

## STUDENTS' DIFFICULTIES ON READING ALOUD IN THE FIFTH GRADE DURING PANDEMIC COVID-19

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### Abstract

Reading aloud is one of the methods of English learning which is very important in EFL that is purposed to developing their English reading skills. This research is a case study research by teaching English in the village using the Reads Aloud method in the learning process. The subjects in this study were 7 primary school students in grade 5. Meanwhile, the object is the application of the Reads Aloud learning method. The purpose of this study is for the researcher wants to know the difficulties of students during activity reading aloud in the Fifth Grade. Data collection techniques in this study used observation and interview.

**Keywords:** Reading Aloud, English Learning, Primary School Students, Reading Skill

### INTRODUCTION

Distance Education which began to be implemented in the early months of the year due to a case of the Covid-19 virus which was first identified in Wuhan, China and then spread to Indonesia at the beginning of the year so schools must implement this distance education system. According to WHO (2020) Covid-19 was first identified in December 2019 in Wuhan, China and on June 2020 it spread globally to 216 countries with total cases are 8,708,008. While in Indonesia as of June 21 2020 is 45,891 cases (KOMPAS, 2020). Distance education system is a whole process of education and training that is carried out in a modular form in a certain time unit with guidance by professionals who aim to improve the quality of personnel safety in certain fields (Hamalik, 1994: 48). Situations and conditions may not be conducive, but learning activities and activities can be carried out anywhere. Distance education or virtual learning can be supportive and can make it more difficult for students to do learning, and this virtual learning can be effective especially among older students and strong motivation to study hard. Including learning English in this pandemic especially for the primary students.

The researcher found that in one of Bogor villages, many primary students are unfamiliar with their daily English learning especially in this pandemic, distance learning. Some students have a little difficulty in learning English, even though their parents at home also admit to having a difficulty in helping their children learn English, especially in understanding English words because

they also find it difficult with English itself and the problem of managing time between work and guiding their children at home. Therefore, the researcher started to help those who felt difficulties in learning English, especially in terms of understanding in English. The researcher started by using the Reads Aloud method for primary school students, especially in grade 5 students.

Some of the teachers have their own methods and ways of teaching, in a pandemic like this indeed most teachers use online learning alternatives, not face to face to their students. During this pandemic it is certainly difficult to carry out direct contact learning activities and as a solution is that students must learn from home using all of them using online facilities and certainly very different when learning directly where the teacher can very easily pay attention to each student whether they have learned and understood well about learning material, this also the reason why the researcher to teach in this village, help children who have difficulty understanding English using the Reads Aloud method, and here the researcher focuses on finding out the various difficulties of students in understanding English with the Reads Aloud method.

## **LITERATURE REVIEW**

Reading aloud is the practice of learning to read text aloud to children. According to Huang (2010: 148) as cited in Mualifah (2015) "reading aloud is an important part in education for all-around development, which has several functions in English teaching". This is also an effort to develop children's reading comprehension development and develop their literacy. Reading aloud is the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000).

Reading aloud is one method that teachers can use with primary students. According to Huang (2010:149) Reading aloud has five functions in foreign language; practice pronunciation, improve oral English, get deeper understanding, strengthen the knowledge and improve the classroom atmosphere. Reading aloud can introduce a lot of new vocabulary, students can read more fluently and more fun, increase reading comprehension, and build many important basic skills.

A 20-minute effective read-aloud can repeatedly expose children to academic words that will likely show up in content textbooks (Himmele and Himmele, 2012), from the activity along with teacher guidance it can give many new vocabulary to their students and also in this method, students can directly test their reading, about their pronunciation, and if there is some mistake in pronunciation it can be immediately revised and corrected by the teacher.

Moreover, according to Fountas and Pinnell (2006), read-aloud is a systematic and explicit method of reading aloud where the teacher models vocabulary development, reading fluently, and comprehension strategies and requires the students to join in the discussion, thus becoming interactive participants in their own learning. Besides being able to help students in reading fluency, vocabulary and their pronunciation, reading aloud can also have become interactive in their English learning and there are some feedback between the teacher and students during reading aloud activities, how they discuss the same story and the same characters in one story reading there will be many interactions and feedback between both of them. Based on this explanation, it can be concluded that reading aloud is very helpful and can affect students' interest in reading, as well as their reading comprehension and help increase their vocabulary.

