

**THE EFFECTIVENESS OF READING ALOUD STRATEGY TO IMPROVE
STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT**

(A Quasi-Experimental Study at the Tenth Grade Students of SMA Islam Sultan

Agung 1 Semarang in the Academic Year 2023/2024)

A FINAL PROJECT

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana

Pendidikan Degree in English Education



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FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE

SULTAN AGUNG ISLAMIC UNIVERSITY SEMARANG

2023

PAGE OF APPROVAL

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Semarang, August 4th, 2023


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A Sarjana Pendidikan Final Project on

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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and degree obtained from that paper.

Semarang, August 4, 2023



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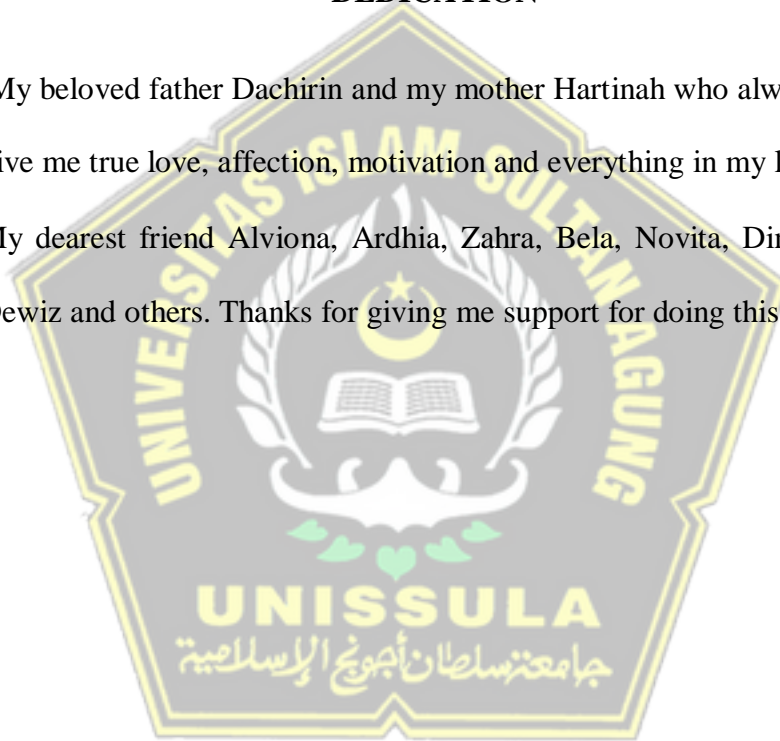
MOTTO

“I give my blood, sweat, and tears for this”

(Taylor Swift)

DEDICATION

- My beloved father Dachirin and my mother Hartinah who always support me, give me true love, affection, motivation and everything in my life.
- My dearest friend Alviona, Ardhia, Zahra, Bela, Novita, Dina, Azka, Ndari Dewiz and others. Thanks for giving me support for doing this final project.

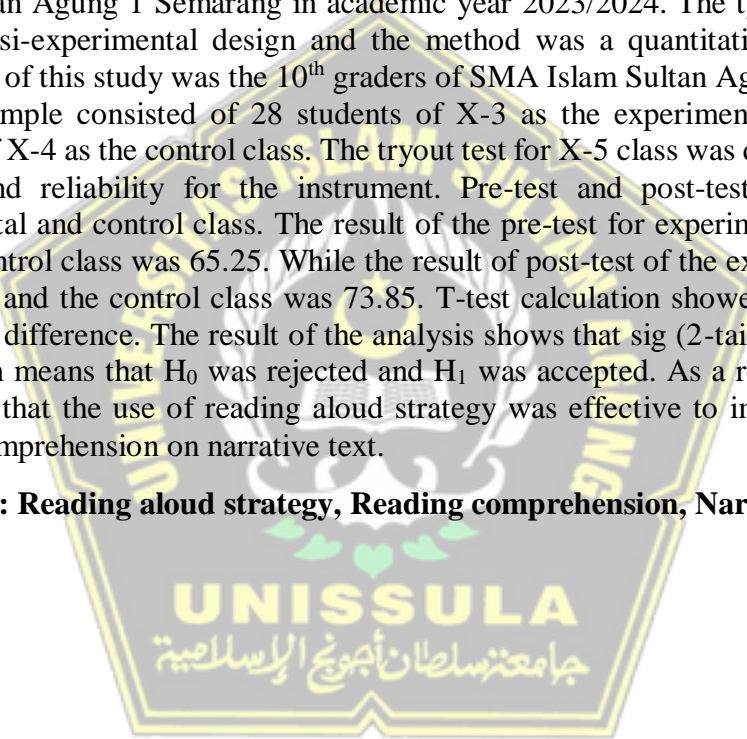


ABSTRACT

Zumiarti, Harlina. 2023. *“The Effectiveness of Reading Aloud Strategy to Improve Student’ Reading Comprehension on Narrative Text”*. A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Mega Mulianing Maharani, M.Pd.

The aim of this study was to find out whether or not reading aloud strategy is effective to improve the 10th graders’ reading comprehension on narrative text at SMA Islam Sultan Agung 1 Semarang in academic year 2023/2024. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study was the 10th graders of SMA Islam Sultan Agung 1 Semarang and the sample consisted of 28 students of X-3 as the experimental class and 28 students of X-4 as the control class. The tryout test for X-5 class was done to know the validity and reliability for the instrument. Pre-test and post-test were given to experimental and control class. The result of the pre-test for experimental was 70.43 and the control class was 65.25. While the result of post-test of the experimental class was 87.75 and the control class was 73.85. T-test calculation showed that there was significant difference. The result of the analysis shows that sig (2-tailed) was $0.000 < 0.05$ which means that H_0 was rejected and H_1 was accepted. As a result, it could be concluded that the use of reading aloud strategy was effective to improve students’ reading comprehension on narrative text.

Keywords: Reading aloud strategy, Reading comprehension, Narrative text



INTISARI

Zumiarti, Harlina. 2023. *“The Effectiveness of Reading Aloud Strategy to Improve Student’ Reading Comprehension on Narrative Text”*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Dosen Pembimbing: Mega Mulianing Maharani, M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi membaca nyaring efektif atau tidak dalam meningkatkan pemahaman membaca siswa kelas 10 pada teks naratif di SMA Islam Sultan Agung 1 Semarang tahun ajaran 2023/2024. Jenis penelitian ini adalah quasi eksperimen dengan metode kuantitatif. Populasi penelitian ini adalah siswa kelas X SMA Islam Sultan Agung 1 Semarang dan sampelnya terdiri dari 28 siswa X-3 sebagai kelas eksperimen dan 28 siswa X-4 sebagai kelas kontrol. Uji coba kelas X-5 dilakukan untuk mengetahui validitas dan reliabilitas instrumen. Pre-test dan post-test diberikan kepada kelas eksperimen dan kontrol. Data dianalisis dengan menggunakan SPSS versi 24. Hasil pre-test untuk eksperimen adalah 70,43 dan kelas kontrol adalah 65,25. Sedangkan hasil post-test kelas eksperimen 87,75 dan kelas kontrol 73,85. Perhitungan uji-t menunjukkan adanya perbedaan yang signifikan. Hasil analisis menunjukkan bahwa sig (2-tailed) adalah $0,000 < 0,05$ yang berarti H_0 ditolak dan H_1 diterima. Hasilnya, dapat disimpulkan bahwa penggunaan strategi membaca nyaring efektif dalam meningkatkan pemahaman membaca siswa pada teks naratif.

