THE EFFECT OF USING READING ALOUD TECHNIQUE IN IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 19 PALEMBANG

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Abstract. Students' reading comprehension in Indonesia was feeble because many students were reluctant to read. Therefore, this study used a reading-aloud strategy to improve reading comprehension in grade 7 students at SMP Negeri 19 Palembang. The research design used a quasi-experimental design, involving two groups of 7th-grade students: an experimental group receiving the reading-aloud intervention and a control group not. The samples in this study were classes VII9 and VII7, totaling 33 students per class. Pre-tests and post-tests were administered to assess reading comprehension levels. The results of this research were (1) there was an improvement in students' reading comprehension achievement after using the reading aloud strategy. (2) There was significant improvement in each aspect of reading comprehension. (3) There was a contribution of each aspect to reading comprehension achievement. (4) There was a significant mean difference between the students who were taught by using the reading-aloud strategy and those who were not taught by the reading-aloud strategy. Based on the results of this research, the reading-aloud strategy was effective in improving students' reading comprehension achievement and enhancing various aspects of reading among the seventh-grade students of SMP Negeri 19 Palembang.

Keywords: Reading Comprehension, Achievement, Reading Aloud Strategy

Abstrak. Pemahaman membaca siswa di Indonesia lemah karena banyak siswa yang enggan membaca. Oleh karena itu, penelitian ini menggunakan strategi membaca nyaring untuk meningkatkan pemahaman membaca pada siswa kelas 7 SMP Negeri 19 Palembang. Desain penelitian menggunakan desain eksperimen semu (*quasi-experimental design*) yang melibatkan dua kelompok siswa kelas 7: kelompok eksperimen yang mendapat intervensi membaca nyaring dan kelompok kontrol yang tidak. Sampel dalam penelitian ini adalah kelas VII9 dan VII7 yang berjumlah 33 siswa per kelas. *Pre-test* dan *post-test* diberikan untuk menilai tingkat pemahaman membaca. Hasil penelitian ini adalah (1) terdapat peningkatan prestasi pemahaman membaca siswa setelah menggunakan strategi membaca nyaring; (2) Ada peningkatan yang signifikan pada setiap aspek pemahaman membaca; (3) Terdapat kontribusi masing-masing aspek terhadap pencapaian pemahaman membaca; (4) Terdapat perbedaan rata-rata yang signifikan antara siswa yang diajar menggunakan strategi membaca nyaring dan siswa yang tidak diajar dengan strategi membaca nyaring. Berdasarkan hasil penelitian ini, strategi membaca nyaring efektif dalam meningkatkan prestasi pemahaman membaca siswa dan meningkatkan berbagai aspek membaca pada siswa kelas tujuh SMP Negeri 19 Palembang.

Kata Kunci: Pemahaman Membaca, Prestasi, Strategi Membaca Keras

INTRODUCTION

The English language has become international communication and media for intercultural skill development, and because of that the first foreign language that is taught in most schools is the English language (Anastassiou & Andreou, 2020). In Indonesia, English is one of foreign language, based on the decree of the Minister of Education and Culture No.096/1967. The goal of English instruction in Indonesia is to help students become more proficient communicators—that is, in speaking, reading, writing, and listening (Lorena & Sadiku, 2015). Reading was one of the English language skills. According to Harmer (2007) Reading is beneficial for language acquisition, and it also positively impacts students. Reading is a key receptive skill that English learners must develop, as it allows them to understand English texts both effectively and efficiently (Iman & Angraini, 2023). Reading is one of the most important academic tasks that pupils must complete. Since "literacy in academic settings exists within the context of a massive amount of print information", Grabe et al., (2013) reading really is the foundation of all formal education. McKay (2006) said that understanding the text is the outcome of the reading, but the reading process includes the interaction between the readers and the text.

Understanding is the process of reading, it means that the reader unconsciously attempts to understand the meaning of the text to understand the purpose of the text and after reading the text the reader can draw their conclusions. According to Tarchi & Pinto (2016), a reading comprehension technique where students work together to create the meaning of a written text by using the four reading techniques of questioning, summarizing, clarifying, and predicting. According to Nuttal (2005) reading comprehension encompasses five key components: identifying the main idea, references, vocabulary, inferences, and detailed information.

In fact, students' reading comprehension achievement is very pathetic, it can be proved by Central Connection State University with research titled "World's Most Literate Nations Rank", it is revealed that among 61 countries evaluated for reading interest, Indonesia ranks 60th, suggesting a low level of interest in reading within the country. Moreover, according to UNESCO, enthusiasm for reading among Indonesians is very low, with only one in every 10.000 people showing interest in reading, or about 0,1 persent. Apart from The Library of the Republic of Indonesia conducted reading level studies across provinces. In 2020, South Sumatera ranked 27th out of 34 with a TGM score of 52.38, below the national average of 55.74. By 2022, South Sumatera improved to 24th with a score of 61.52, though still below the national average of 63.90. Despite these gains, South Sumatra remains outside the top 10 or 20 provinces.

