar)*	Strongly Agree	4	15	60	156/51	Positive
		Agree	3	28	84		
		Disagree	2	4	8		
		Strongly Disagree	1	4	4		
	Total			51	156	3.1	

6	I feel appreciated when my friends and teachers listen to me when I read aloud. *(Saya merasa dihargai ketika teman-teman dan guru mendengarkan saat saya membaca nyaring)*	Strongly Agree	4	28	112	179/51	Positive
		Agree	3	21	63		
		Disagree	2	2	4		
		Strongly Disagree	1	0	0		
	Total			51	179	3.5	
7	I feel confident when the teacher and my friends praise me when I read aloud. (*Saya merasa percaya diri ketika guru dan teman-teman memuji saya saat membaca nyaring)*	Strongly Agree	4	18	72	169/51	Positive
		Agree	3	31	93		
		Disagree	2	2	4		
		Strongly Disagree	1	0	0		
	Total			51	169	3.3	
	Average				2.8		**Trends To Positive**

Table 2 Questionnaire result of students' affective attitude

Regarding affective aspects, the findings show comprehensive understanding of students' affective attitude about reading aloud, highlighting both the obstacles and benefits of this technique. The overall affective attitude average was 2.8 which indicates positive attitude among the students. 59% of students with an average of 1.9 were concerned about making mistakes while reading aloud, as seen by their agreement with the first statement. Furthermore, 51% of students with an average of 2.3 expressed anxiety when asked to read aloud in front of their friends, showing negative attitude. Similarly, while getting comments or criticisms from the teacher in front of their friends, 51% of students reported feeling anxious. However, despite these concerns, there is the positive attitude toward reading aloud activities. Students agreed participating in reading aloud made the learning process more enjoyable with a total average of 3.2. They also show agreement that it can increase their excitement for learning reading. Furthermore, 55% students agreed that they felt valued when their peers and teachers actively listened during reading aloud sessions. 61% Students with a total average of 3.3 reported feeling confident while getting praise from teachers and peers during their reading aloud.

No	Statement	Option	X	F	F.x	$\bar{X} = \sum xi/n$	Category
8	I gain additional vocabulary knowledge when reading aloud. *(Saya mendapatkan pengetahuan kosakata tambahan ketika membaca secara nyaring)*	Strongly Agree	4	10	40	156/51	Positive
		Agree	3	36	108		
		Disagree	2	3	6		
		Strongly Disagree	1	2	2		
	Total			51	156	3.1	
9	I feel my accuracy in reading English texts improves after learning through reading aloud. (*Saya merasa ketepatan saya dalam membaca teks berbahasa Inggris lebih akurat setelah belajar dengan membaca nyaring)*	Strongly Agree	4	11	44	153/51	Positive
		Agree	3	30	90		
		Disagree	2	9	18		
		Strongly Disagree	1	1	1		
	Total			51	153	3.0	
10	I can understand the content of English texts when using reading aloud in learning. (*Saya mampu memahami isi teks berbahasa Inggris saat menggunakan membaca nyaring dalam pembelajaran)*	Strongly Agree	4	8	32	141/51	Trends to Positive
		Agree	3	26	78		
		Disagree	2	14	28		
		Strongly Disagree	1	3	3		
	Total			51	141	2.8	
11	I can remember information from English texts when using reading aloud in	Strongly Agree	4	10	40	151/51	Positive
		Agree	3	31	93		
		Disagree	2	8	16		

	learning. *(Saya mampu mengingat informasi yang terdapat pada teks berbahasa Inggris saat menggunakan membaca nyaring dalam pembelajaran)*	Strongly Disagree	1	2	2	
	Total			51	151	3.0	
12	I can analyze and interpret English texts when using reading aloud in learning. *(Saya mampu menganalisis dan menginterpretasikan teks berbahasa inggris saat menggunakan membaca nyaring dalam pembelajaran)*	Strongly Agree	4	11	44	152/51	Positive
		Agree	3	30	90	
		Disagree	2	8	16	
		Strongly Disagree	1	2	2	
	Total			51	152	3.0	
	Average				**2.9**		**Trends To Positive**

Table 3 Questionnaire result of students' cognitive attitude

The findings of cognitive aspects show the benefit of reading aloud for enhancing various cognitive skills among students in learning reading. The overall average for this aspect is 2.9 which indicates positive attitude among the students. Findings show that 71% of students with an average was 3.1 agreed that reading aloud contributes to the acquisition of additional vocabulary knowledge. Furthermore, students agreed that reading aloud enhances reading accuracy revealing by total average in 3.0. Moreover, 51% of respondents agreed that reading aloud aids in comprehending English texts. Additionally, 61% of students with total average 3.0 acknowledged improved recall information skill through reading aloud, while 59% students with average 3.0 agreed on the effectiveness of reading aloud in analyzing and interpreting English texts

