

## Chapter One

### Introduction

In this chapter, the researcher presents background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, advantages of the study, and outline of the research.

#### Background of the study

Read aloud is a process of reading book with loud voice and some process of sense engaged are seeing, hearing and speaking simultaneously. According to Hanxiong (2009) reading aloud is a way of vocal reading as well as a process when people turn word symbols into phonetic symbols. Some process of sense engaged are seeing and hearing that greatly exerted and influence each other.

Then, when we read aloud, there are some benefits that students will get that related to speaking skills such as developing students' knowledge, correcting pronunciation, increasing vocabulary, knowing the meaning of book clearly, pay attention to the punctuation, learning how to use language and giving opportunity to study spelling, stress and intonation. According to Kelly (2000) as cited by Yulianto (2014) read aloud is one of techniques in improving pronunciation and give opportunity for students to study spelling, stress and intonation.

Besides, Hall (2008) says that reading aloud gives students an opportunity to hear the instructor model fluency and expression in reading technical such as intonation, face expression, and attention to punctuation reader. In addition, Gunderson, Hayes and Sberger (2007) explain reading aloud enriches students'

vocabulary, know sentence structures and also as a bridge in mastering speaking and writing skill.

From those benefits of reading aloud above, it is possibly that reading aloud can help students' speaking skills. Speaking skills are the way to express our emotions and to interact with others in any situation (Grice and Skinner, 1995). According to Brown (1994) speaking is an interactive process of developing meaning including three aspects namely producing, receiving and processing information. It is usually spontaneous, open-ended and natural, so the speaker cannot easily revise what they have said. Moreover, Nazara (2011), speaking is a social affair, multi-sensory speech event which the topic is usually unpredictable. It also involves eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow.

However, there are some students who do not know that reading aloud is a way that can help their speaking skills. Then, in generally reading aloud did not imply by some teachers or lecturers in teaching and learning process. From those problem the researcher interest to know is there any correlation between students reading aloud habit and their speaking skills especially at EED of UMY batch 2014.

#### **Identification and limitation of the problem**

Based on the researcher's experience, the researcher identifies there are some techniques and strategies that teachers or lecturers used in helping students' speaking skills such as using group work, watching movie, listening to the music

and practicing speaking skills through dialogue and conversation. However, the researcher sees that not all lecturers at EED of UMY do not imply reading aloud in helping students speaking skills or in generally lecturers not used reading aloud in teaching and learning process. Besides, there are some students do not know that reading aloud can help their speaking skills. From those explanation, the researcher limits only about reading aloud as a way that can help students' speaking skills. Besides, this research is investigating whether or not there is a correlation between students' reading aloud habit and their speaking skills at English Education Department of Universitas Muhammadiyah Yogyakarta batch 2014.

### **Formulation of the problem**

Based on the background, this study is intended to investigate the following research questions:

1. How is the EED of UMY students' reading aloud habit?
2. How is the EED of UMY students' speaking skills?
3. What is the correlation between students' reading aloud habit and their speaking skills at EED of UMY?

### **The objectives of the study**

1. To find out the EED of UMY students' reading aloud habit.
2. To reveal the EED of UMY students' speaking skills.
3. To investigate the correlation between the students' reading aloud habit

**The advantages of the study**

This study is expected to give some benefits for the researcher, students, teachers and other researchers.

**For the researcher.** After doing this research, this research enriches the researcher's knowledge about kinds of technique that can improve speaking skills.

Besides, the researcher understands what is reading aloud, what is reading aloud habit, the benefit of reading aloud and the significance of reading aloud in speaking skills further. Then, the researcher can implement reading aloud technique in her class activity later.

**For students.** This research is hoped to give benefit for students as the following. First, students can use reading aloud as their habit to increase their speaking skills. Then, students can be more motivated or interested in learning English especially in speaking skills. The last, students are encouraged to speak English in front of the class or in public speaking.

**For teachers.** For teachers especially teacher of English Education Department at UMY, this research enriches their knowledge about kinds of technique that can improve students' speaking skills. Besides, teachers understand about reading aloud and the benefits of reading aloud. Then, teacher can try to apply reading aloud in their class as a way in helping students speaking skills.

**For other researchers.** The researcher hopes that the result of this research enriches knowledge to other researchers who want to know and analyze

interested to investigate the similar topic can use the result of this research as a reference to their research in conduct action research or experimental research.

### **Outline of the research**

The structure of this research is organized as follows. In the first chapter, the researcher explains introduction of the research which presents background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, advantages of the study, and outline of the research. In the next chapter of this research presents a review of literature on reading aloud and speaking skills. In reading aloud some theories that are explained about reading aloud, reading aloud habit, the benefits of reading aloud and the significance of reading aloud in speaking skills. Besides, in speaking skills some theories that are explained including; the functions of speaking skills, the characteristics of successful speaking activities, the problems in speaking skills, and assessing speaking skills. In this chapter also explains about review of related studies, conceptual framework and hypothesis.

Then, in chapter three of this research focuses on the research methodology which includes research design, research setting, population and sample, data collection instrument, data collection procedure, and data analysis. The next chapter of this research is chapter four which discusses about result and discussion. The result was answer the three research question of this research and discussion presents further information and relates result to the theory reviewed in

presents the summary of this research and also provides several recommendations  
for students, for teachers and for other researchers.