Kata kunci: Strategi membaca nyaring, pemahaman bacaan, teks naratif



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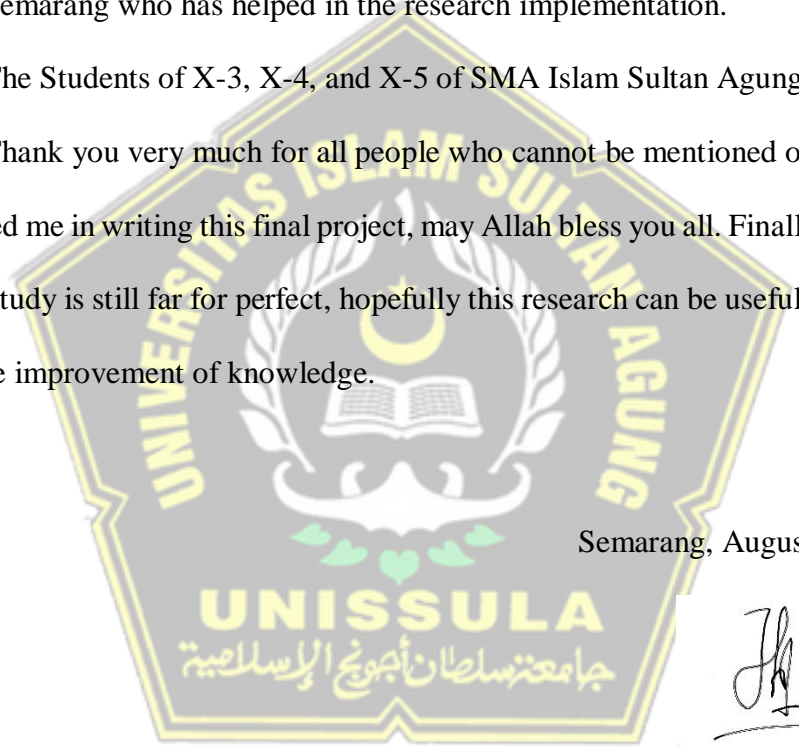
Praise and gratitude I pray to Allah SWT, the one who only helps me to survive. Gratitude to Allah SWT, for all his help, mercy, and love so that this entitled “The Effectiveness of Reading Aloud Strategy to Improve Students’ Reading Comprehension on Narrative Text” could be finished and submitted as the final project in English Education study program of Languages and Communication Science Faculty. Sholawat and salam to the Prophet Muhammad SAW who has always been the best source of inspiration and the role model for mankind.

In this opportunity, I would like to express the deepest appreciation to the following people:

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2. Trimanah, S.Sos., M.Si. as the Dean of Faculty of Languages and Communication Science, Sultan Agung Islamic University.
3. Nur Ekaningsih, S.Pd., M.Pd. as the Head of English Education Study Program of Faculty of Languages and Communication Science, Sultan Agung Islamic University.
4. Mega Mulianing Maharani, S.Pd., M.Pd. as the advisor who has patiently guided, and given the best advice, comments, and suggestion to complete this final project.

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7. Salimatin Mufidah, M.Pd as the English teacher at SMA Islam Sultan Agung 1 Semarang who has helped in the research implementation.
8. The Students of X-3, X-4, and X-5 of SMA Islam Sultan Agung 1 Semarang.

Thank you very much for all people who cannot be mentioned one by one who helped me in writing this final project, may Allah bless you all. Finally, even though this study is still far for perfect, hopefully this research can be useful and beneficial to the improvement of knowledge.



Semarang, August 2023

A handwritten signature in black ink, appearing to be 'Hl' with a flourish underneath.

Harlina Zumiarti
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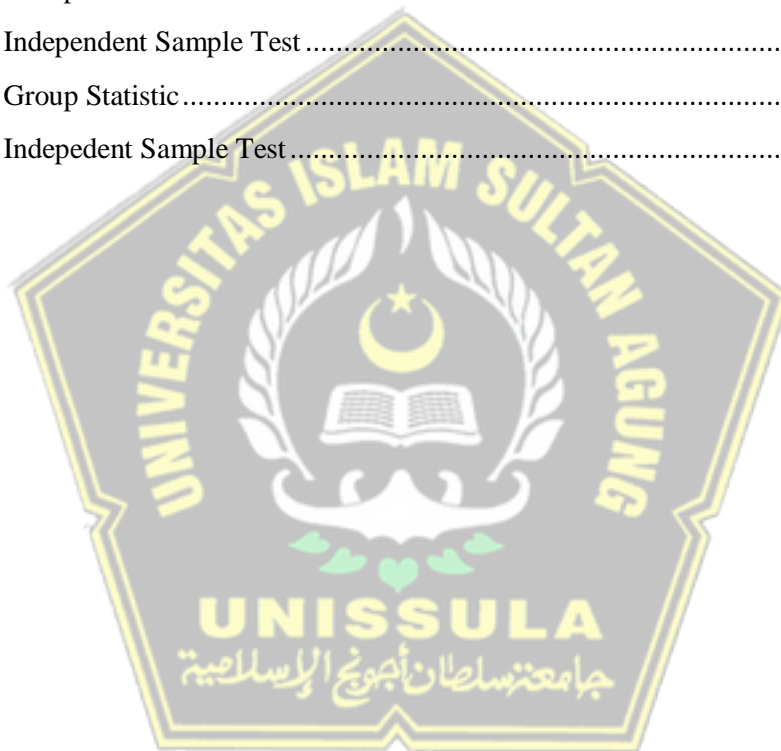
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CHAPTER 1

INTRODUCTION

In this chapter, the researcher presented Background of Study, Reasons for Choosing Topic, Statement of the Problem, Objectives of the Study, Hypothesis of the Study, Limitation of Study, Significance of Study, Definition of Key Terms, and Outline of the Study.

1.1 Background of the Study

English holds significant importance in facilitating communication and serves as a universal medium for exchanging ideas among nations across the globe. Mastering English is already a necessity for the Indonesian people, because mastering English make them keep up with the times. English is spoken in various scientific fields, including in the fields of technology, education, politics, trade and so on. Therefore, English in Indonesia is taught from junior high school, senior high school to university.

English is a mandatory course in high school, aiming to cultivate both knowledge and abilities. The instruction revolves around enhancing proficiency in the four essential language competencies: speaking, reading, listening, and writing (Supina, 2018; Sari et al., 2020). Among the various language abilities, reading holds significant importance as it has seamlessly integrated into our everyday existence (Supina, 2018; Ismail et al., 2017). Through reading activities, students involve their thinking processes to understand ideas and the meaning conveyed in the text. Reading is a process in which multiple components work together to search information through

written signs and comprehend both explicit and implicit ideas in a text (Astarilla & Warman, 2015).

