

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher reviews some theories related to the research especially about reading aloud, reading aloud habit, speaking skills and previous studies about the correlation between speaking skills and reading aloud. The theories are not only taken from books and journals but also from articles and related studies to support this research.

#### **Reading aloud**

Read aloud is a process in reading book with loud voice and some processes of sense engaged are seeing, hearing and speaking simultaneously. According to Stroh (2012) reading aloud is the practice of reading with aloud voice. Besides, Beltchenko (1997) Reading aloud is a technique where students verbalize through reading. Moreover, Hanxiong (2009) remarks that 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. In addition, Graves, Desai, Humphries, Seidenberg, and Binder (2014) says that reading aloud involves the sound of a word from visual form. This accomplished by direct associations between spellings and phonology. From definition above, the researcher concludes that reading aloud is practice of reading with loud voice and intonation which students

**Reading aloud habit.** Habit is an action that people do continuously in their whole life. According to Hanxiong (2009) habit is a basic psychological unit of stable that relations between stimulation and reaction and there are two categories of habits which are unplanned and planned habit. Unplanned habit refers to a long term habit that is formed naturally which is going on for a long time or even through a whole life such as dressing habit, eating habit and wakeup habit. Then, planned habit refers to a short term habit that is formed by certain motivation from themselves and certain strong stimulations or sudden releases of certain psychological emotions, which are mainly subjective. It is not going on for a long time but can develop to long term habit such as time schedule one week before examination and time schedule when do thesis or reseach.

Besides, Darnton, Verplanken, White and Whitmarsh (2011) have two perspectives about habit from psychology and sociology. In psychology behavior is a factor influence of habit. Than in the sociology, habits appear as routine practices. In addition, Verplanken (2012) explain, habit is a thing that people do regularly as a practice and a custom. There are three pillar of habit include repetition, automaticity and context-clued. Repetition here means frequency of past behavior. Than automaticity means the "fluency" of habitual behavior and context- clued means habits are triggered by cues in stable contexts such as time, location, specific people, specific situation and others.

From definition above can be conclude that, habit is basic psychological unit, routine practice, behavior as a factor influences that people do regularly as a

the concept of reading aloud and habit itself. So, reading aloud habit is the routine practice of reading with aloud voice that students do regularly as a practice and a custom that behavior as a factor influence.

**The benefits of reading aloud.** There are some benefits of reading aloud in our life especially in teaching and learning process. Ramirez (2006) explains there are some benefits of reading aloud for students. First, reading aloud promotes students' listening skills. When teacher read a book with loud voice, students will listen and increase their listening skill if it do continuously. Secondly, reading aloud develops attention span and memory. When teacher read with loud voice, students will learn how to focus their attention in a quiet atmosphere, listen their teacher's voice, remember what they hear, and respond using body language, until they can respond with their own words. Thirdly, reading aloud helps students learn uncommon words. When teachers read a book to their students, students will hear words that rarely use in their daily life. If students hear it continuously, the words will eventually become part of their vocabulary that they understand. Then, reading aloud also stimulates students' imagination and all senses. When students listen their teacher reading story with dramatized, it helps them learn to imagine in their heads using sensual memories like how things feel, taste, smell, sound, or look. The last benefit is reading aloud instills students' love of books and learning. When they like reading they will like to learn.

Besides, according to Ryan and Yee (2014) there are some benefits of using read aloud. First, reading aloud enable teachers to offer texts with more

... to be read independently. Second

reading aloud helps English language learners develop and enrich new vocabulary and syntactic awareness. Third, reading aloud builds students' reading habit.

Then, it stimulates students' imaginations and emotions. Reading aloud also helps students in distinguishing the different genres. The last benefit of reading aloud is shows students how to question, visualize, and make predictions while they read.

