

THE IMPLEMENTATION OF READING ALOUD THROUGH VIRTUAL MEETING ON EFL PRIMARY STUDENTS IN THAILAND

Mega Fuji Rahayu,
Universitas Muhammadiyah Gresik,
megafuji_170403@umg.ac.id

Prativi Khilyatul Auliya,
Universitas Muhammadiyah Gresik,
prativi.auliya@umg.ac.id

Abstract

This study aims at finding out the implementation of reading aloud through virtual meetings on EFL primary students. Students have one month to use the zoom meeting application as a medium to implementing read-aloud. The design of this study is a qualitative method using observation, questionnaire checklist, and interview. The subjects of this study were grade 4 students at Nongekeng school, Thailand. The results from data analysis show that there is a positive response from students during the implementation of reading aloud using the zoom virtual meeting. Students can focus more on learning, be active in class, have a good attitude, good pronunciation and intonation of reading, and ask questions confidently. However, there are obstacles during the teaching process such as an internet connection. But it can be handled well, so the implementation of reading aloud through the virtual meeting is worth using during a pandemic situation like this.

Keywords: Read Aloud, virtual meeting, primary students

INTRODUCTION

Reading is to reveal sound symbols to get the content of written texts. Reading activities involve vision, memory, and understanding which include altering writing or symbols. Reading is a very important skill that must be mastered because reading cannot be separated in the process of teaching and learning. Reading is one of the language skills which has a very important role in the learning process, especially reading skill is one of the basics that to be mastered by students to acquire knowledge. The ability to read is one of the keys to students' success in learning.

Reading aloud is often done in teaching and learning activities. Izzah (2020) defined reading aloud as an activity that carried out to improve someone's

reading and listening. According to Spektor-Levy et al., (2013), reading aloud is an activity that can correctly understand the information in the mind through the sound that is heard. By reading aloud, a reader will gain information and understand more about many words. So that students can take part in learning very well, and will be active in learning activities carried out in the classroom. Therefore reading aloud is a method that is widely used in learning activities.

During this pandemic, all schools are required to carry out online learning to break the chain of spreading the virus, even though these conditions do not prevent children from continuing to learn. Reading aloud may not be what it was in the past. Harnani (2020) explained the education sector is very supportive of the Corona Virus Dieses 19 (COVID 19) so that the government has implemented a policy of studying at home by implementing online learning until an undetermined time to break the chain of virus transmission. However, the problems found in this bold learning activity use technology that is still uneven, signals that are difficult to reach, and parents do not understand the learning material. Such prohibitions have also been dismantled by several children, Choiroh (2020) mentioned online learning students encounter some of the heaviest bookies and dealers found in the signal. They have used up a lot of quotas very quickly, besides that, some students find it difficult to understand the material, and during this online learning activity, they feel like hard to meet friends.

Reading aloud is a learning method commonly used at the elementary school level (Flint, 2014). This method is used by the teacher to provide a lesson that involves an active reading process so that the class becomes active and is involved in the question and answer process (Johnston, 2015). In connection with reading aloud activities, class interactions occur (Wiseman, 2011), the resulting interactions are, 1) modeling where the teacher provides examples of how the right strategy is during reading to understand a text, 2) build familiarity with students where there is an interaction between students and teachers so that children think more creatively. Interaction teaches students to knowability in reading and interaction that occurs makes students able to predict and understand

story events that have been read from beginning to end so that it becomes active learning (Johnston, 2015).

It should be noted that students' listening ability exceeds the ability to read books (Boyles, 2012). In increasing reading interest in elementary schools, teachers must be more active and provide time to increase students' reading interest in reading aloud, starting from reading a fairy tale, reading a few minutes, or reading on a scheduled basis. In reading aloud there are several functions in teaching English, namely 1) practicing pronunciation in pressure, intonation, and rhythm, 2) reading at a slow or loud volume, 3) the class situation becomes more active and students are more interested in the material because they have started to focus and follow the learning well (Huang, 2010).

We know that teaching reading aloud is to help students match the voice is assisted by writing or language symbols with clear articulations, effective use of pauses, and word recognition (Mojsiewicz, 2019), thus, according to the opinion of some of the experts above, it can be understood that in reading aloud in elementary schools is an important strategy because reading aloud can improve reading skills and comprehension skills (Sabuori & Gilakiani, 2016).