Reading can be done without being bound by space and time, it means reading can be done anywhere and anytime. Therefore, reading activity is an activity that is very necessary by everyone who wants to progress and improve themselves. Reading ability has an important role in helping students acquire knowledge. Students can gain knowledge from reading the texts that they read. The more they read, the more knowledge students have. In addition to increase students' knowledge, the thinking ability of students also improve because they can absorb information from what they read (Jose et al., 2011).

Reading comprehension can be described as a sequence of activities that readers engage in to locate information and grasp its meaning (Piyani, 2017). Saraswati et al., (2021) stated that comprehension entails a process of reading wherein the reader builds understanding through active engagement with the text. When it comes to reading comprehension, students need to possess the ability to comprehend the content of the reading passage. Typical questions related to these passages often revolve around identifying main concepts, specific details, and making inferences based on the text.

High schools cover a variety of text types in their curriculum, including narrative, procedural, recount, and descriptive texts, among others. For this particular research, the emphasis was placed on narrative texts. Among the text

taught to tenth-grade students as part of mandatory English material, narrative text takes a prominent role. During these lessons, students are typically expected to develop the skill of narrating stories and folktales. A narrative text encompasses a sequence of events and typically possesses imaginative or fictional characteristics, aiming to captivate and amuse the readers (Mislaini, 2015).

Based on the researcher's observation at SMA Islam Sultan Agung 1 Semarang, there were several problems during the learning process such as students being unable to analyze and solve questions in the reading test. This phenomenon is caused by the lack of understanding in reading comprehension. The teacher only gave textbooks then students were asked to read silently followed by answering questions related to given readings or students were given notes written on the blackboard then prompted to address questions related to the reading. Consequently, the students got disinterest and paid less attention.

To guide students in reading comprehension, reading aloud strategy was the right solution that teacher can use in overcoming students' problems in reading comprehension. As stated by Sofyan et al., (2021), reading aloud is reading by voicing the text out loud in front of the class to get more information. Read aloud strategy can solve problems that exist in schools such as difficulty in understanding main ideas and vocabulary in learning narrative text. It encourages researcher to conducted research on The Effectiveness of Reading aloud Strategy to Improve Students' Reading Comprehension on Narrative Text.

1.2 Reasons for Choosing Topic

The researcher chose the title “The Effectiveness of Reading Aloud Strategy to Improve Students’ Reading Comprehension on Narrative Text” because of three reasons.

1. Reading comprehension is one of the basic elements in learning English because of success in learning can be measured by reading comprehension skills, but it was quite difficult for students to do because basically reading comprehension is not as simple as just reading but also it needed deep understanding.
2. In reading comprehension of narrative texts, the students faced many obstacles such as struggle in understanding the central concept and vocabulary.
3. Researcher used reading aloud strategy to enhance students' reading comprehension because reading aloud strategy has never been used by teachers at SMA Islam Sultan Agung 1 Semarang.

1.3 Statement of the Problem

The problem of this research is formulated as: Is the use of reading aloud strategy effective to improve students' reading comprehension on narrativetext of the 10th grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024?

1.4 Objective of the Study

Based on the statement of the problem above, thobjective of research is to find out the effectiveness of reading aloud strategy to improve students' reading

comprehension on narrative text of the 10th grade students of SMA Islam Sultan Agung 1 Semarang in the academic year 2023/2024.

1.5 Hypothesis of the Study

There are two hypothesis in this study, namely the null hypothesis (H₀) and alternative hypothesis (H_a).

1. Null Hypothesis (H₀)

There was no significant difference in reading comprehension between students who were taught narrative text using reading aloud strategy and who were not taught narrative text using reading aloud strategy.

2. Alternative Hypothesis (H_a)

There was significant difference in reading comprehension between students who were taught narrative text using reading aloud strategy and students who were not taught narrative text using reading aloud strategy.

1.6 Limitation of the Study

This study focused on the 10th grade students of Sultan Agung 1 Islamic Senior High School Semarang. The researcher used reading aloud strategy as the learning strategy. The researcher wanted to provide more emphasis on learning narrative text by using a reading aloud strategy.

1.7 Significance of the Study

The study has significant practically and pedagogically for students, teachers, and researchers.

1. Practically

This study is expected to have some significances that are useful for the students, teacher, and researchers.

a. The students

The students are intended to acquire experience with enhancing their reading comprehension abilities through diverse and imaginative ways. Hopefully, it can improve their reading comprehension skills.

b. The teachers

The teachers are anticipated to enhance their expertise and capabilities through the implementation of an effective approach, specifically the utilization of the read aloud strategy, in order to enhance students' proficiency in reading comprehension.

c. The researchers

The researchers are expected to be able to formulate problems and making decisions during research. As well as providing new references in the use of read aloud strategy in improving students' reading comprehension.

2. Pedagogically

This study is expected to have some significances that useful for the students, teacher, and researchers.

a. The students

The outcomes of this investigation are anticipated to provide assistance to students understand and develop ideas from what they read.

b. The teachers

The anticipated outcomes of this study were that teachers would be able to discover solutions to help students be able to understand reading in reading comprehension.

c. The researchers

The researcher hope that the results of this study can provide valuable input and can also be used as a reference for further researchers.

1.8 Definition of Key Terms

Defining key terms is highly crucial for grasping the meaning of the topic. The key terminologies of this study are elucidated as follows: reading aloud strategy, reading comprehension, and narrative text.

1. Reading aloud strategy

The reading aloud strategy is a strategy in reading activities by voicing text to get more information and improve students comprehension (Sofyan et al., 2021).

2. Reading comprehension

Reading Comprehension is the ability to read with the aim of gaining a deep and thorough understanding (Saraswati et al., 2021).

3. Narrative Text

A narrative text is a form of discourse that recounts a sequence of events and is generally imaginative or fictional in nature and aims to entertain the readers (Mislaini, 2015).

1.9 Outline of the Study

This study is organized into three chapters: chapter one, two, three, four, and five.

Chapter I is introduction which consists of the background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, the hypothesis of study, the limitation of the study, the significance of the study, the definition of the key terms, and the outline of the study.

Chapter II provides review of related literature which describes several point theories underlying the study and review of similar previous studies.

Chapter III is about research method. It contains research design, the subject of the study, the instrument of the study, the validity and reliability of the instrument, data collection technique, and data analysis.

Chapter IV is Research Result and Discussion. This chapter presents about finding which covers the school's profile, the description of the respondents, analysis of validity and reliability, pre-test analysis, treatment activity, post-test analysis, and discussion of research finding.

Chapter V presents conclusion and the suggestion of what have been discussed in the previous chapter.



CHAPTER II

REVIEW OF RELATED LITERATURE

The discussion of this chapter focuses on Reading Comprehension, Narrative Text, Reading Aloud Strategy and Review of Previous Studies.

2.1 Reading Comprehension

In this sub chapter, there are two topics which discussed: definition of reading comprehension and types of reading comprehension.

2.1.1 Definition of Reading Comprehension

Reading comprehension holds vital significance for students, as it enables them to grasp the intended significance of a given text. As defined by Erwinda et al., (2020), reading comprehension entails the process of understanding and deriving meaning from written text. Readers are considered successful when they understand the meaning intended by the writer. Astiantih et al., (2022), defined reading comprehension is the active effort to grasp and acquaint oneself with the concepts conveyed by the author in the text being read. A reader's ability to comprehend is essential in capturing the message or information encapsulated within the text.

