

CHAPTER IV

RESULT AND DISCUSSION

4.1. Research Result

4.1.1. Student's Ability in Reading Aloud

To find out the student's ability in reading aloud, the researchers have conducted through observation sheets during reading aloud session involving 32 eight-grade students at class VIII-A as respondents. The following the findings from the research:

The students were assessed using a rubric that included four aspects: pronunciation and clarity, fluency, volume, and intonation & expression. Each aspect was scored from 2 to 5, with maximum total score of 20. Below is the summarized data.

1. Pronunciation and clarity

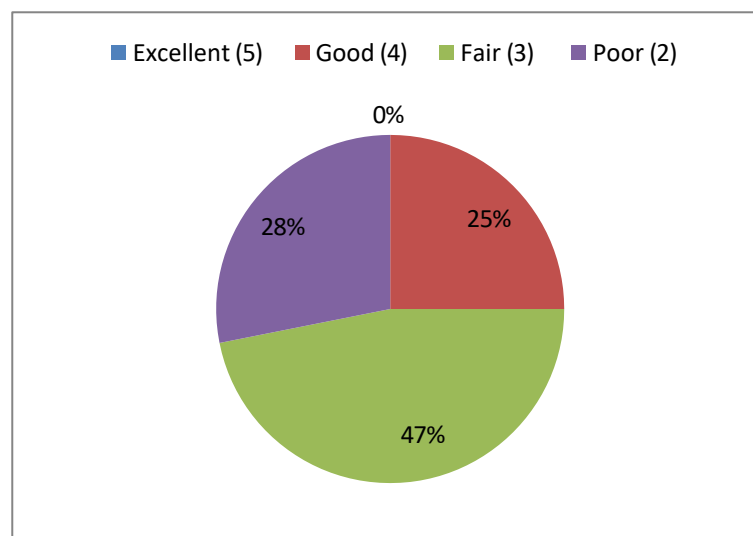


Figure 4.1 Result of pronunciation and clarity from reading aloud rubric

Based on the data displayed above, the findings indicate that:

- a. There is no any students (0%) categorized in excellent level, where students read all words are pronounced correctly and pronounced clearly
- b. There were 8 (25% students) categorized in good level as they pronounced most words correctly and clearly, with only 1–2 errors.

- c. There were 15 (47% students) categorized in fair level, where most words were pronounced clearly, although some words were mispronounced, with 3–4 errors identified.
- d. There were 9 (28% students) categorized in poor level, as their reading was difficult to understand, with most words either mispronunciation or unclear, resulting in more than 5 errors.

Mispronunciations occurred frequently, especially in words containing silent letters or unusual vowel combinations. For example, several students mispronounced:

- a) "Watched" as /wat-ced/ instead of the correct form /wa:tʃt/.
- b) "Tired" pronounced as /ti-red/ instead of /'taɪəd/
- c) "Disaster" pronounced as /di-sas-ter/ with incorrect stress instead of /dɪ'zæstər/
- d) "Practiced" pronounced as /prak-tis-ed/ instead of /'præk.tɪst/
- e) "Couldn't" pronounced as /kol-dent/ instead of /'kɒdənt/

2. Fluency

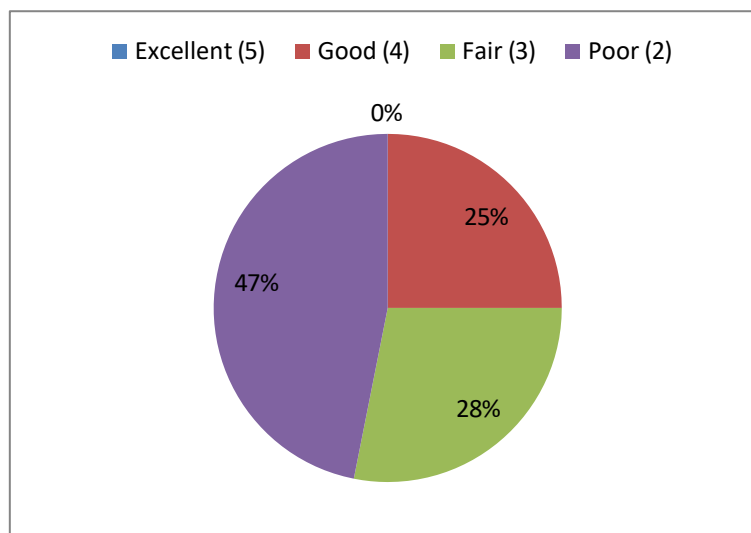


Figure 4.2 Result of fluency from reading aloud rubric

Based on the data displayed above, the findings indicate that:

- a. There is no any students (0%) categorized in excellent level. At this level, students are expected to read with an appropriate speed,

without any lapses, hesitation, or wavering, and with clear punctuation pauses.

