



The Effectiveness of Reading Aloud Application on the Ability to Read the QS. Al-Ma'un and Translations in English

Dian Pratiwi¹, Fatma Yuniarti², Siswoyo³

^{1) 2) 3)} Universitas Muhammadiyah Pringsewu

¹⁾ dian.pratiwi@umpri.ac.id

²⁾ fatmayuniarti5@umpri.ac.id

³⁾ siswoyo.hadie71@gmail.com

ABSTRACT

This research was conducted to find out how effective the application of the reading-aloud method is on the ability to read the Q.S Al Ma'un and its translation in English. This study aims to determine whether the reading-aloud method affects students' ability to read Q.S Al-Ma'un of the Quran and its English translation in the second semester of the Management Study Program at Muhammadiyah University of Pringsewu. This study employs a quasi-experimental methodology. The results showed that the experimental class's post-test score was 69.1, with a standard deviation of 8.22, and the practical class's pre-test score was 56.5, with a standard deviation of 8.53. The control class's post-test score was 60.40, with a standard deviation 9.68. The outcomes of the two tests are dissimilar. Additionally, both classes'-test results are 0.00. This indicates that the hypothesis is correct and that the reading-aloud strategy can help students become more proficient readers.

Keywords: Reading Aloud, Reading Qur'an, English Translation

INTRODUCTION

One of the current issues that are significant for the Muslim community is concern about the decreasing number of young Muslims who can read the Qur'an, resulting in a decline in their interest in studying and memorizing the holy verses of the Qur'an (Nasirudin et al., 2021). Reading and loving the Qur'an is an essential prerequisite for achieving a deep understanding of the Qur'an. Therefore, we cannot ignore the message of Allah SWT in the 4th verse of Surah Al-Muzammil, which emphasizes the importance

of reading the Al-Qur'an. Through this verse, Allah SWT ordered the Prophet Muhammad SAW to read the Qur'an carefully and think about its meaning (Ali Mahfud & Sobar Al Ghazal, 2022). This command emphasizes the importance of reading the Qur'an well and correctly, listening to each word slowly and clearly, and understanding the meaning of each verse (Syafei et al., 2020). This command can also be used as a guide for all Muslims in reading the Qur'an properly and correctly.

As the Word of God, the Qur'an has many teachings and advantages (Marwati, 2021). There are several advantages obtained when we read, study, and teach the Qur'an, including:

1. Get a reward for those who read it, like the words of the Prophet Muhammad, which reads.

أَهْلًا ثَمَّ أَزْشَعْبُوَّةَ نَسْحَلَاوَةَ نَسْحَ هَبْ هَل
فَإِلَّهِ بِأَتِكَ نِمَافَرْحَارَقُ نَمَ

Meaning:

"Whoever reads one letter from the book of Allah (Al-Quran), then for his goodness, and one kindness is rewarded with tenfold." (At Tarmidzi)

2. Get a reward for people who study, memorize, and are good at reading the Qur'an.
3. Get a reward for those who gather to read and study it.
4. Obtain a high level of heaven.

Reading is a complex process that includes many factors in and out of the reader. Reading is increasingly important in increasingly complex community life (Syamsir et al., 2021). In learning to read, students not only have to be able to read but also have to like what they read. That way, teachers must have a unique learning method, and this method can develop children's creativity, especially motivation, curiosity, and memory development. Reading the Al-Quran is essential in a child's learning process because this is a basic ability that children must have (Abdul Rauf, 2012). Reading the Quran is a very

important form of worship. Therefore, reading the Al-Quran begins with studying the letters is an obligation and must be accompanied by understanding the translation of the Al-Quran itself. This is because the ability and love to read the Qur'an is the first step in efforts to understand and practice the contents of the Qur'an in everyday life.

So many benefits can be obtained by reading the Al-Quran and understanding its translation. Therefore, it is highly recommended for Muslims to read the Al-Quran because apart from being a guide in the world and the hereafter, it is also a means to shape Muslim personalities and increase faith. Translation of the Al-Qur'an is a simple way to understand its contents (Hanafi, 2011). One of the obligations in Islam is to read the Al-Quran and its translation. When reading the Qur'an, we must understand the meaning of each verse in the translation. By reading translations in English, students to be able to increase their vocabulary.

