IMPROVING STUDENTS' READING COMPREHENSION BY READING ALOUD

THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

IMPROVING STUDENTS' READING COMPREHENSION

BY READING ALOUD

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22-10- 2024

Saya yang membuat surat pernyataan

Neza Afriana

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ABSTRACT

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This study investigates the effect of the reading aloud strategy on students' reading comprehension at SMA Negeri 7 Banda Aceh. Despite the essential role of reading comprehension in language learning, many students struggle to understand texts, often due to distractions from gadgets and social media, which can hinder their interest in traditional reading activities. Using a quantitative experimental design, the research involved 30 students from grade X, who underwent a pre-test to assess their initial comprehension, followed by two sessions of treatment with the reading aloud method, and concluded with a post-test to measure improvement. Data were collected through these tests and questionnaires to gauge students' responses to the method. Analysis with SPSS v.23 revealed a significant increase in post-test scores (100) compared to pre-test scores (80), confirming the effectiveness of the reading aloud strategy in enhancing comprehension, pronunciation, vocabulary acquisition, and overall confidence in reading. The majority of students reported enjoying English lessons more due to this method, underscoring its value in improving reading comprehension and fostering a more engaging learning environment.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....v

ABSTRACT.....vi

TABLE OF CONTENTS.....viii

LIST OF TABLE.....x

LIST OF PICTURES.....xi

LIST OF APPENDICES.....xii

CHAPTER 1 INTORDUCTION

A. Background of Study 1
B. Research Question 5
C. Research Aim.....6
D. Significant of the Study 6
E. Research Terminologies 7

CHAPTER II LITERATURE REVIEW

A. Reading Comprehension.....8
   1. Definition of Reading Comprehension.....8
   2. The Purpose of Reading Comprehension 9
   3. Type of Reading Comprehension 11
   4. Level of Reading Comprehension 16
   5. The Aspect of Reading Comprehension 17
B. Reading Aloud 19
   1. Definition of Reading Aloud 19
   2. The Purpose of Reading Aloud.....21
   3. Function of Reading Aloud 21
   4. Reading Aloud Technique 22
C. Review of Previous Studies 23

CHAPTER III RESEARCH METHODOLOGY

A. Research Design 26
B. Research Participant 27
C. Research Population 27
   1. Population 27
   2. Sample 27
D. Research Instrument 28
E. Teachnique of Data Collection 28
F. Technique of Data Analysis.....32

CHAPTER IV RESULT OF RESEARCH AND DISCUSSION…….34

A. Result of the research.....34
B. Discussion……....45

CHAPTER V CONCLUSION AND RECOMMENDATION…… 48

A. Conclusion……...48
B. Recommendation……49

REFERENCES 50

جامعة الرانري
AR-RANIRY

LIST OF TABLE

Table 3.1. Likert Scale 31
Tabel 4.1. Students' score for pre-test and post-test 35
Table 4.2. Mean score of pre-test and post-test 36
Table 4.3. Paired sample Test Sig (2-tailed) 37
Table 4.4. Normality test of pre-test and post-test data 38
Table 4.5. I like English lessons 39
Table 4.6. I feel better in English pronunciation by using Reading Aloud 39
Table 4.7. I feel Reading Aloud can improve my reading comprehension of English texts 40
Table 4.8. My reading coprehension in English texts improves more by using Reading Aloud 40
Table 4.9. I feel that learning English using Reading Aloud is better that normal learning 41
Table 4.10. By implementing Reading Aloud I feel my vocabulary has increased 41
Table 4.11. I find pronunciation easier after implementing Reading Aloud 42
Table 4.12. It is easier for me to read English texts by using Reading Aloud 42
Table 4.13. I feel happy learing English using Reading Aloud 43
Table 4.14. I fee that using Reading Aloud can overvome my diffuculties in pronunciation when reading English texts 43

AR-RANIRY

LIST OF PICTURES

Picture 3.1 Example of Skimming.....12
Picture 3.2 Example of Scanning.....13
Picture 3.3 Example of Intensive Reading 14
Picture 3.4 Example of Extensive Reading 15

جامعة الرانري
AR-RANIRY

LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor 54

Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research.....55

Appendix C Confirmation Letter for research field from the head of SMAN 7 Banda Aceh.....56

Appendix D Questionnaire for Students.....57

Appendix E Research Instrument (Pre-test and Post-test).....59

Appendix F Rencana Pelaksanaan Pembelajaran (RPP) 66

Appendix G Documentation.....80

Appendix H Autobiograpy 81

جامعة الرانري
AR-RANIRY

CHAPTER I

INTRODUCTION

This chapter explains the background of study, research question, research aim, significant of the study, and research terminologies.

A. Background of the Study

Reading comprehension is the most important skill in language learning because everyone needs to improve their reading ability. Reading comprehension occupies a very important position at the beginning compared to other language skills. Because reading comprehension is the first entrance to one various concepts of knowledge in all aspects of human life (Rachmat, Muliastuti, & Waskandar, 2021). Reading comprehension is an activity that can understand the meaning of written language in texts, books, magazines or other reading materials. In understanding written language, there are several reading processes carried out by readers to process text into meaningful information stored in the mind and get new information when reading. Hamidah (2016) said that students can gain knowledge from every text they read.

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Reading requires comprehension to understand the context and get new information from the text. Reading comprehension is the ability to understand or comprehend text. Reading comprehension is necessary for all students around the world. Without reading comprehension, students cannot gain maximum information and knowledge to develop academically. The main purpose of reading is to understand. However, there are some students who are not very interested in

learning English because they find it difficult to understand reading tips and read comprehensively. In reading, students' poor reading comprehension ability is the main problem that causes them to be difficult in reading and becomes one of the main causes of students' lack of interest in learning English.

In this case, there are several facts that support this which can be seen from students' reading achievement, that is the small number of students who have an interest in reading, this is a factor that triggers low student interest in reading also occurs due to the surrounding environment, such as gadgets and social media because today's generation is an instant generation. Our generation wants everything to be instantaneous and is starting to disrespect every process. So in short, if they do not read books, then they will not get anything. Understanding must only be limited to their knowledge. Furthermore, when the text is difficult for students to comprehend, then they will struggle to understand sentences, determine the meaning of words, or even understand the general structure of the writings in the reading.

In addition, students become lethargic and bored of reading due to the monotonous strategies of reading learning strategies. Teaching students in a different and fun way will certainly make students enjoy and understand the learning more. Providing learning by using interesting strategies can also help students' interest in following the learning process. To be able to improve reading skills in English properly and correctly, students must have comprehension in reading. By asking students to read more diligently in order to understand the writing in English texts and not be afraid to learn English. Because reading

comprehension is the most important thing in mastering English skills. One solution to overcome the problem is to apply reading aloud strategy.

Reading aloud is a reading activity by reading aloud, in reading aloud students read with the correct words and intonation to find out more information, vocabulary, and improve pronunciation. This reading aloud strategy is very helpful for students in understanding the meaning of reading content, increasing new vocabulary, practicing pronunciation, increasing self-confidence, and making students enjoy the teaching and learning process. In English, there are four skills namely listening, speaking, reading and writing that must be mastered by someone. Reading is one of the skills in English that must be mastered by everyone who wants to learn it. One of the reasons why everyone needs to learn to read in English is to gain knowledge or get more information from texts, books, newspapers, advertisements, magazines, and others. Reading is a very important skill in learning any subject. Based on the purpose of reading, there are various reading strategies that can help readers to develop their reading skills.

Based on the opinion of experts, according to Tarigan (2014) classified reading based on two categories, namely reading aloud and reading silently. In this study, this researcher choose the reading aloud strategy to be used as a strategy in improving students' reading comprehension. Reading aloud is one of the reading activity with pronunciation reading by voice the text, students can read with loud words and intonation. In reading aloud students get more information, vocabulary, and improve their pronunciation. The reading aloud strategy is very helpful for students in understanding the meaning content in the text, get new

vocabulary improving pronunciation, increase self-confidence, and also make the students enjoy the teaching and learning process. Zaini et al (2007 in Huda al, 2015) reading aloud is a learning strategy that prioritizes reading aloud then the teacher explains and reviews both at the beginning and at the end of the lesson. In this strategy is one of the active learning methods that can help student concentration, as well as provide questions and discussions. In conjunction with Sajid and Kassim's (2019) ideas, this strategy is important one as it helps to encourages students to read and ultimately improve their reading comprehension, thus improving their literacy levels. The purpose of this read aloud strategy is to improve students' ability to understand reading text.

Furthermore, in applying reading aloud students' improve the atmosphere of the class and students who are more enjoyable in teaching and learning activities. And also, in this reading aloud strategy help students to get information about the text. Research conducted by Supraba (2020) from Universitas Cokroaminoto. This research focuses on the implementation of reading aloud in developing students' speaking skill. It aims to find out whether the implementation of reading aloud develops the students' speaking skill. And the results show that the application of reading aloud effectively provides a significant influence in developing students' speaking skills. Mohammed Alshehri (2014) from University of New York at Fredonia, This research focuses on improving students' reading comprehension for saudi students by using the reading aloud strategy. Before the researcher applies the reading aloud strategy, the researcher first finds out about students' reading comprehension. The activity was related to students' ability in reading

comprehension. Therefore, the results of this study showed that students' reading comprehension improved when the participants read aloud, and the findings showed progress and improvement in their comprehension from the first lesson to the last lesson. Huang (2010) reading aloud is an important part in education which has several functions in English teaching. It is supported by Subyakto-Nababan (1993) state that reading aloud is able to support speaking skill.

Based on the explanation above, the researcher wants to know how students' mastery in their reading comprehension by reading aloud. Therefore, the researcher also wants to know what reading aloud can provide to students to improve students' reading comprehension. So the researcher felt it was important to conduct a study entitled *"Improving Students' Reading Comprehension By Reading Aloud"*.

B. Research Questions

Based on the explanation above, the researcher in this research formulates the research question as follows:

1. Does reading aloud improve students' reading comprehension?
2. How are the students' responses to reading aloud and its effect on their ability in reading comprehension?

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C. Research Aims

Following the research questions above, this study aims:

1. To find out about the students' improvement of reading comprehension by reading aloud.
2. To find out students' responses to the implementation of the reading aloud and its effect on their reading comprehension ability.

