IMPROVING STUDENTS' READING COMPREHENSION THROUGH READING ALOUD AT EIGHTH GRADE OF MTS ISLAMIYAH MALO

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abstrak— *Penelitian ini bertujuan untuk mengetahui perkembangan kemampuan siswa dalam membaca teks naratif ditinjau dari pemahaman Membaca di kelas VIII MTs Islamiyah Malo.*

Jenis penelitian ini adalah Penelitian Tindakan Kelas yang terdiri dari dua siklus. Satu siklus terdiri dari tiga pertemuan. Sehingga terdapat enam kali pertemuan selama dua siklus. Penelitian tindakan kelas ini dilakukan di kelas VIII MTs Islamiyah Malo. Subyek penelitian adalah siswa kelas VIII tahun pelajaran 2021/2022 yang berjumlah 11 siswa. Instrumen penelitian ini adalah tes membaca, angket, wawancara, dan observasi.

Temuan penulis menunjukkan bahwa penggunaan strategi membaca nyaring dapat meningkatkan kemampuan siswa membaca teks pemahaman dilihat dari pemahaman bacaan. Hal ini dibuktikan dengan nilai rata-rata siswa pada hasil tes siklus 2 adalah (86,3) yang berkembang 90% dari nilai rata-rata siklus 1 (68,1) dengan persentase 54,5%. Sangat berkembang dari nilai rata-rata pretest (61,3) dengan persentase 36,3%. Perkembangan siswa pada siklus 2 menunjukkan bahwa telah memenuhi nilai KKM (70), dan dianggap sebagai kriteria berhasil dalam mengembangkan kemampuan siswa dalam membaca teks pemahaman. Oleh karena itu ada peningkatan pemahaman membaca siswa dalam teks naratif yang berhubungan dengan gagasan utama, struktur generik, dan makna kata.

Kata kunci— *Membaca Nyaring, Membaca Pemahaman*

Abstract— This research aimed to find out the development of the students' ability to read narrative text viewed from Reading comprehension at VIII of MTs Islamiyah Malo. The type of this research was a Classroom Action Research consisted of two cycles. One cycle consisted of three meetings. Thus, that there were six meetings for two cycles. This classroom action research was done at VIII MTs Islamiyah Malo. The research subjects were the students of class VIII in 2021/2022 academic year with 11 students. The instruments of this research were reading test, questionnaire, interview, and observation. The writer findings indicated that the use of reading aloud strategy could improve the students' ability to reading comprehension text viewed from Reading comprehension. It was proved by the students' mean score in cycle 2 test result was (86.3) which developed 90% from the cycle 1 mean score (68.1) with the percentage 54.5%. It was highly developed from pretest mean score (61.3) with the percentage 36.3%. The students' development in cycle 2 indicated that it had met the KKM score (70), and considered to be successful criteria in developing the students' ability to reading comprehension text. Therefore there was the improvement of the students' reading comprehension in narrative text dealing with main ideas, generic structure, and meaning of words.

Keywords— *Reading Aloud, Reading Comprehension*

INTRODUCTION

Reading is the most important aspect in English. One of the skills that must be mastered by students is reading, and one of the abilities that must be mastered by students because reading ability is directly related to the learning process. Reading becomes a crucial bridge students who want to have comprehensive interactive skills (Springer, Harris, & Dole, 2017). In line with the statement, Pang et al. (2012) state that reading is a source of knowledge to gain knowledge as an input from the learning process. According to Grellet (2010) states that "reading is a constant process of guessing and what one brings to the text is often more important than what is found in it".

Reading behavior need to start at home, elementary school, junior high school, senior high school, and continue to university. Moreover, while most reading research focuses on younger readers or college students, less is known about comprehension strategies that students in secondary school employ to empower them to construct meaning from complex texts (Brown, 2017). This situation underscores the crucial role teachers have in students' reading comprehension development, and the high expectations on teachers to address strategic reading in their teaching practices (Israeli, 2017; Hilden, & Pressley, 2007) as well as teachers' beliefs that strategies should be explicitly instructed (Boardman, Boele, & Klingner, 2017).

Alyousef (2005) says that in teaching reading, contemporary reading tasks, involve three-phase procedures: pre-, while-, and last-reading stages. The pre-reading stage helps in activating the relevant schema. There are many methods we can use to improve reading comprehension. One of them is using reading aloud strategy.

Reading aloud is the process of express a piece of writing with pay attention to sound, intonation, and stress appropriately followed by understanding the meaning of reading by the reader and can also improve reading comprehension, and no less important is to foster interest in reading in students reading aloud can also be done and is well done in high grade (Rubin 2018).