According to research results of Nugraha (2023) one of the factors that affect students' reading comprehension is learning strategy. Because most students still have difficulty in understanding the reading there are often misunderstandings in the meaning of the reading. Reading aloud is a process of students capturing the sequence of a story, listening to the narrators voice, and understanding what they see and hear by using their eyes, ears, and brain (Gurdon, 2018). Reading aloud can also attract students' attention, by reading aloud students do not feel bored or even sleepy in the learning process because the classroom atmosphere is not quiet. Trelease (2013) reading aloud is a technique for assessing the cognitive reading process that's utilized to measure how proficient a reader (McKeown & Gentilucci, 2007). This means that reading aloud to students is a process that develops their ability to comprehend reading skills. Reading aloud can improve the reading comprehension of students proven in the study by Connor (2014), emphasize that targeted teaching strategies, such as reading aloud, contribute to deeper comprehension and better academic performance among students. The aim of this research is to determine the effect of using reading aloud techniques in improving students' reading comprehension achievement at SMP Negeri 19 Palembang.

RESULT

Before conducting the t-test, homogeneity and normality tests are carried out first to see whether the data is normal or not. The result of the normality test, the experimental group's pre-test significance was 0.085 and post-test significance was 0.143, both above 0.05, indicating normal distribution. Similarly, the control group's pre-test significance was 0.771, and the post-test significance was 0.195, also above 0.05. This suggests that data from both groups' pre- and post-tests are normally distributed. Moreover, the homogeneity test results show that for both the experimental and control groups, the pre-test significance value was 0.146, indicating homogeneity (0.146 > 0.05). Similarly, the post-test significance value for both groups was 0.180, also above 0.05, confirming homogeneity. Thus, the homogeneity test indicates that the pre-and post-test data for both groups were homogeneous.

Furthermore, in the paired sample t-test the significance was lower than 0,05. for the experimental group the significance value also had a 2-tailed significance of 0.000. The improvement is confirmed (0.000 < 0.05) by this significance threshold, which is less than 0.05. and control group with a 2-tailed significance of 0.044. The improvement is confirmed because the significance level is less than 0.05 (0.044 < 0.05). As a result, the null hypothesis (H0) was rejected, and alternative hypotheses (Ha) was accepted. In other words, there was a significant mean difference score between students before and after being taught by using the

reading-aloud strategy. Moreover, the result of the aspect of reading comprehension, the area with the greatest significant improvement score across all reading domains was detail information, with a mean difference of 6.424 and a 2-tailed significance of 0.000. This was followed by the main idea (mean difference of 2.545), vocabulary (mean difference of 3.121), inference (mean difference of 1.152), and reference (mean difference of 1.152 in conclusion, there was a statistically significant mean difference in the scores for every reading comprehension component between the pre- and post-teaching periods when the reading aloud approach was used. Before and after the reading aloud technique was used to teach reading comprehension, there was a substantial mean difference score in the control group for each reading comprehension component.

Table 2. The result of paired sample t-test of reading comprehension achievement and reading aspects in experimental and control groups

| Variable | Paired Sampe T-Test | | | | | | | |
| | Experimental Group | | | | Control Group | | | |
	Pre-Test	Post-Test	Mean Diff	T-Value & Sig.	Pre-Test	Post-Test	Mean Diff	T-Value & Sig.
RCA (Reading Total)	48.55	78.06	-29.515	-26.160 .000	37.39	40.30	-2.909	-2.093 .044
Main Idea	6.70	9.24	-2.545	-6.536 .000	3.21	4.45	-1.242	-3.685 .001
Vocabulary	2.00	5.12	-3.121	-16.135 .000	1.70	2.48	-788	-2.304 .028
Detail Information	12.88	19.30	-6.424	-17.897 .000	12.06	10.73	1.333	2.621 .013
Reference	.67	1.82	-1.152	-9.285 .000	.67	.88	-212	-1486 .147
Inference	2.03	3.18	-1.152	-5.503 .000	1.06	1.61	-545	-2.086 .045

The results of the t-test for independent samples for the difference in post-test scores between the experimental and control groups were the 2-tailed significance of 0.000, The difference can be regarded as significant since the 2-tailed significance is less than 0.05 (0.000 < 0.05). it means that the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. In summary, there was a significant mean difference between the pupils who received instruction by using the reading-aloud strategy and those who did not receive instruction by the reading-aloud strategy.

Table 3. The results of independent sample t-test

Variable	Mean Post-test		Mean Difference	t	Df	Sig. (2-tailed)
	Experimental group	Control Group				
Reading Comprehension Achievement	78.06	40.30	37.758	12.631	64	.000

The stepwise regression findings from the experimental group were with an R-square value of 0.986 and a significance (2-tailed) of 0.000, the experimental group's pre-test results showed that precise information, primary idea, and vocabulary all contributed considerably. If the 2-tailed significance is less than 0.05 (0.000 < 0.05), the data can be deemed to have made a meaningful contribution. With an R-square value of 0.978 and a significance (2-tailed) of 0.000, the experimental group's post-test results showed that the main idea, inference, and detailed information all made important contributions. If the 2-tailed significance is less than 0.05 (0.000 < 0.05), the data can be deemed to have made a meaningful contribution. Between the pre-test and post-test, the aspects of detailed information and the main idea consistently contributed to both.

