

THE EFFECT OF LEARNING STRATEGY OF READING ALOUD ON STUDENTS' ACHIEVEMENT IN THE SUBJECT OF ISLAMIC STUDIES AT SECONDARY SCHOOL IN SEMARANG

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Abstract

This study examines the effectiveness of active learning strategy through reading aloud instruction implemented at the secondary school on Islamic Junior High School, Semarang, Indonesia. Several series including learning activities and direct observation were practiced among the student on the subject of Islamic Studies, that is al-Qur'an Hadith. In order to gather data through classroom research, there are three srages to complete the assesement, namely, pre-cycle, first-cycle and scond cycle in which in this last stage the process of implemmenting learning strategy was undertaken. The results showed that reading aloud learning strategy made a significantly valuable contribution to the development of independent learning skills and the ability to absorb knowledge and to foster the students to increase their lively sense, achievement, as well as attitude of their response towards that process. Generally, learning strategy of reading aloud has been comprehensively sucessful on learners' achievement, involving lively sense ; fluency of learning ; atmosphere during implementing learning using this strategy.

Key words ; effectiveness, active learning, reading aloud learning startegy, achievement, Islamic Studies, valuable contribution, implementation.

1. INTRODUCTION

It is necessary that one of the main priorities in learning process is that the students can absorb the information of knowledge presented by the teacher, and therefore this is centered by the condition where both have the responsibility simultaneously. In addition, in learning process, there are two elements ; learning by student and teaching by teacher (Ismail, 2008 : 9). Learning is an

effort to conduct by person to achieve a change of attitude comprehensively as the self experience in the interaction with the surrounding (Slameto, 2003 :3). However, teaching is a process of transferring the knowledge, value, skill, as well as the students' potency. From this, that process includes the atmosphere as well as surrounding organisation, and therefore implicitly contains learning manager and fasilitator (Darwis, 1998 : 222).

In otherwords, in the learning process, the teacher should have a strategy for transmitting the information to the student and is necessary to master the technical service, also known as learning method (Asmani, 2012 : 23). Similarly, Gamal Zakaria (2002) pointed out that the main performance on teacher's role, besides his character and personality, must well prepared in their teaching process to be able to face challenges before going to the real teaching field. Accordingly, using the appropriate method for both the students' condition and the kind of subject matter will be resulted a circumstance of class easy to transfer the information by the teacher, and thus will be arised the students' active sense in learning.

As the significant instrument, active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing (Bonwell and A.Eison, 1991). Meanwhile, the basic elements of active learning are students' activity and engagement in the learning process. In addition, the students' lively sense is one principle of the learning process, and thus from the the conducive situation can achieve an optimal result of the study (Silbermann, 1996 ; Meyers and Jones, 1993).

1.1. Problem Identification

However, there were the opposition in which the learning process was just performed by traditional way with the domination of the teacher in class to transmit the knowledge to the student. Furthermore, this was not involved fully by the students, and thus caused the student out of the control, where from this it was also influenced in declening the ability of student in accepting and absorbing the knowledge presented by the teacher. Moreover, this is in fact through observation (Tuesday, 3th January 2013) that this is really what was happened on the class'condition in which there was no one from the student to try asking and responding the teacher's explaining at SMP Islam PAPB (Pengajian Ahad Pagi Bersama), which is the private school.

Accordingly, from unstability process, the achievement of the student could not be well obtained. This is approved by the students' result of the study from UHT/Ulangan Harian Terpadu (weekly integrated test) and UTS/ Ulangan Tengah Semester (mid semester test) indicating unsatisfied score (Observation and interview to Zuli Zuliyanto, the teacher of Islamic Studies on 6th January 2013). Accordingly, in order to resolve the issues on how to increase the students' active learning, the teacher should choose an appropriate model through colaborative learning. It means that through this manner, the students have a responsibility for their study and endeavor to find the information for answering some questions (Supriyono, 2009 : 54).

1.2. Significance of The Study

From the background above, it is urgently necessary to find one learning strategy to resolve that problem. One of active learning strategies which can help students perform conducively on learning situation in the class and achieve an optimal of the study is reading aloud which emphasises on explaining and overviewing both from the beginning and last of learning. In further,

as Zaini (et.al., 2007 : 45) argues, this strategy can make each student concentrate and remand the question as well as the discussion in class.

