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## Research Article

# Enhancing Loud Reading Skills In English Language Among Second Language Learners (A Study Based On Grade Six Students At KM/KM/ Shams Central College (National School), Maruthamunai)

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**Abstract.** Reading Aloud strategy used in the teaching reading skills, which means the teachers and students pronounced the word loudly in front of the class to get the information. The study aimed to enhance the loud reading skills in English among second language learners, specifically grade 6 students at KM/KM/Shams Central College, Maruthamunai. The objectives of the research were; to identify pronunciation difficulties encountered by the students of KM/KM/Shams Central College, Maruthamunai, to identify the factors influence on their loud reading skills, to assist students in improving loud reading skills and to assess the best strategies for enhancing their loud reading easily. The research involved a sample of 20 students after the pre-test and data was collected through a loud

reading test and interviews. The data collected was analyzed in MS Excel. According to this research the findings were; pronunciation difficulties and factors influencing loud reading skills; students' struggles with pronunciation impacted their confidence and participation in English classes and it highlighted the impact of teachers' teaching methods on students' reading abilities and their attitudes towards reading. Positive attitudes towards reading were found to significantly aid in students' literacy development, while negative experiences could hinder progress. The comparison of pre-test and post-test marks further supported the success of these strategies. The read aloud strategy was identified as an effective method for improving fluency and conveying meaning through reading. The teachers' methodologies and attitudes towards reading significantly influence students' reading abilities. The study recommends introducing the research findings to grade 6 students and providing them with special attention and motivation to overcome reading difficulties. It suggests that through effective intervention, students can become fluent in learning English as a second language.

**Keywords:** Enhance, Loud Reading Skills, Pronunciation Difficulties, Reading Aloud Strategy, Effective Method.

## **INTRODUCTION**

### **1.1 Background of the study**

Burns, Roe and Smith (2002) asserts that in the classroom, teachers who enjoy reading, who seize the opportunity to provide pleasurable reading experience for their students, and who allow time for recreational reading during school hours are encouraging positive attitudes. They further opine that asking children to learn to read from materials that are too difficult for themselves ensures that a large number will fail. Teachers should give children instructions at their own level of achievement, regardless of the grade placement. Success generates success. If children are given a reading task as which they can succeed, they gain the confidence to attack the other reading task they must perform in a positive way. This greatly increases the likelihood of this success at these later tasks.

For this research, grade 6C students from KM/KM/ Shams Central College (N.S). There were thirty students in this class. Researcher filtered the problems of students and selected which had high frequency. The problem that selected was difficulty in reading aloud. Therefore, twenty students were selected for this research out of thirty students.

### **1.2 Aims & Objective of the Research**

The aim of this study was to enhance the loud reading skills in English language among second language learners.

#### **1.2.1 Objectives**

1. To identify pronunciation difficulties encountered by the students of KM/KM/Shams Central College, Maruthamunai.
2. To identify the factors influence on their loud reading skills.
3. To assist students in improving loud reading skills.
4. To assess the best strategies for enhancing their loud reading easily.

### **1.3 Research Question**

1. Why do the student stink at loud reading?
2. What are the factors that affect their loud reading skills?
2. What are the best strategies that can apply to make them understood easily?

### 3. What extent that can get the support and assistant from other source?

#### **1.5 Research Problem**

The students' struggles with getting the sounds right indicate a challenge in Grasping the nuances of English, impacting their overall language acquisition. This issues extends beyond the classroom, as difficulty in reading well may make student feel uncertain or shy, specially, when reading or conversing with others.

This could affect their confidence and hinder their participation in loud reading. Moreover, it's not just about grades; it's about fostering a positive attitude toward learning English. Persistent difficulties in may lead to frustration, potentially discouraging students from engaging in English classes altogether. To address this, a comprehensive plan is needed. Special classes or engaging activities focused on practicing loud reading could be implemented.

It appears that the teaching method for English at the school may need improvement. Proficiency in English is crucial in today's world, mastering consonant loud reading is a fundamental aspect of clear communication and comprehension.

Additionally, involving teachers with expertise in reading could provide valuable support. It's crucial to ensure that these students the necessary assistance to improve their English loud reading skills. Considering the majority of parents in the area are uneducated and have limited English knowledge, this becomes a major contributing factor to the issue.

Creating awareness receive and providing targeted support can significantly enhance the students' English language proficiency, boosting their confidence and participation in class. Taking action now will contribute to their overall improvement and better experiences in English learning.

Therefore, the study is attempted to enhance the loud reading skills among Grade 6 students at KM/KM/Shams Central College, Maruthamunai. They are having a tough time to improve loud reading correctly. This is a significant concern because it is not only affects their ability to communicate effectively but also hinders their learning and interactions in English.

#### **1.7 Hypothesis of the study**

According to the observation in class room teaching, the following hypotheses are specify in this study. They are as follows,

H1. Most of the students difficult to read in appropriate sounds in appropriate words in loud reading due to a lack of basic knowledge of phonetics and their usage.

H2. Insufficient of reading practice is one of the basic reasons for making errors in their loud reading.

H3. A large number of students fail to use inaccurate on loud reading in the curriculum.

#### **1.9 Outcomes of the Research**

Reading is a cognitive and interactive process that involves in learning. Improving reading ability of the students will impact the way how they perform in examination and other co-curricular activities. The results obtained will allow students to be more aware of the reading process and the variables that are involved.

The strategies which were can employ to enhance the fluency in reading and ultimately reinforce their comprehension skills. The information obtained from this research will also inform parents about some of the possible reasons for their children reading strengths and weaknesses and suggests ways to support and improve them respectively.

