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AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING ALOUD IN THE FIFTH GRADE AT MI AL-MUHAJIRIN GEGESIK

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teaching Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree



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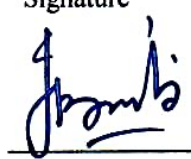




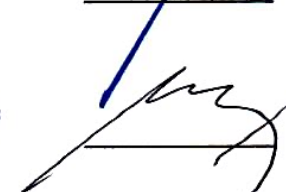


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RATIFICATION

This thesis entitled, “ An Analysis of Students’ Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon”, written by Mualifah student number 1410130143, has been examined on 28th May 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training faculty *Syekh Nurjati* State Islamic Institute Cirebon

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ABSTRACT

Mualifah. 1410130143. :*An Analysis of Students' Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik.*

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language because reading includes one of skill in learning language. There are 3 interviewees finding difficulty of Limited Vocabulary Knowledge, There are 2 interviewees finding difficulty Lack of Fluency, There are 2 interviewees who have difficulty of Lack the familiarity with the subject matter, There are 1 interviewees who have difficulty level of the text (readability), There are 2 interviewees who have difficulty of Inadequate use of effective reading strategies, There are 1 interviewees who have difficulty of weak verbal reasoning, There are 2 interviewees who have difficulty of problems with processing information and There are 1 interviewees who have difficulty of Problems in recalling information after reading.

The aims of researcher are to know the difficulties that students encounter during activity reading comprehension and reading aloud and the strategies used by the teacher to handle students' difficulties on reading aloud in the Fifth grade at MI Al-Muhajirin Gegesik Kab. Cirebon.

The result of this research are the students' difficulties of reading comprehension and reading aloud, and strategies used by the teacher to handle students' difficulties. The researcher made herself as the key instrument, since it analyzes the data in the form of learning process, students' difficulties and strategies used by the teacher to handle difficulties descriptively. In conducting this research, the writer uses descriptive qualitative method. Researchers find out the data through observation and doing interview with typical case sampling selected of the participant. After analyzing the data, firstly, the researcher found that difficulties of reading comprehension, are: limited vocabulary knowledge, lack of fluency, lack the familiarity with the subject matter, difficulty level of the text (readability), inadequate use of effective reading strategies, weak verbal reasoning, problem with processing information and problems in recalling information after reading. And difficulties of reading aloud, are: slow speed reading students when reading, other students quickly get bored, students feel more embarrassed, and students have limited skills. Secondly, the strategies used by the teacher to handle students' difficulties, are: analyzing vocabulary, brainstorming, using cards for discussing unfamiliar words, identifying the text types, story face, looking for unknown words, predicting, retelling the text, think aloud, questioning, peer assisted learning, and group discussing.

The conclusion of the research are the difficulties that students encounter during activity reading comprehension and reading aloud and the strategies used by the teacher to handle students' difficulties in the fifth grade at MI Al-Muhajirin Gegesik Kab. Cirebon. It is hoped that this research contributes important information for the next researcher who is interested in doing the same kind of study. However, it is suggested for further researchers to use the other theory of strategies to handle students' difficulties on reading comprehension and reading aloud.

Keywords: Difficulties, Reading Comprehension, Reading Aloud, and Strategies.



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CHAPTER I INTRODUCTION

This chapter the writer tell about the background of problem, the identification of problem, the main of problem, the question of research, the aims of the research, limitation of problem, the significance of the research, theoretical foundation, methodology of the research and the last is literature review.

1.1 Research Background

At the elementary school is located in the centre of the teacher as the one place that becomes the centre of activity in the district Gegesik, As for the students is also known to be very the enthusiastic learning activities, but in contrast to learning English and then because every day they memorize vocabulary and pronounce Arabic and English that has been learned in front of teachers in their respective fields. They assume that learning English is very complicated, because they do not understand the meaning of the vocabulary of the English language support, here arises from a desire to examine any difficulties experienced by the students to read the English language especially in reading English. And then researcher finding any difficulties do students when reading comprehension and reading aloud in the class and there are many causes such as the strategy used the teacher is not conducive and not interest for the students, knowledge achievement of the students , and other reason . So researcher made it to the title of my thesis materials, namely: “ **An Analysis Of Students’ Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon “**

The data obtained showed that the respondents stated that the introduction of English in primary schools is very important . There are several reasons that the background for this program should be continued . The first reason is that English is a language that is very important in the international world , especially in the current era of globalization . English is used as a medium of communication with other people from various countries . In the opinion of Crystal (2003) say that the English language spread and used almost a quarter of the world's population and will continue to develop into a half- trillion in the early 2000 's . The second reason is to master the English language so people will easily fit and can access a world of information and technology . With the

introduction of English in primary schools so students will know and understand the language earlier. Therefore, they will have a better knowledge base before proceeding to a higher level of education.