The purpose of using reading aloud is to help students practice their reading comprehension with fun and enjoy the learning process in the classroom. the use of read-aloud strategy can be used to actively involve students during development of knowledge, increase comprehension skills, and foster critical thinking.

Learning english at MTs Islamiyah Malo is still many drawbacks as like trouble with reading comprehension. A learning disability such as dyslexia or difficulty with vision, hearing, or speech may cause difficulties in reading comprehension.

Based on that background the researcher tries troubleshooting how the how can reading skill of VIII grade students of MTs Islamiyah Malo in the academic year 2021/ 2022 be improved through reading aloud?

RESEARCH METHOD

This research was conducted at MTs. Islamiyah Malo is located at Jl. Bengawan Solo No. 001 Malo Bojonegoro, East Java. The Subject of this research is a class VIII Bilingual student in second semester 2021/2022, totaling 11 students. The material english was Narrative text that focus on reading comprehension. The goal of this research is improving students' reading comprehension of the eighth grade of MTs Islamiyah Malo. The treatment in this research is Reading Aloud.

The researcher used Classroom Action Research (CAR) design. The researched was used the Kemmis and McTaggart model. Kemmis and McTaggart (1988) define action research is a form of collective self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of the own social or educational practice, as well as their understanding of these practice and the situations in which these are carried out.

This research was conducted with 2 cycles. The CAR cycle adapted from Kemmis and McTaggart (1988). The design of classroom action research consists of four steps in a cycle of research namely planning, acting, observing and reflecting.

CYCLE 1 — Reflect, Plan, Observe, Action

CYCLE 2 — Reflect, Revised plan, Observe, Action
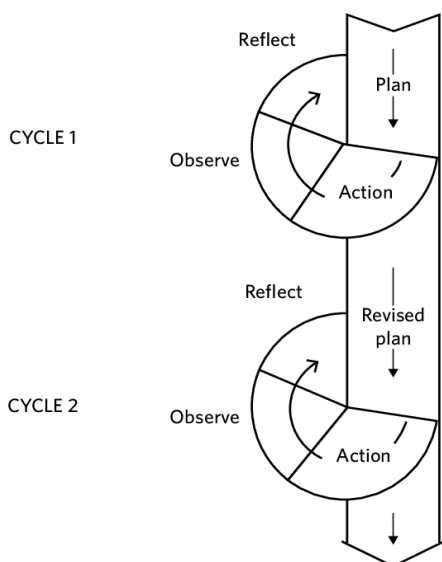
Data collection techniques that in used are test, interview, observation, and questionnaires. The learning outcomes scores can be shown from pre-test to post-test and kualitative data can be shown interview reslut. Students' interested can be shown from questionnaires and observation. The Researcher used technique in analyzing the numerical data as follows:

a) The formula for calculating student scores

(Sukardi, 2008)

$$N = \frac{Students\ acquisition\ score}{Maximum\ score} \times 100$$

b) Percentages calculation of the students who are complete study as follows:

$$NP = \frac{R}{SM} \times 100 \quad (Purwato, 2015)$$

NP   : wanted or expected percentage value
R   : raw score obtained by the student
SM   : ideal maximum score

c) Processing observasional data

Observation data uses a rating scale with a range of values in the form of numbers (4, 3, 2, 1) for the assessment of teacher implementation in learning which means 4 = very good, 3 = good, 2 = sufficient, 1 = less (Sudjana, 2016) by putting a tick (√) in the value scale column. After that all values are calculated by the formula:

$$N = \frac{Acquisition\ value}{Maximum\ value} \times 100$$

and converted on a value scale with a range of one hundred to assess the implementation of learning carried out by research teachers. The conversion can be seen in table 1.1 below.

Table 1 conversion value of the implementation of learning by students' and teachers.

Score	Note
10-29	Very less
30-49	Not enough
50-69	Pretty good
70-89	Good
90-100	Very well

d) Questionaire result data

Data on increasing student motivation and responses in using the read aloud method taken with a questionnaire. The scoring criteria are as follows:

1. Strongly agree   : 4
2. Agree   : 3
3. Sufficiently agree : 2
4. Disagree   : 1

The questionnaire instrument consisted of 10 statements with choices made in 4 categories, that is strongly agree, agree, quite agree, and disagree, the maximum score achieved by students was 10 x 4 = 40 and the minimum score was 10 x 1 = 10.

To find out the percentage of students from the questionnaire data obtained by using the following formula:

$$Percentage\ value = \frac{total\ score\ obtained}{maximum\ score} \times 100$$

The criteria for student motivation are as follows:

1. 80 – 100   : Student interest is very high
2. 66 – 79   : High student interest
3. 56 – 65   : Student interest is quite high
4. 40 – 55   : Student interest is not high

e) Interview Result

The data from the interviews were processed the use of descriptive analysis according to the scale of the answers with the intention to interpret students' responses to the learning technique they had experienced. The aim of this research is to increase reading comprehension skills in learning Indonesian with the reading aloud method. In the implementation of this CAR, the working mechanism is realized in the form of a cycle

which includes four activities that is planning, implementing action, observation, and reflection.