If the students lack in reading aloud then they will definitely face problems in reading comprehension, writing and vocabulary skills. Therefore, improving the loud reading confidence will also allow students to perform better in other activities respectively; Students can interested in the subject, they can try to read every possible text , it can enhance their comprehension skills, they can learn new vocabulary and also they can get positive opportunities in future.

## **LITERATURE REVIEW**

### **2.1 Reading.**

Reading is a multifaceted cognitive activity that goes beyond merely recognizing words. It encompasses the ability to comprehend, interpret, and derive meaning from written or printed text. When engaging in reading, individuals actively interact with the content, deciphering the author's intended message, and making connections with their existing knowledge.

This process involves not only decoding the words on the page but also understanding the context, grasping the nuances of language, and inferring the author's intentions. Effective reading involves a combination of skills, including phonics, vocabulary, fluency, and comprehension. It is a dynamic and interactive mental process that can occur across various mediums, such as traditional books, digital platforms, or other written materials.

Moreover, reading is not just a means of acquiring information; it is a gateway to imagination, exploration, and intellectual growth. It fosters critical thinking, expands vocabulary, and enhances language proficiency. Beyond the educational realm, reading contributes significantly to personal development and entertainment, allowing individuals to immerse themselves in diverse worlds, cultures, and perspectives presented through written expression.

### **2.2 Reading patterns**

Reading patterns refer to the ways individuals visually and mentally approach and process written text. These patterns can vary based on the purpose of reading, the type of material, and individual preferences. Several common reading patterns include:

#### **2.2.1 Linear Reading**

This is the most straightforward pattern, where readers start at the beginning of a text and progress sequentially to the end. It is commonly used for narrative texts, articles, and other linearly structured content.

#### **2.2.2 Skimming**

Skimming involves quickly glancing over a text to get a general sense of its content. Readers might focus on headings, subheadings, and the first and last sentences of paragraphs to identify key points without delving into every detail.

### **2.2.3 Scanning**

Scanning is a more targeted approach, where readers search for specific information without reading the entire text. They might look for keywords, dates, or relevant sections to extract the information they need.

### **2.2.4 Previewing**

Before reading a text in detail, individuals may preview it by examining headings, subheadings, and any visual elements. This helps to establish a framework for understanding and primes the reader for what to expect.

### **2.2.5 Deep Reading**

Also known as close reading, deep reading involves a thorough and concentrated examination of the text. Readers focus on understanding the nuances, analyzing the author's arguments, and critically evaluating the content.

### **2.2.6 Interactive Reading**

With the advent of digital media, readers often engage in interactive reading by clicking on hyperlinks, watching embedded videos, or participating in online discussions related to the text. This pattern allows for a more dynamic and interconnected reading experience.

### **2.2.7 Skim-Read-Skim**

This pattern involves a combination of skimming and deep reading. Readers may initially skim the text, delve into specific sections of interest, and then return to skimming to grasp the overall structure.

Individuals often use a combination of these reading patterns based on the context and their goals. Effective readers adapt their approach to suit different types of materials, whether they are reading for information, entertainment, or in-depth understanding.

## **2.3 Important of loud reading**

Loud reading, also known as oral reading or reading aloud, holds several important benefits, especially in the context of language development and education. According to In a similar vein, Lesesne (2006) indicates that reading aloud to students promotes positive attitudes towards books and reading. In agreement with the publication entitled "Becoming a Nation of Readers (1985) she asserts that the single most important activity for building the knowledge required for eventual success in reading is reading aloud to students. She maintains that reading aloud is essential not just at home with young children but at school with older readers. Reading aloud is an essential tool that motivates readers and assists in helping students to meet standards.

The work of Leu and Kinzer (2003) reading aloud to children prepares them for later reading experiences. They suggest that reading aloud to children on a regular basis is an important way to support their literacy development. They continue by saying that children develop important insights from having someone reading to them: reading is enjoyable, print progresses from left to right, written words are related to spoken language, stories have a predictable structure, letters are used to form words, words are used to form sentences, and many other important insights.

Here are some key advantages:

### **2.3.1 Improves Pronunciation and Fluency**

Reading aloud helps individuals practice proper pronunciation and intonation. It contributes to the development of fluency by encouraging a natural flow of words and sentences.

### **2.3.2 Enhances Comprehension**

Reading aloud promotes better understanding of the text. Hearing the words spoken aloud engages both auditory and visual learning processes, reinforcing comprehension and retention.

### **2.3.3 Builds Vocabulary**

Vocalizing words during loud reading reinforces vocabulary acquisition. It allows readers to encounter new words in context and understand their pronunciation and usage.

### **2.3.4 Boosts Confidence**

Reading aloud can build confidence in individuals, especially those who may be hesitant or struggling readers. It provides a platform for them to practice and refine their reading skills in a supportive environment.

### **2.3.5 Encourages Active Engagement**

Reading aloud requires active participation and focus. It prevents passive reading and encourages individuals to actively process and interpret the content.

### **2.3.6 Supports Language Development**

For language learners, loud reading is a valuable tool. It aids in the internalization of language structures, grammar, and syntax, facilitating improved language proficiency.

### **2.3.7 Facilitates Public Speaking Skills**

Regular practice of reading aloud contributes to the development of effective public speaking skills. It helps individuals become more comfortable with expressing themselves verbally in front of an audience.

### **2.3.8 Fosters a Love for Reading**

The act of reading aloud can make the reading experience more enjoyable and interactive. It can instill a love for literature and storytelling, creating positive associations with reading.

### **2.3.9 Assists in Proofreading**

When proofreading written work, reading the text aloud can help identify errors, awkward phrasing, or grammatical mistakes that may be overlooked when reading silently.

