

CHAPTER V

DISCUSSION

This chapter covers discussions of the research. Discussion is a process of making a decision or a conclusion about the topic of this research that are about interactive reading aloud used in teaching English, the teacher's preparation and the students' response toward the teaching strategies.

A. The Design of Teaching Reading Using IRAS

The Interactive Read Aloud (IRAS) was the instructional piece of reading. It's a mini-lesson where the teacher uses an anchor text to think-aloud to share how to apply a strategy such as inferring or literary elements and text structures. In this study, the data was submitted by the researcher from the teacher and the students in the first B class. The researcher got information about how the researcher design the strategy due to the students had high enthusiasm in their reading class.

In this study, the researcher conducted an interview with the English teacher in that school. The researcher asked about the preparation of the teacher before the IRAS was applied in the reading class. The researcher then asked about the material used in the IRAS, what kind of text was chosen by the teacher. In addition, the researcher tried to find information about the rule of the strategy. After had interview, the researcher got some of information from the English teacher. In the conversation, Mrs. Ida said that she tried to find the best strategy due to her students like reading especially English text. Finally, she found

interactive reading aloud and her students interested with this way. It was simple but incredible for students in the first grade.

The researcher was curious what did the English teacher prepared for the practicing this IRAS. Generally, the students of elementary school were bored with English study, because it was difficult for them. In fact, the English teacher in Islamic school of Al- Islah Tulungagung said that IRAS was appropriate to her students in the first grade. She was applied this strategy to attract her students love of reading. The result was that the teacher prepared some things before she taught using IRAS in her reading class. First, the teacher designed the lesson plan involving the instruction to practice the strategy. Second, the teacher designed the rule of the strategy, what the students do or didn't do in the process of applying IRAS. Third, the material for IRAS was designed by the English teacher also in this strategy. Fourth, the English teacher used teaching media which matched with IRAS in her reading class. Fifth, the evaluation and the feedback become the last preparation designed by the English teacher in this school. The brief explanation was stated below:

a. The teacher designed the lesson plan

In this part, the teacher made a lesson plan involving the objective and the basic competence for the lesson. Beside, the instruction used by the teacher also listed in the plan. The teacher wrote the lesson plan into a description below. The description made the instruction was understandable and the students knew what the teacher do with them in reading class.

The objective of this strategy was that to attract the students' reading comprehension mastery and introduce the descriptive text to the students. In the

other hand, the researcher intended to train the students to be interest in listening, speaking and writing session. According to the observation conducted by the researcher on 15th may 2019, the teacher started the lesson by explain the objective of the study at that time. The teacher gave information to the students about what will they studied. Then, the teacher introduce the strategy that going to be used in reading class, and how to apply it. In the process of teaching and learning, the instruction was given to the students were:

Greetings

The teacher gave a set of greetings to the students. This greeting intended to warm up the students' spirit in the beginning of the lesson. The greeting as like *good morning everybody, how are you today?, do you have spirit today?, etc*

Greetings are important as well as frequent in everyday social interactions all over the world. Appropriate greeting behavior is crucial for the establishment and maintenance of interpersonal relationships (Wei: 2010).

Opening

After the teacher warm up the students by using greetings, then the teacher opened the lesson by praying and sang a short sing together. Then, the teacher invited the students to memorize the material in the previous meeting. This was intended to open the students' short memory. In this case, the teacher started to introduce what will they studied and what did they will do with IRAS. The teacher explained the objective of the strategy, and the steps to applied IRAS.

The most effective teachers in the studies of classroom instruction understood the importance of practice, and they began their les-sons with a five-to eight-minute review of previously covered material. Some teachers reviewed

vocabulary, formulae, events, or previously learned concepts. These teachers provided additional practice on facts and skills that were needed for recall becoming automatic (Rosenshine: 2012).

Core instruction

In the core instruction, the teacher gave instruction for the students to do some stages below:

Pre- reading

Pre- reading was done by the students before the reading was started. Here, the teacher gave the copy of the text and the students have to read by themselves before the teacher applied IRAS. They predicted and visualized the text. One of the most important tools of pre-reading is to preview the selection and look for unfamiliar words. Write down those words, decode them, and look up their definition. If you do this, your reading will be smoother, and you will increase your comprehension by leaps and bounds (Shantell: 2015).