- b. There were 8 (25% students) categorized in good level. These students read at an appropriate speed, with only a few deviations, hesitations, or instances of faltering pace, and punctuation pauses were used frequently. They made only 2–4 errors.
- c. There were 9 (28% students) categorized in fair level. These students generally read at an appropriate speed, although there were some deviations, hesitations, or instances of hesitant pacing. Punctuation pauses were frequent, and they made approximately 4–6 errors.
- d. There were 15 (47% students) categorized in poor level. These students rarely maintained an appropriate reading pace, and their reading was marked by numerous deviations, hesitations, and a faltering rhythm. Punctuation pauses were absent, and they made more than 6 errors.

3. Volume

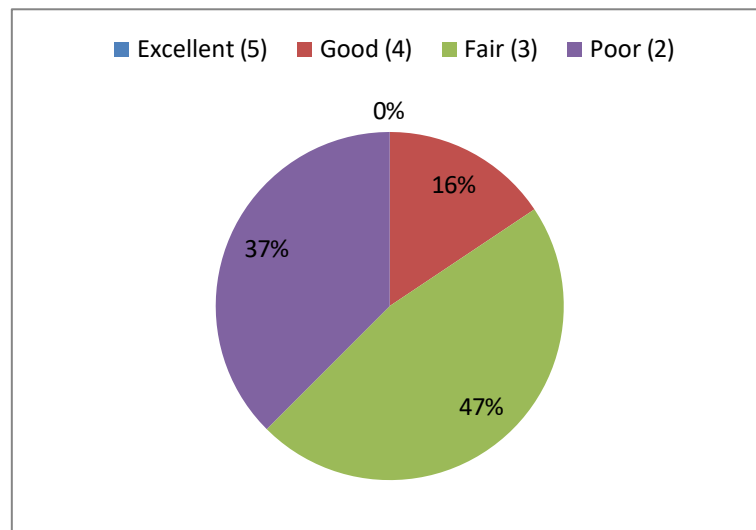


Figure 4.3 Result of volume from reading aloud rubric

Based on the data displayed above, the findings indicate that:

- a. There is no any students (0%) categorized in excellent level, which is characterized by a clear and audible voice throughout the reading, with no perceived fluctuations in volume.
- b. There were 5 (16% students) categorized in good level. These students read with clear and audible voice intensity throughout most of the reading, with only 1–2 instances of fluctuation.
- c. There were 15 (47% students) categorized in fair level. These students read with somewhat clear and audible voice intensity, although some words or sentences were barely audible, resulting in 2–4 errors.
- d. There were 12 (37% students) categorized in poor level. These students read with a volume that was not within an audible range, and many words or sentences were barely audible, resulting in more than 5 errors.

4. Intonation with expression

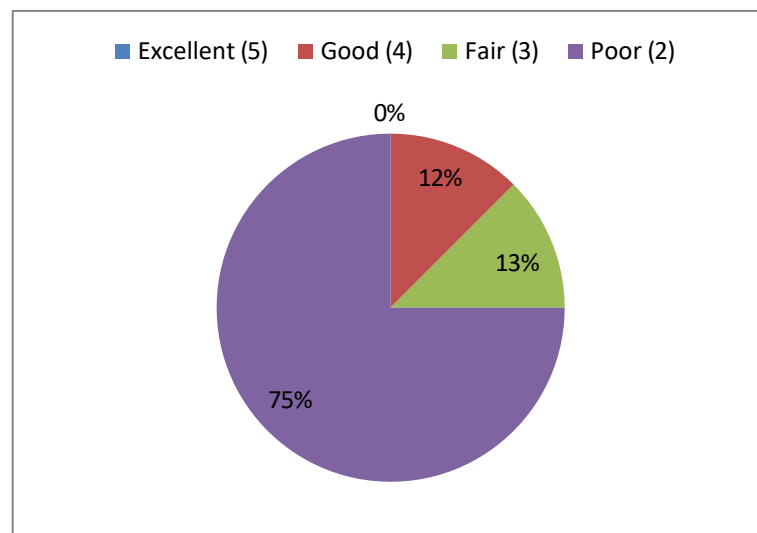


Figure 4.4 Result of intonation with expression from reading aloud rubric

Based on the data displayed above, the findings indicate that:

- a. There is no any students (0%) categorized in excellent level. At this level, students are expected to read with an appropriate tone (neither exaggerated nor monotonous), and not sounding contrived.
- b. There were 4 (12% students) categorized in good level. These students read with an adequate tone most of the time, without any exaggeration.
- c. There were 4 (13% students) categorized in fair level. These students quite often used an adequate tone during reading; however, at times their tone sounded monotonous.
- d. There were 24 (75% students) categorized in poor level. These students rarely read with an adequate tone, and their reading often sounded monotonous.