### **2.3.10 Cultural and Social Connection**

Reading aloud can be a communal activity, fostering a sense of shared experience and connection. It is often used in educational settings, book clubs, or family environments to promote discussion and shared enjoyment of literature. In summary, loud reading plays a crucial role in language development, comprehension, and overall literacy skills. Its benefits extend beyond the individual to contribute to educational, social, and cultural aspects of communication.

## **2.4 Factors affecting in Reading English**

The way people read English can be influenced by various factors. Firstly, their specific goals play a role - whether they are reading for information, enjoyment, or a particular purpose. The type of material being read also matters; for instance, reading a story might be approached differently than reading a textbook.

Moreover, Reading comprehension, as explained by Dennis (2008), involves understanding printed symbols and deriving meaning from them. Several factors affect one's reading comprehension skills, including the complexity of the text, environmental influences, anxiety, interest, motivation, decoding speed, and health issues. The complexity of texts is influenced by language proficiency, fluency, and understanding of the language's applications and meanings. Proficiency in spoken language is vital for becoming a skilled reader, as it helps in acquiring a rich vocabulary. A good vocabulary, in turn, aids in understanding unfamiliar words by considering the context (Dennis, 2008)

Furthermore, Reading in a disorganized place can be more challenging compared to a calm and controlled environment. Unsafe places may make it difficult for learners to focus on their reading, whereas safe environments can enhance reading comprehension. External disturbances, like noise from televisions or radios, can also distract readers and make it hard for them to concentrate on understanding a text (Dennis, 2008).

Additionally, individuals' familiarity with the English language can impact their reading. Those who are more proficient may navigate texts with greater ease, while those less familiar might find it more challenging. Other factors such as the complexity of the language used, the presence of unfamiliar vocabulary, and the overall structure of the content can also affect how individuals approach and comprehend English text. Overall, the way people read English is a dynamic process influenced by a combination of personal, linguistic, and contextual factors.

## **2.5 Phonetic approach of reading**

The phonetic approach to reading is an instructional method that emphasizes the relationship between sounds and written symbols in the process of learning to read. This approach is based on the principle that understanding the phonetic structure of words the individual sounds or phonemes and their corresponding letters or letter combinations is fundamental to acquiring reading skills. Here are key components and aspects of the phonetic approach to reading.

The work of Meyer (2002) in Santrock (2004) in advocating the basic-skill and phonetic approach to reading, asserts that reading materials should involve simple materials. Only after they have learned phonological rules should children be given books and poems. On the other hand, According to Cramer (2005) reading a couple of paragraphs or a single page aloud using appropriate intonation and phrasing introduces new words and concepts to students and it tends to make subsequent elements of the story easier for struggling readers. Wang (2000) states that when children read stories aloud and tell stories to parents and their classmates, it makes them feel that they can read. This in turn, creates a positive attitude within children and causes them to want to read more.

Leu and Kinzer (2003) forward that reading aloud to children is one of the best ways to bring children and books together in a pleasurable setting. According to

them, it provides opportunities for children to develop an understanding of new word meanings. They further posit that reading aloud to children allows the teacher to share his enthusiasm for literature – and enthusiasm is contagious.

The phonetic approach to reading is an instructional method that emphasizes the relationship between sounds and written symbols in the process of learning to read. This approach is based on the principle that understanding the phonetic structure of words the individual sounds or phonemes and their corresponding letters or letter combinations is fundamental to acquiring reading skills. Here are key components and aspects of the phonetic approach to reading Phonemes are the smallest units of sound in a language, while graphemes are the written symbols (letters or letter combinations) that represent these sounds. In the phonetic approach, students are taught to recognize and manipulate phonemes and associate them with specific graphemes. Phonics instruction in the phonetic approach is systematic and sequential. It typically starts with basic phonemes and gradually progresses to more complex phonetic patterns. This step-by-step approach helps learners build a strong foundation in decoding words. Students are taught to blend individual sounds together to form words (blending) and to break words into their individual sounds (segmenting). These skills are crucial for both reading and spelling.

## **2.6 Suggestions for Improving Reading Comprehension Skill**

Based on the insights gathered from this review, the following suggestions are proposed for English as a Foreign Language (EFL) teachers. These recommendations aim to assist EFL learners in enhancing their reading comprehension skills:

### **1. Develop Background Knowledge**

EFL teachers should focus on building the background knowledge of learners. Introducing relevant information and context before reading can help students better understand and connect with the material.

### **2. Teach Text Structures**

Educators can instruct students on recognizing and understanding different text structures. Teaching them how texts are organized can improve their ability to comprehend and retain information.

### **3. Encourage Self-Regulation**

EFL learners should be encouraged to take an active role in their reading comprehension. Teachers can guide them to prepare for, monitor, and evaluate their own comprehension skills during the reading process.

### **4. Instruct on Comprehension Strategies**

Teachers bear the responsibility of teaching comprehension strategies. This includes imparting effective strategies for understanding texts, either through separate instruction or in combination.

### **5. Emphasize Organizational Structures**

Educators can explain to learners how to recognize and apply the organizational structures of a text. Understanding the layout of information aids in comprehension, learning, and retention of content.

### **6. Teach Textual Relations**



EFL teachers should guide learners on establishing connections between different sections of a text. Instruction on the general structures of informational texts can facilitate a deeper understanding.

#### **7. Facilitate Quality Discussions**

Engaging in high-quality discussions about the meaning of texts can enhance comprehension. Teachers can encourage learners to express their thoughts, ask questions, and explore diverse perspectives.