While reading

In while reading, the teacher read the text loudly, and the students have to pay attention to the teacher's reading. The students were given some questions from the teacher according to the text. They had to answer the question based on their comprehension. They also were connecting between the sentences in the text. While-reading is a stage, or group of stages frequently found in lessons that aim at helping students develop receptive skills, such as listening or reading. This is the moment where students are actually exposed to the recorded or written text (Heredia, 2017).

Post reading

In the post reading, the students found the main idea of the text, checking their predictions before and they summarize the text using their own understanding. Here, the students interact with their friends to find out the main idea in a group. In the last, they wrote their conclusion about the text using their own word individually note.

The main purpose of the post-reading phase is to check for accurate comprehension of the text. Too often students are asked to read a selection and then never get a chance to discuss the piece they have read (Anthony: 2017).

Closing

In the closing, the teacher submitted all of the students' work and giving discussion, question answer time about the difficulties, and their achieving at that day. The teacher didn't forget to give motivation to the students to study hard if they want to be master in English. The teacher gave greeting before the lesson was finished as like *good afternoon everybody, see you tomorrow, etc.* According to the journal of From Closing Circles (2012, Northeast Foundation for Children) that a closing circle is a strategy for bringing a peaceful end to the school day. It doesn't take very long students gather for five to ten minutes to do a brief activity or two and then go on to dismissal, but it has a big impact on students' learning and behavior and the classroom climate.

b. The teacher designed the rule of the strategy

In this part, the teacher designed the rule of the strategy, what the students do or didn't do in the process of applying IRAS. The rule were; the students had to provide the pencil and eraser, they allowed to take a note if there was

something important while the teacher read, they seated in their individual chair, they allowed to move their seat in the groping time, they allowed to interact with their friends in the grouping session, and the last they allowed to asking question to the teacher if they still confused in the teaching and learning process.

Another component of environmental support strategies is the use of classroom rules. Rules aid in regulating behavior by clearly defining the expectations of appropriate child behavior and by establishing the relationship between behavior and the consequences to behavior. They also help the teacher identify which child behaviors should be positively reinforced (Gabriel, Parsons: 1998).

c. The teacher designed the material of the strategy

Interactive read aloud (IRAS) was a strategy of focusing on reading comprehension mastery. In reading, the urgent complement was that the text. Teaching reading can be proceeding if there was text as its material. The material it can be from the story book, the news paper, the magazine, the printed media, internet, or students' guidance book. In the first grade of Islamic elementary school, the teacher applied IRAS by using the material from students' guidance book and from the internet. The teacher chose the descriptive text in this case to make the students familiar to the text.

Learning materials in teaching are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. Teaching materials is a generic term used to describe the resources teachers use to deliver instruction. Teaching

materials can support student learning and increase student success (Jocelyn, 2018). Ideally, the teaching materials will be tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulative (learning tools or games that students can handle to help them gain and practice facility with new knowledge, e.g. counting blocks). Teaching materials are different from teaching resources, the latter including more theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials.

d. The English teacher used teaching media

Generally, teaching media mean all tools which may be used by teacher to deliver teaching material to students in teaching learning process to reach certain learning goals. There were some experts that stated about teaching media. According to Bakri (2011) media is plural form of medium, which derives from Latin word *medius* that has meaning “middle”. In Bahasa, medium means “between or interval”. The meaning of media aimed at something that delivers information (message) between message sender and receiver. Teaching media based on Arsyad (2009:4) is a media that bring instructional purpose of messages or information of learning. Media is means of expressing message and information. According to Heinich, et al in Nurrochim (2013:17-18) stated that medium as a mediator that delivers information between sender and receiver.

When the media brings instructional messages or information that contains learning purposes, it can be called as teaching media.

As like another strategy, IRAS was completed with teaching media. In this strategy, the teacher of first B used picture and white board as the teaching media. The teacher used picture to make the students easy to predict and visualize the content of the text. In this part, the teacher chose the picture of fruit and animal. Beside picture, the teacher used white board to write down the new vocabularies from the text. In addition, the teacher used the white board to write the steps of the IRAS due to the students follow the rule. Other tools which helped the teacher were board marker, eraser, piece of paper, and glue.

e. The English teacher designed the evaluation and the feedback

In the last, the teacher designed the evaluation for the students after the IRAS were finished. The teacher evaluated the students by check their prediction and their summary. If the students' main idea and their summarizing were related, their comprehension on reading text was good. It was supported by the feedback that the teacher gave in the last step of IRAS. The teacher gave the score for both who were good and who were poor.

Evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which pupils are achieving instructional objectives. Perhaps the most extended definition of evaluation has been supplied by C.E. Beeby (1977), who described evaluation as "the systematic collection and interpretation of evidence leading as a part of process to a judgment of value with a view to action." the motivation functions were to motivate, to direct, to inspire and to involve the students in learning. Besides that, to reward their learning and

to motivate they study English. In addition, the development functions were gives reinforcement and feedback to teacher, students and the teaching learning processes.

B. The application of Teaching Reading Using IRAS

Teaching English in many schools is not something new as like in MI Al-Islah Tulungagung. According to Aminudin (2010) although teaching English has been taught for many years, the fact shows that the process of teaching English does not always get good output. The English language teaching and learning often face the problems related to the teachers who do not have effective method in teaching and the students who get difficulties in learning English because it is unfamiliar language in their social community.

On the basis of the statement, there was an English teacher at Islamic elementary school who applied a strategy to attract her students' motivation. It was at MI Al- Islah Tulungagung where the subject of this study, especially for the first grade. The English teacher in this school used IRAS (*Interactive Read Aloud Strategy*) as her strategy in teaching reading. After designed the planning and preparation, the teacher set the steps in conducting IRAS (*Interactive Read Aloud Strategy*) for the first grade students. The brief explanation was stated below:

1. Predicting

According to the data derived from Mrs. Ida as English teacher of first B at Islamic elementary school Al-Islah Tulungagung in interview on May 15th 2019, the researcher found that there were eight steps that used by the teacher in applying IRAS (Interactive Read Aloud Strategy) supported by the teacher's said

that she start the strategy by asked the students to guessing and predict some component of the text.

The first step was predicting. In this opening step the students had a change to guessing all about the text. It could be the title, the idea, or the meaning of the vocabulary. In this step, the students working on predictive and contextualizing skills for example via cloze and similar exercise (Anne, 2008). The teacher show the picture that related to the story and the every student could mention the information based on their knowledge.

The purpose of this step was to build the students' prior knowledge and attract the students enthusiasm before the reading started.

2. Visualizing

In the second steps was visualizing. This step involved the ability of students to make mental images of a text as a way to understand processes or events they encounter during reading. This purpose of this step was to recognize that the students already understand the text or not. The teacher showed the picture of related to the text and the students draw the shape, the characteristics, or the sense of the subject in the text. This explanation supported by English teacher said that her students have to imagine about the object which stated in the text. They allowed using their own words to deliver their knowledge.

It means that if the text was about fruit, the students had a time to imagine how the shape is, how the taste is, or how the color is. In their hand, if the text was about animal, the students could mention its shape, its sound, its color, its food or etc. So, the students build an imagination to improve their comprehension on the text read by the teacher.

In the related literature, visualization has been defined as “the process of seeing pictures in the mind” (Tomlinson, 1997, p. 1). The term refers to all types of mental imaging or visual imaging produced in the mind especially while one is busy reading a narrative or descriptive piece of literature. As far as reading is concerned, the product of visualization is an image relevant to the events, scenes, characters, or ideas described in the text. Friedman (1974, as cited in Tomlinson, *ibid.*) defines visualization as the reproduction in the mind of a sensation produced by a physical perception. In line with the statement, by using visualization, the students can be drawn the content of the text.

3. Connecting

In this step made personal connections with the text by using their schema. The students were making connections between the text and their personal experience. The teacher started to read loudly and she stopped at second sentence. In this case, the teacher asked the students to make connection between the first and the second sentence. This statement was supported by the teacher explanation that the students related their own experience with the text. They had to memorize again whether they eat the apple for example, and how the taste, etc is

The purpose of this step was to train the students how to understand the text from each word and sentence. Not only the connection between sentence, but also the students made connection between the texts with their experience before. So, the students have interaction with the teacher in each step of IRAS. They could deliver their opinion.

According to Andie and Shagoury (2006:36), in teaching reading teachers often start with the strategy of making connections. This is not surprising, since

reading researchers believe that schema theory, or the idea that learners must connect the new to the known, is the basis for all comprehension instruction. It means that making connection in teaching reading was beneficial for the students.