The results of the data obtained from respondents suggests a conclusion that the matter of teaching English in primary schools should be happy and interactive . Therefore, given the materials and methods shall be in accordance with the development of students . The teachers say that they could use the song , puzzles , games and exciting pictures during the learning process . Dunn (1983) say that it is very easy to young learners improve their language skills through games appropriate for their age . However, not all games for young students fit for them . Therefore it is the duty and obligation of teachers to be able to select a game that is appropriate for them according to their level of cognitive , physical , and emotional . The results of the data also showed that teachers believe that students should have textbooks to be colourful to attract attention and motivation of the students themselves .

From the data obtained by the teachers expressed his confidence that they deserve and have the professional expertise to teach English in elementary school . In general, respondents had to have educational qualifications and English language training and English language courses . It is important and appropriate that proposed by Brook (1967) say that an English teacher in elementary school must have expertise in English or have been trained to teach students in the elementary school . However researcher's opinion that they still have to improve , especially in terms of its ability to understand the habits of children in learning a foreign language . Therefore, training or workshops still is they need . On the other hand the attention of the government , schools and communities must be improved , especially regarding the status of teacher salaries so that the program can run well .

Curtis (1995:58) say that in one classroom with one particular group of children is an example of how the read-aloud can reflect the existing classroom community, contribute toward building and strengthening the classroom community, and even extend the classroom community to the local community and society at large. In this case because of the importance of reading aloud so that students becoming confident and least able to determine the ability of the students to read aloud in the class.



As a teacher who has an important role in teaching and learning process are asserted to overcome their difficulties in comprehending the texts. The teacher also as guidance should have many variety strategies in teaching mainly in teaching reading comprehension. Moreover, the teacher is a person who provides education for pupils (children) and students (adults). According to Brown (2000:166) give explanation of the teacher roles could be described as: the teacher as controller, the teacher as director, the teacher as manager, the teacher as facilitator and the teacher as resource. Based on explanation the researcher a teacher must be able to be multi-functional for its students so that when the classroom teacher must be able to determine the ability of each students and the difficulties experienced of them. And then the teachers should be able to handle difficulties students to the learning process, including when do students reading comprehension and reading aloud in the classroom.

Strategy becomes main point in this research. A good strategy can create active students because they dig up their capability by themselves. Of course, it is helped by the teacher. As Chotib (2009:136) states that a good strategy limits the teacher's time in doing presentation (30%), give many times (70%) for students' activities. from those activities, automatically students will learn more. Moreover, between teacher and students have similar function in learning process although they have distinguish role. On based explanation Therefore, the researcher investigated the strategies that become the point for enhancing students' comprehension. From the problem above, the teachers are asserted to handle their difficulties in reading comprehension and reading aloud and they should have many variety strategies in teaching reading comprehension and reading aloud. Thus, this research made the descriptive study for the strategies used by the teacher to handle students' difficulties encounter reading aloud.

From the background above shows that students elementary school is beginner learning English. So researcher finding phenomenon and will analysis the difficulties do students when reading comprehension and reading aloud and strategies used by the teacher to handle the difficulties because the students of elementary school are beginner and new who are to learning English so make them more enthusiasm and more interest to learn if the strategies used by the teacher are effective.



1.2 Research Formulation

1.2.1 The Identification of The Problem

The identification of the problem is to give the clarification about the study which would be investigated. The researcher arranged the identifications of the problem refer to the background above are:

1. What difficulties do students encounter during activity reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon?
2. What strategies are used by the teacher to handle difficulties which students encounter during activity reading aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon?

1.2.2 The limitation of The Problem

In this research, the researcher will limit the study deal with the title, **“ An Analysis Of Students’ Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon “** it is means that researchers will study elementary school students and difficulties do students encounter reading aloud and then strategies used by the teacher to handle students’ difficulties. Researchers looked only at class 5 in MI Al-Muhajirin Gegesik because in these schools including bilingual or bilingual schools that conduct courses in English and Arabic with intensive because in every morning held mandatory deposit or memorizing vocabulary in Arabic and English. With this, the knowledge and memorizing them more aware of the reading aloud in class and more confident.

1.2.3 The Questions of The Research

In this study, the researcher will examine some of the formulation of the problem.

The formulation of the problem that will be studied by the researchers are as follow:

1. What difficulties do students encounter during activity reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon?
2. What strategies are used by the teacher to handle difficulties which students encounter during activity reading aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon?



1.3 Aims of the Research

The aims of the research are:

1. The researcher wants to know difficulties do students encounter during activity reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon ?
2. The reseacher wants to analyze strategies used by the teacher to handle Difficulties do students encounter during activity reading aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon?

1.4 The Usefulness of the Research

The researcher expects that the research can give contribution for academic sphere and practical sphere:

1. Academic Sphere

- a. This research is beneficial to enlarge theory especially on technique reading aloud of the students will be confidence in the class.
- b. This study is also useful for further references for those who are interested in conducting a research analysis difficulties students' on reading aloud in the class of young learner.

2. Practical Sphere

- a. For the students : The reader will know difficulties students' on reading aloud in the class of young learner.
- b. For another reader : The reader can avoid the explanation of difficulties students' on reading aloud in the class of young learner especially subject English.