Regarding this classroom research, there are some reasons why this is necessary to implement as following as :

- 1) Gaining the information with regards to the process of learning and teaching pertaining to the teacher, learner, as well as the medium or strategy, even featured regard of Al Qur'an Hadith.
- 2) The atmosphere of learning by the teacher should be involved with the student actively for example, observing, asking the question, thinking and explaining the subject. Accordingly, this gave the impact towards the students' achievement of Al Qur'an Hadits.
- 3) Through this research, it was known that the effectively appropriate strategy can be implemented on the subject of al-Qur'an Hadith and thus was hopefully aimed at increasing the impact and influence towards the lively sense and attitude from teacher's explaining.
- 4) Note that this is classroom research, therefore, the object of research conducted is on the subject of al Qur'an Hadith at secondary school of SMP Islam PAPB, Semarang, Central Java. Moreover, this study, using a classroom reasearch, was conducted to analyse the effectiveness of active learning through reading aloud strategy on students'achievement and lively sense in the class.

2. LITERATURE REVIEW

2.1. Subject Matter of al-Qur'an-Hadith

This research employed to implement active learning strategy is through the subject of al Qur'an Hadith. It is a part of the process of Islamic Education in Madrasa. This learning is aimed at giving motivation, guidance, understanding, ability, and reflection towards the content of al-Qur'an and Hadith, and thus can be performed in daily life, as the manifestation of belief and obedient to Allah (Syamsuddin, 2000 :1). In addition, Al-Qur'an Hadith is a subject matter in which its plan and program implementation of reading and meaning from the interpretation from al-Qur'an Hadith suitable with students' ability and need from different extent of school, and thus they can absorb the wise value of the content comprehensively (Darajat, 1995 : 173).

2.2. Reading Aloud Learning Strategy

Before further discussing the meaning of reading aloud, it should first be illucidated learning strategy due this kind of it. Strategy is fetured means and plan of steps to be implemented (Ismail, 2008 : 29). On other hand, as Sudjana (1998) argues, learning strategy is a tactics used by the teacher in learning-teaching process in order to influence and give the impact to the student in achieving efective learning (cited on Rohani, 2004 :34). Viewing this meaning, it should be necessarily for learning process to make a situation where not only does teacher have domination in class, but his students can also be active towards pursuit of knowledge involving a discussion to the issue on reading, by showing their response. Moreover, such this situation can be defined active learning, and thus is also necessary to practice one learning strategy. Discussing the active learning strategy, as contained on some books of active learning, such as Silbearman (1996), there is one strategy which can perform students clear understanding and more focus on, namely reading aloud.

Reading aloud is a learning strategy which emphasises on loud sound with the teacher's explaining and overviewing both the beginning and the last of learning process. This strategy is

one of active learning methods that can help students' concentration, and remand the question and discussion (Zaini,et.al., 2007 : 47). In further, through practicing this strategy, this can perform to revive the students' heart and thus can deaden the sleepy feel and also increase the spirit to think and read. The Steps of implementing learning strategy reading aloud (Silbearman, 1996 :67) are as follows :

- 1) The teacher, first of all, gives the information regarding the topic which will be discussed;
- 2) He should choose the one topic interesting to read aloud, and should limit a chosen text not up to 500 words;
- 3) He explains the text to the students briefly, and further make clear the point or a basic issue which can be discussed;
- 4) He divides text reading on some paragraphs, and then make the volunteers to read aloud from different phases;
- 5) When the reading is going on, the teacher stops some places, emphasises certain point, and thus shows some questions and gives the examples. Further, he can make a brief discussion, if the students are interesting on certain parts of the text;
- 6) He should perform the brief discussions, if the students show their enthusiastic response;
- 7) Afterwards, he keeps kepted on the discussion by examining the matter in the text;
- 8) He clarifies a discussion giving a conclusion;
- 9) And finally he examines it through evaluation and written test.

