

THE DIFFERENCES OF THE STUDENTS' ABILITY IN READING ALOUD BETWEEN USING EXPLICIT INSTRUCTION AND CONVENTIONAL METHODS

Noibe Halawa¹ and Irfani Basri²

¹Universitas Negeri Padang, Padang, Indonesia, ✉ noibehalawa@student.unp.ac.id

²Universitas Negeri Padang, Padang, Indonesia, ✉ noibehallase@gmail.com

Abstract

This study aims at revealing the difference in the ability to reading to the aloud two groups of students, design true experimental is posttest only control design and pretest-posttest control group design. The data collection instrument was a test given to the 7th grade SMPN students of North Mandrehe. Reading is a basic skill to master various fields of study and the primary key to learning other skills. Whereas reading aloud is a voice reading skill, activating, and using the mouth, eyes, and brain. Reading aloud in uttering the sound of language requires various skills, namely, pronunciation and intonation in saying it include vowels, consonants, diphthongs and clusters / consonant clusters. The results showed that there were significant differences in the ability to the students' reading aloud who were taught by Explicit Instruction Learning methods better than students who were taught by conventional methods. So it is strongly recommended for Indonesian language subject teachers to use the Explicit Instruction method to improve students' reading ability.

Keywords: explicit instruction, conventional, reading aloud

Introduction

Reading is one component of one's language skills which is also inseparable from the other four components of language skills, namely listening, speaking, reading and writing. Reading aloud skills are largely determined by the quality of pronunciation regarding vowels, consonants, diphthongs, clusters or clusters, tones, tempo or duration, and pressure.

When observed in everyday life, both in the community and in the school environment when learning activities often occur reading errors in pronouncing certain Indonesian language words. For example, reading the *terpelajar* was pronounced *tepelajar*, *tancap* was pronounced *tacap*, and *pergi* was pronounced *pegi* and so on. Teachers and students often ignore this reading error results in misunderstanding for listeners and this during learning.

This reading error is caused by pronunciation obscurity, both by the teacher when teaching Indonesian language subjects, especially reading material. Indonesian language subject teachers using appropriate teaching methods can develop the ability of reading aloud. One method that can be used is the Explicit Instruction method. Because this method directly shows the object that is read, leads them to imitate good reading examples, uses tools, adequate places, and provides discussion opportunities to students and they are guided, shown the way and assisted to use their ideas, concepts and skills have to find new knowledge. So that through this method students are greatly helped to get the ability to reading aloud well. Therefore, it is necessary to do a study to improve the ability to reading aloud by using this learning model.

Reading is a way to get information from representative written language verbally delivered from the conception of opinions, ideas, theories, the results of expert research to be known and become knowledge that can be applied in thinking and enhancing the mind power, analyzing and sharpening views broaden horizons, and take decisions (Yamin, 2013:106, Jamila, 2014:145 and Wirawati, 2015:19). This activity is also a basic ability to master various fields of study and the key to learning other skills (Sumriana, 2016:50). While reading aloud is a voice reading skill, activating and using the mouth, eyes and brain

(Bindas, 2015:202) to understand the contents of reading at high speed. Reading aloud in uttering the sound of Indonesian requires various skills namely pronunciation and intonation in saying it, including: vowels, consonants, diphthongs and clusters / consonant clusters (Safitri, 2012:168).

Vowel is the sound of language produced when the flow of air coming out of the lungs does not experience obstacles, the quality of which is determined by three factors, namely the low position of the tongue, the elevated part of the tongue, and the shape of the lips on vocal formation which is also divided into three types, namely high vowel, medium and low. High vocals are produced with the tongue in a high position, for example /i/. Vowels are being produced with the tongue in a slightly higher tongue position, for example, / e /. Low vocals are produced with a low tongue position, for example /a/, /u/. Based on the shape of the lips when producing sound, vowels are divided into three types, namely: round vowels produced with a rounded lip shape when saying it, for example / o /, / u /; neutral vowel whose lip shape does not round and does not stretch when saying it, for example / e / / a /; outstretched vowels that are produced in the form of ranges when pronouncing them, for example / i /. Based on the raised tongue, vowels are divided into three types, namely: the front vowel produced with the front of the tongue is raised near the alveoli, for example / i /, / e /; middle vowel produced by lifting the middle part of the tongue, for example / a /; the vowel of the back of the tongue which when uttering a sound is pulled backwards, for example / u /, / o / (Muvidah, 2017:1).