In a short, reading comprehension refers to the skill of readers to engage with a text, grasp its significance, and acquire the information presented within it. This ability is very important because the success of the readers is when they can understand the text well.

2.1.2 Types of Reading Comprehension

Fadilah Nasution et al., (2018) state that there are four categories of reading comprehension: literal reading, interpretive reading, critical reading, and creative reading.

1. Literal reading

This pertains to the reader's capacity to recall concepts and information explicitly presented in the textbook material.

2. Interpretive reading

This refers to the reader's skill in developpe idea and information that arenot explicitly provided in the textbook material.

3. Critical reading

This signifies the reader's competence in evaluate and reacting with personal assessments and concepts concerning the content of the textbookmaterial, drawing upon their past knowledge and thoughts on the subject.

4. Creative reading

This involves the reader's "emotional" reaction to the content presented in the textbook material. This level of comprehension also encompasses the generation of novel ideas based on what has been learned. Within this category, readers are required to engage in thinking and employ their imaginative faculties.

In addition, Basabara et al., (2013) state that there are three types of reading comprehension: literal reading, inferential reading, and evaluative reading.

1. Literal reading

Literal reading means students' ability to remember what is stated in the text.

2. Inferential reading

Inferential reading means students' ability to interpret the author's meaning through connecting the information implied in the text.

3. Evaluative reading

Evaluative reading means student's ability to relate what was read to previous experiences and knowledge.

Those are some types of reading comprehension. However, in this research, the researcher focused on inferential reading because students needed to have the ability to interpret the author's meaning in narrative text.

2.2 Narrative Text

In this sub chapter, there are three topics which are discussed: definition of narrative text, generic structure of narrative text, and language features of narrative text.

2.2.1 Definition of Narrative Text

A narrative text encompasses imaginative and fictional stories often accompanied by moral lessons that are typically gleaned by the story's conclusion. The primary objective of this type of text is to captivate and engage the reader's interest. According to Lubis (2017), a narrative text is a story that narrates something intriguing, intending to entertain readers. Syafitri et al., (2021) stated that a narrative

text is a written composition that centered around specific participants, conveying an engaging story. The primary social function of this text type is to recount stories or past events, aiming to provide entertainment and amusement to its readers.

Another definition comes from Yusismi & Jufri (2017) who stated that a narrative text is a type of composition that recounts a story involving events with challenges occurring in the past, while striving to arrive at a resolution to address the problem. Latifah & Rahmawati (2019) stated that a narrative is a textual creation that narrates a story with the intention to inform, amuse, and engage the reader or listener. From a researcher's standpoint, a narrative text is characterized by its imaginative nature and its primary purpose of entertaining the reader.

2.2.2 Generic Structure of Narrative Text

Narrative writing displays four basic formats: orientation, complication, resolution, and reorientation. The orientation is situated within the initial paragraph, while the complication and resolution components are found in the middle section, and the reorientation is presented in the closing paragraph. As mentioned by Latifah & Rahmawati, (2019), there exist four fundamental structures in narrative text.

1. Orientation

This pertains to the initial part of the story, where the characters are introduced along with details about who they are, the timeframe, and the setting.

2. Complication

It is about the problems in the story that starts to emerge.

3. Resolution

This refers to the resolution of the issues or conflicts present in the story.

4. Reorientation

It is about the moral value of the story.

Irwan (2013) argued that there are five generic structures: orientation, complication, resolution, reorientation, and evaluation.

1. Orientation

This segment encompasses the introduction of elements such as characters, the location of events, and the time period in which the story takes place.

2. Complication

This section outlines the chronological order of events in the story. It involves obstacles that prevent the main character from achieving their desires and typically occurs in the middle part of the narrative.

3. Resolution

This part elucidates to the reader how the predicament was resolved. It is also referred to as the problem-solving phase.

4. Reorientation

This part reiterates the essence of the story or restates the character's experiences, while also conveying a moral lesson or value to the readers.

5. Evaluation

Indeed, this structure isn't obligatory in narrative text. However, typically, the sentences within this section depict the concluding state or situation of the characters.

As a conclusion, the narrative text's generic structures encompass orientation,

complication, resolution, and reorientation. Evaluation structure is not mandatory in narrative text.

2.2.3 Language Features of Narrative Text

The linguistic characteristics of narrative discourse distinguish it from other forms of text. Tahir, (2013) proposed that narrative writing exhibits four linguistic attributes: employing specific nouns, utilizing action verbs, incorporating adjectives, and integrating time connectives or conjunctions.

1. Using specific noun

Using specific noun means a word that names a certain person, place, or thing.

The examples are cinderella and snow white.

2. Using action verb

Using action verb means a verb to indicate that the character is performing an action or stating that something is happening. The examples are run, think, and walk.

3. Using adjectives

Using adjective means words that describe the qualities or states of being of noun. The examples are beautiful, angry, and happy.

4. Using time connectives or conjunctions

Using time connectives or conjunction means express events in chronological order, to illustrate the sequence of a story. The examples are after that, then, and finally.

According to Natalina et al., (2019), there are five language features: employing the past tense, utilizing action verb, incorporating time connectives or conjunction, utilizing adverb, and using specific noun.

1. Using past tense

Using past tense means tense is used to describe events in the past. Usually use the verb form 2. The examples are ate, saw, and fell.

2. Utilizing action verb

Using action verb means a verb that portrays an action. The examples are killed and walked.

3. incorporating time connectives/conjunction

Using time connectives/conjunction means connecting the plots of each different time setting. The examples are before, after, and until.

4. Utilizing adverb of time and place

Using adverb of time and place means adverbs to explain when and where the story takes place. The examples are last year, two days ago, and in the castle.

5. Using specific noun

Using specific noun means a word that names a specific individual, location or object. The examples are prince and princess.

In summary, narrative text encompasses six distinct language features: employment of specific nouns, utilization of action verbs, inclusion of adjectives, incorporation of time connectives/conjunctions, use of adverbs denoting place and

time, and using past tense.

2.3 Reading aloud Strategy

In this sub chapter, there are three topics which discussed: definition of reading aloud strategy, steps of reading aloud strategy, and benefits of reading aloud strategy.

2.3.1 Definition of Reading aloud Strategy

Reading aloud can be characterized as a reading activity by voicing it out loud. Reading aloud is reading activity involves the act of vocalizing the text, whereby students articulate the words accurately to gather additional information and enhance their vocabulary (Sofyan et al., 2021). The strategy of reading aloud assists students in comprehending the text's meaning, acquire new vocabulary, improve pronunciation, increase self-assurance, and fostering a sense of enjoyment in the teaching and learning process. The purpose of the reading aloud strategy is to enhance students' proficiency in comprehending, analyzing, and interpreting texts. It instills a sense of comfort in students during reading exercises and fosters motivation to enhance their pronunciation skills and confidence in mastering reading abilities. This approach contributes to a positive classroom environment, imbuing teaching and learning activities with an element of enjoyment for students. Furthermore, this strategy serves as a means for students to glean information from the text. Sajid et al., (2019) stated that reading aloud is a crucial instructional approach that holds the potential to enhance students' reading comprehension skills, playing a notable role in assisting them in navigating challenges posed by the learning materials.