Various learning strategies were born to make it easier for students to improve their ability to read the Qur'an, one of which can be developed to realize active learning. One such strategy is reading aloud (reading aloud). This strategy can help students concentrate. In this strategy, students are instructed to read aloud one of the letters in the Al-Quran, the teacher will pay attention to the incorrect reading and provide examples of correct reading so that students can spread the knowledge of recitation well (Marwati, 2021). The strategies teachers

use in the learning process play a very important role. This is recognized because teachers are special in developing children's learning abilities. (Zainuddin et al., 2022) Therefore, if the teacher plays a good role in learning, the results will also be good.

In the educational context, Reading Aloud is a learning technique in which teachers or students read texts aloud. Reading aloud is a method of reading aloud. Meanwhile, according to (Trelease, 2017), read aloud is the most effective method of teaching reading for children because with this method we can condition children's brains to associate reading with a fun activity. Both teachers and parents can do this so that it can create a bond with students. The Reading Aloud strategy helps students concentrate, ask questions, and trigger discussions, which can increase student participation in understanding the material being taught (Mufid, 2016). Thus, this strategy can increase student involvement in the learning process.

Based on the author's observations of semester 2 students of the T.A 2022/2023 Management Program Study, students' ability to read the Qur'an is still low, and their ability to read translations of the Qur'an in English is still not fluent. The classical learning proficiency learning outcomes from the previous year were not met with an average value of 6.5. At the same time, the expected completeness is 76%. This condition is not due to the low absorption of students but more factors that influence it. It

could be because the method used is inappropriate for learning to read the Qur'an and translate it in English. However, from some of these factors, based on the initial observations that the researchers made, there was a tendency towards learning method factors that had to be improved, where the methods used previously were limited to theory, the active role of students was not paid attention to so that learning outcomes were less than optimal.

The reading-aloud method is a method that can help students concentrate and ask questions. This method can stimulate student activity; besides that, it can increase student enthusiasm. Therefore, semester 2 students of the Management Program Study are expected to be able to read the Qur'an and translate it into English fluently and well. One is to find out how the ability to read the Qur'an and translation in English semester 2 students of the Management Program Study, especially in practicing reading verses from the Q.S Al-Ma'un as well as reading the correct and good translation and using the reading aloud method.

METHODS

This study uses a research tool with two class groups in a non-control group design. The experimental group was one group, and the control group was another. In both classes, the researchers used pre- and post-testing methods. The research population consisted of semester 2 students of the Management Program Study. There are 40 students, both girls and boys. The

researchers then conducted this research by reading aloud. The research applied Q.S Al Ma'un of the Quran in English translation as a research tool. This examination was used to determine the ability of the students to comprehend the reading test of the Q.S Surah Al Ma'un with English translation. In this case, the researchers used a reading method to administer a reading test to the students.

(HJ Wahid & A. Thais, 2020) SPSS-16 was used in the data analysis technique to continue observing how to interpret and analyze data from the output of the data tabulation, which was in the final stage. The researchers attempt to explain the procedures involved in data collection to conduct the investigation. The researchers use triangulation of data analysis in this data analysis technique: (a) the mean formula; the mean formula is used to calculate mean scores. It is an effective method of determining control proclivity. (b) The variation in scores around the mean is averaged out using the standard deviation. (c) Categorization; determining criteria for students' comprehension of reading texts

FINDING AND DISCUSSION

1. Findings

Data analysis results: the researcher's reading skills test includes pre- and post-tests. Before the test, a pre-test was administered to assess the students' reading abilities, and a post-test was administered to assess the students' reading abilities after the researchers completed the process.

Table 1. Pre-Test Scores In Experimental Classes

No	Interval	f	Percentage	Category
1	90 – 100	0	0%	Excellent
2	86 – 89	1	5%	Good
3	71 – 85	5	25%	Fair
4	61 – 70	14	70%	Poor
20				

After the researchers completed the survey, Table 1 shows the students' proficiency in reading Q.S Al Ma'un of the Quran and translating it into English. After that, the researchers divided it into a number of categories. It is evident that one student receives a good categorization (5%), 5 students receive a fair rating (25%), and 14 students receive poor categorization (70%). As a result, based on the marks in the preceding classification, students always receive the lowest score.

Table 2. Post-Test Scores In Experimental Classes

No	Interval	f	Percentage	Category
1	90 – 100	0	0%	Excellent
2	86 – 89	5	25%	Good
3	71 – 85	7	35%	Fair
4	61 – 70	8	40%	Poor
20				

Table 2 shows that 5 students got a good categorization (25%) this indicates that the students have increased skills in proficiency, analyzing, and analyzing the text being read, and 7 students got fair categorization (35%). 8 students have poor categorization (40%) and have rich critical thinking about the text. This demonstrates that students continued to make the same mistake; students require more

practice at home to overcome problems. According to the above findings, post-test scores are high, and students are proficient in reciting Q.S Al Ma'un of the Qur'an and translating it into English.

