# IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH READING ALOUD TECHNIQUE AT SMPN 3 TANGGUL IN THE 2009 / 2010 ACADEMIC YEAR

## THESIS

Presented to fulfill one of the requirements to obtain S1 degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education
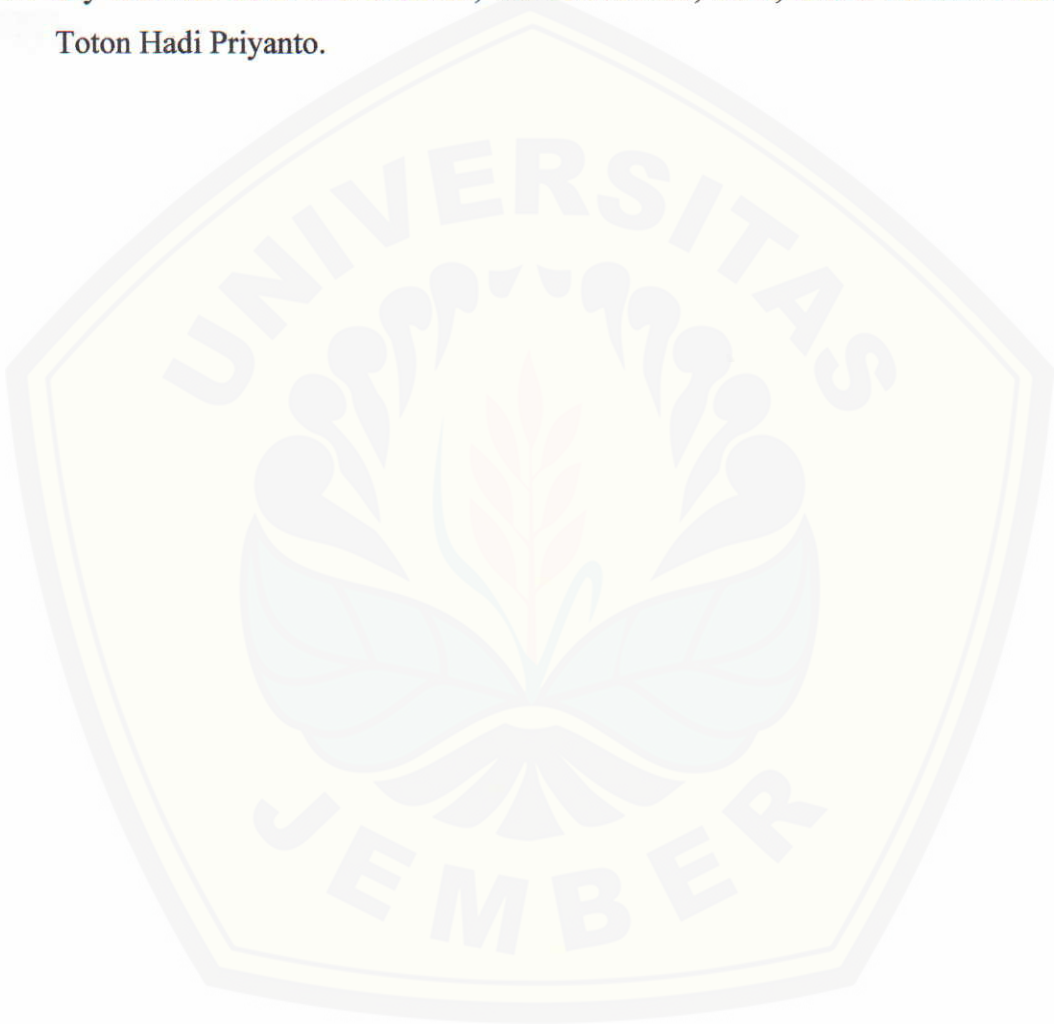Jember University

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**2010**

# DEDICATION

This thesis is dedicated to:

1. My beloved parents; Hasanudin and Suwarni.
2. My beloved sister and brothers; Titin Indrawati, S.Pd, Toton Arifianto and Toton Hadi Priyanto.