1.5 Theoretical Foundation

The researcher conducts books or journals publishing from internet will give some theories about reading aloud, reason of Reading Aloud is important to Elementary school, benefit of reading aloud.

. From the source books or internet, result of observation and interview and also gives some quotations from the experts that can support the theory in this study “ **An Analysis Of Students' Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon**“.



1.5.1 Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language because reading includes one of skill in learning language. According to Grabe and L. Stoller state (2011:3) “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.” Reading creates the meaning from the reader independently, of course it makes the argumentation that the reader should had an extra knowledge either vocabulary or another aspect to interpret meaning appropriate with the author. According to J.Dorn and Soffos (2005:6) state that reading is a complex process involving a network of cognitive actions that work together to construct meaning.

In addition, Grabe and Stoller (2011:11) define about reading considerably that reading is an active process in at least two ways. First, the various process involved in reading are carried out virtually simultaneously. While we are recognizing words very rapidly and keeping them active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause level meanings, building main idea model of text comprehension in our heads, monitoring comprehension and so on.

From several theories above, reading is an activity and interaction process between the reader and the texts. It is should be an active process because reading creates the meaning depend on the reader. However, the reader needs more knowledge and powerful to create meaning appropriate with the author in order to get message appropriately. Moreover, the reader might read a novel, a short story, a newspaper, an article, or etc, they have several purposes in reading. It is either to be entertained or to use the information for a particular purposes. According to Grabe and L.stoller (2011:6) define “The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

Thus, reading is very complex process, it requires a high level of muscular coordination, sustain effort, and concentration. Reading is more than



just visual task. Not only the reader see and identify the symbols in the text but also he must interpret what he reads, associate it with the readers' knowledge and project beyond this in term ideas. That is why reading needs comprehension. That is because comprehension is fundamental purposes in reading. Reading achievement namely comprehension. Comprehension make readers can convey the meaning and represent the meaning from the texts. According to Mc. Namara (2006:4) states that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

J.Dorn and Soffos (2005:14) state "Comprehension is a complex regulated by cognitive, emotional, perceptual, and social experiences." When individuals read, they apply a range of comprehending to sustain their meaning. Comprehending involves interpreting and synthesizing ideas in the ways that influenced the readers' mind. What we call deep reading has the potential to change the way we think and learn.

In summary, reading comprehension is an understanding a text that is read of the process of constructing meaning from a text. Comprehension is construction process, because it involves all of the elements of the reading process. To create meaning from the text that read, it is needed a comprehension. According to G. Wolley (2011:15) "Reading comprehension is the process of making meaning from text." The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

In the process of reading, students need to comprehend the text. That is because by comprehension, the readers can recognize the author's purpose wrote those texts and of course can interpret the meaning of the texts. Meaning is thing or idea that a word or sentence represent. Thus, students need to comprehend the text in order to be able represent the meaning that the author's purpose. Three types of comprehension process are taught (Block, 2005:3) literal, inferential and metacognitive.



- Literal comprehension is defined as extracting the details of the text and recognizing the author's purpose. Literal comprehension requires the reader to recall facts that are overtly stated in the text. for example, it is to recall name, things, and areas.
- Inferential comprehension requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts. It refers to understanding what an author meant and was said, developing general conclusions, inferring main idea, making judgment and predicting outcomes.
- A step beyond comprehension is metacognition. In general, metacognition involves thinking about one's own thinking or controlling ones' learning. Metacognitive process help students (1) remove road blocks that interrupt comprehension and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these process.

Thus the levels of readers' comprehension determined well from the interaction among those components. However, reading comprehension refers to the ability to understand information in a text and interpret it appropriately and correctly. It is an activity between the reader and the text. Snow et al, (2002:11) classify that comprehension entail three elements: they are the reader (considering with capacities, abilities, knowledge and experiences that a person brings to the act of reading), the text (including printer text or electronic text) and the activity (considering the purposes, process and consequences associated with the act of reading).

It can be conclude that reading comprehension is the reader activity to understand and to get information from a text with the simultaneous process. Thus, the teachers has important obligation in teaching reading comprehension. It is the responsibility for the teachers as the guidance, the roles of teacher is extremely important through students' achievement. As Block (2005:6) explained that teacher's abilities to communicate the thinking process that significantly increase pupil's comprehension. When educators



teach thinking process, they increase students' involvement in and control over the meaning making end ever through the rich demonstrations and conversations that such lesson entail.

1.5.2 The difficulties of Reading Comprehension

Actually, Comprehension problems can be caused by a variety of different factors. It may be due to both intrinsic and extrinsic factors. Weak comprehension surely make the students difficult to fill an reading texts exercise in examination. Some factors of causes of poor comprehension followed by Peter Westwood (2008:33) are:

1.5.2.1 Limited vocabulary knowledge

Vocabulary is the most important component in creating meaning. That is because the texts consist of several words namely vocabulary. Is a student has difficulty understanding what he or she is reading, it is worth consider whether there is a serious mismatch between the student' own knowledge of word meanings and the word used in the text.

