

**The Correlation between Students' Reading Aloud Habit  
and Their Speaking Skill at English Education Department  
of Universitas Muhammadiyah Yogyakarta**

*A Skripsi*

**Submitted to the Faculty of Language Education in Partial Fulfillment  
of the Requirements for the Degree *Sarjana Pendidikan***



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### Statement of Authenticity

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**Motto**

***"There is nothing impossible if we want to try and *tawakkal*"***

**Dedications**

**I fully dedicate this skripsi to my beloved father, mother, brother, sister and my best friends who always support me in any situation.**

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### Abstract

There are some techniques that teachers or lecturers used in helping students' speaking skills such as use group work, watching movie, listening to the music and practice speaking skill through dialogue, conversation. However, not all teacher and students know that reading aloud is a ways that can help students speaking skills. So, this study only focuses on reading aloud as a way to help students' speaking skills. There are three research questions proposed in this study namely how EED of UMY students' reading aloud habit is, how EED of UMY students' speaking skill is, and what the correlation between students' reading aloud habit and their speaking skill is.

This research implemented correlational study which involved 132 students of EED UMY batch 2014. The instruments used in this research were questionnaire to answer the first research question and documents of students' speaking score to answer the second research question. The data of this research were analyzed using descriptive statistics in SPSS program version 20.0 to find out students' reading aloud habit and students' speaking skill. Then, Pearson product moment correlation coefficient ( $r$ ) in SPSS program version 20.0 was used to answer the third research question about the correlation between students' reading aloud habit and their speaking skills.

The result showed that students at EED of UMY batch 2014 are often did reading aloud habit. It can be seen from the mean score of the students' reading aloud habit that is 2.975 which belongs to the "often" level. The result of the



of speaking skills. It is seen from the mean score of the students' speaking skills (60.306). Based on the categories of students' speaking skills score, 60.306 belongs to the "high" level category. Then, the result of the third research question showed that there is a positive correlation between students' reading aloud habit and their speaking skill but the strength of the correlation is very low correlation. It means, the  $H_1$  (the alternative hypothesis) is accepted and the  $H_0$  (the null hypothesis) is rejected.

*Keyword:* reading aloud habit, speaking skills, correlation between students reading aloud habit and speaking skill

## 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'