D. Significant of the Study

The results of this study can be useful for students to improve students ability in reading comprehension, especially for students who want to learn English. By applying this reading-aloud strategy, students can also increase comprehension in reading, improve spoken English skills, students can also add new vocabulary in using reading-aloud strategies. Not only getting new vocabulary in applying reading aloud, students will also be familiar with English pronunciation because they will be familiar with pronunciation when applying reading aloud strategies. Applying reading aloud strategies really helps students in improving their reading comprehension.

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E. Research Terminologies

To further clarify the terms used in the study so that there is no misinterpretation in in this research, the researcher would like to further define them as follows :

1. Reading Comprehension is an activity of extracting and constructing meaning through written language. In comprehension a written language there is amental process the text into meaningful information stored in the mind and the new information while they were reading. Hamidah (2021) said the students can get knowledge from the text that they read. Reading need comprehension to understand the context and got the new information of the text.

2. McKeown and Gentilucci (2007) suggested that reading aloud is a method to determine the overall reading process and is used to determine the ability to read. Based on this, reading aloud is a process to improve students' competence in understanding skills in reading. This reading aloud method is one of the strategies to improve a more effective and enjoyable classroom atmosphere in teaching and learning process of reading. Reading aloud is an effective way because it requires feedback from students and teachers to understand the meaning in the text. Then, applying the reading aloud strategy will help students improve their reading skills.

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CHAPTER II

LITERATURE REVIEW

This chapter discusses some theories related to literature, the researcher tries to give a clear explanation of theoretical framework which is the theory of reading comprehension, reading aloud and review of previous studies.

A. Reading Comprehension

1. Definition of Reading Comprehension

The definition of reading comprehensiom according to Smith and Robinson (2010) state that "reading comprehension means the understanding, evaluating, and utilizing of information and ideas gained through the interaction between the readers and the author." Reading is not complete until the reader understands what the writer has written. Reading comprehension is an active thinking process in understanding vocabulary, seeing the relationship among works, and organizing ideas, supported by previous experiments that have been done by readers. Reading cannot be separated from comprehension. Comprehension in reading means understanding what is being read. In order to understand the messages of the author, readers should have the ability to read with comprehension.

According to Grabe and Stoller (2013) state that reading generally help us understand information in text and interpret it accurately. Meanwhile, reading comprehension is very complex and varies in many ways depending on the task, motivation, purpose, and language skills. Reading comprehension is strongly

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influenced by interactions between readers and text variables. Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation (Meneghetti, Carretting, & De Beni, 2006 in Ahmadi et al, 2012:236). Reading comprehension requires many skills such as vocabulary knowledge, background knowledge, knowledge of grammar, metacognitive awareness, syntactic knowledge, and reading strategies (Grabe, 2009; Koda, 2007). Grabe (2009, as cited Edi Wahyono 2019) in also states that reading comprehension involves abilities to recognize words rapidly and efficiently, develop and use a very large recognition vocabulary, process sentences in order to build comprehension, engage a range of strategic processes and underlying cognitive skills. Klinger (2007, as cited Edi Wahyono 2019) states that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

2. The Purpose of Reading Comprehension

The purpose of reading comprehension is to understand and interpret written text, extracting meaning from the words and sentences in order to grasp the author's message, main ideas, arguments, and the overall structure of the text. It involves the ability to comprehend, analyze, and evaluate various types of written material, including narratives, essays, articles, and other forms of literature. According to Bahrami & Nozratzadeh (2017), effective reading comprehension

allows individuals to engage critically with the text, make connections to their own knowledge and experiences, and develop a deeper understanding of the subject matter. This skill is crucial for academic success, professional development, and overall communication in various aspects of life.

People have various purposes when they engage in reading, and these purposes can be broadly categorized into different types. This is the reading purpose according to Grabe and Stoller (2013):

a. Reading to skim and find simple information: Skimming involves quickly glancing through a text to identify where important information might be located and using basic reading comprehension skills to gather a general idea from those parts. This approach is often used when readers want to get a quick overview or locate specific details within a text.

b. Reading to learn something from the text: This purpose involves readers who intend to acquire knowledge or learn a substantial amount of information from what they read. They read with the goal of gaining insights, expanding their understanding, or acquiring new skills or knowledge.

c. Reading to write and critique texts, and to integrate information: Reading for writing and critiquing involves tasks related to producing written work or evaluating and analyzing the content of a text. It may also entail the integration of information from various sources to support specific writing projects or analytical tasks. This purpose requires critical evaluation of the information being read to determine how it should be integrated into the reader's work.

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In essence, the purpose of reading varies depending on the individual's goals and the type of text they are engaging with. Whether it is for pleasure, information, academic pursuits, or professional tasks, reading serves as a versatile tool that allows people to access, absorb, and utilize knowledge from a wide range of written materials.

3. Types of Reading Comprehension

In reading comprehension, there are several types of comprehension. Based on Brown and Priyanvada (2004), the types of reading can be categorized into several different categories. These categories include :

a) Skimming

Skimming is a quick reading method used to gain a broad understanding of a material. When a reader skims, they quickly scan the content to understand the major points and general organization without going in-depth with the specifics. This technique is helpful for rapidly recognizing the main ideas or subjects while skimming or reviewing the information.

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Picture 3.1

Example of Skimming

Source : https://www.shortstoriesforkids.net/moral-stories/the-greedy-lion-story/

b) Scanning

Reading with a scanning approach involves skimming the text quickly to get the most important information. Allows readers to find specific information in a document, such as names, dates, locations, numbers or facts.

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Picture 3.2

Example of scanning

Source : https://en.wikipedia.org/wiki/Aceh_Museum

c) Intensive Reading

Intensive reading is a comprehensive and in-depth reading strategy where the reader concentrates on fully understanding the content. This approach, which entails a thorough examination of the text's language, substance, and general meaning, is frequently employed to comprehend difficult or complicated literature. It seeks to gather in-depth data and provide a thorough comprehension of the subject matter. As an illustration, a learner might read a few paragraphs or a page from a book, carefully dissecting each sentence, searching up new vocabulary, and appreciating the subtleties of the language.

Picture 3.3

Example of Intensive Reading

Once upon a time there was a beautiful girl called Cinderella and she had two ugly step sisters who were very unkind who made her do all the hard work. She had to sweep the floors, do all the dishes, while they dressed up in fine clothes and went to lots of parties.

One day a special invitation arrived at Cinderella's house. It was from the royal palace. The king's only son was a truly handsome prince was going to have a grand ball. Three girls were invited to come. Cinderella knew she wouldn't be allowed to go to the ball. But the ugly sisters, ho ho ho, they were excited. They couldn't talk about anything else.

When the day of the ball came, they made such a fuss. Poor Cinderella had to rush about upstairs and downstairs. She fixed their hair in fancy waves and curls. She helped them put on their expensive new dresses. And she arranged their jewels just so. As soon as they had gone, Cinderella sat down by the fire and she said. "Oh I do wish I could go to the ball". The next moment, standing beside her was a lovely old lady with a silver wand in here hand. "Cinderella, she said " I am your fairy godmother and you shall go to the ball. But first you must go into the garden and pick a golden pumpkin, then bring me six mice from the mousetraps, a whiskered rat from the rat trap, and six lizards. You'll find the lizards behind the watering can.

So Cinderella fetched a golden pumpkin, six grey mice, a whiskered rate, six lizards. The fairy godmother touched them with her wand and the pumpkin became a golden coach, the mice became six grey horses, the rat became a coachman with the most enormous moustache, and the lizards became six footmen dressed in green and yellow, then the fairy godmother touched Cinderella with the wand and her old dress became a golden dress sparkling with jewels while on her feet was the prettiest pair of glass slippers ever seen. Remember said the fairy godmother you must leave the ball before the clock strikes twelve because at midnight the magic ends. "Thank you fairy godmother" said Cinderella and she climbed into the coach.

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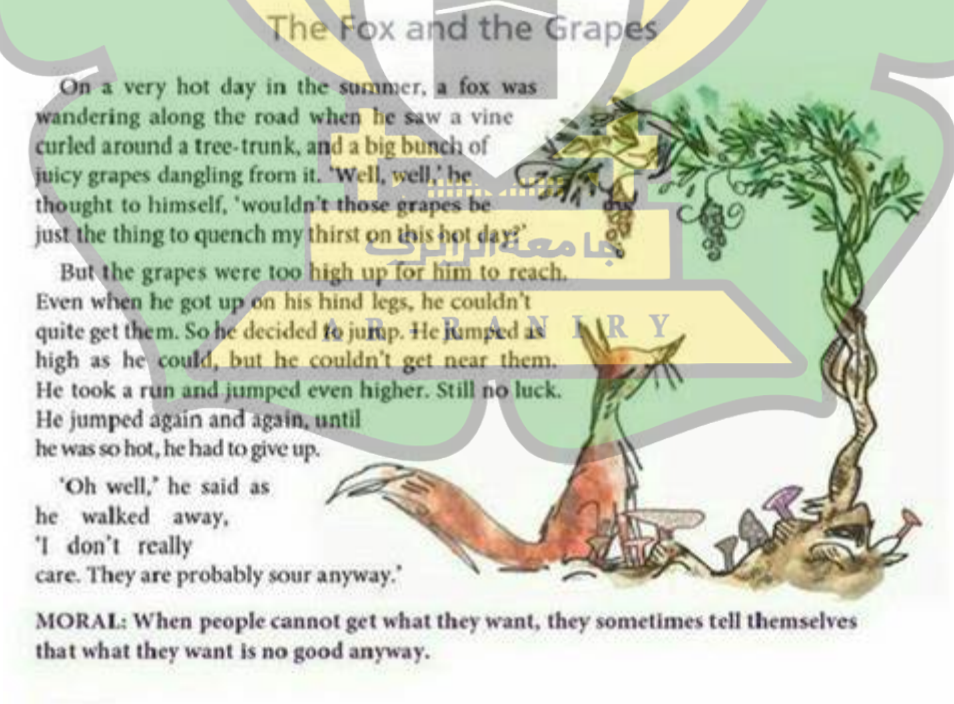
Source : https://images.app.goo.gl/924rLUbSH6vfhv1T9

d) Extensive Reading

Reading extensively entails reading for enjoyment or general knowledge without concentrating on in-depth comprehension (Guntur, 2008). Usually, the goals are to increase vocabulary, linguistic proficiency, and overall reading fluency. This approach is beneficial for increasing reading speed, appreciating literature, and gaining a wide comprehension of numerous subjects or genres. As an illustration, a learner may read a book, magazine, or collection of articles in a particular genre without necessarily stopping to consider each word. The goal is to increase vocabulary, reading comprehension, and speed in a more laid-back and pleasurable setting.