2.3.2 The Function of Reading aloud

Jaelani et al., (2020) proposed five functions of reading aloud: practice the ruling, improved spoken English, get a deeper insight, increase knowledge, and improve the classroom atmosphere.

1. Practice the ruling

Practice the ruling means reading aloud as well as extensive pronunciation practice by correctly dividing groups of meaning and setting pauses based on content.

2. Improved spoken English

Improved spoken English means using reading aloud to address issues such as dysfluency, repetition, improper pauses, and fostering both natural and accurate pronunciation habits among students.

3. Get a deeper insight

Gaining a more profound understanding signifies that employing reading aloud strategies not only demands heightened focus and stimulates students' sensory perceptions and creativity, but also aids them in comprehending the original content accurately.

4. Increase knowledge

Increase knowledge means that reading aloud which is pertinent to both speaking and reading, serves as a means to practice pronunciation, grammar, and vocabulary. Practicing reading aloud can compensate for a deficiency in

spoken English, as the material covers a wide range of topics, vocabulary, and grammatical structures. Therefore reading aloud can increase knowledge because the students know which ones are wrong and are immediately corrected by the teacher.

5. Improve the classroom atmosphere

Improve the classroom atmosphere means that students frequently experience fatigue and disinterest amid rigorous learning sessions. At such junctures, engaging in reading aloud can effectively re-energize and re-engage them in the classroom setting.

In addition, Brian & Brien, (2013) stated that reading aloud is believed to be an act that convinces, entertains, binds, informs, creates curiosity, and inspires. Reading aloud can create the students' connections between reading and enjoyment, develop background knowledge, build vocabulary, and show students how to read well.

As a conclusion, reading aloud has several functions, namely practice the ruling, improved spoken English, get a deeper insight, increase knowledge, improve the classroom atmosphere, and create students' connections between reading and enjoyment, develop background knowledge, build vocabulary, and show students how to read well.

2.3.3 The Stages of Reading Aloud

According to Dwiningtiyas et al., (2020), The process of reading aloud encompasses three distinct The act of reading aloud involves three distinct phases: the

pre-reading stage, the while-reading stage, and the post-reading stage. The pre-reading stage assists students in activating prior knowledge about a topic and making predictions about the upcoming content. The while reading stage involves activities that guide students in directing their attention to various aspects of the text to facilitate enhanced comprehension. Lastly, the post-reading stage assists students in delving deeper into the text, involving critical analysis of what they have read.

1. Pre-reading stage covers six activities.
 - a. Establish the reading objective and demonstrate cognitive processes
 - b. Present the book details: title, cover, author, etc.
 - c. Engage in a visual exploration and formulate predictions
 - d. Establish connections (personal, textual, global)
 - e. Clarify essential vocabulary terms
 - f. Set a purpose for reading.
2. While reading stage covers five activities.
 - a. Initiate cognitive processes and deliberate on vocabulary, main ideas, specifics, and significance
 - b. Establish correlations (personal, textual, global)
 - c. Pose and respond to open-ended inquiries concerning the text (ensuring meaningfulness)
 - d. Generate inferences and formulate deductions
 - e. Engage in conversation regarding pivotal vocabulary terms

3. Post reading stage covers five activities.
 - a. Retell key events
 - b. Identify key concepts and the main idea
 - c. Make connections (self, text, world)
 - d. Check comprehension and ask open-ended questions
 - e. Review and extend vocabulary words

Harappa (2020) stated that the process of reading aloud consists of three stages: pre-reading, during reading, and post-reading. During the pre-reading stage, the reader establishes a mental objective for the reading session. During reading is stage that when the reader actually reads the content. Post reading is stage that after the reader finishes the entire content, the reader has to evaluate what the content means.

As a conclusion, reading aloud has three stages. The first stage is pre- reading, the second is while reading, and the last is post-reading.

2.4 Review of Previous Studies

The first previous study was written by Putri, Maukar, and Kumaya (2022) entitled “*Improving Students’ Reading Comprehension of Narrative Text through Reading Aloud Strategy at SMP Negeri 1 Eris*”. The aim of the study was to find out whether or not students' reading comprehension of narrative texts might be enhanced by using the reading aloud strategy. The researcher employed a pre-experimental design with one group pre-test and post-test design. 20 students from the VII grade at SMP Negeri 1 Eris made up the sample for this quantitative study. Multiplechoice

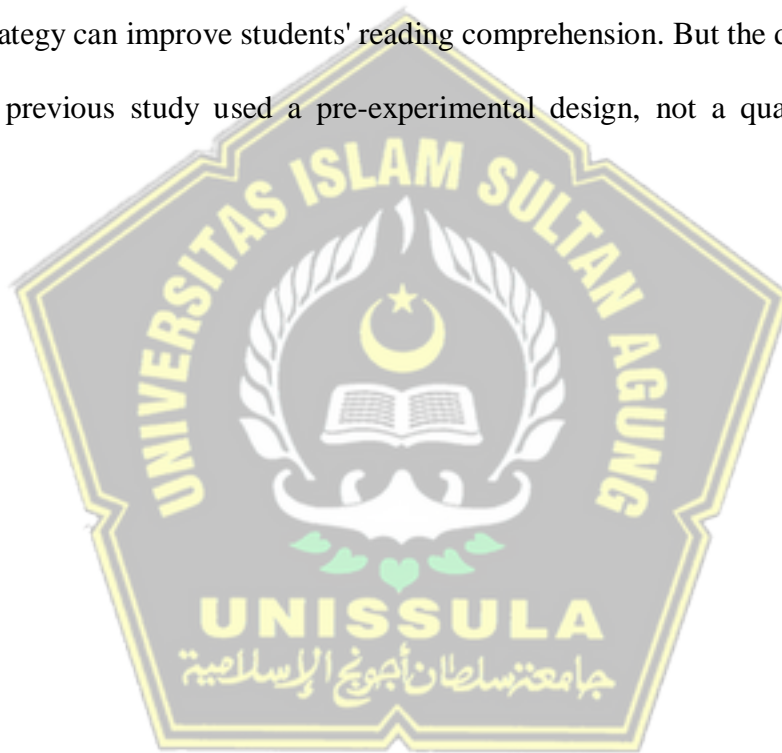
examinations, true-false quizzes, and essays served as the research tools in this study. The researcher draw the conclusion that the reading aloud strategy works well to increase students' reading comprehension.

The second previous study was from Sofyan, Wahid, and Idris (2021) entitled "*The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skill*". The aim of the study was to find out whether the reading aloud strategy effectively used to improve students' reading skills. This research used Quasi-Experimental Design. The researchers used a reading test as an instrument to know the students' competence in reading skills. The researchers found that there was a significant difference between the experimental and control classes. The value of t-test is $0,00 < 0,05$. It means that the reading aloud strategy could improve the students' competence in reading skills. Reading aloud strategy had also given positive effect on students. It make the students more active to pronounce the word loudly. Then, the reading aloud strategy improve students' competence in understanding, analyzing, and interpreting the reading text.