When applying reading aloud there is a strategy that must be displayed in teaching and learning activities, so that the learning can run well. In learning must use a method so that it can run smoothly. Bredekamp (2011) claimed the foundation to be successful in reading is to implement reading aloud. Reading aloud will make a difference to students. Shanahan & Lonigan (2010) suggest reading strategies that are applied when reading aloud to young children have an important impact on interaction. Many strategies can be used in applying reading aloud. Sarah (2017) explained there are several strategies implementing reading aloud; (1) reading the book several time; (2) formulating the learning objectives and questions; (3) building students background knowledge; (4) identifying where students prediction should students, and (5) devising opportunities for students to explore the story more. The method used can be applied in elementary school because it helps students to build their understanding of learning foreign languages. This strategy can be used to introduce learning concepts, increase vocabulary, focus attention, and raise questions. Elementary school level is

recommended to start building students' character, building memory by applying this method of reading skills. Nurkaeti, Aryanto, & Gumala(2019) stated that reading aloud is the most effective method to do at the elementary school level, so that it can build knowledge, recognize vocabulary, and develop character. In addition, there are also benefits in implementing reading aloud, namely (1) training and introducing listening skills; (2) stimulates and senses; (3) increase the vocabulary heard; (4) introduce children to learning media. From this description, there are benefits and reading aloud for elementary school students

Wang (2016) defines a strategy in reading as "a self-directed action in which the reader flexibly takes control with a certain degree of awareness to retrieve, store, organize, describe, and evaluate textual information to achieve reading goals" (p. 1790). So that it can help develop students' abilities to understand a reading text they are studying. Queini et al (2008) claimed reading aloud builds reciprocal relationships between teachers and students through encounters with stories and characters and experiences with the same general reaction against events. However, at this time, research on reading aloud through online learning has never been done. Online learning is physically separated and far apart but can still interact with each other, and communicate indirectly through communication technology. The results of this study can be a consideration for a teacher to be able to apply it in the future era. Therefore, this study aims to explore the implementation of reading aloud through online learning.

RESEARCH METHOD

In this study, the researchers used the qualitative method. This research was starting in February until March 2021 within 30 minutes in one meeting. The subject was elementary school students, more precisely at Nongekeng Elementary School, which is located in the Bannongekeng Phuho area, Puhluang District, Loei Province, Thailand. The students were in the fourth grade that consists of 7 students; 4 male students and 3 female students.

The type of research used descriptive qualitative research which is according to Saryono (2010) qualitative research is research that is used to

identify, describe, explain the quality or characteristics of social influence that cannot be realized, measured, or described quantitatively. The function of qualitative research is to understand social conditions, events, roles, interactions, and groups. Data obtained from indirect observation, checklist questionnaires, and interviews. Research subjects assigned to English classes and reading aloud were observed and analyzed.

The first data collection was observation. The researchers prepared a lesson plan as well as the media and materials that will be needed. Observations were made using an online system through a zoom meeting. And recording was done to record the process at every meeting. During the learning process, the researcher was watching the situations and conditions that occur in the classroom through video recordings. After the researcher states the results of the recording with a list of observations and notes other important things in the book.

The second data collection is a checklist questionnaire. Students were given a sheet of paper consisting of 22 questions. The questionnaire checklist has a 4-point scale, namely very like, like, medium and dislike. Students can fill in based on what they get during the learning process. And from the results of the student's responses, the researcher can see the students' answers to analyze anything interested in reading aloud.

The third data collection was the instrument interview. The teacher reads three questions sequentially. Then the students answered the questions. From the results of the interview with the instrument, the researcher was able to obtain more detailed, clearer information and the results of the questionnaire. During the interview process, the teacher helps students to understand the language. All this was done because students cannot understand some of the words in English.

RESULT

The implementation of reading aloud through virtual meetings has advantages and disadvantages impact on students. Based on the results obtained from observations, questionnaires checklists, and interviews, students can provide good attitudes during classroom learning. Where the teacher before starting learning already has a list of activities that must be done well. The teacher greets

the students in a loud voice so that the students' concentration and attention are drawn to the teacher. When the teacher explains, the teacher turns up his voice so that no one is chatting alone or sleepy in the classroom. Also, the teacher provides a movement and expression when teaching. based on previous research states that, reading aloud to children can foster positive attitudes. When teaching the teacher provides expression, voice, and emotional connection. So that students can follow the lesson well in learning to read aloud (Merga, 2016).

Students feel happy and enjoy the implementation of learning to read aloud in class. Where the teacher provides learning material using book media. The book used is an e-book sourced from Let's Read Asia. At this time everything can be accessed easily, one of which is the book from Let's Read Asia. Reading activities can use the e-book Let's Read application on any kind of electronic device either a smartphone, tablet, or laptop. Students can choose books with the desired theme (Ermerawati, 2016). In this book, the teacher can adjust to the students' abilities, because there are various levels provided. Then students will find it easier to learn vocabulary. English is a foreign language, so learning through stories and pictures is in great demand. Because using stories and pictures can help students get real information and learning (Mixon, & Temu, 2006), their motivation to read books will increase (Iswandari, & Pradipta, 2019). School is a place to study and develop strong personal motivation. A school is also a place for students to be able to read practically and for free (Cardarello, & Chiantera, 1989). So, when students learn to read in school it is more effective. Because the teacher will explain in more detail. Also, when studying in class students become more independent in learning.