1.5.2.2 Lack of fluency

Some students often find this difficulties because they are not reading well. Students who read very slowly or faster often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low level processing of letters and words rather than allowing full attention to be devoted to higher order ideas and concepts within the text. but very fast reading may result in accurate word recognition and important details being overlooked.

1.5.2.3 Lack the familiarity with the subject matter

Commonly, at the first meeting the teacher directly gives apperception from the school textbook. Whereas it is better to provide information first by other terms like video, posters, mini lecture, etc. But in fact, many teachers give introduction theory use school textbook directly. It makes the students poor in comprehension.

1.5.2.4 Difficulty level of the text (readability)



The difficulty level of text is a major factor influencing whether or not material can be read with understanding. Text that is complex in terms of concepts, vocabulary, sentence length and structure is difficult for readers to process. It means that the students have to read based on their level. For example the students at eight grade is taught narrative text, it also taught at the ninth grade. But the level of the text is different.

1.5.2.5 Inadequate use of effective reading strategies

This causes of difficulties which always happened in teaching and learning process. Actually the students need variety strategies from the teacher, because the teachers as the facilitator and the manager in the classroom. Strategy in reading in extremely needed for enhancing their comprehension. unfortunately, there is evidence that reading is not being taught as a thinking activity and many teachers do not spend much time instructing students in the use of comprehension strategies.

1.5.2.6 Weak verbal reasoning

This difficulties is caused by poor students' connection between new information and their existing knowledge. But it depend on the students' ability to reason while reading process. It determined by an individual's level intelligence.

1.5.2.7 Problems with processing information

Everybody has different working memory capacity. Whereas in reading process, the reader should has enough memory for receiving message. In order to maintain the meaning of text as the sentence and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connection between ideas. Therefore, the implication of teaching are that slow readers should be encouraged re read the material, several times if necessary, in order to process the information successfully.

1.5.2.8 Problems in recalling information after reading



Recall depends on the students giving adequate attention to reading task and knowing that is important to remember details. Commonly the students found this problems which make the difficulties in comprehending the text. That is because students poor in attention while reading. Recall is strongest when readers connect new information in the text to their previous knowledge and experience, and when they rehearse key points from the texts. Using mind map or graphic organizer can help students to recall an information from the texts.

1.5.3 Definition of Reading Aloud

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. It is support by Huang (2010:148) “ reading aloud is an important part in education for all-around development, which has several function in English teaching”.

In reading aloud, students can test themselves whether the pronunciation that they are saying is correct or not. If the pronunciation are not correct, it can be revised directly by the teacher.

According to Subyakto & Nababan (1993:168) reading aloud can support pronunciation skill. Meanwile Hung (2010:148) said that “ reading aloud as the major and magic way to improve students’ oral English”.

Based on the explanation above, reading aloud is important in reading activity such as help students reach better reading of language item, and help them to practice word stress, intonation, and pronunciation. They stop and start frequently, mispronouncing some words and skipping others.

1.5.4 The Purpose of Reading Aloud

The purpose of reading aloud according to Subyakto & Nababan (1993:168) “reading aloud can be support the comprehension. The reason that they given are: a) reading aloud improving self confidence, b) the error is pronounce the word in reading can be revision as soon as possible, it mean that if the students make error in their pronounce the word or phrase, the teacher can revise it directly, c) can be strength the discipline in the classroom”.



Moreover, according to Huang (2010:149) Reading aloud has five functions in foreign language; 1) practice pronunciation, 2) improve oral English, 3) get deeper understanding, 4) strengthen the knowledge and 5) improve the classroom atmosphere.

Based on the explanations from these some expert above, it can be concluded that reading aloud very helpful to increase students' pronunciation in learning reading.

1.5.5 The Difficulties of Reading Aloud

Huang (2010:148) stated that there are at least four difficulties of reading aloud: (1) reading aloud frequently will slowdown our reading speed that we always emphasize to improve. (2) reading aloud only can give a few students chances of practice while the others feel bored. (3) the students are easy to be embarrassed when reading. They will read worse when being corrected by teacher. (4) compared to conversation and discussion, reading aloud skill has little practical value unless the student will be the announcer in the future. Finally, this kind of reading is aimless. Every student has original material. As a result, only a few students can continue reading regardless of the embarrassed.

Gabrielatos (2002) stated that learners may read aloud fairly competently in terms of pronunciation of individual words, but fail to understands the meaning of what they are reading.

1.5.6 The Definition of Strategy

Literally, the word strategy, *strategia* meaning the art of war or war captain (Iskandarwassid and Sunendar, 2008:2). Generally, it likes an art to design planning in a war, such as the ways to arrange position or war tactics. Specifically, strategy in teaching and learning can be define as procedures used in learning, thinking, etc.

In addition, Mintzberg (1994:12) proposes several different definition of strategy, as these followings:

- a. Strategy is a plan, a means to get some movements,
- b. Strategy is a pattern to act overtime,
- c. Strategy is a position reflecting decisions to offer particular products or services in particular markets, and



- d. Strategy is perspective, vision and direction. (Mintzberg (1994:12) in Nurlaila (200)).