RESULT AND DISCUSSION

This Research was used classroom action researchr for cycle 1 and cycle 2 to find out students' reading comprehension achievement. Reasearch before action, the researcher gave a pre-test.

a) Pre-Test

Table 2
Result of Pre-Test

No	Criteria	Score
1	Highest Score	80
2	Lowest Score	50
3	Mean	61.3
4	Percentage	36.3%

From the table 1 above showed that students' vocabulary achievement is still low. Total 11 students, the students got score under 70 were 7 while got score above 70 were 4 with the mean 61.3 and percentages 36.3%.

b) Cycle 1

Table 3
Result of Post-Test 1

No	Criteria	Score
1	Highest Score	80
2	Lowest Score	60
3	Mean	68.1
4	Percentage	54.5%

From the table 3 above showed that students' vocabulary achievement is still low. Total 11 students, the students got score under 70 were 5 while got score above 70 were 6 with the mean 68.1 and percentages 54.5%.

c) Cycle 2

Table 4
Result of Post-Test 2

No	Criteria	Score
1	Highest Score	95
2	Lowest Score	65
3	Mean	86.3
4	Percentage	90%

From the table 4 above showed that students' vocabulary achievement is still low. Total 11 students, the students got score under 70 were 1 while got score above 70 were 10 with the mean 86.3 and percentage 90%.

d) Questionnaire Result

Table 5
Result of Post-Questionare

Total Score	60
Mean	100
Category	Very well

Based on table 4.9 the results of observations of teacher teaching activities in cycle II, the total score was 60 with an average score of 100 in very well categories.

In the table above, the improvement of the students' main idea and supporting details in literal comprehension before application of Read aloud indicates that the pre cycle assessment is (61.3) it is poor category, and after application in cycle I, the assessment of the students' reading comprehension improve become higher than pre cycle, this mean (68.1) where classify as fair. The students' assessment in cycle II (86.3) classify as good. Meanwhile, for sum of students who got score more than KKM score (>70) also experiences advancement in every phase. At the pre cycle, there were 1 students or 36.3%, whereas there were 6 students or 54.5% in cycle I, and there were 10 students or 90% in cycle II.

e) Interview Result

Another method to collect data in this research is interviews. Interviews were conducted on the first day in pre test. The purpose of the interview was to collect qualitative data in this research. In this session, the teacher was asked by using several questions as one of the research instruments. The process of interview with the teacher which was hold on Marc 07 2022 first, the

researcher informed the objectives of doing this research. Then, the researchers asked teacher's permission to do interview with her.

From the interview results, can be concluded that the method used by the teacher has not been effective for students' to understand the material presented, especially narrative text, as evidenced by the teacher's statement that students who get scores above the KKM are only 2 or 3 out of a total of 11 students in class VIII bilingual.

CONCLUSION

After conducting the research about the use Reading Aloud Strategy to develop the students' ability to reading comprehension in Narrative text at VIII of MTs Islamiyah Malo and based on the research findings in the previous chapter, the researcher puts reward the following conclusions:

1. Using Reading Aloud Strategy is able to improve the students' reading comprehension at MTs Islamiyah Malo. It was proved by the students' achievement in the students' mean score of read narrative text viewed from in pre cycle is 61.3 or completeness percentages 36.3%, in Cycle I it is developed become 71.8 with the completeness percentages 63.6% and in Cycle II the students' mean score 80 with completeness percentages 90%. Using Reading Aloud Strategy is able to improve the students reading comprehension. It was proved by the students achievement in cycle II is higher than cycle I. where in cycle I mean score is 71.8 after evaluations in cycle II become 80 while Pre cycle is 61.3. The improvement of the students' reading comprehension are significant automatically makes the students' reading comprehension also improve. It is proved by the students' achievement in cycle II is higher than cycle I and Pre cycle (80 > 71.8 > 61.3). The improvement is from pre cycle 36.3% to cycle I 63.6% and 90% to cycle II. Therefore, the use of Reading Aloud Strategy can be concluded that can improve the students' reading comprehension at VIII Grade of MTs Islamiyah Malo.

2. Reading Aloud Strategy is one of the good methods in Narrative text. The data above indicates that this method have succeeded to develop the students' ability to reading comprehension in Narrative text at VIII MTs Islamiyah Malo. Using Reading Aloud Strategy able to make the students more active in learning process, especially in reading activities.

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