In this connection, training students to generate questions while reading literary texts has been assumed to be a useful strategy to interpret literary texts (Eliason, 2009; Janssen, 2002). This stems from the fact that self-questioning while reading fosters self-regulative, independent learning. Secondly, generating of questions while reading are a kind of responses to literary texts. In this respect, studies of narrative and literary understanding (e.g. Trabasso and Magliano, 1996) reveal that readers ask themselves questions in order to interpret the stories. Thirdly, motivating students to ask questions while reading can help them to be actively involved with the text which, in turn, can help them improve their understanding (Ehlers, 1995).

4. Questioning

This step involved then students asking themselves questions throughout the reading of text. Here, after the teacher finished her reading, she asked the students to answer some of question about the content of the text. The teacher called the name of students randomly. Each students given 1-3 question and they would be getting the score if the answer was true. This explanation was stated from Mrs. Ida said that she gave some questions to the students and they must answered based on their understanding.

This step was intended to check the students' understanding after the teacher finished her reading. The students trained to listen well in the while

reading session and speak well in the post reading session. In line with this, the teacher knew the level of students' comprehension mastery based on their answer.

Questioning is a critical element in facilitating students' learning and their long term reading motivation (Macalister, 2011). In teaching reading, the most frequent techniques used for improving comprehension include questions of what the students have read (Alvermann & Phelps, 2002; Anthony & Raphael, 2004). Teachers ask questions in reading to reconcile prior knowledge, develop concepts, and clarifying reasons, and this strategy can often lead students to high level thinking (Good & Brophy, 2000; Gunning, 1992).

5. Finding Main Idea

This step Provide a list of words to highlight the text. The students will found clue words for important ideas to interpret the idea of the text. Once, the students could find the topic to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic (Diane, 2002). In this activity, after the students having questioning step, they will fund the main idea of the text. The main content of the text was explained in this step. The students improved their reading and speaking comprehension mastery in this step. In addition, the purpose of this step was that the students understand deeply how the content of the text was by explaining the main idea from the text individually. The supporting answer stated the subject that the students trained to be good reader and speaker also. Because in this step the students demonstrate their idea in front of class used their own comprehension.

6. Summarizing

Teaching students to summarize improved their memory for what was read by the teacher. Summarization can be used to improve the students' focus on key words and phrases of an assigned text that are worth noting and remembering. Brown and Day (1983) general rules of summarization; the reading passages were taught in each session and subjects were asked to summarize the passages at home and submit their works to the teacher.

By summarizing, the students were not only can listen or speak the main idea but also they can write it down the main idea of the text. So, the teacher gave a paper to the students and asked them to write the main idea of the text based on their understanding. The statement was dealing with teachers said that the students studied about writing also. They had to make a short writing about the main idea of the text using their own words.

7. Checking Predictions

After the students made summarization, they will check the predictions in the first step. It helped the students to find meaning in the text. The teacher checked the students' predictions were true or false based on the text. This statement was mentioned on the teachers said that after write the main idea, then she checked the students' opinion on prediction step before, it is true or not, based on the text or not. As the child in school becomes a reader and writer, this implicit knowledge about language and print is used continuously to make predictions about the meanings encountered. New meanings are therefore integrated with old (Shafer: 2008).

8. Making Judgments

The teacher gave opportunity to the students to explain their opinion about the final judgments of each object in the text. In this step, the teacher divided the students become four groups. Each group had to make a final judgment about the text. One of the captains of each group came forward and showed their result. Mrs. Ida said that she asked the students to make a conclusion about the text and they work in group. The teacher used grouping because the students can interact with their friend to find out the best judgment based on the text and used their own words. Making judgments means an opinion or decision that is based on careful thought; the act or process of forming an opinion or making a decision after careful thought; or the ability to make good decisions about what should be done (Merriam; 2019).

From the description above, there were eight steps in applying interactive reading aloud strategy. This strategy used by the teacher to help the students become more easily to understand or memorize vocabularies and the meaning read by their teacher directly. This strategy was focused on teaching reading, but the students done the listening step also. It was a strategy that was very enjoyable and made the students easier and motivated in comprehending the material. Because it was the first time they predicted the main idea of the text, memorize the vocabulary, visualizing the content, and summarizing the main idea from the text.