Moreover, Trelease (2001) explains some importances of reading aloud for students in all ages. First, reading aloud gives students' background knowledge, which helps them make sense of what they see, hear, and read. Second, with reading aloud vocabulary students will grow up. Third, reading aloud lets teachers be role model for reading. Fourth, reading aloud introduces books and types of literature for students such as poetry, short stories, and bibliographies. Then, reading aloud introduces language that used in book. Language that usually use in book is different with language that use in daily life. Languages that used in book usually more descriptive and uses formal grammatical structure, but language that use in daily conversation is simpler and usually use informal form. Then, reading aloud lets students use their imaginations to explore people, places, times, and events out of their own experiences. The last benefit of reading aloud is supports students in developing of reading and writing skills. In addition, some benefits of reading aloud that is explained by Kelly (2004) are improve students listening skill, improve reading skill, make students learn to correct themselves and fluent reading goes along with it.

From explanation above can be conclude that there are some advantages

introduce book and type of literature, introduce language that usually use in book, stimulating students emotion and imagination, support us in developing reading and writing skill, develop students attention and memory and make students like reading.

### **Speaking skills**

Speaking is one of four language skills most frequently used by people to communicate with others in their daily life. It is a productive skill in oral mode produced by listening skill. According to 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.

Moreover, Brown (1994) says that speaking is an interactive process of developing meaning including three aspects namely producing, receiving and processing information. Louma (2004) also has the same argument with brown where speaking is an interactive process of build a meaning that involves producing, receiving and processing information. It is usually spontaneous, open-ended and involving. In addition, Grice and Skinner (1995) argue that speaking skills are the way to express our emotions and to interact with others in any situation. Then, Chastain (1998) as quoted by Araghi and Amineh (2014) states that speaking involves not only linguistic components of the message but also

From the definitions above, can be conclude that speaking skills is always related with communication. Then, speaking are skills that used to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

**The functions of speaking skills.** Some experts have identified the functions of speaking skills. The main function of speaking is to communicate with others in their life. Richards (2008) mention that there are three functions of speaking skills that include talk as interaction, talk as transaction and talk as performance.

***Talk as interaction.*** Talk as interaction generally refers to conversation used by people in social interaction. Interaction here means when people meet with other people, they exchange and engage greetings and knowledge in small talk and tell their recent experiences. The main features of talk as interaction focuses on primarily on social function, reflects role relationship, reflects speaker's identity, may be formal or casual in the conversation, uses conversational conventions, reflects degrees of politeness, employs many generic words, uses conversational register and jointly constructed. The aim of talk as interaction is to build the good relationship with others.

***Talk as transaction.*** Talk as transaction refers to the situations where focus on what is said and what done rather than focus on the speaker. Besides, Burns (1998) as cited by Richards (2008) explains that there are two different types of talk as transaction including situations where the participants focus on giving and receiving information and focus on what they say or do. The important

point in talk as transaction is between sender and receiver understands clearly and accurately about information that delivered.

***Talk as performance.*** Talk as performance refers to public talk. The main feature of talk as performance focus on message and audience, predictable organization and sequencing, focus on both form and accuracy, the language is more like written language and often monologue than dialogue. Some examples of talk as performance are classroom presentation, public speaking, public announcement and speech.

Another function of speaking skills is stated by Arnold (1983), he said that speaking has several functions in our life such as facilitate students in analyzing problems and information, helping students to create effective communication and helping students' pronunciation better than before.

**The characteristics of successful speaking activities.** There are some characteristics of successful speaking activities. According to Ur (1996), some characteristics of successful speaking activities including learners talk a lot, participation is even, high motivation and use acceptable language.

The first characteristic of successful speaking activities is learners talk a lot. As much as possible learners should talk a lot than teacher in the speaking activity and teacher should only be a facilitator. This may seem obvious but often most time is taken up with teacher talk or pauses. Secondly, participation is even. Participation is even here means in the classroom discussion not only active students who are talkative in speaking but also all of learners get a chance to

least distributions are fairly evenly distributed. The next characteristic of

successful speaking activities is high motivation. Learners who have high motivation in speaking will be enthusiastic and eager to speak. It usually causes learners interested with the topic and they want to give contribution in the class to achieve the goal and get good score. The last characteristic of successful speaking activities is use acceptable language. When the students speak in the target language, the language that they used should be acceptable and easy to understand.