Picture 3.4

Example of Extensive Reading



The Fox and the Grapes

On a very hot day in the summer, a fox was wandering along the road when he saw a vine curled around a tree-trunk, and a big bunch of juicy grapes dangling from it. 'Well, well,' he thought to himself, 'wouldn't those grapes be just the thing to quench my thirst on this hot day?'

But the grapes were too high up for him to reach. Even when he got up on his hind legs, he couldn't quite get them. So he decided to jump. He jumped as high as he could, but he couldn't get near them. He took a run and jumped even higher. Still no luck. He jumped again and again, until he was so hot, he had to give up.

'Oh well,' he said as he walked away, 'I don't really care. They are probably sour anyway.'

MORAL: When people cannot get what they want, they sometimes tell themselves that what they want is no good anyway.

Source : https://images.app.goo.gl/tDbXLYuSosevXbsL7

4. Level of Reading Comprehension

In reading comprehension, there are several levels in reading comprehension of material that may be at several different levels. Westwood (2008) divides the levels of reading comprehension into three levels. These levels is explained as follows :

a) Literal Reading Comprehension

Literal comprehension answers the who, what, and where inquiries by making inferences from the text. Literal comprehension is the ability to recall and recount the facts or information offered in a book, according to Brassel and Rasinki (2008). At this stage, the instructor might give the class tasks like information investigation and clear articulation of textual concepts. Understanding the ideas and information that are directly presented on printed pages is required for literal reading comprehension. It implies that students can learn concepts like identifying the main idea, providing facts to support it, categorizing, organizing, and summarizing material straight from the text.

b) Inferential Reading Skill

According to Mui (2013), inferential comprehension is the ability to understand concepts that are successfully conveyed in an indirect manner. Drawing inferences from reading topics, analyzing the coherence of phrases and paragraphs, and deciphering figurative language are all examples of inferential comprehension. Because inferential knowledge requires the reader to be able to grasp what the writer actually wants and because it's related to understanding that isn't explicitly stated in the text, it demands higher order thinking from the reader.

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c) Critical Comprehension

The level of comprehension known as critical comprehension is one that involves assessment, judgment, and veracity; it is the reader's ability to assess the reading by looking at words and sentences. Assessing the style of paragraphs and the words and phrases used in what is critically read are important components of critical understanding. According to Clymer (1968) in Brassel (2008), critical thinking and in-depth analysis are necessary for critical thinking and evaluation. Assess the reader's level and the quality of their inferential and critical understanding because the answers to inferential and critical questions greatly depend on the reader's background, interests, and disposition.

5. The Aspect of Reading Comprehension

According to King and Stanley as cited in juita et al. (2014) there are five components of reading comprehension, namely :

a) Finding factual information

We can use supporting details in a text to help readers find the main idea. Supporting details provide information in a passage that explains the idea. In general, supporting details state who, where, what, why, and how the idea can be found in the content material.

b) Finding main idea

Each paragraph contains a main topic, which is usually stated in the opening sentence of the paragraph, and the rest of the paragraph builds on that core point and expands upon it.

c) Identifying references

Words of reference such as it, she, he, this, and others are usually short and often have pronouns. The reader's ability to recognize reference words and identify the words to which they refer is essential to comprehending the passage. It may be a reference to something that has already been talked about or something that will be talked about in the future.

d) Identifying inference

The most challenging part of reading is inference, which is the process of reaching a conclusion based on suggested information. It is used to arrive at a hypothesis, idea, judgment, or drawing conclusion because the information in the text is seldom explicitly presented.

e) Finding the meaning of a certain word (vocabulary)

Guessing and linking unfamiliar words to the text context can help students improve their ability to predict unfamiliar words. When a word has almost the same meaning as another, it is called nearly equivalent. Meskipun demikian, siswa harus dapat menemukan dan memahami artinya. Istilah "guessing vocabulary in context" mengacu pada kemampuan siswa untuk memprediksi arti dari kata-kata yang tidak mereka ketahui dengan mengaitkannya dengan konteks teks.

Reading comprehension has five dimensions, as can be seen from the explanations. Since every test item text contains all five of these elements factual facts, main idea, vocabulary, inference and reference the research will concentrate on these five areas.

جامعة الرانري
AR-RANIRY

B. Reading Aloud

1. Definition of Reading Aloud

Reading by voicing something out loud is called reading aloud. Reading aloud is needed to improve fluency in reading. And also in reading aloud, student can find out themselve wether their pronunciation is corret or not. Read aloud is a reading teachnique that involves reading something aloud with proper pronunciation, intonation, and word pressure. According to Subyakto and Nababan (1993) reading aloud can improve pronunciation fluency. Meanwhile, according to Elizabeth (2004) reading aloud refers to reading a book by listening to a voice that can be heard by others. Furthermore, according to Huang (2010) reading aloud is the most important part in the field of education which has various functions in english learning.

There are three types of reading: (1) reading for meaning, or to decipher the text's intended message. While reading, we don't read aloud. (2) Reading aloud: This method tries to enlighten the audience as well as comprehend the text. (3) Reading for comprehension: This method entails reading with knowledge of what has been read. Kustaryo (1988 in Muhaimin, 2019). According to McKeown and Gentilucci (2007), reading aloud is a useful tool for assessing reading competency and the cognitive reading process. This means that reading aloud to students is a process that develops their comprehension of reading skills. It is the only method for creating a productive and pleasurable learning environment in the classroom for both teaching and reading. Reading aloud works well because the meaning of the book can only be constructed with the input of the teacher and the pupils. The

kids' reading skills will then develop as a result of using the reading aloud approach. Zaini et al., (2007 in Huda et al., 2015) Reading aloud is a teaching technique that places a strong emphasis on loud sound while having the teacher go over and explain both the start and the finish of the lesson. One of the active learning techniques that might improve students' focus and redirect the question and discussion is this tactic. In keeping with the theories of Sajid and Kassim (2019), this is a very important tactic since it motivates kids to read and gradually begins to increase their reading comprehension, which causes their literacy levels.

The purpose of the reading aloud technique is to increase students' proficiency in text comprehension, analysis, and interpretation. It increases students' comfort levels during reading activities and provides them with positive incentive to elaborate more on their pronunciation proficiency and self-assurance in their ability to master reading skills. Students love the teaching and learning process and the classroom climate is improved. Additionally, by using this method, kids might learn details about the text. The aforementioned description indicates what the researchers hope to learn about the impact of the reading aloud technique on students' reading abilities.

2. The Purpose of Reading Aloud

Reading aloud also has a positive impact on students in improving their reading comprehension. Nabhani in Primamore (1994) argues that students get more benefits not only comprehension in reading but get other benefits such as, increasing vocabulary, increasing proficiency in English and others. Reading

aloud for students can be used when they read to avoid problems in reading comprehension.

3. Function of Reading Aloud

According to Huang (2010) suggests that reading aloud has functions in English teaching, they are :

a) Practice Pronunciation

Reading aloud is a kind of comprehensive pronunciatin practice. Pronunciation practice is a kind of comprehensive pronunciation practice. This is because the reading aloud material is a reading with specific content and situation. In reading aloud, appropriate pressure, intonation and rhythm are applied. Therefore, reading aloud is an very good pronunciation practice and good pronunciation practice.

b) Improve Spoken English Skills.

Reading aloud can help some students who are not confident to practice spoken English by practicing reading with expression, changing the pitch (high-low), tone (soft-rough), and volume (loud-soft) of the voice. In this way, our speaking skills will be practiced. Therefore, reading aloud not only helps us open our mouths to articulate English words, but also improves our English skills, especially speaking effectively.

c) Gaining Deep Understanding

As a result of reading aloud in fact, reading aloud is the expression of the whole content of ideas, feelings, attitudes, and styles in the form of sound.

جامعة الرانري
AR-RANIRY

Therefore, reading aloud can not only make students take a great interest, arouse their appetite and imagination, but also help them understand the reading correctly and deeply.

d) Strengthening Knowledge

Reading aloud can strengthen knowledge such as by speaking, listening, writing, and reading aloud, we may reinforce the knowledge we have gained. Reading aloud helps with vocabulary, grammar, and pronunciation practice, all of which are related to speaking, listening, and reading. Although general conversational English is a valuable approach, its vocabulary and structure are somewhat limited. Reading aloud can help up for a lack of speaking English because it has a wide variety of topics, vocabulary, and grammar.

4. Reading Aloud Technique

Many techniques exist for teaching pronunciation. However, one of the most popular methods for teaching pronunciation is reading aloud (Chen, 2016). With multiple tasks in the reading aloud technique, it allows pupils to investigate their pronunciation abilities. One frequent method for learning both native and foreign languages is the hard-reading strategy. In Huang (2010). It has been around for a while and is regarded as one of the best methods for learning languages, including pronunciation. Teachers utilize a variety of strategies to help students practice their pronunciation, one of which is reading aloud. Romwapee (2012). This is states to be a highly helpful method for handling pronunciation issues. According to Lane & Wright (2007), reading aloud to students is a methodical strategy that

helps children academically. This was corroborated by Romwapee (2012), who listed a few benefits of reading aloud to kids, including increased self-assurance while speaking, evidence reading, approaching oneself, and stressing pronunciation and voice quality. Additionally, he said that one of the engaging methods for helping students improve their pronunciation is reading aloud.

C. Review of Previous Studies

There are several previous studies conducted on the use of reading aloud to improve students' reading comprehension. Some of these studies are categorized based on the level of education and the use of this strategy on reading skills, as follows:

The first, some previous studies used reading aloud to improve students' reading comprehension for elementary school students. Huang (2003) states that reading aloud is a good time for students in advanced reading comprehension. According to Hancoct et al., (2000) research has acknowledged that the best method for reading aloud to students improves students' reading comprehension. This research concluded that reading aloud can improve reading comprehension. Kelly Hazzard (2016) in her research in elementary schools in upstate New York, states that the use of reading aloud can help engage students in improving text discussion. Mohammed Alshehri (2014) in his research in elementary schools in Saudi Arabia, stated that the read aloud strategy showed a positive effect on the development and improvement of students' reading comprehension in grade five elementary schools in Saudi Arabia.