C. The Contribution of IRAS Towards Students' Reading Comprehension Mastery

Based on the result of students' interview, the students' responses toward the teaching strategies used by the teacher were so good and interesting. The students' response toward teaching strategies in teaching English, as follow:

1 *IRAS build the students' interest and motivation to study English*

The students argued that the activity in teaching strategies had influence in build their motivation and interest in English. According to Cotton (2001:47) students' motivation naturally has to do with students' desire to participate in the learning process. Besides, the IRAS (Interactive Read Aloud strategy) applied by the teacher could build the students' interest and made them easier in learning English especially in reading. They could be more motivated to learn English better. The students argued that the activity in teaching strategies had the influence in build their motivation and interest in English. Because students faced by many activity that connected to the daily life. Those activities increased the students' motivation and interest. They also liked the strategy applied by the teacher, let alone the teacher could maximize those strategies, so it did not make the students bored.

2 *IRAS build the students' understanding*

The student's had opinion that IRAS help them to understand the material well. For elementary students, sometimes it was difficult to understand English materials. The strategies applied by the teacher could raise the students up in comprehending the materials. The students were

faster in understanding the materials delivered by the teacher. When the students found difficulties in learning, teacher was able to help them in solving those difficulties well.

3 *IRAS was joyful.*

The student argued that teaching strategies were effective and joyful. Because when the teacher used interactive read- aloud, the students feel happy and interest. According to Cotton (2001:49) said that “Teaching media was very effective, in one hand it helped and eased students in understanding the material. On the other hand, the use of media also made the students excited with those materials.” Related the students an interview, this strategy was very effective to be applied in instructional process, because the elementary schools students preferred to learn while playing games. Although there was n games in this strategy, but the teacher changed it into guessing and question-answer session that can attract the students’ enthusiasm.

The strategy made the children happy in learning that subject, they were also entertained. So, by applying suitable teaching strategies the students would be entertained end enjoy the instructional process. The students would not be quickly bored because the teacher applied the strategies well. It could make the students happy and fun. They thought that the strategies were joyful to be applied in the classroom.

4 IRAS improved the students' reading comprehension and meaning construction

Reading comprehension is the act of constructing meaning through interaction and involvement with written text. Comprehension involves an interaction between the reader, the text, and the activity (Kimberly, 2014). Reading comprehension, as an interactive process, occurs largely within a socio-cultural context that shapes and is shaped by the reader's background knowledge and experience, purpose for reading, information available in the text, and the activity or context in which the reading occurs.

In this study, the students' intent to read was improving after the teacher used IRAS. As the other evidence, the students feel that they able to comprehend the text that they read by the selves after the lesson were up. They could understand the short text well. In addition, the students meaning construction was good enough. They able to translate the word, word phrase or sentence in the short text also.

5 IRAS increased the students listening mastery and their pronunciation

Listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages (Brownell, 2002). Listening is an active, purposeful process of making sense of what we hear (Helgesen, 2003). However, researchers have revealed that listening is not a passive skill but an active process of constructing meaning from a stream of sounds. Listening can be considered the fundamental skill to speaking, because without understanding the input at the right level, any learning cannot begin.

In this study, the teacher and the students were interactive. They having interaction when the teacher asked directly he students answered. The students listened the teacher's read then after the teacher stop in some times, the students speak up to answer the teacher's question. It was beneficial to both of them in the process of teaching and learning. The teacher showed the correct pronunciation of each word in the text, and the students paid attention on the moment. It means that the IRAS helped the students to be master in listening and speaking comprehension.

Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. As the result f this study, that the students improved their pronunciation mastery after the teacher applied IRAS in teaching reading.

From the description above, the students got some contribution from the use of IRAS (*interactive read aloud*) in their reading skill. Those were interesting situation, having good comprehension, having good in pronunciation, knowing expression and gesture enrich the vocabulary and the meaning, well meaning contraction, and good motivation to reading English text. In conclusion, the English teacher was taught using appropriate strategy and success to help the students' difficulties in comprehending the material.

Interactive Read Aloud (IRAS) helped the students match award-winning children's literature to their literacy standards. In addition, this strategy model how to use powerful mentor texts to deepen thinking, build vocabularies,

strengthen comprehension strategies, and teach about literary elements. Practically, the students knew the ways to use shared texts and reader theater scripts to introduce literary genres and develop oral fluency. This opinion in line with Linda Hoyt said that Interactive read-aloud are power full tools for deepening thinking, expanding oral language, highlighting essential standards, and learning target standards. The Interactive Read Aloud lessons in this collection bring together students and classic picture books to promote learning on multiple fronts.