A consonant is the sound of language produced when the flow of air coming out of the lungs gets blocked by various articulators at various points of articulation, whose quality is determined by three factors: state of the vocal cords, articulation area and manner of articulation. Based on the vocal cords, consonants are divided into two types, namely voiced consonants, namely the consonants that occur in the vibrating vocal cords. When the consonant is produced the vocal cords are close and stretched so that the resulting sound feels heavy, for example / b /, / m /, / d /, / z /, / n /, / n /, / r /, / i /, / y /, / g /; Noiseless consonants are produced when the vocal cords do not vibrate. The state of the vocal cords in the formation of this consonant is stretched, so that air can pass easily, then the sound of the resulting language feels light, for example / p /, / f /, / t /, / s /, / k /, / x /, / h /. Diphthongs are the union of two vowels in a syllable arising from the launch of a sound from a void into another direction and occur in one breath, two consecutive vowels uttered in a single time, for example the au and ai sounds contained in the words like: *pulau, harimau, bangau, ramai, pantai, and lantai*. The cluster / consonant cluster is some consonant, which is a unity. The naming is based on the number of permanent members of the group, for example groups / r / and groups / l /. The pronunciation is emphasizing how to symbolize pressure, tone, duration, stop, and intonation (Unlam, 2016:1).

One model that can be used by Indonesian Language Education subject teachers in improving student-reading skills is the Explicit Instruction Method, because the teacher directly shows the object that is read, guiding students to imitate good reading examples, using tools, adequate places, and giving them discussion opportunities. So that through this method students are greatly helped to get the ability to reading aloud well. In addition, it is directly designed specifically to develop student learning about procedural knowledge and declarative knowledge that can be taught in a systematic pattern of how to do an activity by knowing the steps in the practicum (Sardiman, 2012).

The research finding's results, in Ardabil Iran, that the students who were taught by the Explicit Instruction method, the learning outcomes were better than those who were taught with the Incidental Learning Model (Zeynab, 2015:1). In Ardabil Iran, that the Explicit Instruction method is an a facilitative tool to develop pragmatic competence (Rajabia, 2015:231). In Ginunggung Tolitoli, concludes that the application of the Explicit Instruction method can improve student learning outcomes (Megawati, 2013:1). In Pelalawan, that there is an increase in student learning motivation after using the Explicit Instruction method better than using conventional learning models (Silma, 17:70). In Sengkerang, that the Explicit Instruction method could increase motivation and student learning outcomes of Biology (Amase dkk, 2014:1). In Depok, concludes that there is an increase in student learning innovations after being taught by the Explicit Instruction method (Suroto, 2015:316). Based on the results of this study, it can be concluded that the application of Explicit Instruction learning model can improve student's learning outcomes, namely the ability to read loudly.

Conventional words can be interpreted as habits or traditional (Alwi, 2008:730) while the method is the way or the method used by educators and students in the learning process (Usman, 2002:32). Conventional learning methods are traditional or ordinary learning carried out in one direction (Djafar 2001:86) where students are placed as objects that act as passive recipients of information (Sanjaya, 2006:259) who carried out two activities namely listening and recording. This learning often uses lecture, question and answer and

teacher-centered assignments. The conventional approach is characterized by the teacher teaching more about concepts not competence, the goal is students know something not able to do something, and when the learning process students listen more (Kholik, 2011:2).

Conventional learning methods have characteristics (Depdiknas, 2006:7), namely: learning does not pay attention to students' experiences, abstracts and assessments are only determined by tests, students are passive recipients of information, learning individually, abstractly and theoretically, student behavior is built on habits, teachers are determinants of the way learning process, good behavior based on extrinsic motivation, and lack of interaction between students.

This learning method has advantages and disadvantages. The advantages are easy to get, convey and arouse information interest, easily to use it, and teach the students to how to learn by listening. While the disadvantages are: not all students have the best way to learn by listening, While the disadvantages are: not all students have the best way to learn by listening, there are often difficulties in keeping students interested in what they are learning, not knowing what they are learning in that day, emphasis often only on completing tasks, low absorption and fast lost due to memorization (Kholik, 2011:2).