Besides, Nunan (1991) identifies some characteristics of successful oral communication. The first characteristic is have ability to articulate phonological features of the language comprehensibly. Secondly, master stress, rhythm and intonation patterns. The third characteristic is use acceptable language in speaking. Then, successful conversations require good listeners as well as good speakers. The next characteristic is have transactional and interpersonal skills. The last characteristic is have skills in knowing about and negotiating purposes for conversations.

**The problems in speaking skills.** There are some problems that students faced in speaking especially speak in target language. Hosni (2014) and Ur (1996) explain that there are four difficulties that students face in speaking including inhibition, nothing to say, low participant and mother-tongue use.

First is inhibition. The term of inhibition refers to the condition where the students feel discomfort when tried to say something in foreign language and they are afraid to make a mistake, fearful of criticism from others and shy when they are



than make an error in speaking. The second problem is nothing to say. Nothing to say refers to most of students in the classroom activity prefer listening to their friends than speaking directly. It is caused by students that do not know what to express and sometime do not have ideas or opinions to share. The third problem is low participant. Low participant refers to the condition of teaching and learning process where less students talk in the class at the time and there are some active/dominate student in the classroom activity. The last problem is Mother tongue use. Most of students feel comfortable in using their mother tongue to speak especially speak with people who have same mother tongue. So, they will get difficulties to speak others language which is different from their mother-tongue.

Beside, Harmer (2007) explains that, there are two elements of speaking which become problems for students namely accuracy and fluency. Moreover, based on a research done by Togatorop (2009), the main obstacles faced by students' in practicing speaking English are limitation in vocabulary mastery and grammar. In addition, Brown (2000) says that, there are eight difficulties that students face in speaking including clustering, redundancy, reduce forms, performance variable, colloquial language, rate of delivery, stress, rhythm and intonation and interaction.

**Clustering.** Clustering means learners can organize their output both cognitively and physically. Organize output both cognitively and physically in speaking means that speaking is not only say word by word but also using body

**Redundancy.** To make listener understand the conversation more easily, the speaker can use redundancy. In the conversation the speaker can use "I mean" and "you know" to make the listener clear about what we are talking about. However, most of students rarely use it in speak and they just speak what they want to speak.

**Reduce forms.** The reduction includes contraction (ex. I'll be there for I will be there), elisions and reduced vowels ("see aa" for see you). The reduce form can be a significant difficulty for students especially for new language learners in learning English language.

**Performance variables.** In speaking performance, learners should know where they should pause of speak and what will they do in pause. In pause, they have time to think what they will talk about. In speaking, thinking time is not silent but we should insert some fillers such as uh, um, well, you know, I mean, like and others. However, some students still silent when they think.

**Colloquial language.** The language learners should have a good comprehension in words, idioms, slang language, reduce form and phrase of colloquial language. However, most of students do not aware about them it and they just learn what the teacher explains.

**Rate of delivery.** When we speak we should consider the rate of speaking. It should not be too fast and also not too slow. If the speaker speaks too fast, the audience will not get the point or not understand what we are talking about. Then, if the speaker speaks too slowly the audience will be sleepy and will not be focus on what the speaker's talk.

**Stress, rhythm and intonation.** When we speak we should consider stress, rhythm and intonation to make our audience catch what we are talking about. However most of students did not aware about stress, rhythm and intonation when they speak and they just speak what they want to speak.

**Interaction.** Interaction means an activity between two or more which give the impact to them. Some examples of interaction are giving feedback to others, communication to ask help and others. In interaction speaker should be creative of conversational negotiation.

