

EYL's PERCEPTIONS ABOUT THE USE OF READING ALOUD TECHNIQUE FOR STUDENTS' COGNITIVE AND AFFECTIVE IN READING SKILL

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Abstract: One of the skills used to obtain information is reading skills. Reading is the first step and very important if you want to get a knowledge or information. Reading culture or literacy habits in Indonesia have a very low percentage compared to other countries. It will be more difficult if the student is learning a new language and has no interest whatsoever in reading. To overcome this, a technique is known to improve students' reading skills, especially in learning English. This study aims to determine the perception of EYL students in the use of reading aloud techniques for their reading skills in terms of cognitive and affective aspects. In addition, this study used narrative inquiry as a research design and data collection is carried out through interviews. The data were analyzed by categorizing and interpreting the data using Braun and Clarke's theory. The results indicated that the students had positive responses based on their experiences using reading aloud technique in reading skill. For cognitive aspect, reading aloud technique improved students's reading comprehension. Furthermore the data showed that for affective aspects, reading aloud technique increased students' reading interest, improve students' self-confidence and motivation to learn English better.

Keywords: English Young learners (EYL), Reading Aloud Technique, Cognitive aspects, Affective aspects.

INTRODUCTION

Finland is a country that ranks first with a high level of reading interest. This is based on statistics from UNESCO where Finland's reading interest has almost reached 100% while our country, namely Indonesia, ranks 60th with a low level of reading interest. Based on these data, this shows that the level of interest in reading in Indonesia is very far behind other countries. The low interest in reading in Indonesia can also be related to the level of education. The Law of the Republic of Indonesia Number 43 of 2007 states that the culture of liking reading is carried out through the family, educational unit, and community. In addition, in increasing interest in reading, there needs to be cooperation between the community and the government so that the level of interest in reading in Indonesia is no longer low.

Reading interest and reading culture is one of the problems faced by schools. In addition, in using English, students certainly experience difficulties that make them not interested or have difficulty in learning English. In learning English, there are 4 components of language skills where the four components are certainly interrelated in language learning. In addition, in learning English there are other elements that need to be considered such as vocabulary, grammar, and pronunciation.

In reading skills, I.F. Rahmawati (2011) stated that there are difficulties that are often experienced in understanding reading texts, namely lack of knowledge of reading materials and not knowing how to connect ideas between sentences. In addition, Megawati & Mandarani (2016) stated that in speaking skills, one of the difficulties often experienced by students is the lack of English vocabulary.

The existence of these difficulties can make students not confident in learning English, especially for young students (EYL), English is considered a foreign language and a language that is difficult to understand. To address this problem, this study was conducted in which the researcher focused on EYL's experience in using the reading aloud technique which has various advantages for EYL students. Based on this explanation, the writer is interested in conducting the research title "EYL's Perceptions about The use of reading aloud techniques for students' cognitive and affective in Reading Skill".

1. Reading Aloud Technique

Reading is an activity where readers can get messages from a reading. In other words, reading is a process carried out to get the message the author wants to convey to the reader (Tarigan, 2015). Meanwhile, Farr (1984) stated that reading is the heart of education. It means that if someone often reads, then his education will advance and his knowledge will be broad.

Kintsch (2005) stated that students can find some information through several process components in reading. In addition, reading comprehension is about understanding, namely understanding the written word, understanding the content that has been read and understanding the construction of meaning in a text (Healy, 2002). This is in line with the research of Kintsch (1998) and van Dijk & Kintsch (1983) which stated that a process of creating meaning from a text can be referred to as reading comprehension. it means that reading comprehension aims to gain understanding of the text from the words in a reading, not from individual sentences.

It can be seen that there are 4 techniques that can be used in reading activities (Kasihani, 2007). Techniques that can be used include reading aloud, reading silently, and others. The various reading techniques have their respective roles and advantages. In teaching reading there are some techniques and one of them is reading aloud technique. Hisyam Zaini (2008) stated that reading aloud is a reading technique where the reader can read aloud. This strategy can help students concentrate, ask questions and stimulate discussion. In addition, the data shows that reading aloud is the right technique to make students proficient in understanding a reading (Hanh, 2002).

Huang (2003) stated that reading aloud is a technique that can provide excellent reading models, phrases, expressions, and pronunciations so that students are interested and motivated in reading. In addition, in his research Lundy (2004) stated that reading aloud had a positive

impact on students such as being confident and having a high interest in reading. In addition, he thinks that reading aloud should be used more in foreign language learning because the reading aloud technique is an alternative for learning English better and is easier for students to do.