جامعة الرانري
AR-RANIRY

The second, some previous studies used reading aloud to improve students' reading comprehension for junior high school students. Anum Sahara, Syamsul Bahri & Nira Erdiana (2018) concluded that students' reading comprehension in the second grade of SMP Negeri 8 Banda Aceh, students' reading comprehension improved in two aspects of reading with the use of reading aloud techniques, these aspects are detailed information and vocabulary. Nurlaily Sofyan, Jusmin HJ Wahid, & Nirwan H Idris (2021) concluded that the application of reading aloud strategy can improve students' reading comprehension in the second grade of SMP N 1 Satap Wasile. Syamsul Bahri Ys, Chairina Nasir, & Chentenei Lapenia Ningsih Rohiman (2018) argued that Think Aloud can be used to improve eighth graders' ability in EFL reading comprehension of a junior high school in Banda Aceh.

The third, some other studies also used reading aloud to improve students' reading comprehension for senior high school students. Edi Santoso (2015) in his research at SMA Negeri Olah Raga Lampung, states that reading aloud is effective for improving students' reading comprehension in understanding the content of the text. And another previous studies, Lilis Holihah & Jusika Sari (2018), the researcher examined students at SMK Kartikatama Metro. Found the result of the research is the implementation ofthink-aloud strategy can improve students' reading comprehension. Efrini Panjaitan et al. (2023) stated that the effect of reading aloud strategy on students' reading comprehension ability in understanding text in tenth grade at SMA Swasta Melati Binjai.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology procedure, including a short description of the research design, participant and reseacrh location, teachnique of data collection and teachnique of data analysis.

A. Research Design

In this research, the researcher used quantitative methods conducted with an experimental research method. The experimental research method according to Sugiyono (2018) is a research method that is carried out to find the effect of certain treatments on other treatments under controlled conditions. This method aims to show a relationship between cause and effect variables and to observe and measure the effect of one or more manipulation treatments in an experiment. In this study, the researcher conducted a study using an experimental design because the researcher wanted to see students' improvement in improving students' reading comprehension on reading texts such as, novels, short stories, poems and other texts in English. The type of design in this study is pre-experimental. Students were given a pre-test before treatment and a post-test after treatment. The pre-experimental design applies treatment to research subjects in the absence of a control group (no comparison treatment).

جامعة الرانري
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B. Research Participant

In conducting this research, researchers went directly to the research location to obtain data directly by asking permission from the school principal. This research was conducted at SMA Negeri 7 Banda Aceh. This school is located on Jl. Krueng Jambo Aye No. 1., Geuceu Komp., Kec. Banda Raya Banda Aceh City. Research participant in the second semester of the academic year of 2023/2024, the researcher selects students in grade X of SMA N 7 Banda Aceh. Research participant in the second semester of the academic year of 2023/2024, the researcher selects students in grade X of SMA N 7 Banda Aceh.

C. Reasearch Population

1. Population

According to Howel (2011) population is a collection and incident which attracts your attention in the incident. Meanwhile, according to Sugiono (2013), "population is a general area consisting of objects or subjects that are sized and have certain characteristics that will be studied and conclusion bye the researchers" to study and then conclude conclusions. The population in this study are students of class X which currently total 30 students.

2. Sample

Population is the total number of analysis units that are the target of research as a source of data that has certain characteristics in a study (Sinaga, 2014). Meanwhile, according to Ahyar (2020), population is a research object that can be in the form of living things, conditions, test scores, or events as a source of data in a study. Meanwhile, Sugiyono (2018) states that the population in a feasible

جامعة الرانري
AR-RANIRY

sample in research is between 30 and 500. Researchers took one class at SMAN 7 Banda Aceh as an experimental group and as a research group. The sample in this study was 30 students.

D. Research Instrument

Sugiyono (2014) states that research instruments are related to the validity of the instrument and the quality of data collection. The value of the variable studied is measured by the research instrument. To collect data, the researcher conducted a pre-test and post-test consisting of a narrative text and 10 questions made in multiple choice. Students read the narrative text and answered questions related to the text.

E. Technique of Data Collection

The data collection technique was carried out by giving multiple choice tests to students. The tests used in this study researchers used two kinds of tests, namely pre-test and post-test. The pre-test was conducted before the researchers conducted the treatment in the experimental class and the post-test was conducted after the treatment. Researchers assessed the level of students' reading comprehension by giving a test, namely the pre-test. Each test consisted of 10 questions, which consisted of 4 answer choices, namely a, b, c, and d. The students were asked to choose the correct answer with the correct answer. Students were asked to choose the correct answer by checking the correct answer. In this study, the researcher assessed the students' assessment by using a score between 10-100 by counting the correct answers and applying the formula.

جامعة الرانري
AR-RANIRY

From the test results, which consist of 10 questions each, the test results are calculated using the following formula:

$$\text{Score} = \frac{\text{right answer}}{10} \text{ X } 100$$

a. Pre-test

Before starting the pre-test class, the researcher opened the class by introducing himself first and explaining the purpose and purpose of the researcher in the class. After that, after introducing and explaining, the researcher gave a pre-test to students totaling 10 questions. Then after conducting a pre-test to students, the researcher explained about reading aloud in reading comprehension.

b. Treatment

At this stage, students were given treatment after taking the pre-test. In this treatment, two meetings were held, in this treatment students were taught to read comprehension using the reading aloud method. The implementation of the treatment at this stage for each meeting is as follows :

1) First meeting

At the first meeting, The researcher opened the class with greetings and prayers, checked the students' attendance list and conditioned the class. Then after that, the researcher gave a little explanation about reading aloud in reading comprehension and explained how to apply reading aloud in reading comprehension. After giving an explanation to the students, the researcher distributed several reading texts in English about narrative text (Malin Kundang), the researcher then ordered the students to read the text that had been distributed to the students by applying the reading aloud

method. After all students have finished reading the text and understanding the text, researchers and students together discuss the questions in the text, to get a deep understanding of the text.

2) Second meeting

On the second meeting, the researcher opened the class with greetings and prayers, checked the students' attendance list and conditioned the class. Then, the researcher asked the students again about reading aloud in reading comprehension learning and how to apply the reading aloud method in reading comprehension learning. Then after that, the researcher distributed several reading texts in English about narrative text (Lake Toba), the researcher then ordered the students to read the text that had been distributed to the students by applying the reading aloud method. After all students have finished reading the text and understanding the text, researchers and students together discuss the questions in the text, to get a deep understanding of the text. This second meeting was the same as the first meeting. At the end of the lesson before the researcher left the class, the researcher gave positive things or a motivation to students about the importance of reading and the researcher also told students not to be lazy in reading any text to improve their reading comprehension.

c. Post-test

After the treatment, the students who attended the class were given a test, namely a post-test consisting of 10 questions. In this part of the post-test is given to students to see the extent of students' ability in reading comprehension after

جامعة الرانري
AR-RANIRY

applying the reading aloud method. This post-test is the same as the previous pre-test, but this part of the post-test is given after treatment. After the students finished the test, then the researcher distributed questionnaires to the students, after the students answered the questionnaire and collected all to the researcher, the researcher ended the class and closed the class with a greeting.

d. Questionnaire

The questionnaire was used to find out the responses of students regarding the improvement of reading comprehension using the reading aloud method in understanding the reading of narrative texts in English. The researcher in this questionnaire used 10 questions designed in Indonesian to be given to students, in order to provide a more comprehensive understanding. These questions are then translated into English for the writing of this thesis. and for the answers in the questionnaire, Likert scale questions were used the questions were tabulated and students indicated the appropriate scale with their responses. The frequency of students' responses was used to interpret the data, and the researcher also obtained answers and research conclusions from the data through questionnaires distributed directly to students. **Table 3.1** *Likert Scale*

جامعة الرانري
AR-RANIRY

Description	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

F. Teachnique of Data Analysis

Data analysis techniques is a step for researcher to know the result of the gained data. The first step researcher was counted the students' score by using the rubric that suggested by Brown. Then the next step researcher calculated the mean score of the data, which researcher compared between pre-test and the post-test to evaluate and answer the research question. The researcher calculated the mean score by using *SPPS v.23 for Windows* software.

Before calculating the hypothesis the researcher first measured normality. Moreover, the researcher analyzed the data by using *SPPS v.23 for Windows* software to do the normality test and the T-test.

1. Normality Test

The normality test is used to determine whether the data in the variables to be used in the study. Data that is good and suitable for use in research is data that has a normal distribution. Data normality can be seen by using the Shapiro-Wilk test. This normality test uses the help of *SPSS v.23 for Windows*. The criteria for detecting normality using the Shapiro-Wilk test are as follows:

- If Sig > 0.05 then the data is normally distributed
- If Sig < 0.05 then the data is not normally distributed

2. Hypothesis Test

For the hypothesis test, the researcher uses a T-test to find out whether there is the differences between two variables in this study. The researcher uses SPSS v.23 for Windows program to find the result. After gaining the t-value, the researcher compares the t-value and t-table.

The hypothesis test uses criteria with a significance degree of 0.05. the conclusion is gained as follows:

If t-value < t-table, the H0 is accepted

If t-value, the H0 is rejected or Ha is accepted

Ha: There is a significant difference in the increase of students' reading comprehension after using reading aloud.

Ho: There is no a significant difference in the increase of students' reading comprehension after using reading aloud.

3. Analysis of the Questionnaire

The data that has been obtained from the questionnaire are then also statistically analyzed by calculating the percentage of students' answers to each questionnaire item. It is used to determine student responses after being taught about the use of reading aloud. To arrange and calculate the data systematically, the researcher analyzes the data by using SPSS v.23 for Windows. Presentation of the results of the questionnaire in this percentage aims to assist reserchers in knowing how students perceive their experiences using these treatments.

جامعة الرانري
AR-RANIRY

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents mainly the research results of students' reading comprehension after conducting treatment by using Reading Aloud. Researchers also present discussions, findings taken and connected with previous studies that are relevant to this research.

A. Research Findings

This chapter presents the main findings of the study regarding the impact of reading aloud on students' reading comprehension. The first research question examines whether reading aloud enhances students' comprehension skills, while the second focuses on students' responses to this activity and its effects on their reading abilities. By analyzing the collected data, this chapter aims to provide deeper insights into the effectiveness of this method within the educational context.

The table 4.1 below shows the test result which analyzes the students' pre-test and post-test scores.