#### **8. Select Appropriate Texts**

Teachers should carefully choose texts that support comprehension development. The selection should consider word recognition and comprehension difficulty levels that align with the learners' abilities and educational tasks.

#### **9. Diversify Reading Material**

Varied types of texts should be used in teaching reading comprehension. Exposure to different genres and formats helps learners adapt to various reading contexts.

#### **10. Clarify Goals and Benefits**

EFL teachers can assist learners in understanding the goals and advantages of reading comprehension. This clarity can motivate students and foster a positive attitude towards reading.

Incorporating these strategies into EFL teaching practices can contribute to the improvement of reading comprehension skills among learners.

### **2.7 Review of Literature Related to the Study**

Previous studies have consistently shown a positive relationship between learners' reading strategies and their reading comprehension skills. Ahmadi and Pourhossein (2012) emphasized that reading strategies significantly impact readers' comprehension abilities, benefiting both proficient and less proficient readers. These strategies involve knowing what, when, how, and why to apply specific approaches during the reading process.

According to Ahmadi and Pourhossein (2012), employing reading strategies helps learners grasp the main points of paragraphs, explain unfamiliar words or sentences, and summarize their reading. These strategies serve as effective tools for readers to overcome difficulties encountered while reading. Several studies, including one conducted by Scott (2010), have explored the development of reading comprehension to provide valuable suggestions for teachers assisting English as a Foreign Language (EFL) learners.

Scott's study (2010) focused on understanding how word knowledge impacts reading comprehension in older readers. The research aimed to gain insights into how words function within context and to identify strategies for approaching new words during reading. Results from this research indicated a significant impact of learners' word knowledge on reading comprehension, encompassing vocabulary, spelling abilities, and the capacity to decipher words in print. Recognizing words involved understanding both their form and meaning.

In response to these findings, teachers play a crucial role in simplifying the development of word knowledge through explicit instruction of word examples and

word-solving methods. The overall goal of instruction in reading, spelling, and vocabulary is to help learners enhance their word awareness and become independent word-solvers across various subject areas. This approach aims to empower students to navigate and comprehend words effectively in their reading endeavors (Ahmadi and Pourhossein, 2012; Scott, 2010).

Decoding involves translating written words into spoken language by applying phonetic rules. Encoding is the reverse process, where individuals spell words by translating spoken sounds into written symbols. The phonetic approach addresses both decoding and encoding skill. Phonics instruction often involves teaching word families (groups of words with the same root or ending) and recognizing patterns in words. This enables learners to apply their knowledge of phonics to read and spell a variety of words.

The phonetic approach introduces learners to specific phonetic rules and generalizations, such as silent letters, consonant blends, and vowel patterns. These rules provide guidelines for understanding the relationship between sounds and letters. The phonetic approach is often used in the early stages of reading instruction to build foundational skills. It is considered beneficial for developing reading readiness and preventing or remedying reading difficulties.

In addition to phonics, the phonetic approach emphasizes phonemic awareness, which is the ability to recognize and manipulate individual phonemes in spoken words. Activities promoting phonemic awareness contribute to overall reading proficiency. The ultimate goal of the phonetic approach is to enable learners to apply their knowledge of phonics to read authentic texts. This includes books, articles, and other written materials.

The phonetic approach to reading is widely used in early literacy education as it provides a systematic and structured method for teaching the essential skills needed for reading success.

If children see you interested and enthusiastic about literature, they will be more interested in reading themselves. They believe read aloud sessions can be used as a springboard for many other learning experiences. Burns et al., (2002) suggest that students who are having difficulty reading materials can benefit from listening to a fluent reader's correct phrasing and pronunciations.

In a similar way, Tompkins (2003) opines that when children engage in read aloud activities they get the opportunity to practice proper pronunciation of words and develop fluency. Cramer (2004) states that having books read to us when we are young has a lasting and profound influence.

Research has established that reading to children supports learning to read. Reading aloud builds vocabulary, general knowledge, knowledge of text structure, appreciation of literature, and other comprehension skills.

Walpole and McKenna (2004) report that on the basis of a detailed analysis of the available research that met the National Reading Panel's methodological criteria, the panel concluded that guided oral reading procedures (i.e. procedures that include guidance from teachers, peers or parents) had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.

Kuha (2003) with reference to Dowhower (1989) maintains that assisted reading strategies such as paired- reading, readers theatre, etc. provide a direct model of fluent reading in the form of a mentor, a tape recording, or another form of speech feedback such as a computer. She further reveals that these strategies have been shown to be effective in assisting students' fluency development.

Wang (2000) suggests that a positive attitude toward reading is essential for adequate literacy development this also impact student capability to be creative thinker which will aid in them doing or participating in sports activities.

Burns et al., (2002) suggest that children from some homes may be given the impression that reading is a female activity. They may bring this idea to the classroom and spread it among children who have not previously been exposed to it. This attitude affects everyone in the classroom negatively, regardless of gender.

Burns et al., (2002) further suggest that interests, attitudes and self-concept are three affective aspects of the reading process. These aspects influence how hard children will work at the reading task. Children who are interested in the material presented to them will put more effort in the reading process than will children who have no interest in the available reading materials.

Murphy, Shannon, Johnston & Hansen (1998) in Wang (2000) indicate that when teachers come to believe that children do not have the ability to read because of one or more failures on tests, children may doubt their ability in reading, and may never succeed in reading.

Moreover, children's confidence determines whether they can succeed or not, and their confidence in reading is built up as they read. Positive feedback about children's reading from teachers, peers, and parents makes children confident in reading.