The third previous study was held by Azizah (2019) entitled "*The Influence of Interactive Read Aloud Strategy and Motivation Towards The Ninth Grade Students' Achievement in Reading Narrative Text at State High School 6 of Palembang*". The aim of this study was to find out the significance average score and motivation between interactive read aloud strategy and Conventional Technique. This research used experimental group with the total sample is 32 students of eleventh grade students of SMP N 6 Palembang. The researcher conclude that interactive read aloud strategy and

motivation gave the significant influence for student's narrative Reading achievement since there was a significant improvement before and after taught interactive read aloud strategy technique.

The similarities of the first, second, and third with this research is about used an experimental design and the aim is the same to find out whether the use of read aloud strategy can improve students' reading comprehension. But the difference is that the first previous study used a pre-experimental design, not a quasi experimental design.



CHAPTER III

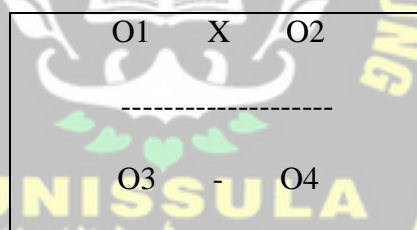
METHOD OF STUDY

This chapter contains Design of the Study, Subject of the Study, Variable of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

3.1 Design of the Study

The design of this study is quantitative method. This study applied a quasi-experimental design to find the effectiveness of reading aloud strategy to improve students' reading comprehension on narrative text. The design is stated below:

Tabel 3 1 Quasi Experimental Design



(Creswell, 2014)

O₁ : pre-test before treatment for experimental class

O₂ : post-test after treatment for experimental class

O₃ : pre-test before the control class

O₄ : post-test after the control class

X : treatment for experimental class

- : without treatment

3.2 Subject of the Study

This chapter contains population and sample.

3.2.1 Population

Population is an important element in research. The population of this research is the 10th grade students of SMA Islam Sultan Agung 1 Semarang. There are ten classes for 10th grade.

3.2.2 Sample

In this study, two classes were selected through purposive sampling, guided by recommendations from the English teacher. The experimental class labeled X-3, and the control class labeled X-4, were chosen for the research.

3.3 Variable of the Study

In this study, an independent variable and a dependent variable were employed. The independent variable pertains to the utilization of the reading aloud strategy on narrative text, while the dependent variable relates to students' reading comprehension.

3.4 Instrument of the Study

The data collection tool utilized for this study was a test, comprising both a pre-test and a post-test. This implies that the test was given on two occasions: before and after the treatment. The pre-test was conducted before the treatment, while the post-test was administered after the treatment. The examination consisted of 30 questions.

To ensure alignment with the syllabus indicators, the researcher adapted the questions, focusing on aspects such as identifying the generic structure of narrative text, recognizing language features, discerning the topic, and identifying moral values within narrative texts. Moreover, the researcher carried out a trial run prior to evaluating the validity and reliability. This involved administering the test to a different class of students who were not part of the study, but were at the same educational level and within the same educational program. This trial run aimed to assess the test's validity and reliability

3.4.1 Validity of Instrument

This study integrated both content validity and construct validity. Content validity concerns the suitability of the test with regard to students' capabilities, ensuring alignment with the relevant material and curriculum by cross-referencing. The validation process involved the assessment and input of the English teacher from SMA Islam Sultan Agung 1 Semarang.

Regarding construct validity, the researcher conducted a reading test encompassing 30 multiple-choices and 10 essay questions. The validity of the data was determined by the significance level (sig.), which needed to be less than 0.05.

3.4.2 Reliability of Instrument

Reliability in this study related to the score's consistency in giving the same treatment. It means that from the first students until the last students got the same

measurement. After measuring the test, the researcher calculated it through Cronbach Alpha Coefficient test to know the reliability of test instrument.

3.5 Technique for Collecting Data

The data for this study were gathered through the administration of two tests: a pre-test and a post-test. The pre-test was administered prior to the treatment to assess students' reading comprehension ability regarding narrative texts before they were instructed using the reading aloud strategy. The intention of pre-test was to establish the baseline level of students' comprehension. On the other hand, the post-test was given after the implementation of the reading aloud strategy. It was designed to evaluate the impact of the reading aloud strategy on their reading comprehension. This post-test was conducted during the final session of the study.

3.6 Data Collecting Procedure

In this study, the data collecting procedure consisted of try-out, pre-test, treatment, and post-test.

3.6.1 Try out

A try-out test was administered to a separate class apart from the experimental and control groups, preceding the delivery of the pre-test and post-test, in order to assess the test's validity. Prior to its utilization as a data collection tool, the test underwent an initial trial with students in the try-out class. The test encompassed 30 multiple-choice questions and 10 essay questions, all pertaining to narrative text. Subsequently, the researcher collaborated with the English teacher at SMA Islam

Sultan Agung 1 Semarang to evaluate whether the test was aligned with students' capabilities and covered relevant material and content. This analysis aimed to ascertain the test's suitability for the intended purpose.

3.6.2 Pre-test

The pre-test was conducted to evaluate the students' reading comprehension proficiency and to identify any initial differences between the experimental and control groups before any interventions were applied. The pre- test was administered in both the experimental and control classes. It comprised a reading comprehension assessment containing 25 multiple-choice questions and 5 essay questions pertaining to narrative text. The test was allocated a time limit of 45 minutes.

3.6.3 Treatment

After administering the pre-test, the researcher proceeded to provide the experimental class with the treatment on three separate occasions. Time allocation was 90 minutes. The experimental class provided treatment using the reading aloud strategy in teaching narrative text to improve students' reading comprehension. While the control class did not have reading aloud strategy.

3.6.4 Post-test

After the researcher finished the treatments, the post-test was given to both control and experimental classes. This test was about reading comprehension which consists of 25 multiple choices and 5 essay questions about narrative text with a time allocation of 45 minutes.

3.7 Data Analysis

Upon data collection, the researcher proceeded to analyze the gathered information using the SPSS program. The analysis was aimed to find out whether reading aloud strategy effectively led to an enhancement in students' reading comprehension skills concerning narrative text. In this study, the procedure of analysis data consists of normality, homogeneity and t-test. Those explained in the following sub chapters.

3.7.1 Normality

In this study, a normality test was conducted by comparing the pre-test scores of both the control and experimental classes. The calculating on a normality of data by using Kolmogrov Smirnov test. Here is the probability of the test:

H₀ : If the two-tailed significance (sig) is greater than 0.05, the scores are normally distributed.

H₁ : If the two-tailed significance (sig) is less than 0.05, the scores are not normally distributed.

3.7.2 Homogeneity

The homogeneity test was used to score the pre-test for both control and experimental classes. The calculation of the homogeneity data was by using Levene test. Here is the probability of the test:

H0 : If the two-tailed significance (sig) is greater than 0.05, variance of data are homogenous.

H1 : If the two-tailed significance (sig) is less than 0.05, the variance of the data are heterogonous.

3.7.3 T-test

After getting the normality and homogenous data, the last was calculating the data used t-test to identify the significant difference between experimental class and control class. The use of t-test was to compare the means score of post- test for both control and experimental class. It was to find out the hypothesis of this study.

Here are the criteria of hypothesis of this study :

If the computed t-value surpasses the critical t-value found in the t-table, and the two-tailed significance (sig.) is below 0.05, it signifies the acceptance of the alternative hypothesis (H1) while rejecting the null hypothesis (H0).

