

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS THROUGH READING ALOUD STRATEGY AT SMP NEGERI 1 ERIS

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Abstrack: 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 Reading Aloud Strategy is a reading exercise that uses a loud voice reading style to help kids concentrate and pay attention. 20 students from the VII grade at SMP Negeri 1 Eris made up the sample for this quantitative study. The researcher employed a pre-experimental design with one group pre-test and post-test design. Multiple-choice examinations, true-false quizzes, and essays served as the research tools in this study. Using the average score algorithm, the research's data were statistically analyzed. The data calculated using the students' pre-test results was 49, and the test was 78 after. Between the pre-test and post-test, there was a 29 point change in the pupils' scores. According to the study's findings, the pre-average test's score was lower than the post-average test's score. The researcher draws the conclusion that the reading aloud strategy works well to increase pupils' reading comprehension.

Keywords: *Reading Comprehension, Narrative Text, RAS, EFL*

INTRODUCTION

Education is a deliberate and planned effort to establish a learning environment and learning process so that students actively develop their potential to have the skills that they, society, nation, and state need (Tatipang et

al, 2022). These skills can then be passed down from generation to generation through the process of teaching. Through education, including formal language instruction, one develops and hones their skills.

According to Reza and Aliakbari, English is the language that most people use to connect with one another around the world (2007). People from different nationalities utilize English as an international language to communicate with one another. Since English is one of the key subjects in Indonesia's curriculum, the majority of pupils only have exposure to it in school or through print and electronic media (Lengkoan & Rombepajung, 2022). Students frequently struggle with learning as a result of this.

There are four skills involved in learning English: listening, speaking, reading, and writing. According to them, reading comprehension is a crucial skill for students. Everyone, including students, benefits from having strong reading skills.

According to Mickulecky & Jeffries (2004), reading is very essential since it can help students think in English, expand their English vocabulary, develop their writing skills, and be an excellent way to learn new information, experiences, and ideas.

To help their pupils' English reading abilities, English teachers must assign reading lessons to their students. Students who are studying English can experience boredom in a particular instructional environment. There are numerous strategies that may be employed to help kids learn English and develop their reading abilities while also engaging them in the learning process. As a result, the Reading Aloud Strategy, which may be used to teach English at SMP Negeri 1 Eris, must be used as the appropriate method for teaching reading.

RESEARCH METHOD

In this study, the researcher employed a *Pre-Experimental Design* with a single group *pre-test* and *post-test* design to conduct quantitative research. Before beginning treatment, pupils take a *pre-test* to ensure they understand the literature. After treatment, students are given a *post-test*.

Pre-test are administered before to teaching or treatment, according to Hatch and Fahady (1982:20). As a result, there are two tests: T1 represents the pre-test, and T2 represents the post-test, with X representing the therapy.

Pre-test	Treatment	Post-test
T1	X	T2

The analysis of the data that have been collected is the next step in this investigation the researcher used the mean score formula :

- a. The formula for scoring Following are the pre-test and post-test results:

$$S = \frac{r}{n} \times 100$$

S = the score of test

r = the total of right answer

n = the total items

- b. Mean Score Formula

Mean is a formula that tells you the mean grade received by your students. The equation is:

$$M = (\sum x) / N$$

M = The student's average score

$\sum X$ = The total of each student's marks.

N = The number of students in total.

FINDINGS AND DISCUSSION

20 students from SMP Negeri 1 Eris made up the sample for this investigation. In this study, a pre-experimental design with one group pre- and post-test designs is used to conduct quantitative research. The total of 20 questions, with 10 being multiple choice, 5 being true or false, and 5 being essay questions. This

research examines whether Reading Aloud Strategy improving students' reading skills in class VII.

Following are the stages of the researcher analyzing the data:

1. Table 1 shows the results of the students' pre- and post-testing.
2. Table 2 shows the average score for the pre- and post-test.
3. Table 3: Pre-test frequency distribution matrix (T 1)
4. Table 4: Post-test frequency distribution matrix (T2)

Table 1. Shows the results of the students' pre-test and post-test.

Students Name	T1	T2
Alexander Karamoy	55	75
Agustian Margio	20	70
Belicia L. Pojoh	50	75
Britney Karamoy	75	95
Delon Sumarauw	35	65
Glen Tjaane	45	60
Haykal Karamoy	50	95
Imanuel Oroh	25	60
Karunia A. V. Sangian	45	75
Kevin Karamoy	45	80
Leonel Rondonuwu	70	85
Mark Tambariki	35	60
Putri Karamoy	35	75
Rahel S. Tampi	70	95
Rivti S. Pakasi	50	85
Sky Ratu	45	85
Sintya Lumangkun	65	80
Vhayra S. Suatan	50	90
Valentina Tampi	40	65
Yehezkiel Rapar	70	85
SUM	975	1.555
MEAN	49	78
MAXIMUM SCORE	75	95
MINIMUM SCORE	20	60

The average result of the calculations is as follows:

$$n = 20$$

$$\Sigma x = 975$$

$$M = \frac{\Sigma x}{N} = \frac{975}{20} = 49$$

Pre-test results have a mean score of 49.