# MOTTO

*The more that you read, the more things you will know.*

*(Dr. Seuss)*

## CONSULTANT APPROVAL SHEET

## IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH READING ALOUD TECHNIQUE AT SMPN 3 TANGGUL IN THE 2009 / 2010 ACADEMIC YEAR

### THESIS

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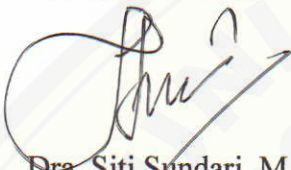
## APPROVAL FOR THE EXAMINER COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date  : March, 10 2010

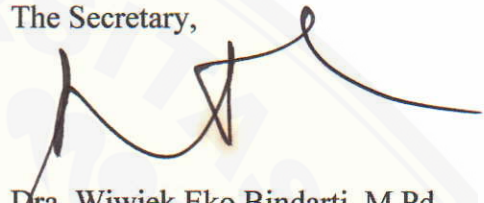Place : The Faculty of Teacher Training and Education, Jember University.

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2. The Chairperson of the Language and Arts Education Department,
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I believe that this thesis might have some weaknesses. Therefore, I really hope there will be some suggestions from the readers to make this thesis well improved. I also hope that thesis will be useful for the readers.

Jember, March 2010

The writer.

vi

# LIST OF TABLE

# LIST OF CHART

# TABLE OF CONTENT

## TABLE OF APPENDICES

1. Research Matrix

2. Supporting Data Instrument

3. Lesson Plans of Cycle 1

4. Reading Test of Cycle 1

5. Lesson Plans of Cycle 2

6. Reading Test of Cycle 2

7. The Names of Subjects

8. Observation Check List

9. The Scores of Reading Comprehension Test

# SUMMARY

**Improving the Eighth Grade Students' Reading Comprehension Achievement through Reading Aloud Technique at SMPN 3 Tanggul in the 2009/2010 Academic Year;** Nila Candrawati, 050210401348; 2010: 47 pages; English Education Program, Language and Art Education Department, The Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Dra. Made Adi Andayani T., M.Ed
2. Drs. Wiwiek Eko Bindarti, M.Pd

This Classroom Action Research was intended to improve the eighth grade students' reading comprehension achievement through reading aloud technique at SMPN 3 Tanggul in the 2009/2010 academic year. This research was started by conducting preliminary study in the form of interview with the English teacher of SMPN 3 Tanggul and classroom observation. Based on the interview and the classroom observsation, it was known that the students of VIII B class found difficulties in comprehending a reading text, especially in finding general and specific information of the text and gaining word meaning of the text. They were also lack of motivation in reading the text. Only few students involved actively during the teaching learning process. These conditions make the reading comprehension class could not be carried out well. Moreover, their average score of reading comprehension was very low, that was 60. Therefore, this class was chosen as the research subject of this research.

Reading aloud technique was chosen as the technique in this research to overcome students' problem in comprehending the text. It was under the reasons that reading aloud technique has significantly positive effect on the beginning students' reading comprehension (Santos, 1987 in Amer, 1997).

This classroom action research consisted of two cycles, in which each cycle covered the stages including: planning of the action, implementation of the action,

class observation and evaluation, and reflection of the action. This research was done collaboratively with the eighth grade English teacher.

The primary data was collected through the reading comprehension test and observation checklist. The collected data were analyzed quantitatively. Meanwhile, the reflection was done based on the findings during the implementation of the actions and compared to the criteria success, including (1) at least 70% of the research subjects were actively involved in the reading class, (2) the mean score of the students' reading comprehension test was 75, and (3) at least 70% of the students got 75 in the reading comprehension test.

The result of the action in the first cycle showed that there were 32 students or 78% of the research subjects that were actively involved in the teaching learning process. Concerning with the reading comprehension achievement, based on the reading comprehension test it was found that the students' mean score of reading comprehension test was 76.3 and there were only 25 students or 62.5% of 22 students got at least 75 in the reading comprehension test. In other words, the results of the action in the first cycle had not achieved the target of this research. Therefore, it was necessary to continue the action to the second cycle by revising some necessary aspects in the first cycle.