Based on students' performance scores in reading aloud, it can be seen that the data shows that most students (63%) have “Very Low” reading aloud ability. This shows that the total reading aloud ability of grade eight students is still quite low. Most students have difficulty in pronunciation, projecting their voices correctly, using the right tone and expression, and reading with confidence. This can be seen from the percentage diagram below.

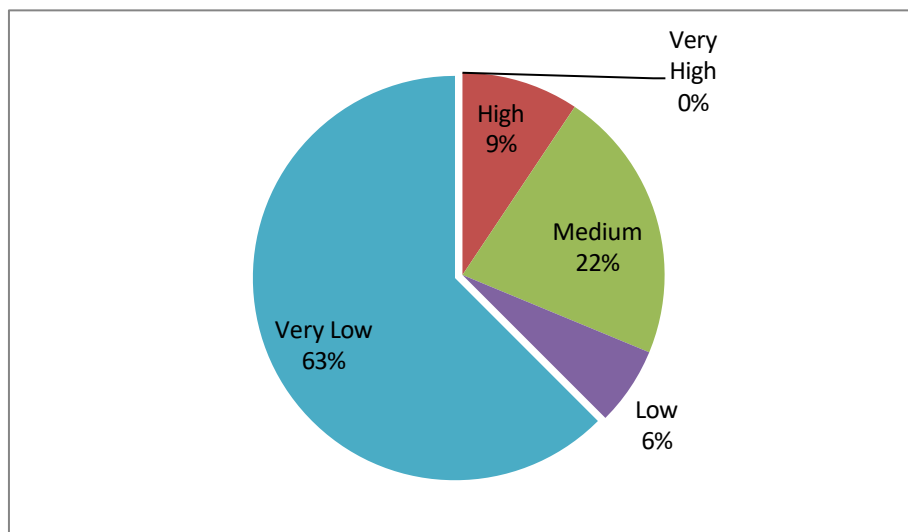


Figure 4.5 Percentage of students' performance in reading aloud score

4.1.2. Factors that Influenced the Student's Ability in Reading Aloud

To find out the factors that influence students' ability to reading aloud, researchers collected data by interviewing students. For more depth, researchers interviewed students in the “low” and “very low” categories totaling 22 people. From the results of these interviews, researchers will describe the factors that influence students' ability to read aloud.

1. Pronunciation and clarity

From the results of interviews that have been conducted by researchers, it is found that there are several factors that affect pronunciation and clarity:

- a. The students' low interest in English lessons leads to a lack of motivation to learn reading skills in the language, resulting in their poor mastery of basic pronunciation. It proved by one example of student answer below:

Vicky: Actually, I lack interest in English lessons, so I don't learn more and master the basics of pronunciation.

- b. Reading activities conducted without prior preparation cause students to feel pressured and struggle to adjust to the reading text. It proved by one example of student answer below:

Ferdinan: My pronunciation during reading aloud activities remains inadequate due to a lack of sufficient preparation

- c. Students are confused by the discrepancy between English spelling and pronunciation. It proved by one example of student answer below:

Aurel Gulo: My pronunciation is often incorrect because many English words are spelled differently from how they are pronounced, which makes me confused about how to read them correctly.

- d. Unfamiliar and infrequently encountered vocabulary in the text hindered students' ability to comprehend and pronounce the words accurately. It proved by one example of student answer below:

Clara: Many words in the text are unfamiliar to me and I rarely encounter them, so there are often mispronunciations.

- e. Students' nervousness and low self-confidence during classroom reading activities negatively influence the accuracy of their pronunciation. It proved by one example of student answer below:

Ellen: I feel nervous and lack confidence when reading aloud in front of the class.

- f. Insufficient regular practice in reading English texts leads to students' unfamiliarity with the content and contributes to unclear or inaccurate reading. It proved by one example of student answer below:

Nobel: I rarely read English texts and do not practice reading regularly.

2. Fluency

From the results of interviews that have been conducted by researchers, it is found that there are several factors that affect fluency:

- a. The discrepancy between English spelling and pronunciation makes it difficult for students to read the text fluently. It proved by one example of student answer below:

Yesaya: I still struggle with reading fluently because certain words are confusing as a result of the discrepancy between their written form and pronunciation.