No	Statement	Option	X	F	F.x	X̄ = ∑xi/n	Category
13	I am more actively engaged in reading aloud activities if the reading material aligns with my interests. (*Saya lebih aktif terlibat dalam kegiatan membaca nyaring jika bahan bacaan sesuai dengan minat saya*)	Strongly Agree	4	14	56	156/51	Positive
		Agree	3	27	81		
		Disagree	2	9	18		
		Strongly Disagree	1	1	1		
	Total			51	156	3.1	
14	I am more motivated to read English books after receiving direct feedback from the teacher when reading aloud. (*Saya lebih terpacu untuk membaca buku berbahasa Inggris setelah mendapatkan komentar langsung dari guru saat membaca nyaring*)	Strongly Agree	4	11	44	153/51	Positive
		Agree	3	32	96		
		Disagree	2	5	10		
		Strongly Disagree	1	3	3		
	Total			51	153	3.0	
15	After engaging in reading aloud activities in reading lessons, I am encouraged to read more English texts. (*Setelah melakukan kegiatan membaca nyaring dalam belajar membaca, saya*	Strongly Agree	4	13	52	157/51	Positive
		Agree	3	32	96		
		Disagree	2	3	6		
		Strongly Disagree	1	3	3		

terdorong untuk lebih banyak membaca teks berbahasa Inggris.)						
Total			51	157	3.1	
Average				**3.0**		**Positive**

Table 4 Questionnaire result of students' behavioral attitude

The findings of the behavioral aspects revealed positive attitudes and behaviors among students. The average results in 3.1 which 53% students agreed that they actively engage in reading aloud activities when the reading material aligns with their interests. Moreover, 63% students with a total average 3.0 expressed agreement with the statement that they are more motivated to read English books after receiving direct feedback from the teacher during reading aloud sessions. Similar average of 3.0, students agreed that after participating in reading aloud, they are motivated to read more English texts.

The overall data shows students have positive attitude toward the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang. It can be seen by the total average of affective, cognitive, and behavioral components of attitudes.

2. The extent to which reading aloud is used by teachers

The interviews shed light on the extensive integration of reading aloud by teachers in teaching reading skills. Teachers consistently incorporate reading aloud into their English class sessions, ensuring that the selected reading materials are not only relevant and familiar but also resonate with students' current situations and individual interests. This approach underscores the importance of tailoring learning experiences to meet students' contextual needs, thereby fostering a more meaningful and relatable learning environment.

Furthermore, the findings underscore the meticulous preparation undertaken by teachers before implementing reading aloud activities. This preparation involves a deep understanding of the text, estimation of reading duration, and formulation of relevant questions to facilitate comprehensive engagement. Additionally, teachers actively observe student participation during reading aloud sessions, providing valuable insights into comprehension, pronunciation, and vocabulary enrichment. Moreover, teachers actively guide and correct students' reading aloud, fostering discussions and peer interactions while creating an encouraging and empowering atmosphere conducive to learning reading skills.

B. *Discussion*

This research was about students' attitudes towards the use of reading aloud for learning reading skills at SMP Muhammadiyah 6 Padang. A questionnaire comprising 15 items categorized into affective, cognitive, and behavioral indicators was

distributed to 51 participants. The findings reveal a positive affective attitude, with students expressing enjoyment, feeling valued, and gaining confidence during reading aloud sessions despite there are several concerns found. (Nurlaelah, 2019; Castellano, 2011; Indrianti, 2018). Moreover, students display a positive cognitive attitude, acknowledging the benefits of reading aloud in improving reading comprehension, vocabulary acquisition, and text analysis skills (Sahara et al., 2018; Mavriqi, 2021). Additionally, students exhibit positive behavioral attitudes, actively engaging in reading aloud activities and expressing motivation to read more English texts after participating in such sessions (Boyd & Devienne, 2009; Jacob, 2016). Overall, the findings show students have positive attitude towards the use of reading aloud in learning reading skills at SMP Muhammadiyah 6 Padang.

This study also investigates the use of reading aloud by teachers in teaching reading skills at SMP Muhammadiyah 6 Padang, as revealed through interviews with two English teachers. The findings indicate that reading aloud is integrated into every class session, consistent with research suggesting daily or weekly reading aloud sessions can enhance student potential (Haland et al., 2020). Teachers prioritize selecting familiar and relevant reading materials aligned with students' interests, as recommended by scholars emphasizing the importance of relevance and authenticity in material selection (Fisher et al., 2004). Additionally, teachers emphasize thorough preparation, active observation of student participation, and providing immediate feedback and guidance during reading aloud sessions. They also facilitate discussions related to the text, aiming to enhance comprehension and create an encouraging classroom atmosphere, aligning with research for clear purposes and interactive practices in reading aloud (Beck & McKeown, 2001; Fisher, 2004).

CONCLUSION

The study was analyzing students' attitudes toward using reading aloud for learning reading skills at SMP Muhammadiyah 6 Padang, examining affective, cognitive, and behavioral components. Despite several concerns such as worry and discomfort, students overall demonstrate a positive attitude toward reading aloud. Additionally, the research investigates teachers' utilization of reading aloud in teaching reading skills, revealing skillful practices aligned with best practices. Teachers demonstrate consistent integration of the strategy, with careful material selection and thorough preparation, fostering active student engagement and enhancing various aspects of reading skills for classroom atmosphere.

The study suggests several recommendations for teachers, students, and future researchers. For teachers, incorporating interactive activities, discussions, and emphasizing a positive mindset can deepen engagement and comprehension. Students are encouraged to actively participate, view mistakes as growth opportunities, and seek support when needed. Future researchers are advised to explore innovative approaches, consider technological advancements, and involve diverse samples for more comprehensive insights into the impact of reading aloud on language teaching and learning.

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