Along with all of those advantages of Reading Aloud there are also the difficulty that faced by students according to Gabrielatos (2002) as cited in Mualifah (2015) said that learners may read aloud fairly competently in terms of pronunciation of individual words, but fail to understand the meaning of what they are reading. Important thing is teacher itself uses the reading aloud method to be a solution to some of these difficulties, teacher knows what are the obstacles and difficulties, and at the end it can be done by checking whether students can understand everything they have read not only in terms of pronunciation, fluency but also seen from the benefits that have been mentioned so that at the end this method can be implemented properly.

## **RESEARCH METHODS**

The objective of the research is to know students' difficulties in reading aloud of the fifth grade at SDIT Al Kautsar Kec. Bogor Utara in this study the participants taken are the fifth grade of SDIT Al Kautsar Kec. Bogor Utara in academic Year 2020/2021 That school is located in Ceremai Ujung Street at Bantarjati Kaum Kec. Bogor Utara. The researcher takes the data at one of students' home at Ceremai Ujung Street, Bantarjati Kaum. That class consist of 5 students. Researcher searched for data through observation and interviews with selected participants.

## **RESULTS AND DISCUSSION**

In this study the researcher use the previous studies to guide the researcher in conducting this research. The researcher is Mualifah (2015) she studied the "An Analysis of Students' Difficulties on Reading Aloud in The Fifth Grade at MI Al-Muhajirin Gegesik". This study described the difficulties that students encounter during activity reading comprehension and reading aloud and the strategies used by the teacher to handle students' difficulties in the fifth grade at MI Al-Muhajirin Gegesik Kab. Cirebon. Students tend to have limited vocabulary knowledge, lack of fluency, less familiar with English subject, have difficulty reading English texts, inadequate use of effective reading strategies, weak verbal reasoning, problem with processing information, and problems in recalling information after reading, students are still slow in reading, other students get bored quickly, students feel more embarrassed and students' skills are limited.

Based on the researcher above, it makes the researcher interest to make a research "Students' Difficulties on Reading Aloud in The Fifth Grade during Pandemic Covid-19" the researcher to find the difficulties that students faced when reading aloud in the fifth grade, in order to give students' more knowledges, help them to increase their vocabulary and their reading skill.

In this case which is slightly different from the previous research, in this case, the students here tend to be active and very confident during reading aloud activities, students feel very enthusiastic, because this study also used interviews, so in addition to asking about their difficulties in Reading Aloud, researcher also asked what they felt during the reading aloud activity. The difficulties they faced when Reading Aloud are: students still lack knowledge of English, not familiar with English material so that at that time most of them were still slow in reading English, not very fluent in reading, lack of vocabulary, difficult to read the English text, problem with processing information some of them feel bored as their friend read the text but when it came to their time to read they were not feel embarased.

The results of this study are still far from complete, but researcher hope that at least the society will know the difficulties faced by students during reading aloud. The suggestion is based on previous research for a teacher to provide solutions such as the use of appropriate and creative methods and to entertain students and for the results of this research is, the difficulties of the students faced will be different for each of them. Students have different interests, knowledge and skills. In this case, during the pandemic they were only studying in their home, so this is their chance to experience face to face learning again that is why they feel happy and enthusiastic during the learning. In this case, there were participants who were also classmates and had close relationships so this was also a factor why they did not feel embarrassed and they were very enthusiastic and it is different from previous study.

## **CONCLUSIONS**

The researcher makes a conclusion after analyzing the difficulties faced by students during reading aloud activities, those are: Some difficulties experienced by students during reading aloud activity: 1) students still lack knowledge of English, 2) not familiar with English material 3) slow in reading English, 4) not very fluent in reading 4) lack of vocabulary, 5) difficult to read the English text, 6) problem with processing information, 7) some of them feel bored.

During this pandemic it is certainly difficult to conduct direct contact learning activities and as a solution is that students must learn from home, study from home, or using online facilities. The researcher suggests that further researcher who conducts the same research to complete this research know the participants or students to handle the difficulties that students encounter during activity Reading Aloud, and take advantage of making time to teach children around the house, near the residence to know more about their knowledge of English, and if they are sufficient lack of understanding in English it can help them also to increase their enthusiasm for face-to-face learning and in learning English itself.

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