## **METHODOLOGY**

### **3.1 Sample Setting**

The research conducted at KM/KM/ Shams central college, Maruthamunai. There were 800 student and 50 teachers and 10 nonacademic staff in this school. This school consists of grades from 1-13. As this is a national school, advanced level streams like Biology, Mathematics, Arts and Commerce are available. Moreover, this school is well facilitated with science lab, ICT lab, tech room, an audio-visual room, agriculture room and a playground structure within the school premise. This research was conducted for grade 6 students out of the total population of 72 randomly from this school in the sample. Both boys and girls were included. Out of the population 20 students were selected as sample population to collect primary data. The data were collected from the sample population.

### **3.2 Research Design**

The goal of this study was to enhance the loud reading skills of the grade 6 students at Km/ Km/ Shams Central College in Maruthamunai. The study randomly selected participants and used observation and testing method to collect qualitative data. The research instruments were qualitative, and the analysis of the main data involved both descriptive and statistical methods.

### **3.3 Instrument and Techniques of Collecting Data**

Research instruments or tools are crucial for gathering primary data in research, and they can be either qualitative or quantitative. In this study, a loud reading test was administered, followed by interviews with the students, and the collected data was subsequently validated.

In the loud reading process, participants were tasked with reading English in two role plays from the grade 6 textbook. The interview comprised three parts: an unstructured segment, a structured segment, and a semi or partially structured segment. Participants were instructed to loud reading and actively engage in the interview sessions.

### **3.4 Data collection procedure**

Mentioned above, pre-test, observation and interview were used to collect the data. As the first step the pre-test was given for the selected students and then they were interviewed after these two steps, students were taught the methods and techniques of loud reading skills. And also some activities were given to the students for improving their loud reading skills.

#### **3.4.1 Pre-test**

Gay and Airasian (2003) state that a pre-test is a test that is given to participants to obtain previous knowledge of the subject. A pre-test was done to identify the reading behaviors of the control group and to set a kind of benchmark against which progress or any form of change would be measured.

Before teaching reading skills methods and techniques, they were given a pre-test based on loud reading skills to identify the level and the knowledge of the students about loud reading skills. Moreover, they were given a post-test after teaching them the methods and techniques to identify whether the students have gained in loud reading skills properly.

#### **3.4.2 Post-test**

Slavin (2003) suggests that the teacher's communication skills and the extent to which teachers give students opportunities to discuss what they have read with the teacher and their peers, plays an important role in learning to read.

Here, researcher randomly selected a text in the textbook and asked them to read and noted down the results. Then presented in the chart. The result were very satisfactory. The chart shows the differences of both student's from very beginning. After provided the activities, checked their results and analyzed those results to check the development of each student through the help of table and charts. Then attached the charts according to the activity.

#### **3.4.3 Observation**

The researcher used reflective journal to find out the problems. Then point out that some students were lack in reading aloud. This problem observed from reading or speaking lessons. Then noticed that some students were not even aware of the sound of alphabets. And there are some others who were aware of the sound but could not read aloud the words. Out of them selected 20 students.

#### **3.4.4 Interview**

Researcher discussed with two teachers for getting some data about grade 6 students. First, discussed with the class teacher and got information regarding the background of students, their interest toward other subject and their test results of previous terms. Then handed over the test result of the last term and enlisted the students according to the marks. Then had a discussion with the English teacher regarding the students. They said that they are reluctant to complete the activity and they don't show much interest as this was not taught by mother tongue. Therefore, they had a communication barrier. Yet she managed to teach them. All information said was the students were less interested but and they need a support to make them a good citizen.

## **DATA FINDINGS AND ANALYSIS**

### **4.1 Introduction**

Collected the details and information of students which are needed to do research using above mentioned methodologies. After, decided to intervene to solve this problem in an effective manner. First, planned to introduce the phonetic sounds of 26 alphabets in English language. Researcher wanted to use primary English reading book of beginners to introduce the simple words. Then wanted to start with three letter words that comes in rhyming. Next, involve the students in reading a 3 or 4 letter words using picture clues. This activity was also planned to be done using primary books for reading. Then move to a simple sentence and then gradually wanted them to read the whole paragraph. In order to carry out intervention plans, researcher begin to work step by step.

### **4.2 Pre-test**

Pre-test gave for them a story to be read and analyzed their reading difficulties.

#### **4.2.1 Result of the Pre-test Marks**

Total 30 students participated in the pre-test

Name of students	Words	Sentence	Loud reading	Paragraph	Total Percentage Marks
1	1	1	1	1	25%
2	2	2	2	2	50%
3	2	2	2	2	50%
4	1	1	1	1	25%
5	2	3	1	2	50%
6	2	2	3	3	63%
7	1	3	3	2	56%
8	2	1	2	1	36%
9	3	3	4	3	81%
10	2	2	2	2	50%
11	4	4	4	3	94%
12	3	4	4	4	94%

13	2	2	2	1	38%
14	3	3	2	3	69%
15	0	0	1	0	6%
16	2	2	4	2	63%
17	2	2	2	2	50%
18	3	3	3	3	75%
19	4	4	3	3	88%
20	3	3	4	4	88%
21	2	3	1	1	44%
22	2	1	1	1	31%
23	1	2	3	1	44%
24	1	0	1	1	19%
25	2	2	1	2	44%
26	3	1	1	2	44%
27	1	2	2	2	44%
28	2	1	2	1	38%
29	2	2	2	2	50%
30	2	1	1	1	31%

Excellent	4
Satisfactory	3
Need improve	2
Week	1
Very week	0

**Table 1:** Result of the pre- test

Above analyzing the pre-test marks table, it was found that the highest mark obtained was 94, the lowest mark was 6. Additionally, some students scored below 50 marks. Out of the total 30 students, 20 students scored less than 50 marks in the pre-test activities, while 10 students only achieved 50 marks or more.