Table 3. Pre-Test Scores In The Control Class

No	Interval	f	Percentage	Category
1	90 – 100	0	0%	Excellent
2	86 – 89	0	0%	Good
3	71 – 85	4	20%	Fair
4	61 – 70	9	45%	Poor
5	< 60	7	35%	Very Poor
20				

Table 3 displays the results of the 20-student control group: 4 students were classified as fair (2%), 9 students were classified as poor (45%), and 7 students were classified as very poor (less than 60%).

Table 4. Post-Test Scores In The Control Class

No	Interval	f	Percentage	Category
1	90 – 100	0	0%	Excellent
2	86 – 89	0	0%	Good
3	71 – 85	4	20%	Fair
4	61 – 70	9	45%	Poor
5	< 60	7	35%	Very Poor
20				

Table 4 shows the results of the control group of 20 students. Four students received a fair or (2%), nine who received a poor or (45%), and seven who received a very poor or (35%). As a result, they will receive an average grade. The experimental class had an average score of 61 with a standard deviation of 8.20 (pre-test), a score of 56.05 with a standard deviation of 8.53

(post-test), an average score of 69.1 with a standard deviation of 8.22 (pre-test), and a score of 60.4 with a standard deviation of 9.68 (post-test). The mean score and standard deviation of the pre-test and post-test of the experimental class and the control class were different based on the student's scores.

Based on the above score, it is possible to conclude that the experimental students are more skilled than the control students. Although none of the students (0%) scored well and in the control class of 20 students passed the post-test, as shown in the table above, the fourth student received nine correct marks or (2%). Students received poor grades (45%), while seventh-grade students received extremely poor grades (30%), implying that the post-test percentage rate is higher than the pre-test.

Table 5. Results of the total T-test

Variable	t-test value	Level (p)
X1– X2	0.00	0.05

The t-test in Table 5 achieves a t-value of 0.00 0.05. This means that the opposing viewpoint is accepted. Consequently, it is possible to conclude that reading strategies can help students become more proficient readers and are helpful teaching and learning tools.

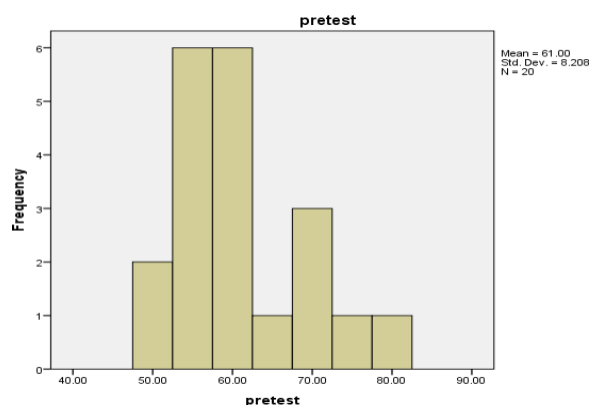


Figure 1. Pre-test Diagram In The Experiment Class

Figure 1 shows that students continue to achieve mean reading scores. Students should use reading strategies to improve their reading skills.

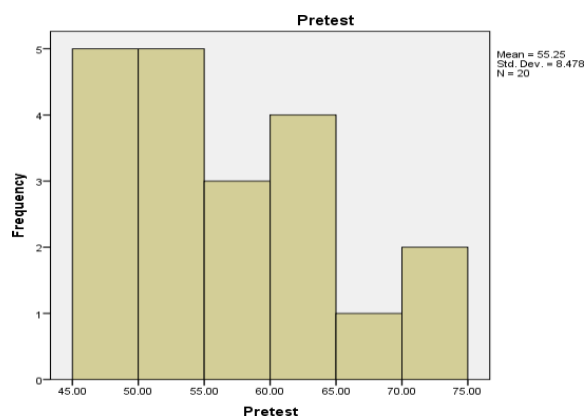


Figure 2. The Post-Test Diagram In The Experiment Class

Figure 2 shows that students made significant progress after receiving the materials from the teacher. Teachers describe read-aloud strategies for improving reading and comprehension.