In the event that the calculated t-value falls below the critical t-value in the t-table, and the two-tailed significance (sig.) exceeds 0.05, it suggests the rejection of the alternative hypothesis (H1) and the acceptance of the null hypothesis (H0).

3.8 Time Schedule

The research was conducted at SMA Islam Sultan Agung 1 Semarang. The researcher conducted the research for two weeks in July 24th until August 2nd 2023. It consisted of a try-out on the first meeting on July 24th, pre-test on July 26th, the

application of reading aloud strategies or treatment on July 27th, 28th, and 31st and a post-test on the last meeting on August 2nd 2023.



CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the School Profile, the Description of the Respondents, the Analysis of Validity and Reliability, the Pre-Test Analysis, the Treatment Activities, the Post-Test Analysis, The T-test, and the Discussion of Research Finding.

4.1 School Profile

SMA Islam Sultan Agung 1 Semarang is a private school in Semarang. It is located at Mataram Street No. 675, Wonodri, Semarang, Central Jawa. This school uses curriculum Merdeka and Curriculum 2013 in the teaching learning process. The accreditation of this school is A.

SMA Islam Sultan Agung 1 Semarang has three majors such as *MIPA*, *IPS*, and Language. There are many facilities include 34 classrooms, 6 laboratories, and library. This school has 56 teachers (25 male teachers and 31 female teachers). Moreover, there are 328 tenth graders, 301 eleventh graders, and 380 twelfth graders.

4.2 Description of the Respondents

The study involved participants from SMA Islam Sultan Agung 1 Semarang. A total of 56 students took part in the research, with 28 students from X-3 and another 28 students from X-4.

4.3 Analysis of Validity and Reliability

This sub-chapter consists of validity and reliability test of the multiple choices and essay questions in order to conducting the research.

4.3.1 Validity

This study employed content validity. Under content validity, the reading test was developed in accordance with the teaching module. It can be inferred that the research material aligned with the syllabus utilized in the teaching and learning process.

To establish construct validity, the researcher employed the Pearson Product Moment Correlation feature of SPSS 24 to assess the validity of the 40-question items. The data was valid if $\text{sig. (2-tailed)} <$

0.05. From all those questions, the researcher took 30 valid questions to be tested in the next step. The tryout validity and final tryout validity can be seen in appendix 6 and 7.

4.3.2 Analysis of Reliability

The reliability of the question items was evaluated through the utilization of the Cronbach's Alpha formula within the SPSS 24 software program, following the completion of the test's validity assessment. A reliability score exceeding 0.60 indicates the instrument's reliability. After computation, the test's reliability was

determined to be 0.887, which surpasses the threshold of 0.60. This result confirms the instrument's reliability. The following presents the reliability outcome:

Tabel 4 1 The Reliability Statistics

Cronbach's Alpha	N of Items
.887	40

4.3 Pre-test Analysis

This sub chapter presents pre-test standard normality, pre-test standard homogeneity and pre-test mean score.

4.4.1. Pre-Test Standard Normality

In this study, the pre-test for both the experimental and control classes was conducted on July 26th, 2023. The primary objective of this pre-test was to assess the students' reading comprehension in the context of narrative text prior to any interventions. To gauge their narrative text reading comprehension, students responded to a set of 25 multiple-choice questions and 5 essay questions.

After collecting pre-test data from both the experimental and control classes, it was crucial to examine the normal distribution of the data. To meet this necessity, the study employed the Kolmogorov- Smirnov test within the SPSS software. The outcomes of this analysis are displayed below:

Tabel 4 2 The Normality of Control and Experimental class in Pre-test

		pretest con	pretest exper
N		28	28
Normal Parameters ^{a,b}	Mean	65.25	70.21
	Std. Deviation	8.240	16.288
Most Extreme Differences	Absolute	.148	.186
	Positive	.143	.166
	Negative	-.148	-.186
Test Statistic		.148	.186
Sig. (2-tailed)		.524	.254

Based on the table above, the control class sig.(2-tailed) was $0.524 > 0.05$ and the experimental class exact sig.(2-tailed) was $0.254 > 0.05$. It means the data was normal.

4.4.2. Pre-Test Standard Homogeneity

Tabel 4 3 Result of the Homogeneity of Pre-test Control and Experimental Class

Test of Homogeneity of Variances				
Levene Statistic	df1	df2	Sig.	
1.242	6	16	.337	

From the Levene's statistic for equality of variances above, it indicates that the significances score of the data were $0.337 > 0.05$. Because the data more than 0.05, it can be stated that the data were homogenous or equal.

4.4.3. Pre-Test Mean Score

After getting the homogeneity test, here is the result of T-test by using independent T-test:

Tabel 4 4 Group Statistic

	pretest	N	Mean	Std. Deviation	Std. Error Mean
hasil	pretest control class	28	65.25	8.240	1.557
	pretest experimental class	28	70.43	16.460	3.111

Tabel 4 5 Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	4.541	.038	-1.489	54	.142	-5.179	3.479	-12.153	1.796
	Equal variances not assumed			-1.489	39.734	.144	-5.179	3.479	-12.211	1.853

Based on the T-test results above, it is observed that the value in the sig. (2-tailed) is 0.142. In the significance table, the value of sig. (2-tailed) 0.142 >

0.05. This implies that the null hypothesis (H₀) is accepted. Therefore, there is no significant difference between the mean scores of the control and experimental classes in the pre-test. Therefore, it was important for giving the treatment.

4.4 Treatment Activities

The treatment was conducted for three days from July 27th until 31st 2023. The treatment was imparted to students of class X-3, serving as the experimental class, through the implementation of the reading aloud strategy in the instruction of reading comprehension for narrative text. Meanwhile, the control group did not receive instruction involving the reading aloud strategy for teaching narrative text.

On Thursday, July 27th, 2023, the researcher entered the English classroom and commenced the lesson by extending greetings, introducing herself, taking attendance, and discussing the implementation of the reading aloud strategy. In the initial session, there were 28 students present in class X-3. Each session was scheduled for a duration of 2x45 minutes. The researcher assumed the role of the teacher for the treatment. After initiating the class, the researcher proceeded to elucidate the content pertaining to narrative text, encompassing aspects such as its definition, social purpose, structural components, and linguistic characteristics.

The lesson commenced with a discourse on the definition of narrative text, followed by students sharing their viewpoints on the topic. During the main activity, the students engaged in reading a narrative text titled "The Legend of Toba Lake." Subsequently, the researcher initiated discussions regarding the social purpose, generic structure, and linguistic attributes derived from the text.

The second session of treatment took place on Friday, July 28th, 2023, following the same time allocation of 2x45 minutes. The session began with the researcher greeting the students, taking attendance, and revisiting the material covered

in the previous session to refresh their memory. This session paralleled the structure of the first treatment. However, in this instance, the researcher distributed a text titled "The Story of a Rainbow," and the students were randomly assigned to read the text aloud. All students attentively listened. In cases where there were challenging words or sentences, the teacher provided explanations. The researcher also queried the students about their comprehension of the text, including aspects like the text's main idea.