According to this table data suggests a range of performance levels among the students, indicating a need for targeted intervention to enhance loud reading skills.

### 4.3 Activities

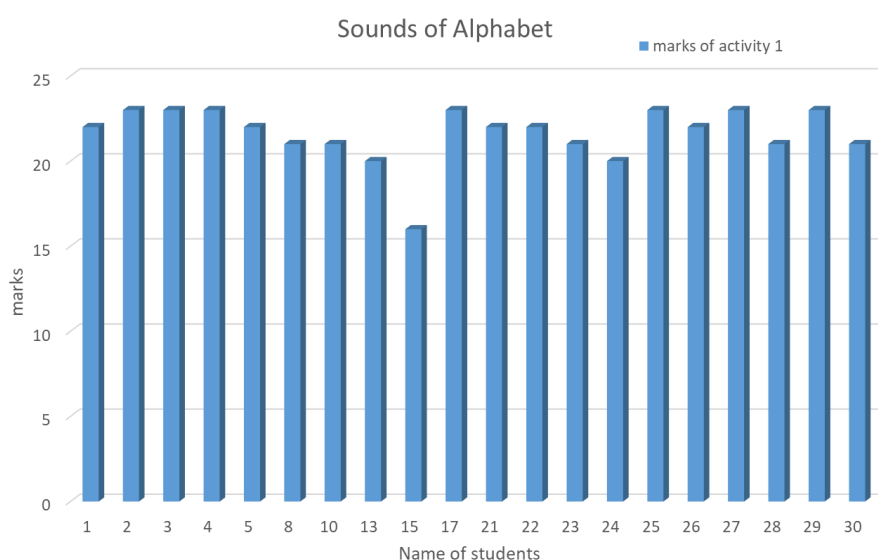
After the pre-test 20 students were selected to the sample for this study.

#### 4.3.1 Activity-1

Introducing the 26 alphabets and its pronunciation.

Here the researcher gave them the letters and its sounds to be written in exercise books. Then pronounced by the researcher and also played audio for each sound and made them pronounce each sound.

Some students recalled the sounds of each letter on the next session but other students could not recall the sounds of some letters.

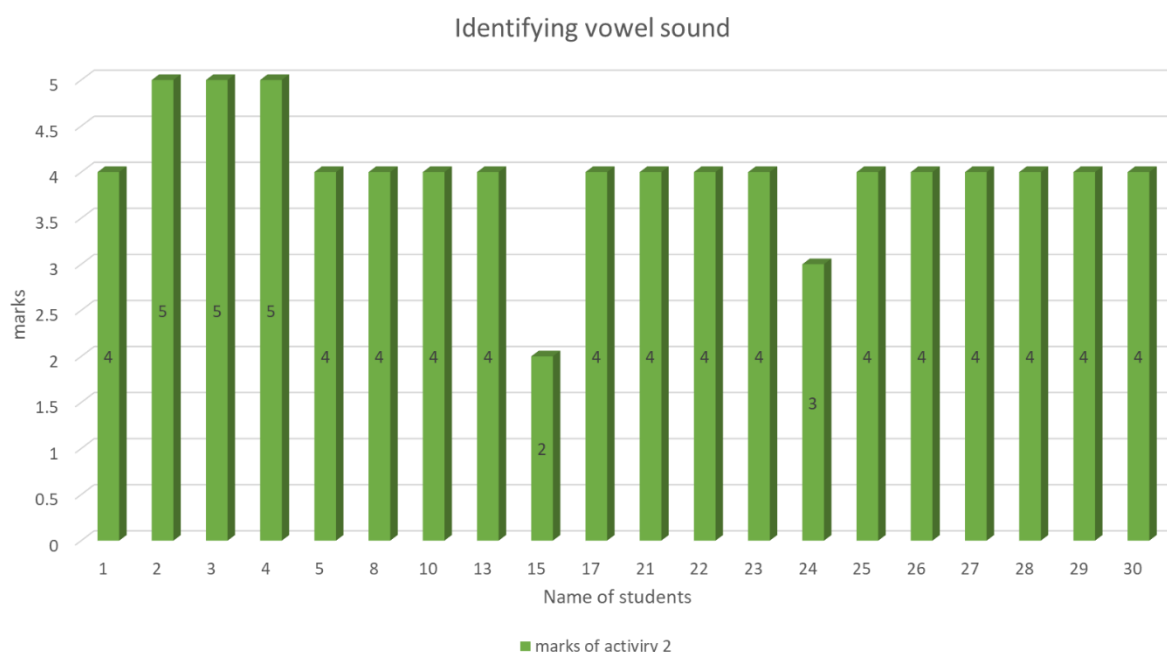


Graph 1: – Activity 1

#### 4.3.2 Activity-2

Identifying the sounds of vowel letters.

Here the researcher gave them the vowel sound letters and its sounds. Then pronounced it by the researcher and also played audio for each sound. In last made them pronounce each sound.



Graph 2: Result of the Activity2

### 4.3.3 Activity-3

Reading aloud the 3 letter words

'Radiant Way Reading Book 01' used to pronounce the three letter words that rhymes. (Example – sit, pit, lit)

First, read aloud how it should be read, and then gave them time to practice. They recalled the sounds of letter they learned in the previous activity. Finally, measured them and awarded them marks.