Thus, based on the definition about strategy above, strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. Moreover, the teacher should have many strategies in their way of teaching. Related to this research, comprehension skill is needed for EFL learners. Thus, the teachers should be able to use a variety of teaching strategies and think about rational decisions, when teaching strategy seems to be the most effective.

1.5.6.1 Analyzing Vocabulary

Vocabulary is the most important things in all of skills. It is also functioned in reading text. That is because vocabulary is main component in comprehending a text when we read, we directly produce meaning from vocabulary. Thus, in teaching reading vocabulary is needed to create meaning from the text. Grabe and Stoller (2011:196) state that vocabulary represents a viable area for teacher – initiated enquiry in part because of the significant role that vocabulary plays in reading abilities.

1.5.6.2 Brainstorming

According to Harmer (2007:109) state that teacher can also give students pictures to predict from, or slightly bigger fragments from the text. Thus, generally by giving picture the students can imagine and think widely about narrative texts.

1.5.6.3 Using Cards For Discussing Unfamiliar Words

Many strategies and techniques can use in introducing new words. Especially for students elementary school. That is because they still in beginning levels, the teacher should extra creativity to make them interested. By using cards, the students will find meaning easier and can create meaning from the text is probably easy. J. Dorn and Soffos



(2005:46) state that words that are only partially understood become better known through meaningful practice. Unconsciously, when she gave cards, they learn practically the meaning from the words.

1.5.6.4 Identifying The Text Types

This strategy has similar function with brainstorming. It is argued by Knapp and Watkins (2005:29) state that different types of texts have distinctive characteristics, depending on what they are made to.

1.5.6.5 Story Face

In other terms, the function is actually to review the text. Stall L,a (2000) gave addition of story face that It functions like a story map, allowing students to visualize the important components of a narrative text, including setting, main characters, problems, events, and a resolution. When students make a map in story face they will be easier to comprehend text and retelling the text by linked the story.

1.5.6.6 Looking For Unknown Words

Grabe and Stoller (2011:196) state that teachers think about what it means to know a word and wonder how many words can be taught at a given time. Thus, as a teacher should be able to suppose how many words that should learn by the students in creating meaning from the text. it is used for students to comprehend the text.

1.5.6.7 Predicting

Jessica fries and Gaither (2011) gave explanation of prediction that making prediction is a strategy in which readers use information in a text (including titles, headings, pictures and diagrams), and their own personal experiences to anticipate what they are about to read (or what comes next) this strategy also helps students make connections between their prior knowledge with the text.

1.5.6.8 Retelling the Text

According to Hood (2005:89) state that in doing retelling, each students listens to others retelling, and then the class discussed the similarities and differences with the different versions.



1.5.6.9 Think Aloud

It is argued by J. Dorn and Soffos (2005:44) that reading aloud helps readers regulate their actions and amplify their thoughts as they use sensory data to assist with the analysis of the text information.

1.5.6.10 Questioning

J.Dorn and Soffos (2005:43) state that good readers are always questioning the author's intentions, especially when the reader has trouble in making meaning.

1.5.6.11 Peer Assisted Learning

According to Kourea et al. (2007) state that peer tutoring strategy is used to improve word recognition and fluency in primary school students yielded positive results (Kourea et al(2007) In Westwood(2008)).

1.5.6.12 Group Discussing

According to J. Dorn and Soffos (2005:48) explain that during book discussions, readers have the chance to reflect on what they are interpreting as they read or listen to.

1.6 Research Significance

The results which are going to achieve in this research are expected to contribute:

1. As an input and information for English teacher especially at MI Al-Muhajirin Gegesik for improving the quality of teaching English especially Reading skill in Gegesik.
2. To enlarge and enrich the writer's knowledge of English who is studying at English Department and as a candidate of English teacher.
3. To determine the fundamental Difficulties of Reading Aloud English lessons in primary schools, especially in MI Al-Muhajirin because that school is basically required to memorize vocabulary English and Arabic.



1.7 Research Methods

1.7.1 The objective of the research

The objective of the research is to know students' difficulties in reading aloud of the fifth grade at MI Al-Muhajirin Gegesik Kab. Cirebon in this study the participants taken are the fifth grade of MI Al-Muhajirin Gegesik Kab.Cirebon in academic Year 2014/2015. That school is located in Samiaji street at Gegesik Kab.Cirebon.

1.7.2 The Time and Place of the Research

The researcher takes the data from at MI Al-Muhajirin Gegesik has is located on in Samiaji Street at Gegesik Cirebon That class consist of 12 students in which 8 students are boys, and 4 students are girls. And I choose MI Al-Muhajirin because to determine the fundamental Difficulties of Reading Aloud English lessons in primary schools, especially in MI Al-Muhajirin because that school is basically required to memorize vocabulary English and Arabic.

The researcher begin taking data on research will start from August 13rd until October 13rd 2014. The researcher took the data when the participants learning in the classroom.