- b. The feeling of nervousness and lack of self-confidence experienced by many students when reading in front of the class often disrupts their fluency and leads to frequent pauses. It proved by one example of student answer below:

Tara: I feel very nervous when reading aloud in front of the class, as I am not accustomed to speaking before a large group, which occasionally causes me to stammer during reading.

- c. A lack of reading habits is also a significant factor; students who are not accustomed to reading English texts tend to struggle with maintaining reading fluency. It proved by one example of student answer below:

Jansen: I am not in the habit of reading English texts, and I find it difficult to maintain reading fluency.

- d. Environmental distractions, including an unconducive classroom atmosphere and disturbances from classmates, can significantly reduce students' concentration while reading. It proved by one example of student answer below:

Fidela: I often lose focus and get distracted by my friends, which is why I frequently pause while reading.

3. Volume

From the results of interviews that have been conducted by researchers, it is found that there are several factors that affect volume:

- a. The students revealed that they felt hesitant and embarrassed because they were aware that their English reading ability was still lacking. It proved by one example of student answer below:

Andeas: I often hesitated during reading and felt embarrassed, as I was aware of my limited English reading skills and feared being laughed at by my classmates.

- b. The fear of making pronunciation mistakes and the worry of being laughed at by their classmates caused students to lower their voices while reading. It proved by one example of student answer below:

Yohan: I feel nervous and afraid of mispronouncing words, so I tend to keep my voice low when reading.

- c. The students were too focused on the content of the reading text, they tended to overlook the importance of maintaining

appropriate volume during reading aloud. It proved by one example of student answer below:

Gytha: While reading, I tend to focus more on how to read the text rather than on the volume of my voice.

- d. A less conducive learning environment caused students' voices to be unclear or inaudible during reading activities. It proved by one example of student answer below:

Keisha: The class was too noisy, so my voice couldn't be heard clearly when I was reading

- e. Students who are not accustomed to reading aloud tend to speak in low volume, as they are used to speaking softly in their daily lives. It proved by one example of student answer below:

Kedrick: I am not used to reading aloud because I am more comfortable reading silently or quietly.

4. Intonation with expression

From the results of interviews that have been conducted by researchers, it is found that there are several factors that affect intonation with expression:

- a. Not understanding the content or meaning of the text made it difficult for students to adjust their intonation and expressions appropriately to the meaning of the sentences. It proved by one example of student answer below:

Ronaldo: I don't know the meaning of the text I'm reading, so it's hard for me to express it properly while reading

- b. When reading activities are assigned unexpectedly and without sufficient preparation, students often lack the opportunity to comprehend the text's context or rehearse the proper expressions. It proved by one example of student answer below:

Ferdinan: Because of the lack of sufficient preparation, I didn't have enough time to learn how to express the text properly while reading

- c. Because they were too focused on the text, students paid attention only to reading text correctly and did not use intonation or expression to help the audience understand the content. It proved by one example of student answer below:

Theophorus: I concentrate more on reading the text correctly, so I don't really think about intonation or expression.

Based on the answers given by the students, it can be concluded that there are various factors that affect their English reading aloud ability. These factors can generally be classified into two main categories, namely internal factors and external factors.

1. Internal Factors

Internal factors include aspects that come from within the students, such as lack of interest in English lessons, low self-confidence, nervousness when performing in front of the class, ignorance of the meaning of the text, and limited mastery of vocabulary and expression techniques. In addition, lack of reading habits and excessive focus on the text are also included in the internal factors that affect pronunciation, fluency, volume, and intonation and expression when reading aloud.

2. External Factors

Meanwhile, external factors include things that come from outside students, such as non-conducive learning environment conditions, distractions from friends in class, and the implementation of reading activities carried out suddenly without sufficient preparation. These factors contribute to students' difficulties in performing optimal read-aloud performance.

4.2. Discussion

4.2.1. The Research Findings Compared to the Latest Related Research

The findings of this research share several similarities and differences with previous studies related to reading aloud, particularly those by Panjaitan et al. (2023), Santhi (2022), and Safitri (2024).

Firstly, this study supports the findings of Panjaitan et al. (2023), which emphasized the positive impact of reading aloud on students' reading comprehension and pronunciation. Although the current research focused more specifically on analyzing students' reading aloud ability rather than comprehension, it also found that students who demonstrated better pronunciation and intonation tended to engage more with the text and read more meaningfully. This indicates a link between accurate oral reading and improved comprehension, reinforcing the effectiveness of reading aloud as a strategy in language learning.