Method

This study used an experimental approach to the Intact Group Comparison method (two groups) as a subject, the sample is determined by total sampling, data sources were the 7th grade SMPN students of North Mandrehe District, West Nias Regency. The data collection instruments were the initial and final test sheets of the ability of reading aloud given before and after treatment. Group A was taught by Explicit Instruction learning method and group B was taught with conventional methods and after that their reading ability was measured again.

The data was analyzed by Independent Sample T-Test statistics for free samples in order to test the average between two groups (samples) of the Independent data in accordance with the hypothesis that has been proposed, using the SPSS program. Descriptive analysis is also conducted wich compares the difference in reading ability of each student with percentage analysis.

Results and Discussion

Overall, the findings of the study regarding differences in the ability to reading aloud students who were taught with the method of Conventional Instruction conventional methods can be seen in the following table.

T - Test

Table 1
Group Statistics

No	Group of Students who learned using the Method of	N	Mean	Std. Deviation	Std. Error Mean
1	<i>Explicit Instruction (A)</i>	29	73,28	9,475	1,759
2	Conventional (B)	29	57,93	8,506	1,580

In Table 1, the final score is obtained from the students' ability to reading aloud, namely: 1) group A after being taught by the Explicit Instruction method, gained a ability of reading aloud of 73.28, while group B after being taught by the conventional method obtained a ability of reading aloudscore of 57.93. Group A is 15.35 higher than group B.

Table 2. Independent Samples Test

No		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
1	The ability of Reading Aloud	0,156	0,694	6,490	56	0,000	15,345	2,364	10,608	20,081
2	The ability of Reading Aloud			6,490	55,360	0,000	15,345	2,364	10,607	20,083

In Table 2 above, the significance/ score, of Sig. equals to 0.000 <0.05 or t count> t table. Based on the results of this analysis of differences and in accordance with the criteria for testing hypotheses, Ho's hypothesis is rejected, meaning that there is a significant difference between the ability to crack the students who are taught by the "Explicit Instruction" method and the "Conventional" method. Requirement test has been done before and the result is that the data is normally distributed and homogeneous so that data analysis can be continued to test the research hypothesis using parametric statistics.

Table 3. Mean Score of Students' Reading Aloud Ability Before and After Teaching with Both Learning Methods

No	Group 1 <i>Explicit Instruction</i> (A)			Group 2 Conventional (B)			Comparison A & B = A – B
	Before	After	Result	Before	After	Result	
1	38,44	73,28	34,84	37,58	57,93	20,35	14,49%

Table 3 shows the average score of students' ability to reading aloud to both groups before and after being taught. The results of the ability of reading aloud obtained by group A before being taught by the Explicit Instruction method were 33.44 and after being taught to 73.28, the results increased by 34.84. The results of the ability of reading aloud obtained by group B before being taught with the conventional method were 37.58 and after being taught to 57.93, the results increased by 14.49.

Conclusions

Based on theoretical studies and the results of research on students' ability to reading aloud after being taught by the Explicit Instruction method and Conventional methods, conclusions and suggestions were presented as answers to the following issues and research questions. There is a significant difference between the students' ability to reading aloud through the Explicit Instruction method and the Conventional Method. Students who are taught by the Explicit Instruction method are better at reading aloud than those taught by conventional methods. It is suggested to Indonesian language subject teachers to use the Explicit Instruction method to improve students' reading ability.

References

Alwi, Dkk. (2008). *Kamus besar bahasa Indonesia*. Jakarta: Gramedia.

Amase, Siti N & Siti R, A. (2014). Penerapan model pembelajaran explicit instruction untuk meningkatkan motivasi dan hasil belajar biologi siswa kelas X MA Hidayatussibyan NW. Sengkerang Tahun Pelajaran 2013/2014. *Jurnal IKIP Mataram*. Retrieved from: <http://lppm.ikipmataram.ac.id>.

Bindas, Nurina T, Sahrudin B & Efend. (2015). Peningkatan ketrampilan siswa membaca nyaring melalui metode latihan terbimbing pada siswa kelas III SDN Paranonge. *Jurnal Kreatif Tadulako Online* Vol. 4 No. 4 2015. Retrieved from: <https://media.neliti.com>.