**Assessing speaking skill.** In testing, both formal and informal test commonly takes test at the beginning and at the end of section. Test that do in the beginning actualy to know how far the ability of students. Then, test that is done in the end section usually used to know whether or not increases of students' ability. According to Brown (2003) there are two kinds of test that are commonly used in test namely formative and summative assessment. Formative assessment is evaluating students in the process of "forming" their competence and skill with the purpose helping students to continue that growth process. In here, teachers give the feedback on the students' performance continuously. However, summative assessment typically occurs at the end of a course or unit of instruction. It is aims to measure or summarize what the students get in the class. Final exams in a course and general proficiency exams are some examples of summative assessment.

Moreover, there are some types of test that are usually used to test students' speaking skill such as dialogue and speech. Thornburry (2005) says that,

some types that commonly uses in spoken test include interviews, live monologue, recorded monologue, role plays and collaborative task and discussion.

First type of spoken test is interview. In interview task, teacher can set up the class like writing and reading class, then teacher called students one by one to do interview. Second type is live monologue. Live monologue here means students prepare and present a short talk lively in front of the class on a pre-selected topic and there is the question and answer section. It is speaking spontaneously. The third type of spoken test is recorded monologue. In this test, students record their monologue themselves. It is perhaps lessen the stressful students because this assessment can be done after the class and they can replay to record their monologue if they think their monologue is not good to hear. The next type of spoken test is role plays. Role plays here same with conversation but there is a role that students should play. Then, the last type of spoken test according to Thornburry (2005) is collaborative task and discussion. Those are similar with the role plays but there is no role in there and the conversation more natural and simply.

In addition Thronburry (2005) also explains some criteria of speaking test in the CELS (Cambridge certificate in English Language Speaking) which are grammar and vocabulary, discourse management, pronunciation and interaction communication.

**Grammar and vocabulary.** In grammar and vocabulary, students or

vocabulary. Besides, the range of sound and appropriate vocabulary that student used is also assessed.

***Discourse management.*** In this section, the examiner is looking for the students' ability to maintain the coherent flow of language with appropriate range of linguistic resources over several utterances in speaking skills assessment.

Besides, the CELS task requires candidates to construct sentence and produce utterances in order to convey information and to express their opinion.

***Pronunciation.*** It refers to students' ability to produce comprehensible talk to fulfill the task requirement. It also refers to the production of the individual sounds, the appropriate linking of words and the use of stress and intonation to convey the meaning.

***Interaction communication.*** Interactive communication refers to the students' ability in interaction with interlocutor, others students or friends by initiating and responding appropriately. Then, Speed and rhythm is note in test. The ability in using functional language and strategies to maintain or repairs interaction is also included.

In speaking classes of EED UMY, the lecturers also implement some types of test mentioned by Thornburry (2005). Some types of test that commanly used in speaking classes of EED UMY are role play, live monologue, dialogue, group discussion and interview. In this research, the researcher will use the final score of

### **The significances of reading aloud in speaking skills**

There are some advantages or benefit of reading aloud that related to the speaking skills such as develop students' knowledge, correct students pronunciation and improve students' vocabulary. According to Kelly (2000) as cited by Yulianto (2014) reading aloud is one of techniques in improving pronunciation and give opportunity for students to study in spelling, stress and intonation when often read the article or book with loud voice. Besides, Hanxiong (2009) says that if students always imitate the sounds of native speaker and if students read a book with aloud voice for a hundred times we will know the meaning of a book clearly and can disclose our pronunciation. Then, Kelly (2004) says that reading aloud is a better technique than other in developing oral fluency and if students can read fluently this can transferred to speaking fluently.

Moreover, according to Gunderson, Hayes and Zisselsberger (2007), there are some benefits of reading aloud especially for English language learner or people who is learning English as a second language. Those benefits are, reading aloud provides English language learner access to enrich vocabulary, sentence structures and also as a bridge in mastering speaking and writing skill that will help them to succeed in the classroom. In addition, Ramirez (2006) says that some benefit of reading aloud namely, increase students' vocabulary, help students learn and understand the meaning of words, help students learn to get information from illustration, help students in simulating their visual development and

Then, according to Hall (2008) some benefits of read aloud, include: First, reading aloud gives students an opportunity to hear the instructor model fluency and expression in reading technical or literary language such as intonation, face expression, and attention to punctuation reader. Second, reading aloud can be used to encourage listeners to construct meaning, connect idea and experiences across text. Third, Reading aloud helps students learn how to use language. Then, reading aloud also improves students' vocabulary, and comprehension. The last, reading aloud also can motivate students to read more.