Additionally, with a r square value of 0.957 and a significance (2-tailed) of 0.00, the main idea, inference, and detailed information were the aspects in the control group that contributed to the pre-test. Data can be deemed significantly contributed if the significance (2-tailed) was less than 0.05 (0.000 < 0.05). With a r-square value of 0.955 and a significance (2-tailed) of 0.00, the primary idea, vocabulary, and thorough information were the factors that contributed to the post-test. If the significance (2-tailed) was less than 0.05 (0.000 < 0.05), the data may be deemed significantly contributed. Similar to the experimental group, the main idea and detailed information were the factors that contributed to both the pre-and post-tests

Table 4. The results of stepwise regression

Variable		Model	Consonant	R Square	F	df	Sig.
Experimental Group	Pre-Test	3	Detail Information, Main Idea, Vocabulary	.986	694.663	32	.000
	Post-Test	3	Detail Information, Main Idea, Inference	.978	438.690	32	.000
Control Group	Pre-Test	3	Detail Information, Main Idea, Inference	.957	215.182	32	.000
	Post-Test	3	Detail Information, Main Idea, Vocabulary	.955	206.196	32	.000

This regression analysis illustrates the relationship between various variables tested on two groups in the study-the experimental group and the control group—using regression models to assess the influence of several predictors on pre-test and post-test performance. In the provided table, the R Square (R²) value represents the proportion of variance in the dependent variable that can be explained by the regression model. For example, in the experimental group's pre-test with predictors "Detail Information, Main Idea, Vocabulary," the R² value is 0.986, meaning 98.6% of the variance in the pre-test results can be explained by this combination of predictors. This indicates a very strong relationship between the predictors and pre-test performance. The large F value (694.663) with a significance level (Sig. = 0.000) confirms that the regression model is statistically significant, meaning the model effectively explains the variance in the pre-test results.

For the experimental group's post-test, the regression model still includes the same three predictors—"Detail Information, Main Idea, Inference"—and shows an R² value of 0.978, slightly lower than the pre-test but still very high, indicating that the model continues to explain most of the variance in post-test performance. The F value for the post-test (438.690) remains large and statistically significant (Sig. = 0.000), demonstrating a significant effect of the predictors on post-test performance. In the control group, although the predictors used in the pre-test and post-test differ (with "Detail Information, Main Idea, Inference" in the pre-test and "Detail Information, Main Idea, Vocabulary" in the post-test), the regression models still show significant R² values (both 0.957 for the pre-test and 0.955 for the post-test), though slightly lower than those for the experimental group. The F values for both tests (215.182 and 206.196) also indicate that the regression models for the control group have a significant impact on the test results, though with lower values compared to the experimental group. This suggests that while the experimental group shows stronger relationships between predictors and test outcomes, the control group still demonstrates significant predictor performance in both pre-test and post-test.

Based on the result, specific aspects of reading comprehension that have contributed were detailed information and the main idea. the reason why detailed information and main idea were the most contributing aspects was also because reading aloud helped students to pay more attention to each word and phrase, which allowed them to catch details that may have been missed when reading silently. Macleod (2015), found that the reading-aloud strategy could be an effective learning tool as it increased students' engagement and helped them to focus more on important details in the text.

In contrast, reference was identified as the least influential aspect of student comprehension Reference required the ability to connect words or phrases with other information in the text or with prior knowledge. Students often struggled to identify and understand the relationships between elements in the text due to limited vocabulary. According to Perfetti & Stafura (2018), limitations in students' vocabulary often acted as a major barrier to their ability to comprehend references within a text. This was because they lacked sufficient knowledge to recognize the complex relationships between words and phrases. According to the explanation above, the writer concluded that the reading aloud strategy was effective in enhancing the reading comprehension achievement of 7th-grade students at SMP Negeri 19 Palembang, with the most significant improvements observed in detailed information and main idea aspects. Consequently, the use of the reading-aloud strategy could be an effective method for improving students' reading comprehension skills.

CONCLUSION

comprehension both before and after the reading-aloud approach was taught showed a discernible improvement. Students in SMP Negeri 19 Palembang's experimental group (VII 9) showed significant improvement in their reading comprehension with this method. Second, the students' reading abilities both before and after learning the reading-aloud technique showed a notable improvement. This approach greatly enhanced the reading abilities of the experimental group class (VII 9) at SMP Negeri 19 Palembang. The score distribution of the post-test indicates that most students in the experimental group made significant progress. Thirdly, each aspect contributed to the pupils' proficiency in reading comprehension. In this strategy, detailed information and the main idea were the aspects that contributed the most. Lastly, there was a notable mean difference in students' reading comprehension achievement between the experimental group, who were taught using the reading-aloud strategy, and the control group, who were not. From the explanation above, it is clear that all the research questions have been answered. Considering the analysis results, it can be inferred that the reading-aloud strategy was effective in enhancing the reading comprehension achievement of seventh-grade students at SMP Negeri 19 Palembang.

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