- Djafar, T. (2001). *Kontribusi strategi pembelajaran terhadap hasil belajar*. Padang: FIP UNP.
- Jamila. (2014). Meningkatkan kemampuan membaca nyaring dengan lafal dan intonasi yang benar dalam pembelajaran bahasa Indonesia menggunakan metode drill pada siswa kelas 1 SDN Tanggul Wetan 02 Jember. *Jurnal UNEJ Pancaran*, Vol. 3, No. 2, hal 145-156, Mei 2014. Retrieved from: <https://jurnal.unej.ac.id/index.php/pancaran/article>.
- Kholik. (2011). *Metode pembelajaran konvensional*. Retrieved from: <https://muhammadkholik.com>.
- Megawati. (2013). Penerapan model pembelajaran explicit instruction untuk meningkatkan hasil belajar siswa pada mata pelajaran IPA di Kelas V SDN Ginunggung Tolitoli. *Jurnal Kreatif Tadulako Online* Vol. 4 No. 10. Retrieved from: <https://media.neliti.com/media/publications>.
- Muvidah. (2017). *Bunyi Vokal, Konsonan, Diftong dan Kluster*. Retrieved from: <http://muvidah2597.co.id/2017/05/>.html.
- Rajabia, Shima, Akbar Azizifara & Habib Gowhary. (2015). *Procedia - Social and behavioral sciences* 199 (2015) 231 – 239. [Online]. Retrieved from: www.sciencedirect.com.
- Safitri, Ainun. (2012). Peningkatan kemampuan siswa membaca nyaring melalui metode latihan di kelas III SDN 025 Baruga. *Jurnal Kreatif Tadulako Online* Vol. 3 No. 2. Retrieved from: <https://media.neliti.com>.
- Sanjaya, W. (2006). *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta: Kencana Media.
- Sardiman, (2012). *Intraksi dan Motifasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada.
- Silma, Elghina. (2017). Pengaruh penerapan model pembelajaran explicit instruction terhadap motivasi dan hasil belajar siswa kelas XI IPS Pada Pelajaran Ekonomi (Akuntansi) Di SMAN 1 Langgam Kabupaten Pelalawan. *Pekbis Jurnal*, Vol. 9, No.1, Maret 2017:68-76. Retrieved from: <https://media.neliti.com/media/publications>.
- Sumriana. (2016). Peningkatan kemampuan membaca nyaring dengan menggunakan metode latihan siswa kelas III SDN 5 Kayumalue Ngapa Kecamatan Palu Utara. *E-Jurnal Bahasantodea*, Volume 3 Nomor 2, April 2015 hlm 50-58. Retrieved from: jurnal.untad.ac.id/jurnal/index.
- Suroto. (2015). Penggunaan model pembelajaran explicit instruction dengan trainer PLC untuk meningkatkan prestasi belajar merakit sistem PLC. *Jurnal Pendidikan Teknologi dan Kejuruan*, Volume 22, Nomor 3, Mei 2015. Retrieved from: <https://journal.uny.ac.id>.
- Unlam. (2016). *Bunyi vokal, konsonan, diftong dan kluster*. [Online]. Retrieved from: <http://fonologi.unlam.co.id/2016/02>.
- Usman, B. (2002). *Metodologi pembelajaran agama Islam*. Jakarta: Ciputat Press.
- Yamin, Martinis. (2012). *Desain pembelajaran berbasis tingkat satuan pendidikan*. Jambi: Referensi.
- Wirawati, Denik. (2015). *Perkuliahan membaca kritis dan kreatif mahasiswa Pendidikan Bahasa dan Sastra Indonesia (PBSI) Berorientasi Pada Pendidikan Karakter*. *Jurnal UAD 2015*. [Online]. Retrieved from: journal.uad.ac.id/index.php/BAHAISTRA/article.
- Zeynab, Bagheri. (2015). Differential effects of explicit, implicit, and incidental teaching on learning grammatical cohesive devices. *Journal, Theory and Practice in Language Studies*, Vol. 5, No. 11, pp. 2348-2355, November 2015. Retrieved from: <http://dx.doi.org/10.17507/tpls.0511.20>.