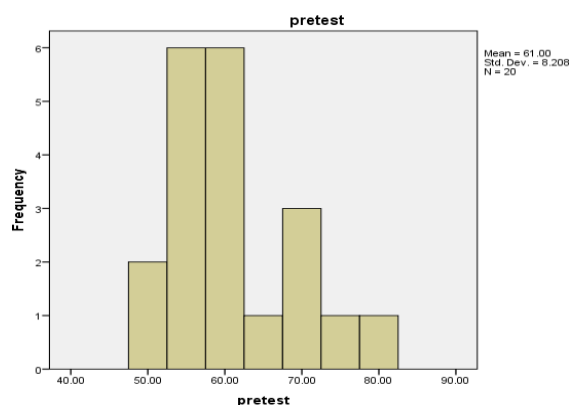


Figure 3. Pre-test diagram in the control class

Figure 3 shows that students continue to achieve mean reading scores. Students should use reading strategies to improve their reading skills.

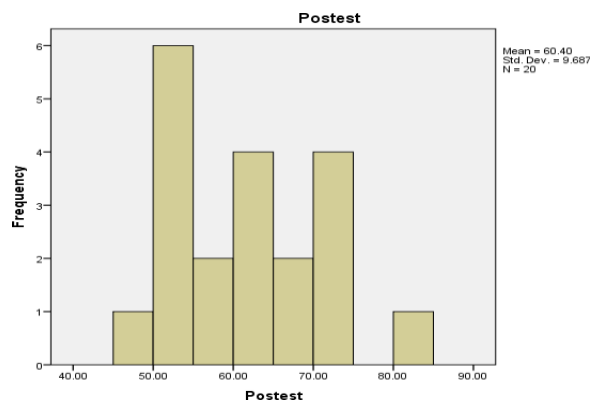


Figure 4. The post-test diagram in the Control class

According to Figure 4, students achieve average reading scores. This means that reading strategies should be used when teaching reading skills to students to improve their reading skills.

2. Discussion

According to previous observations, many students struggle to understand when analyzing and reflecting on Qur'an readings in English translations. This necessitates that researchers devote significant time to this research through teaching. Researchers use the read-aloud strategy in the process of learning and teaching.

This strategy is thought to be effective in addressing students' reading difficulties. One of the most crucial methods for teaching reading skills is using reading strategies, which involves having students and teachers read aloud in front of the class and gathering information. Because the words are spoken aloud and stored in the student's memory, this method allows students to concentrate on the text's content.

According to the results, students are proficient in understanding, analyzing, and interpreting texts through reading strategies. The experimental class's pre-test score of 61, with an 8.02 standard deviation, and post-test score of 69.1, with an 8.22 standard deviation, serve as evidence of this. The control group's pre-test score was 56.05 with an 8.53 standard deviation, and its post-test score was 60.4 with a 9.68 standard deviation. The T-test outcome is 0.00 0.05. Thus, reading aloud in class is a worthwhile and successful teaching and learning strategy.

This result is in line with the assertion made by (Huda et al., 2015) that the learning reading strategy is effective. This indicates that students' success, including their work, atmosphere, and quality, will be enhanced using this learning process. Furthermore, (Mehmood Sajid & Kassim, 2019) reading comprehension techniques can be used to improve reading comprehension. According to research, if appropriately used by professional teachers, this approach is crucial for enhancing reading comprehension abilities by enhancing both

reading comprehension and text comprehension.

CONCLUSION

According to previous observations, many students struggle to understand when analyzing and reflecting on Qur'an readings in English translations. Researchers must commit a significant amount of time to conduct this research through teaching. Researchers employ the read-aloud strategy in the teaching and learning process. This strategy is thought to be effective in addressing students' reading difficulties. Furthermore, one of the most crucial methods for teaching reading comprehension is through reading strategies, which entails teachers and students saying the words aloud in front of the class and obtaining the information. Because the words are spoken aloud and stored in the student's memory, this strategy aids students in concentrating on the text's content.

The findings above show that students can comprehend, analyze, and interpret texts using reading strategies. The experimental class's pre-test score of 61, with an average standard deviation of 8.02, and post-test score of 69.1, with an average standard deviation of 8.22, serve as evidence. On the other hand, the control group had a pre-test score of 56.05, with an 8.53 standard deviation, and a post-test score of 60.4, with an average deviation of 9.68. Therefore, the t-test result is 0.00 0.05. Reading aloud in class is a valuable and effective teaching and learning strategy.

This result is in line with the observation that (Huda et al., 2015) the process of learning reading strategies seems to be working. This indicates that students' success, including their work, atmosphere, and quality, will be enhanced using this learning process. Furthermore, (Mehmood Sajid & Kassim, 2019) reading comprehension techniques can be used to improve reading comprehension. According to research, if appropriately used by professional teachers, this strategy is the most crucial one that can enhance reading comprehension abilities by enhancing both text comprehension and reading skills.

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