Each learning strategy has the weakness and benefit. Accordingly, reading aloud strategy, as one of active learning parts, also contained both. In regard to its benefits, as Haris and Sipay argued in their book as cited by Farida Rachim (2003 : 124), reading aloud can optimise child's development with many ways, as follow as :

- 1) this gives an inspiration for the teacher to evaluate the students' progress and skill on reading, mainly word and phrase space, and to find a specific need for learning;
- 2) in addition, reading aloud can give the practice of oral communication for reader;
- 3) furthermore, it can also go over or practice for the learner to imagine a role of subject in the story of text reading;
- 4) moreover, it can provide a method in which the teacher, by wisely guided servant, should perform in improving self ability, mainly to the children or the student as the beginner.

Meanwhile, regarding its weakness, as Tangan (2004 : 22) this can be clearly observed as follows :

- 1) In implementation of reading aloud strategy, if using the random means in which the students are out of control in the condition, then the result can not be significant improvement, due to their condition not enough to follow the instruction;
- 2) In addition, the teacher in practicing this strategy should care to how the students' way on reading is. This is because this strategy can give the impact to the students only following what the teacher instruct without understanding what they read.

2.3. Learning Achievement

Before analysing further about the learning achievement, first, some discussions regarding the learning from its meaning or defintion (Crow, 1984 ; Roestiyah, 1994 ; Purwanto, 1992 ; Nasution,

1995 ; Djamarah, 2002), its principle (Halmar, 2008 ; Hamdani, 2011 ; Nata, 2009 ; Hamalik, 2003), its characteristic and factor (Sudjana, 1995 ; Slameto ,2003 ; Baharuddin,et.al., 2007 ; Sadirman, 1990) have been necessarily referred to the component of learning. Furthermore, as the attainment of active learning is cognitive area, Bloom as cited by Sudjana (1995) argued that cognitive part is involving the result of study comprising knowledge or remembering, understanding, application, analysis, synthesis, and evaluation (p.22). Meanwhile, as Bukhori (1998) argued, learning achievement is the result obtained by showing the score and the conduct reflecting the result of learning by each students in certain period. Sudjana (1995) defined learning achievement is the changing of behavior and attitude including cognitive, affective, and psychological parts (p.3). It seems to me that learning achievement is the result acquired from mastering knowledge, attitude, as well as skill which is developed by the subject matter and usually shown with the score or number as the measurement given by teacher, and also served on the report.

In regard to the function of learning achievement, Purwanto (1988) argued that the function of the achievement is to obtain the proven data showing that the students are gaining the purpose of curriculum recommended (p.3). In other words, pointing out as illustrated above, simply it can be made as the sign to measure the extent of students' attainment after learning. In addition, the purpose of learning achievement is to identify the students' accession in mastering the subject matter studied in accordance with determined goal (Rohani, 1995 : 169).

3. RESEARCH METHOD

3.1. The kind of research

This research is using field research whose data were gathered through classroom action research (CAR), which is one reflective study undertaken to improve the learning quality systematically on well prepared design (Mushlich, 2009 : 9 ; Arikunto, 2009 : 2). Basically, classroom action research (CAR) is a model of scrutiny investigating the fundamental issue in class and is reflected by the teacher. Accordingly, it is pertaining to the problem of learning daily faced by the teacher. In this case, the main issue is about the extent of students' achievement involving activeness, fluency, atmosphere, still on the low level.

This study is categorised to as a qualitative research, while data needed are added in detail through quantitative data (Arikunto, 2010 : 42). Furthermore, this research consists of two cycles or stages in which each has four steps, namely *planning*, *acting*, *observing*, and *reflecting* (p.17). *Planning* means the preparation whose main base explains regarding what, why, where, who, how, in which all these were conducted. *Acting* is action to implement a plan designed in regard to the class action. *Observing* denotes to obtain and gather data. In this case, it is necessary for the researcher to outline kind of data collected through some instruments, such as interview, observation, etc. *Reflecting* is one action to retrieve what is employed. In this case, this will be effective through collaboration and discussion between the teacher and researcher. As for the illustration, it can be drawn as seen below :