On Monday, July 31st, 2023, the third treatment session took place with a time allocation of 2 sessions, each lasting 45 minutes. The session commenced with the researcher welcoming the students, checking attendance, and revisiting the material covered in the previous sessions to refresh their memory. This treatment followed a similar pattern to the first and second treatments. However, during this session, the researcher instructed students to form groups of four. Subsequently, the groups were tasked with finding a narrative text on the internet and analyzing its generic structure and language features. Following this analysis, each group presented their findings to the class, reading the chosen text aloud and providing explanations about the identified generic structures and language features.

4.5 Post-Test Analysis

In this study, the post-test was carried out on August 2nd for both the control and experimental groups. The objective of this test was to evaluate the progress made in students' reading comprehension of narrative text after the interventions were applied. Similar to the pre-test, the post-test included 25 multiple-choice questions and 5 essay questions. Below are the outcomes of the independent sample t-test analysis:

Tabel 4 6 Group Statistic

	Posttest	N	Mean	Std. Deviation	Std. Error Mean
hasil	posttest control class	28	73.86	5.002	.945
	posttest experimental class	28	87.75	4.941	.934

Tabel 4 7 Independet Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	.001	.972	-10.456	54	.000	-13.893	1.329	-16.557	-11.229
	Equal variances not assumed			-10.456	53.992	.000	-13.893	1.329	-16.557	-11.229

From the table, it is evident that the mean score of the control class is 73.86, while the experimental class has a mean score of 87.75. This indicates that the experimental class achieved a higher score compared to the control class. Consequently, The results of the independent sample t-test indicate that the significance value (sig. 2-tailed) is 0.000, which is less than the significance level of 0.05. Consequently, the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected.

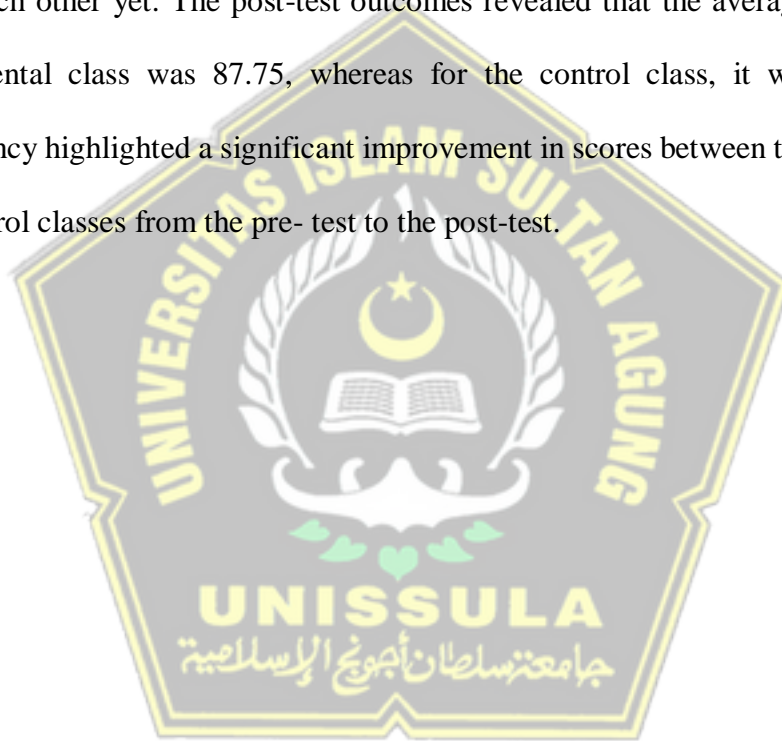
In summary, the analysis leads to the conclusion that a significant difference exists in students' reading comprehension following instruction through the reading aloud strategy. In essence, the utilization of the reading aloud strategy proved to be more effective in enhancing students' reading comprehension skills in relation to narrative text. Consequently, the post-test data from the experimental class outperformed that of the control class.

4.6 Discussion of Research Finding

The aim of this research was to determine the efficacy of the reading aloud strategy in enhancing the reading comprehension of 10th-grade students studying narrative texts at SMA Islam Sultan Agung 1 Semarang during the academic year 2023/2024.

Initially, a pre-test was administered to assess the students' abilities. The outcomes indicated a balanced capability among the students, with an average score of 70.43 for the experimental class and 65.25 for the control class.

After that, the students got the treatments for three times and conducted the post-test. The strength during conducting research are that students behave well and are conducive so that researcher can easily manage the class. Researcher also have obstacles in teaching, namely students are not very active in the learning process. Some students are still shy when responding to the teacher. This is because they don't really know each other yet. The post-test outcomes revealed that the average score for the experimental class was 87.75, whereas for the control class, it was 73.85. This discrepancy highlighted a significant improvement in scores between the experimental and control classes from the pre- test to the post-test.



In summary, based on the findings above, the results of the Independent Sample T-test outcomes displayed a significance value sig.(2-tailed) of 0.000, which is below the threshold of 0.05. This outcome indicates that the post-test scores of the experimental class surpassed those of the control class. Therefore, it can be inferred that the application of the read-aloud strategy effectively enhanced students' ability to comprehend narrative texts.



CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the researcher presents conclusion and the suggestion of what have been discussed in the previous chapter.

5.1 Conclusion

Based on the findings, a significant disparity in the resulting scores was observed between the experimental class, which received instruction through the reading aloud strategy, and the control class, which was taught without the reading aloud strategy. This is evident from the post-test average score of 87.75 for the experimental class and 73.85 for the control class. The independent sample t-test revealed a significance value sig.(2-tailed) of $0.000 < 0.05$. Consequently, the null hypothesis (H0) was rejected in favor of the alternative hypothesis (H1).

Furthermore, the utilization of the reading aloud strategy proved to be engaging and effective in teaching reading comprehension. The students exhibited interest, enjoyment, and active participation in the learning process, rendering the strategy an effective means of improving their reading comprehension skills.

5.2 Suggestion

This study is anticipated to offer valuable insights and benefits to teaching and learning activities. The findings demonstrated that the utilization of the reading aloud strategy effectively enhanced students' reading comprehension, particularly in the context of narrative texts, specifically at SMA Islam Sultan Agung 1 Semarang.

After carrying the study, there are some suggestions.

1. English teachers

English teachers should take into account the students' needs and interests when designing strategies for teaching and learning reading comprehension. Developing engaging approaches during the instructional process is crucial to improve students' reading comprehension. Consequently, the utilization of the reading aloud strategy emerges as a viable solution in this context.

2. Students

During classroom activities, it's crucial for students to demonstrate heightened attentiveness when the teacher is elucidating the nuances of narrative text. Students should actively engage in the learning process, proactively participating to enhance their learning experience. Encouraging themselves to read aloud is pivotal for improving their reading comprehension skills.

3. Further Researcher

It is anticipated that future researchers will gain insights into more effective strategies for teaching reading comprehension in the classroom. The findings of this study could serve as valuable references to enhance learning outcomes. To further advance research in this area, it is advised that subsequent researchers pay meticulous attention to the challenges and hurdles faced during the current study. By addressing these obstacles and incorporating strategies to overcome them, future research on the same topic can be conducted with greater precision and depth, contributing to a more comprehensive understanding of effective teaching methods for reading comprehension.

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