Words	/æ/ sound word	/ʊ/ sound word	/ʌ/ sound word
1	6/10	7/10	9/10
2	8/10	9/10	9/10
3	8/10	9/10	9/10
4	6/10	7/10	8/10
5	7/10	8/10	8/10
8	8/10	9/10	9/10
10	6/10	8/10	8/10
13	5/10	6/10	7/10
15	9/10	9/10	9/10
17	6/10	7/10	8/10
21	9/10	9/10	9/10
22	9/10	10/10	10/10
23	9/10	10/10	9/10
24	7/10	8/10	8/10



25	4/10	6/10	5/10
26	7/10	8/10	8/10
27	6/10	7/10	7/10
28	8/10	9/10	8/10
29	9/10	9/10	9/10
30	9/10	9/10	10/10

**Table 2:** Result of the Activity 3

#### 4.3.4 Activity-4

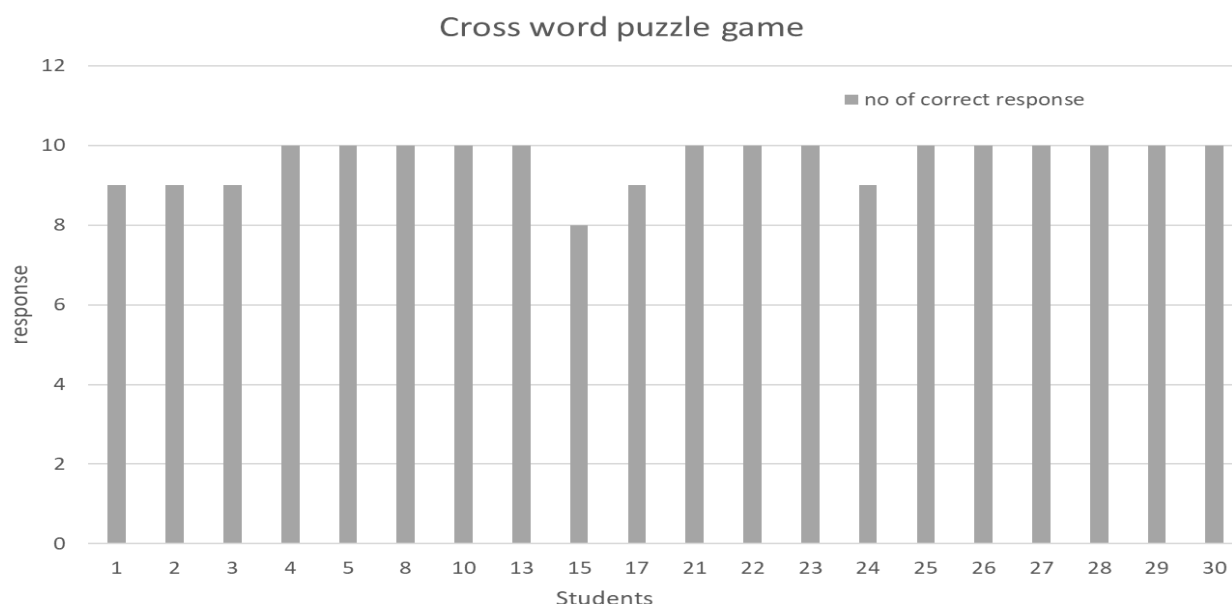
In this activity used a video clip that contains simple reading song. After played the video clip and asked students to repeat the words. Then instructed the students to read aloud the text without playing the video. Finally, marked each word that they could not read and analyzed the reason and continued to build a better activity.

#### 4.3.5 Activity-5

In this activity the researcher gave them a cross word puzzle.

Ability to read fluently is the ability to recognize words quickly and to read sentences and longer passages in a connected, and it is the easy manner that indicates understanding of the material (Lerner, 2003).

The researcher gave them 10 words in the box with picture clues and instructed them to find the words within the crossword. Then asked them to read aloud the words they have found and awarded marks for reading the words.



**Graph 3:** Result of the Activity 5

#### 4.3.6 Activity-6

Reading aloud phrases and sentences.

In this activity presented for them with phrases and simple sentences. Students gave time to go through the piece. Then the researcher instructed them to read the sentences and phrases and marked them and could see the improvement in all students. They read without fear and could see it from their smiling faces. They became friendly with researcher. If they weren't able to read they sought the help of the researcher. It could be seen in their behavioral change.

Name of students	count	phrases	sentences
Student A	10	8/10	9/10
Student B	10	8/10	8/10
Student C	10	8/10	9/10
Student D	10	9/10	9/10
Student E	10	8/10	9/10
Student F	10	9/10	10/10
Student G	10	8/10	8/10
Student H	10	7/10	8/10
Student I	10	10/10	10/10
Student J	10	8/10	8/10
Student I	10	10/10	10/10
Student J	10	8/10	9/10
Student K	10	10/10	10/10
Student L	10	10/10	10/10
Student M	10	10/10	10/10
Student N	10	9/10	9/10
Student O	10	7/10	8/10
Student P	10	8/10	8/10
Student Q	10	8/10	8/10
Student R	10	10/10	10/10
Student S	10	10/10	10/10
Student T	10	10/10	10/10

Table 3 : Result of the Activity 6

#### 4.3.7 Activity-7

##### Paired reading

Reading aloud a simple role play.

According to Leu and Kinzer (2003) paired reading is an approach in which two students read a text together. With paired reading a tutor and a child read a text together. On easy sections the tutor allows the child to read out loud independently. When a mistake is made, the tutor pronounces the word correctly and has the child do the same before continuing. On more difficult sections the two read out loud together.

Here, presented a role play in an audio form about a conversation between two friends discussing about going to fair and another role play between two friends

discussed. First, instructed them to listen to the conversation. Then explained what is happening in the audio.

Later, presented the role play in written form. And instructed them to read the role play taking both the roles. They even acted it out very diligently.

Their reading level when comparing to previous sessions has improved.