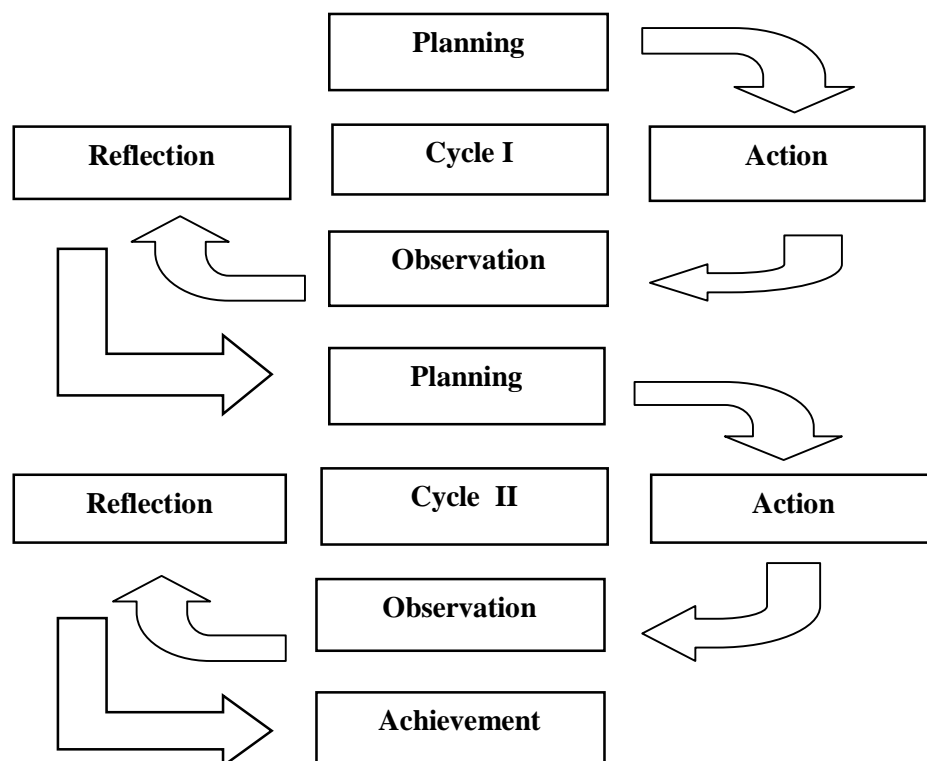


Figure 1. Model of classroom research cycle (Arikunto, 2010 :17).

The above figure illustrates one cycle of problem solving from two series of cycle in which if it does not show the change into significant improvement and emendation, then it will be continued to the scond cycle until upgrading the result.

3.2. Strategy for Data Collection

As for technics for collecting the data, there are some aspects as follows : observation by using participant observation, interview for gaining information regarding the problem of learning from the teacher, test and documentation as the additional resource of gathering the information (Aqib, 2009 : 20).

3.2.1. Data Resource

Regarding the data resource, it is divided two categories, namely *primary data* and *scondary data*. *Primary data* are gathered from the series of instrument compiled before, while the *scondary data* include the condition of school profil, such as number of students, teachers, as well as the result of documentation. Furthermore, as for the sample of this research, as classroom action research, was conducted at class eight of Junior High School (SMP Islam PAPB, Semarang) which consists of 30 students.

3.2.2. Instrument for Gaining Data

Subsequently, instrument of gaining data, it can be generally described to the following illustration : 1) observation sheet to students on the subject of al Qur'an Hadith from pre-cycle, first cycle, and scond cycle which encompass learning activity, learning atmosphere, and learning fluency ; 2) test question for the students in the subject of al Qur'an Hadith from pre-cycle, first cycle, and scond cycle ; 3) manual of interview for al Qur'an Hadith's teacher. As for the aspect of this research due to being part of the observation, there are some points which will be measured, namely : 1) learning activeness including readiness for the study ; seriousness in scrutinising the text reading ; actively questioning, answering the question as well as ability to conclude ; 2) learning atmosphere involving enthusiastic feels in learning ; enterprising condusive learning ; energetic learning ; 3) fluency of learning comprising learning process in orderly manner ; alive-active condition ; fluency in study.