جامعة الرانري
AR-RANIRY

Table 4.1

Students' scores for pre-test and post-test

No	Initial of the students	Score Pre-test	Score post-test
1.	ST	80	100
2.	MHD	80	100
3.	AZ	80	90
4.	DR	80	90
5.	FA	80	90
6.	HA	80	90
7.	LR	80	90
8.	RS	80	90
9.	RFR	80	90
10.	SK	80	90
11.	AA	40	90
12.	VHX	60	90
13.	AY	60	80
14.	BN	60	80
15.	CLA	60	80
16.	CF	40	80
17.	FDA	40	80
18.	MTD	60	80
19.	RR	40	80
20.	NH	60	80
21.	AS	50	80
22.	HF	20	80
23.	MFZ	50	80
24.	NPT	40	80
25.	RFA	50	80
26.	MH	50	80
27.	KU	30	70
28.	MIA	30	70

جامعة الرانري
AR-RANIRY

29.	MH	30	60
30.	NNF	20	60

Based on the result of students' pretest and post-test, the lowest score at the pre-test was 20 while at the post-test was 80, and the students'higher score on pre-test was 60 while at the post-test was 100. However, normality test was require because of this research includes in stastistic parametric which required the distribution of the data must normal. The result of normality test analyzed by using SPSS 23 could be seen on the following table.

Table 4.2

Mean score of pre-test and post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	20	80	56,33	20,254
Post-test	30	60	100	82,67	9,444
Valid N (listwise)	30				

The output above shows the descriptive statistic analysis of pre-test and post-test scores of students. From the table got that the mean value of the pre-test was 56,33 while the mean score in the post-test was 82,67 from 30 students. Based on the output, the post-test was higher than the pre-test which mean differences range about 26,34. The detail analysis can be seen in the following table.

Table 4.3

Paired sample Test Sig (2-tailed)

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-26,333	13,767	2,514	-31,474	-21,193	-10,476	29	,000

From the table, the result of significant value was 0,000 and mean for the pre-test and post-test different range was about -26,333. Then, researcher made conclusion based on the data and hypothesis testing based on criteria:

1. If Significant value Sig (2-tailed) < 0,05 then Ha accepted which mean the implementation of reading aloud increase students' reading comprehension
2. If Significant value Sig (2-tailed) > 0,05 the Ha rejected and H0 accepted which mean the implementation of reading aloud did not increase students' reading comprehension.

Based on the result of significant value 0,000 < 0,05 was H0 rejected and Ha was accepted. This finding shows that reading aloud increases students' reading comprehension. This finding shows that reading aloud improves students' reading comprehension. And also by using reading aloud, students become more active in learning. However, the result is significantly increased due to the limited time in

this study and further research should add meetings for teaching experiments in order to get optimal results.

Table 4.4

Normality test of pre-test and post-test data

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	5,53842033
Most Extreme Differences	Absolute	,220
	Positive	,220
	Negative	-,166
Test Statistic		,220
Asymp. Sig. (2-tailed)		,001[c]
Exact Sig. (2-tailed)		,094
Point Probability		,000

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the result of normality test , the significance value of the test was 0,094. The result of normality 0,094 > 0,05 then it could conclude that the distribution of data was normal. After analyzed normality of the data, the researcher used the paired T-test to contunue the analysis and measure the mean score. Mean score was sought to find out the differences between students' abilities after treatment.

جامعة الرانري
AR-RANIRY

1. Result Analysis of the Questionnaire

The questionnaire consisted of 10 questions which were provided in Bahasa Indonesia which then translated into English for this report. The results stated that

there were 5 questionnaires the students answered almost all of which were approved by the students, namely : **Q1** *"I like English lessons"*, **Q2** *"I feel better in English pronounciation by using Reading Aloud"*, **Q3** *"I feel Reading Aloud can improve my reading comprehension of English texts"*, **Q4** *"My reading comprehension in English texts improves more by using Reading Aloud"*, and **Q5** *"I feel that learning English using Reading Aloud is better than normal learning"*. The data from the questionnaire is described in detail in the following tables :

Table 4.5: Q1
"I like English lessons"

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	20	66,7	66,7	66,7
	SS	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

The table shows that 66,7% of students answered agree, 33,3% of students answered strongly agree and no one answered disagree and strongly disagree. It can be concluded that most of the students like English lessons.

Table 4.6 : Q2
"I feel better in English pronunciation by using Reading Aloud"

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,3	3,3	3,3
	TS	2	6,7	6,7	10,0
	S	20	66,7	66,7	76,7

	SS	7	23,3	23,3	100,0
	Total	30	100,0	100,0	

The table shows that 66,7% of students answered agree, 23,3% students answered strongly agree, 6,7% answered disagree and 3,3% answered strongly disagree. It can be concluded that most of the students feel better in English pronunciation by using reading aloud.

Table 4.7 : Q3
"I feel Reading Aloud can improve my reading comprehension of English texts"

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	20	66,7	66,7	66,7
	SS	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

The table shows that 66,7% of students answered agree, 33,3% of students answered strongly agree and no one answered disagree and strongly disagree. It can be concluded that most of the students feel that reading aloud can improve their reading comprehension of English text.

Table 4.8 :Q4
"My reading comprehension in English texts improves more by using Reading Aloud"

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	20	66,7	66,7	66,7
	SS	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

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The table shows that 66,7% of students answered agree, 33,3% of students answered strongly agree and no one answered disagree and strongly disagree.

It can be concluded that reading aloud can improve their reading comprehension of English text.

Table 4.9 : Q5
"I feel that learning English using Reading Aloud is better than normal learning"

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	3,3	3,3	3,3
	TS	2	6,7	6,7	10,0
	S	19	63,3	63,3	73,3
	SS	8	26,7	26,7	100,0
	Total	30	100,0	100,0	

The table shows that 63,3% of students answered agree, 26,7% of students answered strongly agree, 6,7% answered disagree and 3,3% answered strongly disagree. It can be concluded that most of the students state that reading aloud is better than normal learning.

Table 4.10: Q6
"By implementing Reading Aloud I feel my vocabulary has increased"

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	6,7	6,7	6,7
	S	18	60,0	60,0	66,7
	SS	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

The table shows that 60,0% of students answered agree, 33,3% of students answered strongly agree, 6,7% answered disagree and no one answered strongly disagree. It can be concluded that students most of the students feel that their vocabulary has increased.

Table 4.11 :Q7
"I find pronunciation easier after implementing Reading Aloud"

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	10,0	10,0	10,0
	S	16	53,3	53,3	63,3
	SS	11	36,7	36,7	100,0
	Total	30	100,0	100,0	

The table shows that 53,3% of students answered agree, 36,7% of students answered strongly agree, 10,0% of students answered disagree and no one answered strongly disagree. It can be concluded that most of the students find that their pronunciation is easier after implementing reading aloud.

Table 4.12 : Q7
"It is easier for me to read English texts by using Reading Aloud"

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S	15	50,0	50,0	50,0
	SS	15	50,0	50,0	100,0
	Total	30	100,0	100,0	

The table shows that 50,0% of students answered agree, 50,0% of students answered strongly agree and no one answered disagree and strongly disagree. It

can be concluded that most students find it easier to read English texts by using reading aloud.

Table 4.13 : Q9
"I feel happy learning English using Reading Aloud"

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	6,7	6,7	6,7
	S	15	50,0	50,0	56,7
	SS	13	43,3	43,3	100,0
	Total	30	100,0	100,0	

The table shows that 50,0% of students answered agree, 43,3% of students answered strongly agree, 6,7% answered disagree and no one answered strongly disagree. It can be concluded that most of the students feel happy when learning English using reading aloud.

Table 4.14 : Q10
" *I feel that using Reading Aloud can overcome my difficulties in pronunciation when reading English texts*"

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	13,3	13,3	13,3
	S	14	46,7	46,7	60,0
	SS	12	40,0	40,0	100,0
	Total	30	100,0	100,0	

The table shows that 46,7% of students answered agree, 40,0% of students answered strongly agree, 13,3% of students answered disagree and no one answered strongly disagree. It can be concluded that most of the students feel that

using reading aloud can overcome their difficulties in pronunciation when reading English texts.

No	Original Item of the Questionaire	Best Result	Strongly Agree	Agree	Don't Agree	Strongly Disagree	Total
1	I like English lessons.	I like English lesson	33,3%	66,7%	0	0	100%
2	I feel happy learning English using Reading Aloud	I feel better in English pronunciation by using Reading Aloud	23,3%	66,7%	5,7%	3,3%	100%
3	I feel better in English pronunciation by using Reading Aloud	I feel Reading Aloud can improve my reading comprehension of English texts	33.3%	66,7%	0	0	100%
4	I feel that using Reading Aloud can overcome my difficulties in pronunciation when reading English texts	My reading comprehension in English texts improves more by using Reading Aloud	33.3%	66,7%	0	0	100%
5	I find pronunciation easier after implementing Reading Aloud	I feel that learning English using Reading Aloud is better than normal learning	26,7%	63,3%	6,7%	3,3%	100%
6	I feel Reading Aloud can improve my reading comprehension of English texts	By implementing Reading Aloud I feel my vocabulary has	33,3%	60,0%	6,7%	0	100%
7	It is easier for me to read English texts by using Reading Aloud	I find pronunciation easier after implementing Reading Aloud	36,7%	53,3%	10,0%	0	100%
8	I feel that learning English using Reading Aloud is better than normal learning	It is easier for me to read English texts by using Reading Aloud	50,0%	50,0%	0	0	100%
9	By implementing	I feel happy learning	43,3%	50,0%	6,7%	0	100%

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	Reading Aloud I feel my vocabulary has increased	English using Reading Aloud					
10	My reading comprehension in English texts improves more by using Reading Aloud	I feel that using Reading Aloud can overcome my difficulties in pronunciation when reading English texts	40,0%	46,0%	13,3%	0	100%

Based on the survey results regarding the use of the reading aloud method in English language learning, it can be concluded that this method is both effective and well-received by the participants. The majority of respondents reported feeling happy and experiencing significant improvements in their English pronunciation, reading comprehension, and vocabulary as a result of using this method. They also found that reading aloud made reading easier and preferred it over traditional language learning methods. Overall, reading aloud has proven to enhance the quality of English language education and offer clear benefits for language proficiency for students.

B. Discussion

Based on the research question of this study which focused on the use of reading aloud in improving students' reading comprehension, both pre-test and post-test were compared to test the hypothesis. The point was the use of reading aloud that can increase students' reading comprehension based on the score of pre-test and post-test of the students. This could be seen in the analysis table of the mean score which shows that the mean score from the pre-test was 56,33 while in the post-test the mean score was 82,67. From that researchers could assume that

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reading aloud could overcome students' problems in increasing reading comprehension and it makes the students more active in the learning process.