Table 1
Research Timeline

No	Date	Activities
1	April 24 th , 2014	Proposal preparation
2	June 14 th , 2014	Survey place of the research
3	August 13 rd until October 13 rd , 2014	Conducting research
4	October 27 th , 2014 until the end	Analysis Data
5	February , 2015	Finish the research



1.7.3 Method of Research

This research that used by the researchers is qualitative method. Related to the result of the study, qualitative research according to Ary Donald (2010: 22) in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. It does not begin with formal hypotheses, but it may result in hypotheses, but it may results in hypotheses as the study unfold. The reseacher will try to analyze difficulties on reading aloud of Elementary school students’.

In other case, this research used qualitative data which in the form of words or sentences. The importance of qualitative approach is data quality, it does not use statistics. It also used in this research that many used words or sentences rather than numbers and the instruments of this research is the researcher herself. As Fraenkle, et al (2012:426) described the characteristic in qualitative:

- The natural source is the direct source of data, and the researcher is a key instrument in qualitative research.
- Qualitative data is collected in the form of word or pictures rather than numbers.
- Qualitative researcher is concerned with process as well as product.

This research also focused on descriptive qualitative method. Descriptive method is a method used in a study which is not search for something or making prediction, it only describes the situation or phenomenon. Gay (1987) states that:

A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject of the study. The descriptive study determines and reports the ways things are. (Gay(1987) in Nurlaila (2009)).

The researcher takes this method as application in this research is for some reasons. First, the descriptive qualitative method appropriates for what problems the research wants to investigate, that teachers’ strategies is one of phenomenon in difficulties of reading on teaching and learning process. It is also as phenomenon in education. Spradley (1980) states that descriptive study used “social situation” which consist of three elements, those are: place, actors



and activity (Spardley (1980) in Sugiyono (297:2009)). Thus, in this research consists of place that consist of two schools, actors mean the teachers and activity that became main subject in investigating this research. Strategy is one of component in teaching. The researcher can see when she practiced to teach or do learning activities. Secondly, the researcher needs to analyze the data of the research in the form of descriptive explanation.

Thus, this research was set out in three phenomenon that relate: first, to observed the difficulties do students in reading comprehension and reading aloud, secondly is to investigate the teachers' reasons on using those strategies to handle students' difficulties.

1.7.4 Source and Type of Data

The source of data in this research collects the data in the forms of primary data source and secondary data source.

In this research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that the researcher takes the data of the research directly in the field of the problem she concerns and secondary data is the source of the data acquired in which support the researcher's idea that regard to the research problem. The secondary data can be taken from the writing study in the form of journals, appropriate books, and the other source that relevant to support this research. Kothari (2004:95) states "The primary data are those which are collected afresh and for the first time, and thus happen to be original in character.

The secondary data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. Donald Ary, et al, (2010:486) states "Primary sources are original documents (correspondence, diaries, reports, etc), relics, remains or artifacts. Secondary sources the mind of a non observer also comes between the event and the user of the record.

The primary data that the research gets are acquired from observation, questionnaire and interview. The three techniques that the researcher used will be analyzed and discussed. While the secondary data that the researcher takes



from many kinds of book that relating to the theoretical view of this research. It uses for additional data.

1.7.5 Instrument of the Research

In this research, the researcher herself as human instrument. As Ary, et al, (2010:453) states “In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data.” The human instrument as the person who observes (the investigator) and interviews. These instruments are used to get the data of observation valid and real.

1.7.6 Technique of Data Collection

The researcher collects the data of the research in investigating the teachers that teach in second class through observation and interview. Those techniques fit to the research design as qualitative research.

1.7.6.1 Observation Field Note

For the data observation will describe in chapter 3. In analyzing Students’ Difficulties on Reading Aloud in the fifth grade at MI Al-Muhajirin Gegesik. Some steps are taken: firstly is watching the process of learning English as a foreign language, identifying the collect data to get difficulties of reading aloud. The researcher determines the data in some sets categorizations. Then, discussing the findings that related to the objective of the difficulties students’. The last was making the general conclusion by relating the finding to the theory.

According to Ary,et al, (2010:476) “Observation is the basic method for obtaining data in qualitative research”. It is more global type of observation than the systematic, structured observation used in quantitative research.” The observation technique is committed to acquire the main data of the strategy that used the teachers in teaching and learning process of reading comprehension in narrative texts that located in the class or probably in outside class and gathering data for the way/techniques that the teacher use those strategies. The researcher will record while the teachers explain by using those strategies and using observational protocols in the form of field notes.



To control observer bias, the researcher used both descriptive field notes and reflective field notes. As Lodico, et al, (2010:118) explains “ Descriptive field notes summarize what the researcher sees and hears in the setting while reflective field notes include description of the observers’ feelings and thoughts about what he/she is observing. Field notes will be collecting two data that consists of: what are the difficulties do students in reading comprehension and reading aloud and then what are the strategies used by the teacher to handle the difficulties in the researcher’ view. Field notes using observational protocol existed in Appendix A.