3.2.3. Method of Data Analysis

For method of data analysis, data gathered from the instrument were analysed to make sure that using reading aloud learning strategy instruction can improve the students' achievement on the subject of al Qur'an Hadith at SMP PAPB Semarang, Central Java. Regarding the data of implementing al Qur'an Hadith from pre-cycle to scond cycle were obtained from the result of observation by using observation sheet which was compiled before. Observation was conducted during the process of learning. While, the technic of data analysis through observation sheet was inculcated by the formula as below :

$$P = \frac{F}{N} \times 100 \% \quad (\text{Sudjana, 2001 ; Hadi, 1974, 2000})$$

Explanation : P = Percentage of score
 F = Frequency of percentage
 N = Number of responding
 100% = Number of cases

4. RESULT AND ANALYSIS

4.1. Pre-Cycle Stage

Before implementing reading aloud learning strategy, pre-cycle stage was employed by using a classical model of learning. To analyse and observe class condition, this section aims at identifying how far the students' activity is in sutudying al Qur'an Hadith, and then this was investigated and written during learning process. Besides observation, the researcher also conducted some ways to analyse the data gathered from the result of pre-cycle action, namely level of 65, 13 with the highest of 78, and poorest of 52. In addition, the total percentage of classical learning (without reading aloud strategy) is 50% on pass grade, and remaining on opposite grade. It indicates that this is still on the low level, not up fulfilling the certain indicator with 85% which is a minimum number decided for the students in attaining the minimum standard of the acievement in a class.

4.2. First-Cycle

Through implementing reading aloud learning strategy, the students alternately read aloud as the decided theme, and then on some point of paragraph, the teacher stopped the reading and clarified the significant base of each part. Subsequently, this section was employed for three times, namely 8, 11, 15 of January, 2013, each of which is 45 minutes. From the observation having been employed, the result can be clearly seen as follows :

Based on the identification, the active sense of students can be illustrated a description as below :

- 1) Based on the result of students' activeness in learning process, it can be seen that, in the first cycle, first meeting is 49% ; second with 53% ; and third with 73%. From this, there seemed an attainment not suitable as hoping, and thus this is urgent for remedial section with more reparation in order to perform by the teacher in implementing this learning strategy.
- 2) In the base of observation on the atmosphere of learning using reading aloud strategy, it can be acquired as indicating that the first meeting was 42% ; the second with 58% ; the third on 67%, and thus still categorised on 'low'. Accordingly, from the above result, there are some cases necessary to be remedied as in the following : a) The teacher should give the stimulus, and at once motivate the students to more viable in learning ; b) Should accord interject a joke to prevent the boring ; c) should appreciate by giving the reward in order to make the students more motivated in learning.
- 3) In regard to the observation sheet of fluency in learning by using reading aloud strategy, there were also the conditions rather similar with the previous section. In the first meeting, it was achieved 50% ; the second with 58% ; and 67% on the third meeting. It indicates that all the results were still to be analysed in order to improve the next phase. Therefore, there were some to be remedied to some aspects as follows : a) Conditioning the class still not optimal shown that there seemed some students out of control is necessary for the teacher in performing a real strategy of reading aloud to make more enthusiastic and excited circumstance ; b) Time organisationing was still not maximum and thus was expected for the teacher to manage class better in the next meeting.
- 4) Regarding the draft of test result, there looks 24 students with the percentage 75% on pass grade, while remaining number was opposition.

From all the implementation of the series for reading aloud learning strategy, after reflecting the result including observation, students response, as well as test given, it indicates a fact that generally the learning process employed in the first cycle did not show an improvement result and thus was indicated to be necessary to continue on the remedial section (second-cycle).

4.3. Second-cycle

A discussion on the research outcome was based on the result of observation continued to the reflection on the first-cycle about the students' active indicating not optimal, and the atmosphere of learning process also showing unsatisfied and unfluent condition. Accordingly, it is necessary to continue the next section in performing the learning strategy by reading aloud. However, the second-cycle was conducted because of the result which was not up to the expected standard minimum, namely 75, which is This is a minimum standard score decided for the students in all the subject of matter which they take and have to pass at SMP Islam PAPB, Semarang, Central Java. Therefore, the series on the implementation of reading aloud learning strategy was again undertaken from 18,

22 and 25 of January 2013, each of which was for 45 minutes. As for the attainment of the series of implementation, there can be clarified the result as in the following below :