This finding is relevant to Mohammed Alshehri (2014) from the University of New York at Fredonia, who stated that students' reading comprehension improved when the participants read aloud, and the result also improved their comprehension from the first lesson to the last lesson. This result also supported by Supraba (2020) which discovered that the application of reading aloud effectively provides a significant influence in developing students' speaking skills. This research also relevant with the research conducted by Huang (2010) which concluded that reading aloud is an important part in education which has several functions in English teaching. It is supported by Subyakto-Nababan (1993) said that reading aloud is able to support speaking skill. The use of reading aloud also has a positive impact on students' interest in learning.

In the second finding which is related to the second research question relevant to Fitria Dwi Nur aini and Tri Utami (2022) from Raden Mas Said State Islamic University Surakarta, concluded that students' responses to reading aloud were able to improve students' speaking skills. This finding is also supported by Fitryatul Irfani (2024) seen from students' responses to the influence of the reading aloud method which is more effectively used in learning. This is because this strategy makes it easier for students to understand and explain the content of the reading. and also this supported by Ratna Kusniawti (2023) based on the results of responses from students, it can be said that the application of reading aloud in improving students' reading skills has increased.

This is proven that there is an increase and influence on students' complete learning outcomes when using reading aloud. In conclusion, the findings of this study showed an increase in students' reading comprehension.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion, limitations of the study, and recommendations of this study related to the use of reading aloud in increasing students' reading comprehension.

A. Conclusion

Based on the data, the researcher concluded that reading aloud increased reading comprehension for X students at SMA NEGERI 7 BANDA ACEH. It can be seen from the data the post-test scores (100) were higher than the pre-test (80) and also the significant test value that was analyzed by using SPSS 23. The significant value Sig (2-tailed) was 0,000 which shows there are impact of this strategy in increasing reading comprehension.

Although, students' responses to reading aloud indicate a strong appreciation for this method and its positive effects on their reading comprehension abilities. A substantial majority expressed enjoyment in English lessons, highlighting that reading aloud contributes to a more engaging learning experience. Many students reported feeling happier and more confident in their pronunciation when utilizing this technique. Notably, 66.7% acknowledged that reading aloud improved their comprehension of English texts, while half found it easier to read overall. This suggests that reading aloud not only fosters a more positive attitude toward learning but also effectively enhances students' reading skills and addresses

جامعة الرانري
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pronunciation challenges, making it a valuable instructional strategy in the classroom.

In short, the application of reading aloud in reading can develop students' reading comprehension ability.

B. Recommendation

Based on the result of this research, several suggestions and recommendations are offered by the researcher, as follows:

1. For teachers, it is recommended to use reading aloud in teaching reading comprehension to students. Because it helps students to be more interested in learning and develop their understanding.
2. For another researcher, this study focused on the use of reading aloud to increase students' reading comprehension. Hopefully, they can explore more about this technique by using other skills and materials or implementing new techniques to make students more active in learning English.
3. For further research should add more meetings for teaching experiments in order to get optimal results. Hopefully, by applying this strategy within a longer time, students will get more improvement in learning development.

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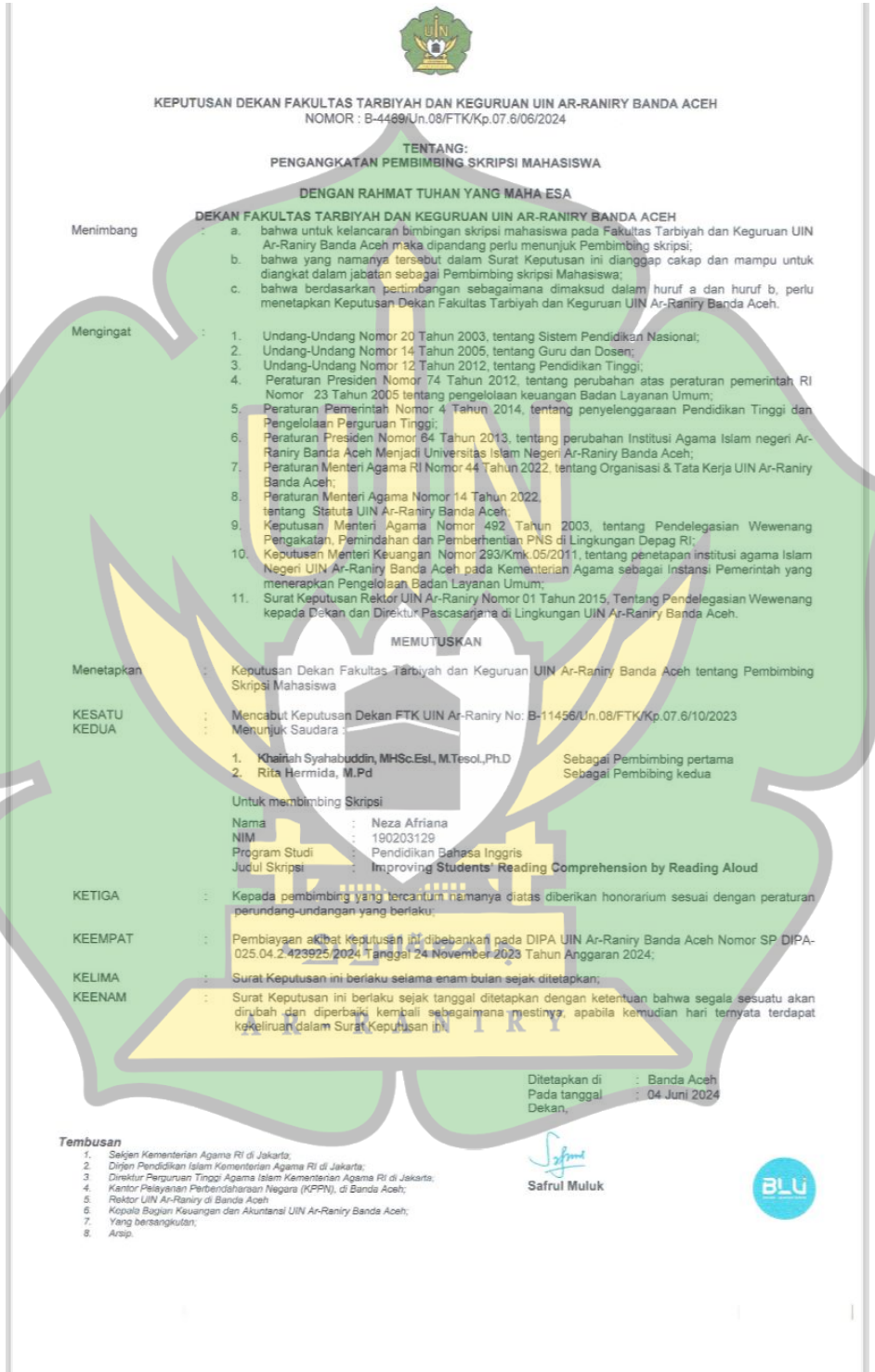
Appendix A : Appointment Latter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-4469/Un.08/FTK/Kp.07.6/06/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-11456/Un.08/FTK/Kp.07.6/10/2023
KEDUA : Menunjuk Saudara :

1. Khairah Syahabuddin, MHSc.Esl., M.Tesol.,Ph.D — Sebagai Pembimbing pertama
2. Rita Hermida, M.Pd — Sebagai Pembibing kedua

Untuk membimbing Skripsi

Nama : Neza Afriana
NIM : 190203129
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Reading Comprehension by Reading Aloud

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 04 Juni 2024
Dekan,

Safrul Muluk

Tembusan
1. *Sekjen Kementerian Agama RI di Jakarta;*
2. *Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;*
3. *Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;*
4. *Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;*
5. *Rektor UIN Ar-Raniry di Banda Aceh*
6. *Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;*
7. *Yang bersangkutan;*
8. *Arsip.*

Appendix B : Recommendation Letter from Fakultas Tarbiyah dan Keguruuan to conduct the research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniy.ac.id

Nomor : B-3151/Un.08/FTK.1/TL.00/4/2024
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Kepala Dinas Pendidikan Provinsi Aceh
2. Kepala SMA Negeri 7 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Neza Afriana / 190203129**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Ceurih, Ulee Kareng

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Improving Students' Reading Comprehension By Reading Aloud***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 22 April 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 31 Mei 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

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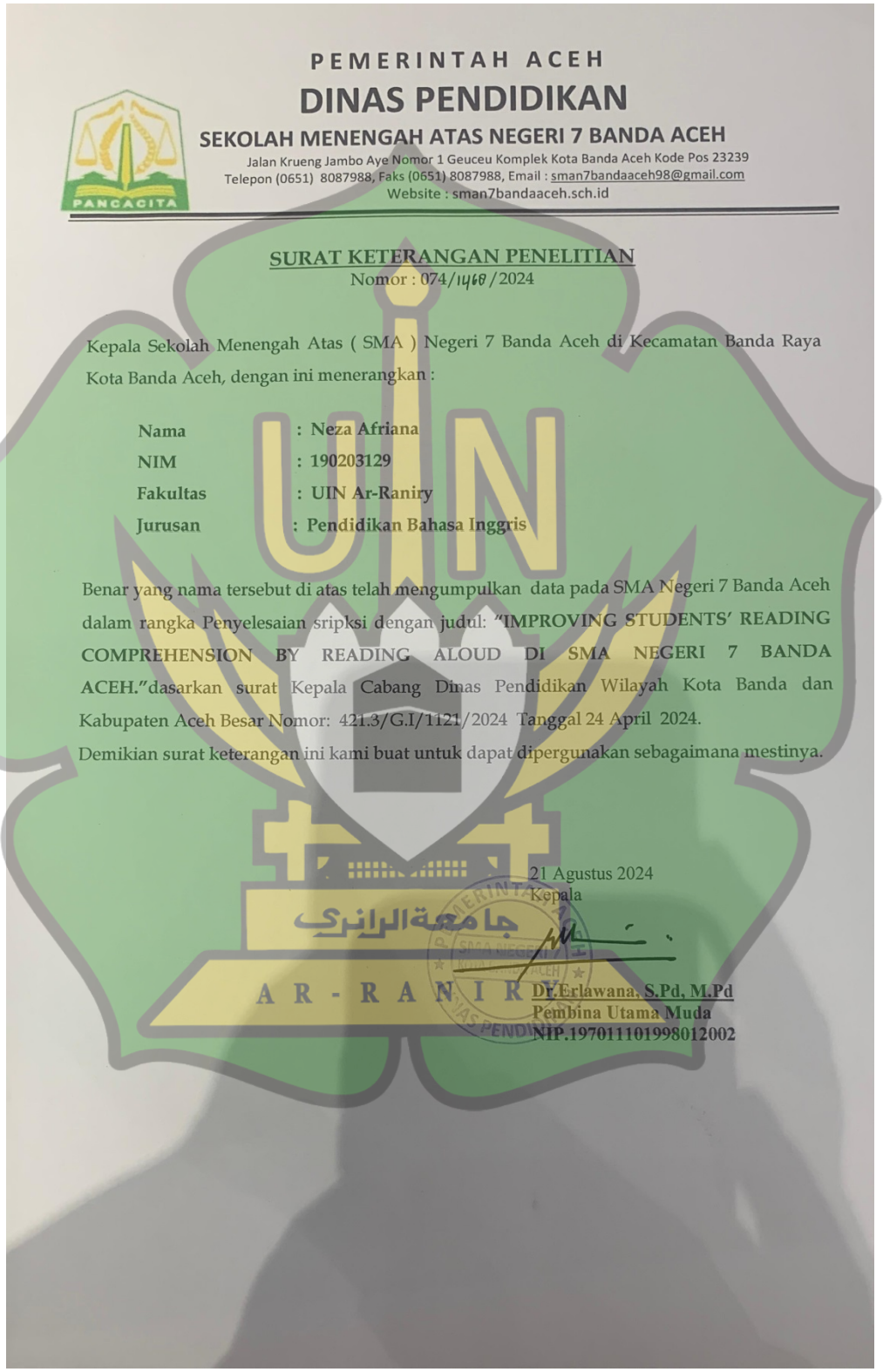
Appendix C : Confirmation Letter for reseacrh field from the head of SMA Negeri 7 Banda Aceh