In the second cycle, the students' active involvement in the teaching learning process of reading improved from 78% (32 students) in the first cycle to 90% (41students) in the second cycle. Besides, the students' mean score of reading comprehension test in this cycle were better (M = 81.5) than that of the first cycle (M = 76.3). And there were 76% or 31 students who got at least 75 in the reading comprehension test. It meant that the target of the research had been achieved.

As a conclusion, teaching reading through reading aloud technique could improve the students' reading comprehension achievement and the students' active participation in the teaching learning process. Therefore, the teacher was suggested to use reading aloud technique as one alternative technique in teaching reading. accustomed to reading aloud technique since it could improve their reading

comprehension achievement. Additionally, this research can be used by the other researchers as the information to undertake a further research related to the application of reading aloud technique by using different research design, such as, an experimental study on the effect of reading aloud technique on the students' reading comprehension achievement.

# I. INTRODUCTION

This chapter presents some aspects underlining the topic of the study. It includes the background of the research, the problems of the research, the operational definition, the objectives of the research, the significance of the research, and the limitation of the research.

## 1.1 Background of the Research

English has been widely taught in all school levels in Indonesia since it covers many entire aspects of life such as economics, science, technology, education etc. It is regarded as a local content subject in kindergarten and elementary schools. Moreover English is one of the compulsory subjects taught in junior and senior high schools as well as university level.

In the institutional level curriculum (KTSP), it is stated that the aims of teaching English in Junior High School are as follows:

1. to develop both oral and written communication competency to reach the level of functional literacy.
2. to get the awarenesss of the importance of English as one of the efforts to increase competition of the global society.
3. to develop comprehension about the relation between language and culture.

(BSNP, 2006:278)

From the objectives above, it can be inferred that reading is one of communication abilities that should be mastered by Junior High School students. Meanwhile in English subject at Junior High School, reading is learned in order to comprehend a lot of passages in the forms of procedure, descriptive, recount, narrative, and report texts.

Related to reading, many definitions of reading are given by experts. Grellet (1981:3-8) states that reading is a process of understanding a reading text. It is an active skill in which constantly involves guessing, predicting, checking, and asking

1

oneself questions. Finnochiaro and Banono (1983:119) say that reading is the process of bringing meaning to and getting meaning from printed material or written material. In addition, Montgomery et al. (2000:20) explain that to read a text, we must decode what the text literally says and at the same time we must bring our knowledge to the text to determine what the text actually means. Thus, it can be concluded that reading is a skill that needs our understanding of the text which involves our mind to determine the text.

To read a text comprehensively is not easy. It needs readers' understanding of what the text about. This difficulty was also faced by a number of students at SMPN 3 Tanggul. Based on the informal interview that was done with one of the English teachers on October, 22th 2009, the researcher got information that the eighth grade students, especially VIII B class found difficulties in comprehending a reading text. They had problems in finding the general and specific information of the text and gaining word meaning of the text. It could be shown from their average score in reading comprehension skill. Their average score was 60 whereas the passing grade score was 75. The teacher said that the condition was caused by the lack of vocabulary and interest in reading a text.

A classroom observation was also conducted on October, 24th 2009. From the observation, it was known that the difficulties in comprehending the text were also supported by the way they read the text. During the teaching learning process, the teacher directly asked the students to read the text themselves and assigned them to do the exercises given. Unfortunately, most of the students did not read the text and they just looked at their peers' answers to answer the exercises. When the teacher discussed the exercises, he asked some students to read the questions and the answers orally. From this, it was noted that the way they read the text tend to break the sentences into unmeaningful part. As a result, the sentences became meaningless.

Based on the information above, it was identified that the students had difficulties dealing with finding the general and specific information of the text, and gaining word meaning of the text. Besides that, they also had a problem dealing with

the motivation and concentration in reading a text. This happened since they were lack of vocabulary, lack of interest in reading a text and the way they read the text tended to break the sentences into unmeaningful part.