1.7.6.2 Interview

The next technique used to collect the data is interview. The researcher uses this technique in order to collect the data of clarification, verification about what is in their mind regarding in the problem that being investigated. It is a more open minded technique because we directly get information with the respondents. Ary, et al (2010:480) state:

The interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects’ opinions, beliefs, and feelings about the situation in their own words. The qualitative interview is typically more probing and open ended less structured.

In this research, the interview is taken to collect the data in the form of information of the teachers’ assumption and perspective as the respondent, as well as the participant that may give additional information. Moreover, the researcher will use audio tape recording while interview, as Fraenkel, et al, (2012:457) states “While the interview is going on, therefore, it is essential to record as faithfully as possible what the participant has to say”.

This research will be used structured interview, it means that the researcher will interview the participants based on the guidance of



interview. As Lodico, et al, (2010:124) states “A structured interview is one which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all the participants.” The guidance of interview will be form Bahasa Indonesia in order to be more talks freely in a naturalistic way. The guidance of interview is in Appendix B.

1.7.7 The Technique of Data Analysis

The technique of data collection used in this study is classroom observation. A non-participant classroom observation will be conducted by the researcher. The researcher observed someone behavior in natural condition, but the researcher did not do participation to the activity in observed environment. According to Moleong (2005:176) that, non-participant observation is useful because it had been well-planned in choosing condition of data had from observing condition. In this observation, The researcher take notes on what is said and done by the teacher and students during the class activity.

After gathering the data, the researcher should be done by some techniques of analyzing the data. The researcher used some techniques of data analysis. Those are:

1. Preparing and categorizing the data

The researcher will prepare the data in using field notes as main data of the finding this research. The data will be analyses as the difficulties do students in reading comprehension and reading aloud and then the reason strategies used by the teacher to handle students difficulties .

2. Transcribing the data

After the researcher gathering the data, then she transcribe the data into some points for analyzing.

3. Analyzing the Data

Analyze is used to get reality of the data. It means for correctness in collecting difficulties do students in reading comprehension and reading aloud and then the reason strategies used



by the teacher to handle students difficulties which becomes main point in this research.

4. Interpret the Data

The last technique that used is interpreting the data. It means that the research start to describe and explain about the phenomena that will be investigated. The researcher will interpret and give descriptive conclusion about the research difficulties do students in reading comprehension and reading aloud and then the reason strategies used by the teacher to handle students difficulties after analyzing and discussing it.

1.8 Previous Study

In this study the researcher use some previous studies to guide the researcher in conducting this research and also to looking for gap that this study is different with the other research.

The first researcher is Hanane Oueini (2008) she studied the “*Impact Of Read-Aloud In The Classroom: A Case Study*”. She described this study explores the effects of a read-aloud strategy on children’s acquisition of vocabulary words and development of comprehension skills, through discussing story events and writing freely about each story. The strategy involves reading storybooks aloud to students, explaining unfamiliar words, and leading them into thoughtful discussions around the text. The study is conducted in a school that serves disadvantaged children in Beirut, Lebanon. No similar study was previously conducted in Lebanon. The purpose of this case study is to examine the impact of a read-aloud strategy on children’s vocabulary development and comprehension skills by recording their conversations and writings as they responded to the stories.

And the second researcher is Reba M. Wadsworth (2008) he studied “*Using Read Alouds in Today’s Classrooms*”. This increased focus on assessments might cause classroom environments to become increasingly more stressful as teachers work to help students meet NCLB requirements. Many teachers are already losing the passion for teaching and are looking at their days in the classroom as a test of endurance. Despite this present reality, one component of a balanced reading curriculum—the time-honored



practice of reading aloud—is considered good practice by both sides of the reading debate between phonics and whole language, but it is slowly getting lost in many classrooms. As instructional leaders, we must look at the longrange gains we want for students and continue to encourage the use of read alouds throughout the school day and in all content areas.

Brooks (1997) and Slavin (1989) they say that there are multiple risk factors involved when teaching struggling and At-Risk readers. These factors include: attendance problems, behaviour problems, low academic achievement, low socioeconomic status, mobility issues, retention, and Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder.

Other issues that struggling readers need to overcome include: low-quality literature, boring reading materials, and inferior classroom instruction according to Brownell (2000). Struggling readers require support for many years, however different types of support are needed at different times in a child’s reading development according to Brownell (2000). So that many reason to find when reading in the classroom.

Some researchers have found evidence that individuals comprehend more information after reading silently when compared to reading aloud Jones & Lockhart, (1919) et al To explain these findings, some researchers contend that the process of oral reading requires the reader to allocate a portion of their limited cognitive resources to pronunciation, intonation, and emphasis of words. The result of the reader's cognitive resources being focused, in part, on the dynamics of reading aloud, reduces cognitive resources available for comprehension Jones & Lockhart (1919). Juel and Holmes (1981) suggest that oral reading may follow a "bottom up" process, meaning that readers may stop processing after achieving phonological recordings. If the reading process stops directly after achieving phonological recordings, then lexical access or comprehension processes may never occur. Because younger and/or less skilled readers may not have automatic decoding skills, they may be more likely to focus the majority of their cognitive resources on phonological recordings, as opposed to comprehension.