- 1) In the first meeting, the activeness of student was obtained 75% categorised to 'high', while there seemed some cases to be remedied for better attainment in the next. In the second meeting, it has been a rather improvement in which this shows 83%, and finally in last meeting, there has been highest attainment with 95%. This is a significant change for the students' activeness in study by using reading aloud learning strategy.
- 2) Regarding the atmosphere of learning process for the students in the study, it indicates a different shift. Furthermore, in the second cycle, there seems improvement in which the first meeting is 75% ; the second with 91% ; and the third with 100%. This is of course indicating some more increasement as in the following cases : a) the students' entusiastics in following the instruction as designed by the researcher and also the teacher can more manage the class condition by giving a reward as well as appreciation ; b) In the midst of learning process, the teacher has been successful in collaborating some jokes (as enough as condition) in order to make the students more conducive in learning.
- 3) Similarly on the second cycle, there looks a significant improvement about the fluency of learning process using reading aloud learning strategy where the first meeting is 75% ; the second with 83% ; the third with 92%. With regards, this condition is approved by some cases in the field with some phenomena as follows : a) In this section, there was a fact that the teacher looks he can more perform in conditioning class in control indicating that the fluency of learning can be more lively circumstances ; b) In addition, in the base of this second cycle, the teacher has been well on manage time in the class, and thus such condition seem to have been more satisfied as planned on the learning strategy by reading aloud.
- 4) Furthermore, the percentage of the achievement to implementing reading aloud strategy can be clearly that there seem to have been a sharp improvement by indicating the percentage 100% with the level of 88,16 (88).

5. CONCLUSION

After further analysis on data of research result, in implementing the reading aloud learning strategy on students' achievement in the subject of al Qur'an Hadith at secondary school of SMP PAPB Semarang, Central Java, in the academic year 2012-2013, there can be concluded some findings that based on each cycle from the first to the second cycle of research attainment, learning process by using reading aloud strategy seem to have been comprehensively successful. It means that through implementing this kind of learning strategy, the students' achievement including activeness, atmosphere, fluency, can show a visible increasement on the subject of al-Qur'an Hadith at SMP Islam PAPB, Semarang, Central Java.

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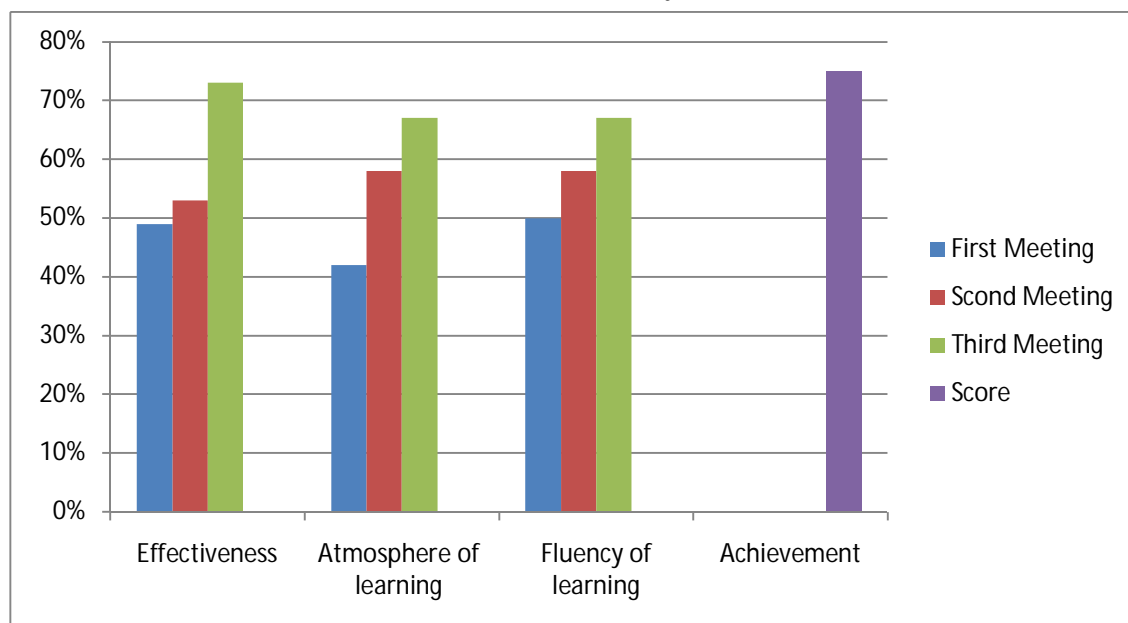
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Appendix :

First Cycle



Scond Cycle