#### **Review of related studies**

There are two researches that similar with this research which is examined by the researcher. The related studies are about the correlation between reading aloud and speaking skills. In this research, the researcher would like to present the summary of the related studies to point up the idea of the research.

The first research entitled "*Reading Out Loud and the Connection to Fluency*" by Mulich (2012) University of wisconsin- la Crosse, McFarland II Learning Community. This research examines the effect of implementing reading out loud strategy to increase fluency in elementary classroom. This research conducted at a suburban Midwestern elementary school with a population of approximately 500 students in grades K-5. The participants in this study included 19 students third grade classroom, 10 females and 9 males. The participants had various reading abilities. The data collection tools used were designed to discover the answers to the following research questions: (a) How does reading out loud

does reading out loud affect overall reading achievement?. Then, the data collection tools that used in this research included student and parent surveys, teacher observations, running records, and fluency folders. Each survey included seven questions with varying topics regarding habits of reading out loud. At the conclusion of the study, the study participants showed a small increase in overall achievement in fluency.

The second research entitled "*The Effect of Repeated Reading Aloud on the Speaking Fluency of Russian Language Learners*" by Stroh (2012) a thesis of degree Master of Arts of Brigham Young University. USA: Brigham Young University. This research investigates whether or not there is a connection between repeated reading aloud and speaking fluency of Russian Native speaker. The primary goal of this study was to investigate the relationship between repeated reading aloud and speaking fluency further. The repeated measures experimental design of this research involve students and graduate students of Brigham young university that learning Russian language as a foreign language and who were assumed to be at intermediate to low advanced level of proficiency on the ACTFL scale. There are two hypothesis of this research namely hypothesis null ( $H_0$ ) and alternative hypothesis ( $H_1$ ). The alternative hypothesis of this study is repeated reading aloud have effects upon speaking fluency. Besides, the null hypothesis of this research is repeated reading aloud does not have an effect upon speaking fluency. However, the result of this research rejecting the null hypothesis that is the practice of repeated reading aloud improved some of the



the purpose of increasing their reading speed hesitated less and spoke faster while responding to speaking prompts.

### **Conceptual framework**

The conceptual framework discusses the related theories which are summarized and synthesized from the theoretical discussion. In teaching and learning English there are four skills that should be mastered by language learners namely speaking, listening, reading and writing skills. Those skills are taught in English Education Department Universitas Muhammadiyah Yogyakarta.

One of important skills that English language learners should master is speaking skills because with speaking learners can express our idea and we can communicate with others. However, students find some obstacles in speaking such as not confidence, nothing to say, limitation in vocabulary mastery, afraid of making a grammar mistake and sometime they lose their ideas when they speak.

From those problems there are some ways that can help students solve the problems such as using group work, watching movie, listening to the music and practicing speaking skill through dialogue, and conversation. However, there are some students do not know that reading aloud is a way that can help their speaking skills. Then, in general, reading aloud did not imply by some teachers or lecturers in teaching and learning process. So, the researcher only focuses on the reading aloud as a way to help students in speaking skills and focus to investigate the correlation between students' reading aloud habit and their speaking skills at EED UMY. Reading aloud is the practice of reading with a loud voice and

### Hypothesis

Hypothesis is a statement of prediction that will be tested a research. In this research there are two hypothesis which are null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ).

1. The null hypothesis ( $H_0$ ): There is no statistically significant correlation between reading aloud habit and speaking skill.
2. The alternative hypothesis ( $H_1$ ): There is a statistically positive correlation between reading aloud habit and speaking skill.