2. Students' Cognitive and Affective of English Young Learners (EYL)

English Young Learners (EYL) students are primary school students aged 6-12 who are studying English. In addition, they are elementary school students where English is one of the local content subjects. In her thesis, Sri Nurvia (2016) quotes Scott and Yterberg (1990:2-3) which mentions other characteristics of English Young Learners (EYL) students are as follows:

- *They understand the situations more quickly than they understand the language used*
- *They use language skills before they know it*
- *They enjoy learning and like to play and work alone but with others*
- *They are enthusiastic and positive about learning*

Learning is not just collecting or memorizing facts that occur in the form of information or subject matter, but learning is a process marked by changes in aspects of knowledge, attitudes and behavior. This aspect of knowledge and behavior is further explained by Bloom as a cognitive, affective and psychomotor (Sagala, 2010). Cognitive abilities are abilities that include mental (brain) activities. Haywood (2013) stated that cognitive processes refer to long-lasting modes and strategies of logical thinking, perception, learning, and problem solving. It means that cognitive processes refer to how we see the world, think about it, acquire knowledge, relate knowledge to other knowledge, and apply knowledge to problem solving in everyday life. Affective abilities are abilities that include attitudes and values, such as feelings, requests, attitudes, emotions and values.

3. Advantages of reading aloud technique

Reading aloud has several benefits in learning foreign languages, including practicing the rules, improving pronunciation, getting deeper insights, and being able to improve the class atmosphere that is more comfortable and fun. In addition, it can be seen that the reading aloud technique was first introduced by Jim Trelese. Reading aloud is the most effective teaching method because with this method the teacher can stimulate the child's brain that reading is a fun activity, can create basic knowledge, build a vocabulary collection and can provide a way of reading and a good example in reading (Maulipakasi, 2015).

In addition, Hatano (1988) states that other benefits of doing reading aloud are that it can build skills in critical thinking, can encourage listeners to find meaning in reading, connect reading ideas and experiences, and can give students the opportunity to know good expression and pronunciation. correct in reading. Therefore, the reading aloud technique is one of the reading techniques that really helps students in learning to use language. It means that reading

aloud improves their information processing skills, vocabulary, and comprehension and reading aloud helps students develop good listening habits.

Read aloud can be started early. If you want to grow students' reading interest, what you must pay attention to is the frequency and consistency of reading aloud. All books that are appropriate to the child's developmental age and interests can be used as a means to read aloud. Only with approximately 10-20 minutes every day reading aloud, can build the foundation of children's interest and love for reading books. Therefore, the reading aloud technique is one way to grow students' interest in reading (Boyles, 2012).

There are many ways to increase students' confidence in reading English texts, one of which is by pronouncing each English vocabulary fluently. Reading aloud is one of the techniques in reading that can be used as the right alternative for students because the reading aloud technique can help students become fluent in pronouncing vocabulary. This is in line with Huang's research (2010) which stated that the reading aloud technique can provide benefits for improving students' oral skills in speaking English. Therefore, reading aloud technique is very useful for students who do not have confidence in speaking English because the reading aloud technique can help them improve good and correct pronunciation so that it can build confidence for them.

METHOD

This study used a narrative qualitative design that aims to examine the experiences of students who attend one of the Karawang elementary schools. The narrative study holistically emphasizes the dimensions of space and time as well as the sociocultural context that influences the discourse of participants' experiences, which are complex and dynamic (Craig et al. 2014).

Participants are grade 5 and grade 6 students who attend one of the public elementary schools in Karawang. Participants are EYL's students aged 11-12 years. This research was conducted during the COVID-19 pandemic. Therefore, the participants in this study were students whose homes were not far from the school and the researcher's residence. In addition, the researchers chose these participants because they were students who had experience in doing the reading aloud technique at school and they were willing to share their experiences with the researchers.

This study collects data using semi-structured interview techniques. Interview was conducted to explore students' perceptions of the use of reading aloud technique for their cognitive and affective in reading skills. Researchers conducted direct interview techniques in order to be able to see participants' expressions directly and by paying attention to health protocols during the interview process. In this study, there are four stages that the researchers

must go through in conducting interviews where this stage is carried out based on the interview's procedure from Yunus (2010). First, the researcher introduces himself. Second, the researchers explain the purpose of the arrival. Third, the researcher explains the interview material and the last is the researchers ask questions.

This interview lasts 30-45 minutes. During the first interview, participants told how the teacher taught them to use reading aloud techniques and what types of texts their teachers used to carry out reading aloud techniques at school. Interviews both participants told about their experiences in using reading aloud techniques as well as the benefits they felt when using these techniques. The results of the interviews are stored in the form of notes and then reviewed by the researchers to get the main explanation from the participants' answers. The data from the interviews were recorded and organized into written data which was then compiled as important information. Based on the thematic content analysis procedure (Braun & Clarke, 2006), the data are classified into several themes to review, relate and summarize the data (Spencer et al. 2014). After that, the data is interpreted in depth, structured and logical.

FINDING AND DISCUSSION

Based on the thematic analysis of the participant's narrative, the researcher identified 3 themes related to the experience gained by the participants in using the reading aloud technique. Participants benefit from the use of the reading aloud technique in several ways, namely: (1). Reading comprehension; (2). Reading interest; (3). Self-confidence.

1. Reading Comprehension

Before using the reading aloud technique, participants said that they did not understand the English reading text well. They explained that the difficulty was because they were not used to reading English texts and did not understand every word in the text. The following narrative data illustrates this point.