#### **4.3.8 Activity -8**

Reading aloud a simple article about 'myself'

In this activity gave them an article published in junior observer about "myself". Their reading fluency was up to my expected level. They misspelled some words. But could see the improvement.

#### **4.4 Post-test**

Here, the researcher randomly selected a text in the textbook and asked them to read and noted down the results. Then it presented in the chart. The result was very satisfactory. The chart shows the differences of both student's from very beginning.

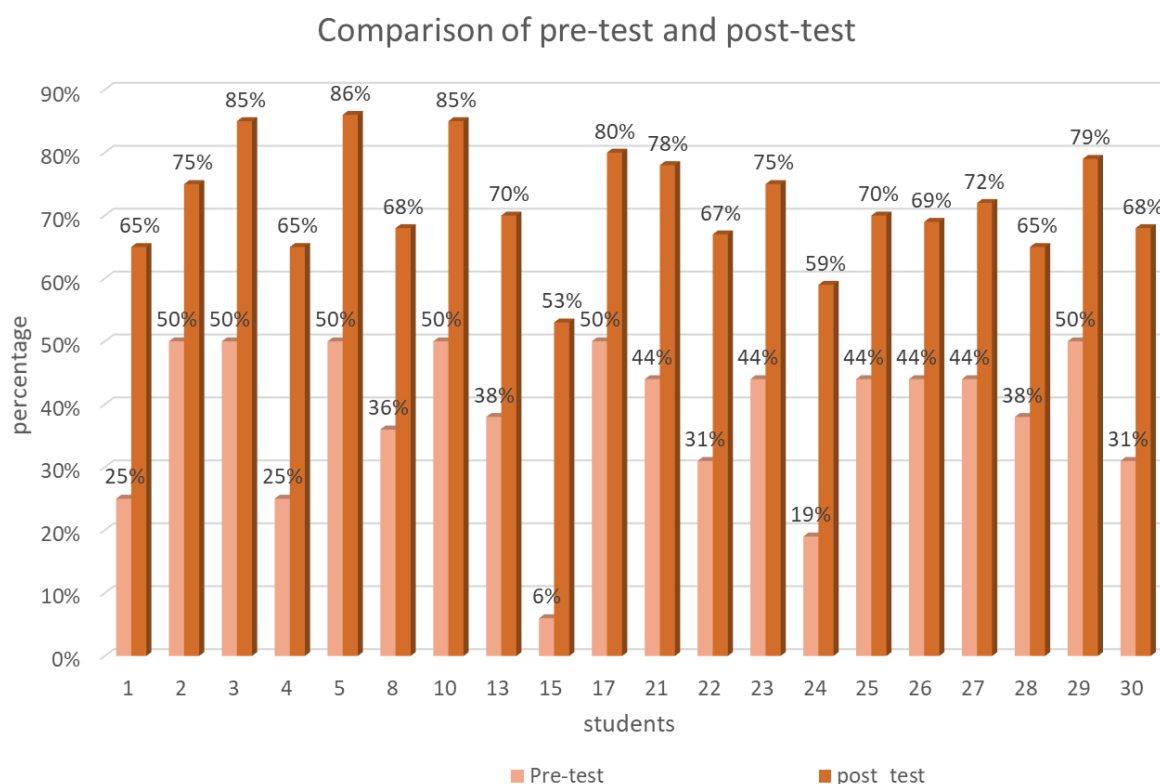
After provided the activities, checked their results and analyzed those results to check the development of each student through the help of table and charts. Finally, attached the charts according to the activity.

#### **4.5 Comparison of Pre -test and Post-test Marks**

The result of pre and post tests

Name of students	Pre-test marks	Post-test marks
1	25%	65%
2	50%	75%
3	50%	85%
4	25%	65%
5	50%	86%
8	36%	68%
10	50%	85%
13	38%	70%
15	6%	53%
17	50%	80%
21	44%	78%
22	31%	67%
23	44%	75%
24	19%	59%
25	44%	70%
26	44%	69%
27	44%	72%
28	38%	65%
29	50%	79%
30	31%	68%

Table : 4 Comparison of Pre-test and Post-test



Graph 4: Comparison of Pre-test and Post-test

At the end of intervention part, researcher observed them as earlier, they have shown their best performance. Their interest to the loud reading English subject has increased and they have shown their higher achievement.

## CONCLUSION AND RECOMMENDATION

### 5.2 Conclusion

From this research. Students' ability to read fluently is affected by the methodologies employed by the teacher and their attitude towards reading among other things. The teachers' ways of teaching significantly influence the reading process and, in some ways, contribute to children's attitudes towards reading. When children have a positive attitude toward reading, it helps them greatly in their literacy development. However, negative attitudes or negative reading experiences can thwart the reading progress. The read aloud strategy is an effective reading strategy that positively affects students' ability to read fluently. There are many benefits of reading aloud to students. It gives them a sense of what fluent reading sounds like and encourages reading with expression. Reading aloud also helps students to convey meaning via different means. Personally, the researcher experienced a lesson of how to mold the students that have reading difficulties. The students who participated and contributed in this research process were very shy at first and then they became friendly with me. They began to express their view very freely, which helped me a lot to study about them.

### 5.3 Recommendations

From this research, the intervention is to introduce the findings of this research to grade 6 students.

- Paying special attention toward them, can overcome their difficulty in English subject and can direct them to the teaching learning process successfully.
- According to previous graph now I decided the student can minimized their difficulty if they are given special care.
- Through the motivation method we can avoid the difficulty of reading and direct them toward the teaching learning process successfully.
- From an effective intervention, anybody can create well fluent student of learning English as a second language.

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