The average result of the calculations is as follows:

$$n = 20$$

$$\Sigma x = 1.555$$

$$M = \frac{\Sigma x}{N} = \frac{1.555}{20} = 78$$

Post-test results have a mean score of 78.

Table 2. Shows the average score for the pre-test and post-test.

	Pre-Test (T1)	Post-Test (T2)
Mean Score (M)	49	78

Table 3. Pre-test frequency distribution matrix (T1)

T1	Tally	Freq	Freq %	Comulative Proportion	Comulative Presentation
75	I	1	5%	20	100%
70	III	3	15%	19	95%
65	I	1	5%	16	80%
55	I	1	5%	15	75%
50	IV	4	20%	14	70%
45	IV	4	20%	10	50%
40	I	1	5%	6	30%
35	III	3	15%	5	25%
25	I	1	5%	2	10%
20	I	1	5%	1	5%

Table 4. Post-test frequency distribution matrix (T2)

T2	Tally	Freq	Freq%	Cumulative proportion	Cumulative presentation
95	<i>III</i>	3	15%	20	100%
90	<i>I</i>	1	5%	17	85%
85	<i>IV</i>	4	20%	16	80%
80	<i>II</i>	2	10%	12	60%
75	<i>IV</i>	4	20%	10	50%
70	<i>I</i>	1	5%	6	30%
65	<i>II</i>	2	10%	5	25%
60	<i>III</i>	3	15%	3	15%

Discussion

The researcher detailed the research findings, stating that the data analysis revealed that students' combined pre-test scores were 975, with an average score of 49. On the other hand, the total score for the post-test with an average score of 78 was 1,555 after therapy by teaching narrative text utilizing the Reading Aloud Strategy to 20 studies. The results indicated that the students' post-test performance was superior to their pre-test performance. The average score for the second interval is $78 - 49 = 29$. This indicates that there are variations between pre-test and post-test results following therapy. After the pre-test and post-test in this study, there are two treatments. Throughout each meeting, the researcher used the Reading Aloud Strategy to teach about narrative text, particularly in the context of legend stories. From pre-test to post-test following treatment, there was improvement in student learning outcomes, from 49 (poor) to 78 (good).

This demonstrates how the strategy used in instruction influences students' comprehension of narrative text, particularly in the context of legend stories. It may be said that the Reading Aloud Strategy has a substantial impact on teaching reading comprehension of narrative text, particularly in legend

stories, to class VII at SMP Negeri 1 Eris. Accordingly, it is particularly beneficial to apply this method while instructing pupils in the reading comprehension of narrative text, especially in the context of legend stories.

CONCLUSION AND SUGGESTIONS

The final step in this research is to draw conclusions and offer recommendations that are relevant to the conclusions after locating and evaluating the research results.

Conclusion

The researcher may draw the conclusion that the Reading Aloud Strategy can increase the reading comprehension of class VII pupils at SMP Negeri 1 Eris based on the data analysis.

The analysis of the pre- and post-test mean scores revealed an improvement in the students' reading comprehension. The difference between the mean pre-test score of 49 points and the mean post-test score of 78 points was 29 points. Therefore, using the Reading Aloud approach to increase students' reading comprehension skills is successful for students in grade VII at SMP Negeri 1 Eris.

Suggestion

Based on these findings, the researcher would like to make the following recommendations:

Teacher

1. Since reading comprehension is a skill that must be mastered in order to learn English, teachers must be innovative when teaching English lessons.
2. Teachers should be aware that there are a variety of strategies that may be used when teaching English in the classroom to assist students comprehend the subject more readily, with the Reading Aloud technique being one of them.

3. The teacher must convince students to realize that in learning not only the teacher as the center but students can also be more active in dominating the learning process.

Students

1. Students should be able to participate more, be active and be more confident when reading a text given by the teacher and never be afraid to make mistakes.
2. Develop learning experiences gained through the implementation of strategies to improve overall English learning outcomes.

Further Research

The Reading Aloud Strategy offers additional opportunity for students to actively participate in helping them understand the content, which increases the likelihood that the findings from this study will be used as fundamental knowledge or as examples for performing related research. It is also recommended for further researcher to apply the Reading Aloud Strategy to other skills and other text genres.

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