Based on the researches above, it makes the writer interest to compose a research by formula title “ **An Analysis Of Students’ Difficulties on Reading Aloud in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon**“ because to determine the



fundamental Difficulties of Reading Aloud English lessons in primary schools, especially in MI Al-Muhajirin because that school is basically required to memorize vocabulary English and Arabic. And the researcher to find phenomenon of the school about difficulties do students when reading comprehension and reading aloud in the fifth grade at the class and then the researcher to know and recognize the strategies used by the teacher to handle difficulties do students when reading comprehension and reading aloud in the fifth grade at the class .



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CHAPTER IV

CONCLUSION AND SUGGESTIONS

After analyzing and discussing the previous chapter, the researcher needs to make a brief conclusion and suggestion in this chapter. The conclusion is drawn based on the formulation of the research problems in chapter I which are clearly stated. Then, the suggestion is expected to give some information for the next researchers who are interested in conducting the research in the same field. So the next research will be more perfect than the previous one.

4.1 Conclusion

The researcher presents conclusion after analyzing the difficulties that students encounter during activity reading Aloud and the strategies used by the teacher to handle students' difficulties in the Fifth Grade at MI Al-Muhajirin Gegesik Kab. Cirebon. Those are :

1. The difficulties that students encounter during activity reading comprehension, are: Limited vocabulary knowledge, Lack of fluency, Lack the familiarity with the subject matter, Difficulty level of the text (readability), Inadequate use of effective reading strategies, weak verbal reasoning, problem with processing information, and Problems in recalling information after reading. And The difficulties do students encounter during activity reading Aloud, are: Slow speed reading students when reading, other students quickly get bored, students feel more embarrassed, and students have limited skills.
2. Strategies used by the teacher to handle difficulties do students encounter during activity reading aloud in the fifth grade at MI Al-Muhajrin Gegesik, are: analyzing vocabulary, brainstorming, using cards for discussing unfamiliar words, identifying the text types, story face, looking for unknown words, predicting, retelling the text, think aloud, questioning, peer assisted learning and group discussing. But all of this strategies are not used by the teacher because some reasons, there are: limited of the time to learning process, the strategies are not effective especially to students of elementary school.

4.2 Suggestion

The result of this research does not cover all about the difficulties that students encounter during activity reading aloud and the strategies used by the teacher to handle students' difficulties. However, this is still far from the completeness, but by this research, at least, people know about the difficulties do students encounter during activity reading Aloud and the strategies used by the teacher to handle students' difficulties in student' Elementary School. The students experienced difficulties when reading the text aloud in English it would many but teachers can cope with effective strategies and creative while learning in the classroom. So make learners feel comfortable and enthusiastic when following English language learning in the classroom.

The researcher suggests that further researcher who conducts the same research to complete this research not only in the types of strategies concerning to handle difficulties do students encounter during activity reading Aloud but also in other learning process the teacher must used many strategy to make learning process more effective and the students more enthusiasm. Variety strategies are used to create teaching process become effective and efficient; it also used to be able to achieve their goal in teaching. In other case, for MI Al – Muhajirin Gegesik Kab. Cirebon is suggested to supply more media, like: Audio visual media, language laboratory, etc in order to be able to make students more interesting to learn foreign language.

The researcher suggests that to the teacher should be teachers, educators, coaches and parents of the learners, who knows and personal circumstances of each student which includes family, environment, seriousness when following the lessons, the students' difficulties when learning in the classroom and strategies in used by the teacher is effective and conducted when process learning. Especially in reading comprehension and reading aloud the teacher can must more creative so that make the students more enthusiasm at the classroom.

The researcher suggests that to the school, all of teacher and member of school must know and recognize to all students from that school because from personal of the students are also very important role in learning, whether they are ready to follow the lessons in school, because there are family to support process learning so make them more spirit to studying in the classroom, and there are families who do not pay attention to the development of children included in education and this is also the influence students towards learning in the classroom,



so make the students not spirit to studying in the classroom because there are just to leave at home without plan to study hard. So it is causing the results of students' achievement are different. There are students' ability is good and there are students' ability is not good it can be seen from the values from the students when during process learning in the classroom.

In addition, the researcher also hopes to the next researchers to investigate the strategies to handle difficulties do students encounter during activity reading Aloud more effective and more creative. This study is also hoped can lead the next researchers to be briefer in conducting their research.

Finally, the researcher suggests that the readers difficulty reading the text aloud in English that he was dealing with a lot of young students but can be overcome with the strategies used by teachers to be effective and creative so as to make the students more enthusiastic and spirit when following English language learning in the classroom.

4.3 Implication

This research is implicated to find out more strategies that implicate in teaching reading comprehension, those are not only for teachers but also for English department students who will be a teacher. It also supports teacher's effort in carrying out their responsibility in teaching and learning process. There are many reading comprehension strategies and reading aloud that can be used by the teachers. Thus, from the implication from the teacher used the strategies to handle difficulties do students in reading comprehension and reading aloud.





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