I don't understand the English text, even just reading it doesn't interest me and makes me dizzy. At school I am not used to reading English texts, even at home I do not study English. I have difficulty understanding the meaning of reading English texts because studying at school does not fully learn the entire vocabulary.

(Participant 1, Interview, June 2)

I like English but I don't understand the meaning of English text. At school, if I am asked to interpret the meaning of English, I get low marks because it is difficult to understand the meaning in the reading text and seeing the text makes me dizzy.

(Participant 2, Interview, June 2)

After explaining the obstacles experienced by the participants, they explained that after the teacher taught them to read using the reading aloud technique they understood the reading text well because the teacher was guided slowly. In addition, they can learn to know various vocabularies easily because the teacher allows students to use a dictionary and the teacher assists students in understanding every vocabulary in the reading text. The narrative data that has been summarized below illustrates this point.

At school my teacher teaches reading skills by using a reading aloud technique to understand texts, namely narrative text. So, my teacher usually gives an example by giving a word from a story first and saying it aloud, after that I imitate it repeatedly. In addition, my teacher always asks questions about the content of the texts I have just read and students have to answer them orally. During the study I understood every meaning in the text. I know the detailed information in the text and know some familiar vocabulary from story to story because my teacher allows students to use a dictionary. In addition, the use of the reading aloud technique made me focus on listening to what the teacher said so that it was easier for me to understand the reading text and learning was fun because my teacher spoke in a clear and expressive voice.

(All participants, Interview, 2 June)

The above data is supported by Huang's (2010) statement that the reading aloud technique has five functions in learning foreign languages; practice pronunciation, improve oral language, get deeper understanding, strengthen the knowledge and improve the classroom atmosphere. Moreover, the students were lack of vocabulary. Lack of vocabulary makes students unable to understand the message in the text and vocabulary is crucial in reading comprehension (Ferreira, 2007). In fact, teaching reading by using reading aloud technique was interesting and made students' vocabulary grow.

2. Reading Interest

There are several factors that can influence children's reading interest both internally and externally. Participants explained that they had no interest in reading let alone reading English texts. After several times their teacher taught them to read narrative text using the reading aloud technique, they felt that reading was fun and they started to like it so they were interested in reading. The narrative data that has been summarized below illustrates this point.

Actually I do not study English other than at school. Even though English is an easy lesson, it's not like math and science, but it's enough to make you dizzy when you see, let alone read

English text. That's the reason why I'm not interested in reading. However, when learning English under the guidance of the teacher and reading using the reading aloud technique, I began to like and enjoy reading with my friends in class, especially by using the reading aloud technique I could also imitate my teacher in reading and saying it with my friends. Now I always can't wait to read together in class.

(All participants, Interview, 2 June)

The data above shows that the reading aloud technique does have an effect on students' reading interest which is also supported by the method of the teacher who leads the reading activity and their friends who take part in the activity so that they do it together. As according to Harris and Sipay (1980) that teachers and peers are one of the important external factors that can encourage reading interest in students. In addition, the reading aloud technique is one way to grow students' interest in reading (Boyles, 2012).

3. Self-confidence

As previously explained, the reading aloud technique has 5 functions, including practice pronunciation. In using it, participants revealed that the benefits they got during learning English in narrative text material using the reading aloud technique were that they could practice pronunciation and practice listening skills. As according to Morrow, et.al (2002) that this technique also increases students' listening comprehension skills. In addition, they revealed that before getting to know the reading aloud technique they were not fluent in pronouncing any English vocabulary and they were very embarrassed if the teacher asked them to say or speak in English. The narrative data that has been summarized below illustrates this point.

I'm a shy person. I'm not used to speaking in public although I always talk a lot when I'm with friends. After several times learning narrative text using the reading aloud technique guided by the teacher, I am no longer ashamed if I have to say English vocabulary in front of the teacher and friends. In addition, I remember every vocabulary easily. Even though I am very shy, the use of reading aloud technique makes me confident in pronouncing even unfamiliar vocabulary. Because I already have self-confidence, I am much more motivated in reading and learning English.

(All participants, Interview, 2 June)

Based on these data, it can be seen that the use of the reading aloud technique is a good step in introducing language at a young age. This is in line with Dhaif's (1990) statement that reading aloud technique is important for EYL readers, especially at the early stage of learning

the language. In addition, Huang (2010) stated that reading aloud can be used as a way to improve students' oral English skills. For some students who do not have the confidence to practice spoken English, reading aloud can help them overcome dissiliency errors, repetition, inappropriate pauses, and develop good, natural pronunciation habits.

CONCLUSION

Based on the results of the narrative study, it can be concluded that the reading aloud technique has positive benefits for cognitive and affective abilities for EYLs' students in learning English, especially in reading skills. Among the 5 functions of the reading aloud technique, in this study the researcher found that only 3 functions were perceived by the participants after having experience in using the reading aloud technique. In the cognitive aspect, the reading aloud technique affects students' reading ability in understanding a reading text, finding detailed information and helping students to remember familiar vocabulary from one text to another. While in the affective aspect, the reading aloud technique affects students' reading skills in increasing interest in reading and building students' confidence in speaking and learning English so as to make students motivated to continue learning English.

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