After several meetings were held. The student's ability to learn has changed. Before the teacher applied the reading aloud method, students have difficulty reading vocabulary. Even 56% of the total 100% of students do not understand at all the vocabulary given by the teacher. So that when the teacher explains the material, students still need the help of an English teacher at school to explain more information. After implementing the reading aloud activity, students can understand how to read words with good and correct pronunciation. This could happen because students got so many exposures while learning in class. While

reading a book, the teacher read the text aloud 3 times. Then all students follow as much as the teacher says. However, when reading, the teacher also pays attention to the long and short intonation of the word. So that students can pronounce the intonation correctly and not be bound by a batch. The changes during the meeting showed that 100% of the students were able to pronounce the vocabulary with the correct intonation. Huda, Kartanegara, & Zakaria (2015) explained that reading aloud affects students' skills in understanding. Also, it encourages students to learn and understand the text more quickly.

Besides, students are very enthusiastic and confident during the teaching and learning process. Where students were very active when learning takes place. They were even able to ask and answer questions quickly. All this happened because the teacher gave a question at the end of the lesson. Modeling like this can be done by teachers such as exemplifying how to read, understand, and analyze a story besides discussing and allowing students to ask questions (Wiseman, 2011). One of the techniques the teacher used was that the teacher asks students to take a sheet of paper. Then the teacher mentioned 3 vocabulary words in turn. The vocabulary used was related to the theme given by the teacher. After that, the teacher asked students to try to answer with a draw. When they finished drawing, they showed it while saying the name of the picture. All of these things make the atmosphere in the classroom and interaction come alive. There are no students who chat by themselves and even fall asleep during the teaching and learning process. The process of interaction students of using to monitor development, understanding, and be able to predict the material being taught. So that learning becomes active (Johnston, 2015). McKeown and Beck (2003) in their learning there are advantages in reading aloud, which is to help students ask questions and learn with a book so that students can read aloud.

Students at this time prefer to use virtual learning. The government also requires to avoid face-to-face meetings..to break the chain of the spread of COVID 19. A study by Naserly (2020) states that virtual zoom meetings will be effectively used by students in one class which means less than 20. All students provide very meaningful answers which mean 100% improvement in virtual meeting learning. By using virtual meetings students continue to carry out

teaching and learning activities. Students can do distance learning without looking directly at the face. This does not stifle their enthusiasm for learning. When using virtual meetings, the teacher makes things more creative. At the time of learning the teacher uses 30 minutes to provide material. Besides, teachers always turn on the camera zoom and always be active when the process learning via zoom virtual meeting. The teacher must use the most appropriate technique and operate that technique properly. Such as displaying books on slides, assisting volume, and drawing. Because all the techniques can be used when there were disturbances that happened in the zoom virtual meeting. So the teacher will be able to directly and not interfere with the learning activities. So that when students take part in learning they are not bored. The results of this discussion are also equivalent to the use of virtual meetings. Good for use by teachers and teachers, teachers and students in the teaching and learning process (Idris et al, 2020).

At the time of using online virtual meetings, students gave a different response. The results showed that 14% of 100% of students indicated that the use of this virtual meeting was constrained by sound. One of them is when the learning process there is a technical disorder in the presence of the material. Whereat the time the teacher delivered a slide that did not move. Another thing is when the teacher reads a sentence the resulting sound sounds broken. So, students sometimes feel confused. However, the teacher will restate after the network is getting better. This is in line with the research by Setiawan et al., (2020) which stated that virtual-based learning using electronic media connected to the internet may be difficult to do because it is constrained by signals.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Nowadays, virtual meetings are widely used by everyone for learning. During the virtual meeting, students feel as if they are face to face and feel attracted to the zoom meeting application. Besides, it provides a positive attitude from the implementation of reading aloud. Students become more focused on learning, get new vocabulary, feel enjoy and comfortable with their learning, read

with the correct voice and intonation, and actively ask questions and answer confidently. So they can be sure that learning English is an easy thing to do. This makes students believe that learning to read in English is not very difficult with various kinds of activities and interactions in the implementation of the reading aloud method in virtual meetings. Besides, the students responded less well, namely because of the internet connection. Because it slightly hinders the teaching and learning process. However, according to the students, it is not a big problem.

B. Suggestion

However, for further research, it is hoped that researchers can get more subjects. Because in this study there were only 7 subjects. So that the teaching and learning process if there are many objects, can get obtained a general picture. So that researchers can get more specific results. So it is necessary to do further research through virtual meetings.

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