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 7 BANDA ACEH
Jalan Krueng Jambo Aye Nomor 1 Geuceu Komplek Kota Banda Aceh Kode Pos 23239
Telepon (0651) 8087988, Faks (0651) 8087988, Email : sman7bandaaceh98@gmail.com
Website : sman7bandaaceh.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : 074/1468/2024

Kepala Sekolah Menengah Atas (SMA) Negeri 7 Banda Aceh di Kecamatan Banda Raya Kota Banda Aceh, dengan ini menerangkan :

Nama	: Neza Afriana
NIM	: 190203129
Fakultas	: UIN Ar-Raniry
Jurusan	: Pendidikan Bahasa Inggris

Benar yang nama tersebut di atas telah mengumpulkan data pada SMA Negeri 7 Banda Aceh dalam rangka Penyelesaian sripksi dengan judul: "IMPROVING STUDENTS' READING COMPREHENSION BY READING ALOUD DI SMA NEGERI 7 BANDA ACEH."dasarkan surat Kepala Cabang Dinas Pendidikan Wilayah Kota Banda dan Kabupaten Aceh Besar Nomor: 421.3/G.I/1121/2024 Tanggal 24 April 2024.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

21 Agustus 2024
Kepala

Dr.Erlawana, S.Pd, M.Pd
Pembina Utama Muda
NIP.197011101998012002

Appendix D : Questionnaire for Students

Students' Questionnaire of SMA Negeri 7 Banda Aceh

Nama :

Kelas :

Sekolah :

Tanggal :

Petunjuk :

1. Berilah tanda (√) pada salah satu jawaban
2. Jawablah pertanyaan dengan jujur sesuai dengan keadaan sebenarnya

Ket : SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

No	Pertanyaan	SS	S	TS	STS
1.	Saya menyukai pelajaran bahasa inggris.				
2.	Saya merasa senang belajar bahasa inggris dengan menggunakan *Reading Aloud*				
3.	Saya merasa lebih baik dalam pengucapan bahasa inggris dengan menggunakan *Reading Aloud*				
4.	Saya merasa dengan menggunakan *Reading Aloud* dapat mengatasi kesulitan saya dalam pengucapan ketika membaca teks bahasa inggris				
5.	Saya merasa lebih mudah dalam pengucapan setelah menerapkan *Reading Aloud*				
6.	Saya merasa *Reading Aloud* dapat meningkatkan pemahaman membaca teks bahasa inggris saya				
7.	Saya lebih mudah membaca teks bahasa inggris dengan menggunakan *Reading Aloud*				
8.	Saya merasa pembelajaran bahasa inggris dengan menggunakan *Reading Aloud* lebih baik dari pada dengan pembelajaran yang biasanya				

9.	Dengan menerapkan *Reading Aloud* saya merasa kosa kata saya bertambah				
10.	Pemahaman membaca saya dalam teks bahasa inggris lebih meningkat dengan menggunakan *Reading Aloud*				

(Source: Khatimah, K., 2023; Widya, H., 2021)

Appendix E : Research Instrument (Pre-test and Post-test)

INSTRUMENT OF PRE-TEST

Nama :

Kelas :

Sekolah :

Tanggal :

Read the text below carefully and choose the answer between A, B, C, or D for the best answers to the question.

The following text is for question 1 to 5

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into thewater.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, thedove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf andclimbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what hewas about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the doveflied away to safety.

(Source: Practise Your English Competence 2)

1. Who are the characters of the story above?
   A. The ant
   B. The ant and the dove
   C. The ant, the dove, and the hunter
   D. The hunter and the ant
2. What happened when the ant was making its way up?
   A. The ant slipped from the grass
   B. The ant fell into the water
   C. The ant slipped and feel into the water
   D. The ant drowned into the water
3. Which statements is **TRUE** according to the text?
   A. The hunter caught the dove
   B. The ant killed the hunter
   C. The dove didn't the ant
   D. The ant and the dove were safe
4. What is the purpose of the narrative text?
   A. To describe the ant

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AR-RANIRY

B. To entertain the readers
C. To describe the facts of the hunter
D. To explain how to hunt a dove

5. "Seeing the ant was in **trouble**. The dove quickly…" (paragraph 2). The underlind word means?
   A. Problem
   B. Solution
   C. Safety
   D. Protection

The following text is for question 6 to 10

The Grasshopper and the Ant

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while antswere busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing anddance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained, "you should do the same.

"The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And hehopped away to look for someone to play with.

But when the winter came, the grasshopper could fine no more food. Shivering, he knocked at the ants' door."Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

(Source: Practise Your English Competence 2)

6. What did the grasshopper do in the summer?
   A. The grasshopper sung and danced
   B. The grasshopper collected food
   C. The grasshopper worked during summer
   D. The grasshopper gathered grains
7. Who worked in the summer?
   A. The grassshopper
   B. The dove
   C. The ants
   D. The winter
8. What happened when the winter came ?
   A. There were no food
   B. There were much food

C. The grasshopper was cheerful
D. The ants were hungry

9. Which statement is FALSE according to the text?
   A. The grasshopper spent his days merrily singging and dancing
   B. Ants were busy gathering grains of wheat and corn
   C. The grasshopper could fine more food
   D. The ant worked during summer
10. "…., a grasshopper spent his days **merrily** singing…" (paragraph 1). The underlined word means….?
   A. Happily
   B. Sadly
   C. Regrettably
   D. poorly

The answer key of Pre-test

1.	B	6.	A
2.	C	7.	C
3.	A	8.	A
4.	B	9.	C
5.	A	10.	A

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INSTRUMENT OF POST-TEST

Nama :

Kelas :

Sekolah :

Tanggal :

Read the text below carefully and choose the answer between A, B, C, or D for the best answers to the question.

The following text is for question 1 to 4

Sang Prabu

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

(NARRATIVE TEXT | 1.2K plays | Quizizz)

1. Which one of the following statements is false about Sang Prabu?
   A. Sang Prabu was a father of his only daughter
   B. Sang Prabu was a king of a kingdom in West Java
   C. Sang Prabu was taken to Kahyangan by a wicked fairy
   D. Sang Prabu was a wise man
2. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
   A. She didn't like Raden Begawan
   B. She didn't want Raden Prabu marry the princess
   C. She wanted Teja Nirmala to forget about her wedding
   D. She didn't want the prince of Blambangan marry the princess
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
   A. Princess Segara will have married with Raden Begawan
   B. Sang Prabu will not hold strength competition
   C. Raden Begawan will not die
   D. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
   A. The wicked fairy
   B. The nice fairy
   C. Princess Nirmala
   D. Princess Teja

The following text is for question 5 to 8

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf,"Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

(Narrative Text | 34K memainkan | Quizizz)

5. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   A. To be his friend
   B. To graze on the level ground
   C. To climb up higher
   D. To be his dinner

6. Aren't you cold up there in the wind?" The word 'there' refers to..
   A. A high cliff
   B. Sheltered area
   C. Grass
   D. Ground

7. What can we learn from the story above?
   A. Don't look down to other creatures
   B. Don't easily believe in well behaved creatures

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AR-RANIRY

C. Don't judge other by their apprearance

D. Don't easily beat other creatures

8. From the story we know…

A. The goat was very hungry

B. The wolf was a helpful animal

C. The wolf was eager to eat the goat

D. The wolf wa going to fight with the wolf

The following text is for question 9 to 10

The Tale of Peter Rabbit

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(Latihan soal Narrative text | Quizizz)

9. What did Peter lose while he was running?

A. One of his shoes and a jacket

B. A pair of shoes and a jacket

C. Book and a pair of shoes

D. A pair of shoes and vegetable

10. Why did Peter get sick? Because..

A. He caught a cold

B. He was exhausted

C. He did not eat

D. He was naughty

The answer key of Pre-test

1.	C	6.	A
2.	D	7.	B
3.	D	8.	C
4.	C	9.	B
5.	B	10.	B

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Appendix F : RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Guru : Neza Afriana

Sekolah : SMA N 7 Banda Aceh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Materi : Narrative Text (Malin Kundang)

Alokasi Waktu : 2 x 40 Menit (satu pertemuan)

A. KOMPETENSI INTI

- KI-1 dan KI-2 Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, ramah), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional.
- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

4.8 Memahami teks narrative pendek dan sederhana terkait tentang malin kundang secara lisan dan tulisan dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan seacara benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

1. Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab.
2. Siswa mampu mengidentifikasi fungsi dan tujuan teks narrative.
3. Siswa mampu mengidentifikasi struktur teks narrative.
4. Siswa mampu mengidentifikasi informasi yang terdapat dalam teks narrative tentang malin kundang.
5. Siswa mampu menyebutkan ide pokok dari teks narratif.