Secondly, Santhi (2022) highlighted how reading aloud activities could increase motivation and interest in reading, especially in online learning environments. While the present study was conducted in a conventional classroom setting, it similarly found that motivation and confidence played significant roles in students' reading aloud performance. Students who felt more confident appeared more expressive and fluent, aligning with Santhi's observation that reading aloud activities can encourage creativity and enjoyment in learning.

On the other hand, the findings of this research differ slightly from Safitri (2024). While her study revealed that most students' reading comprehension during reading aloud activities was at a medium level due to anxiety, lack of vocabulary, and confusion, the present research placed greater emphasis on performance-based indicators such as pronunciation, fluency, intonation, volume, and expression. It was observed that many students also showed low confidence and faced similar struggles in pronunciation and expression. However, the current study did not measure reading comprehension outcomes in depth, making the two studies complementary rather than directly comparable.

In conclusion, the results of this research are largely consistent with the key findings of previous studies. They affirm that reading aloud can support language development, especially in pronunciation, motivation, and oral fluency. However, the unique focus of this study on specific reading aloud components and the absence of any instructional intervention prior to assessment distinguishes it from earlier research, offering new insights into students' spontaneous performance in reading aloud tasks.

4.2.2. The Research Findings Compared to Theories

The results of this study align with several theoretical perspectives presented in the literature review, especially regarding the components, benefits, and factors that influence students' ability in reading aloud.

First, based on the theory by Sandy and Muliawanti (2020), the components of reading aloud include pronunciation, intonation, fluency, comprehension, volume, and expression. These components were used as indicators in the current research. The findings show that most students had difficulties with pronunciation, intonation, and fluency, which confirms the theoretical view that reading aloud, requires mastery of several interrelated oral reading skills. Furthermore, students who lacked proper intonation and expression were often categorized at a poor level, which reflects the importance of prosody as explained in the theory.

Third, the findings support the view of Balan et al. (2019) and Sujariati (2024) regarding the factors influencing reading aloud. The study identified both internal and external factors affecting students' performance. Internal factors such as limited vocabulary, low phonological awareness, lack of confidence, and anxiety were common among students who performed poorly. External factors like limited exposure, lack of practice, and unsupportive environments were also evident. These findings align with the classification of factors into internal (e.g., self-confidence, motivation, anxiety) and external (e.g., learning environment, unfamiliar vocabulary) as outlined in the theoretical framework.

Additionally, the research results resonate with the theory from Ali (2022) and Balan et al. (2019) on the importance of reading proficiency for academic success. Students who demonstrated better reading aloud abilities also showed higher levels of reading comprehension and engagement with the text, indicating that oral reading skills are interconnected with broader academic performance and literacy development.

In conclusion, the research findings are in harmony with the theoretical perspectives discussed in Chapter II. They reaffirm that reading aloud is a complex, multifaceted skill influenced by linguistic, cognitive, emotional, and environmental factors. These results provide empirical support for the theoretical claim that improving students' reading aloud ability requires attention not only to reading mechanics, but also to psychological readiness and classroom practice.

4.2.3. The Research Findings Implication

The result of this study showed the significance of descriptive analysis in analysis the student's ability in reading aloud. for the students, by carry out the research, it showed the student's ability in reading aloud. this gives the opportunity for students to known their ability in reading aloud and the factors that influenced their ability in reading aloud.

For english teacher, the findings have some implication. the result indicate the learning progress of the students as well as their proficiency in reading aloud. it will strangthen and support educators' capacity and knowledge to find the most effective technique for educating students in reading aloud based on the result of the factors that influenced the student's ability in reading aloud.

4.2.4. The Research Findings Limitation

Based on the researcher's experience throughout this study, several limitations were identified that may serve as important considerations for future researchers. As this study is far from perfect, the following points highlight some of limitations:

1. As a beginner, the researcher acknowledges that the research process was not fully comprehensive. There are noticeable weaknesses that require improvement in future studies.
2. This study did not include specific instruction or training on reading aloud techniques prior to the test. Therefore, the analysis was based solely on the students' initial reading abilities.
3. The reading aloud test was conducted only once, which may not fully reflect the consistency of the students' performance.
4. The participants of this research were limited to 32 eighth-grade students at SMP Negeri 1 Gunungsitoli, which restricts the generalizability of the findings.
5. The scope of this research was confined to students' reading aloud ability, without exploring other related language skills.
6. The researcher had limited experience, access to references, and knowledge in conducting qualitative research, which may have influenced the depth and quality of the analysis.