D. METODE PEMEBELAJARAN

1. Model pembelajran : Reading Aloud

2. Pendekatan : Scientific learning approach

E. MEDIA PEMBELAJARAN

1. Media : worksheet, gambar dan contoh teks
2. Alat dan bahan : Spidol, papan tulis dan penghapus

F. MATERI PEMBELAJARAN

About Narrative Text	
Definition	Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.
The purpose of the text	The Purpose of Narrative Text is to amuse or to entertain the reader with a story.
Generic structures of the text	**1) Orientation** Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. **2) Complication** Tells the beginning of the problems which leads to the crisis (climax) of the main participants. **3) Resolution** The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

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- Topik Materi

Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; “Malin Kundang has become rich and now he is here”. An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"

After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone

G. SUMBER BELAJAR

- Cerpen bahasa Inggris dan terjemahannya : English short stories and translations, The Legend of Malin Kundang (indonesiacerpenku.blogspot.com)
- Contoh Narrative Text Malin Kundang Dalam Bahasa Inggris dan Artinya
- The Lion and the Mouse Narrative Text dengan Soal Essay dan Kunci Jawaban - JUDUL, REFERENSI, PROPOSAL DAN SKRIPSI BAHASA INGGRIS TERBARU (LAMPIRAN/APPENDICES) (aminlimpo.com)

H. PROSEDUR PEMBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	10 menit
Orientasi - Guru membuka kelas dengan salam dan doa - Guru memerikasa kehadiran siswa sebagai bagian dari sikap disiplin - Guru mengkondisikan kelas untuk belajar **Apersepsi** - Guru mengaitkan materi pembelajaran dengan materi yang akan diajarkan dengan pengalaman peserta didik pada pertemuan sebelumnya **Motivasi** - Guru menyampaikan materi yang akan dipelajari **Pemberian Acuan** - Guru menyampaikan tujuan dan manfaat pembelajaran dalam kehidupan sehari-hari peserta didik - Guru enyampaikan langkah-langkah pembelajaran	
Kegiatan Inti	50 menit
Stimulasi (stumulation) - Guru menjelaskan secara rinci tentang materi narrative text. - Guru memberikan contoh narrative text tentang malin kundang dan mengajak siswa untuk berpartisipasi aktif dalam proses pembelajaran. - Guru menjelaskan tentang Reading Aloud kepada peserta didik. - Guru menjelaskan langkah-langkah tentang Reading Aloud - Guru meminta peserta didik untuk melakukan langkah-langkah Reading Aloud. **Identifikasi masalah (problem identification)**	

- Siswa diminta untuk membacakan narrative text yang sudah disediakan oleh guru tentang malin kundang - Siswa mengutarakan pendapat mengenai pemahaman mereka berdasarkan teks yang telah mereka bacakan. - Siswa mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tembahan untuk mengembangkan kreativitas, rasa ingin tahu, dan membentuk pikiran kritis. **Menarik Kesimpulan** - Guru memberikan umpan balik berupa koreksi dan masukan kepada peserta didik. - Guru menanggapi pertanyaan dan memberikan penjelasan apabila masih terdapat misunderstanding. - Guru dan siswa bersama-sama menyimpulkan pembelajaran yang telah dilaksanakan	
Kegiatan Penutup	10 menit
- Bersama-sama dengan peserta didik guru membuat simpulan atau rangkuman pelajaran. - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah diberikan. -Guru menutup kegiatan pembelajaran dengan doa dan salam	

Mengetahui

Guru Bahasa Inggris — Peneliti

SMA N 7 Banda Aceh

Azniwati, S.Pd. — Neza Afriana

Lampiran I : Rubrik Penilaian

1. Rubrik Penilaian Sikap

No	Nama siswa	Aspek Perilaku yang dinilai				Jumlah Skor
		BS	JJ	TJ	DS	
1						
2						

Keterangan:

- BS : Bekerja Sama
- JJ : Jujur
- TJ: Tangggung Jawab
- DS : Disiplin

Catatan:

Aspek Perilaku dinilai dengan kriteria:

- 76-100 = Sangat baik
- 51-75 = Baik
- 26-51 = Cukup
- 1-25 = Kurang

2. Penilaian Sikap

No	Nama siswa	Aspek yang dinilai		
		Berdoa sebelum dimulai PBM	Memberi salam sebelum dan sesudah PBM	Mengucap syukur seteelah berbuat sesuatu
1				
2				

Catatan:

1 : tidak baik
2 : kurang baik
3 : cukup baik
4 : baik
5 : sangat baik

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Lampiran II : worksheet

Nama :

Kelas :

Read the following text and answer the question below!

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Sometime after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

Answer the questions below based on the text!

1. What is the kind of the text?

2. Who is King?

3. Who cried in this story?

4. What problem did the little mouse have?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Guru : Neza Afriana

Sekolah : SMA N 7 Banda Aceh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Genap

Materi : Narrative Text (Toba Lake)

Alokasi Waktu : 2 x 40 Menit (satu pertemuan)

A. KOMPETENSI INTI

- KI-1 dan KI-2 Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, ramah), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional.
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- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

4.8 Memahami teks narrative pendek dan sederhana terkait tentang malin kundang secara lisan dan tulisan dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan seacara benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN

1. Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab.
2. Siswa mampu mengidentifikasi fungsi dan tujuan teks narrative.
3. Siswa mampu mengidentifikasi struktur teks narrative.
4. Siswa mampu mengidentifikasi informasi yang terdapat dalam teks narrative tentang malin kundang.
5. Siswa mampu menyebutkan ide pokok dari teks narratif.

D. METODE PEMEBELAJARAN

1. Model pembelajran : Reading Aloud
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- Topik Materi

Toba Lake

The legend of Lake Toba tells the story of an orphaned farmer who lived in the northern part of Sumatra. Syahdan, the young man, earned his living by farming and fishing. One day while fishing, he caught a beautiful golden brown fish that turned into a beautiful princess in his hands. This princess was cursed to turn into a creature if touched by a human, for breaking a prohibition. As a result of the young man's touch, she was transformed into a princess. Enchanted by her beauty, the young man proposed to her. She agreed, but on the condition that she must not reveal her origins as a fish. She agreed to this condition, and they married and had a son. However, the son had a bad habit of always wanting more food and eating whatever was put in front of him. One day, the son ate all the food that was meant for his father, and in his anger, the young man revealed the secret of his wife's origin. This broke his promise and caused his wife and son to disappear. From the ground where they stood, a spring emerged, and the water from this spring continued to flow and grow larger, eventually becoming the vast Lake Toba that we know today.

G. Sumber Belajar

- 25 Contoh Narrative Text Serta Definisi & Generic Structure (english-academy.id)

H. PROSEDUR PEMBELAJARAN

Kegiatan Pembelajaran	Alokasi Waktu
Kegiatan Pendahuluan	11 menit
Orientasi - Guru membuka kelas dengan salam dan doa - Guru memerikasa kehadiran siswa sebagai bagian dari sikap disiplin - Guru mengkondisikan kelas untuk belajar **Apersepsi** - Guru mengaitkan materi pembelajaran dengan materi yang akan diajarkan dengan pengalaman peserta didik pada pertemuan sebelumnya **Motivasi** - Guru menyampaikan materi yang akan dipelajari **Pemberian Acuan** - Guru menyampaikan tujuan dan manfaat	

pembelajaran dalam kehidupan sehari-hari peserta didik - Guru enyampaikan langkah-langkah pembelajaran	
Kegiatan Inti	50 menit
Stimulasi (stumulation) - Guru menjelaskan secara rinci tentang materi narrative text. - Guru memberikan contoh narrative text tentang malin kundang dan mengajak siswa untuk berpartisipasi aktif dalam proses pembelajaran. - Guru menjelaskan tentang Reading Aloud kepada peserta didik. - Guru menjelaskan langkah-langkah tentang Reading Aloud - Guru meminta peserta didik untuk melakukan langkah-langkah Reading Aloud. **Identifikasi masalah (problem identification)** - Siswa diminta untuk membacakan narrative text yang sudah disediakan oleh guru tentang malin kundang - Siswa mengutarakan pendapat mengenai pemahaman mereka berdasarkan teks yang telah mereka bacakan. - Siswa mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tembahan untuk mengembangkan kreativitas, rasa ingin tahu, dan membentuk pikiran kritis. **Menarik Kesimpulan** - Guru memberikan umpan balik berupa koreksi dan masukan kepada peserta didik. - Guru menanggapi pertanyaan dan memberikan penjelasan apabila masih terdapat misunderstanding. - Guru dan siswa bersama-sama menyimpulkan pembelajaran yang telah dilaksanakan	
Kegiatan Penutup	10 menit
- Bersama-sama dengan peserta didik guru membuat simpulan atau rangkuman pelajaran. - Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang pelajaran yang telah diberikan. -Guru menutup kegiatan pembelajaran dengan doa	

dan salam	

Mengetahui

Guru Bahasa Inggris

SMA N 7 Banda Aceh

Azniwati, S.Pd.

Peneliti

Neza Afriana

Lampiran I : Rubrik Penilaian

1. **Rubrik Penilaian Sikap**

No	Nama siswa	Aspek Perilaku yang dinilai				Jumlah Skor
		BS	JJ	TJ	DS	
1						
2						

Keterangan:

- BS : Bekerja Sama
- JJ : Jujur
- TJ: Tangggung Jawab
- DS : Disiplin

Catatan:

Aspek Perilaku dinilai dengan kriteria:

- 76-100 = Sangat baik
- 51-75 = Baik
- 26-51 = Cukup
- 1-25 = Kurang

2. **Penilaian Sikap**

No	Nama siswa	Aspek yang dinilai		
		Berdoa sebelum dimulai PBM	Memberi salam sebelum dan sesudah PBM	Mengucap syukur seteelah berbuat sesuatu
1				
2				

Catatan:

1 : tidak baik
2 : kurang baik
3 : cukup baik
4 : baik
5 : sangat baik

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Lampiran II : worksheet

Nama :

Kelas :

Read the following text and answer the question below!

A Boastful Hunte

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him.
One day, the hunter was passing through a forest. He met a woodcutter from the same village.
The boastful hunter approached him and said, “How are you? it’s a fine day, isn’t it?”
“Yes, yes, indeed!” the woodcutter replied.
“Well, can you tell me if you have seen some footprints of the lion nearby? it’s been months since i defeated any.”
The woodcutter knew that the hunter only boasted, so he said, “Yes, a lion is in a nearby den. Can i take you there?”
The scared hunter said, “No … No … i only just wanted to see his footprints.”
Finally, the boastful hunter ran away from the spot.

1. What is the best title for the text?

2. What did the hunter boast about himself?

3. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

4. If the hunter met a wild animal on the way, he probablyy would … it.

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Appendix G : Documentation