To overcome the problems, the teacher should find out a suitable strategy in teaching reading. Alexander (1988:259) states that a reading teacher has to know some possible skills and techniques that can increase the students' comprehension. The reading technique that can be used is reading aloud technique. Papalia (in Rivers, 1987:75) states that reading aloud technique is a reading technique in which the teacher reads the text orally while the students listen to him or her and read the text silently. Gillet and Temple (1990:386) say that this technique helps the students to develop the greater familiarity with text by having them listen to the teacher read aloud the text while they look at the print being read. Further, they add that the more rapidly and easily one recognizes words, the more attention one has available for understanding and thinking about meaning of the text. Through reading aloud, the teacher has opportunities to model how good readers read and how good writing sounds. Moreover, Sharpe (2009) claims that reading aloud improves the classroom climate.

Dealing with the use of reading aloud technique in teaching reading, there were some researches that were conducted by using this technique in teaching reading. The first was a classroom action research that was done by Ifana (2007). She used reading aloud technique to improve the seventh year students' reading comprehension achievement of a descriptive type text. The subject was the seventh year students of SMPN 12 Jember. She found that the mean score of the students' reading test score increased from 74.75 in cycle one to 77 in cycle two. It meant that there was an improvement on the seventh year students' reading comprehension achievement through reading aloud technique at SMPN 12 Jember in the 2006/2007 academic year.

The second was a descriptive research by Laily (2008). In her study of the eleventh year students of SMPN 1 Padang Lumajang in the 2007/2008 academic

year, she found that by applying reading aloud technique in teaching reading, 72.5% of the students' score of reading comprehension test was fine and 27.5% of the students' score of reading comprehension test failed. She noted that reading aloud technique was a potential teaching technique and it is useful for language teaching.

This present research and the researches above have similarity that was the practice of teaching reading by using reading aloud technique. This research and Ifana's research were in the same research design, classroom action research. However, Laily's research was in the descriptive design. The difference of this research with Ifana's research was the level of the subjects and the reading text type used. The subjects of her research were the seventh year students of Junior High School and the text type used was descriptive texts while in this research the subjects were the eighth grade students of Junior High School and the text type used was recount texts.

Based on the background above, the researcher was interested in conducting a classroom action research to know the improvement of the eighth year students' reading comprehension achievement at SMPN 3 Tanggul in the 2009/2010 academic year through reading aloud technique.

## 1.2 Research Problems

Based on the background of the research above, the research problems can be formulated as follows:

1. How can the use of reading aloud technique improve the eighth grade students' reading comprehension at SMPN 3 Tanggul in the 2009/20010 academic year?
2. How can the use of reading aloud technique improve the eighth grade students' active participation in the reading class at SMPN 3 Tanggul in the 2009/2010 academic year?

## 1.3 Operational Definition

These are the terms that need to be defined operationally in order to make a clear illustration about the research.

a. Reading Aloud Technique

Reading aloud technique in this research is a technique in teaching reading in which the teacher reads the text orally while the students follow the text silently.

b. Recount text

Recount text is a text that is intended to tell the readers about one story, action or activity. The purpose is to entertain or to inform the readers about the story, action or activity. The generic structure of this kind of text consists of orientation, events and reorientation.

c. Reading Comprehension Achievement

The term of students' reading comprehension achievement in this research refers to reading comprehension test result (in the form of score) achieved by the students after joining reading comprehension test. The score covers finding the general and spesific information, and gaining word meaning of the text.

d. Students' Active Participation in the Reading Class

The students' active participation in the reading class of this research refers to the students' participation in reading the text silently, asking questions to the teacher, answering the teacher's questions, and doing the exercises.

## 1.4 Objectives of the Research

Based on the background of the research, the objectives of this research are formulated as follows:

1. to improve the eighth grade students' reading comprehension achievement through reading aloud technique at SMPN 3 Tanggul.

2. to improve the eighth grade students' active participation in the reading class through reading aloud technique at SMPN 3 Tanggul.

## 1.5 Significance of the Research

This research is expected to give contribution for the students, the English teacher, and other researchers.

a.  For the Students

The results are expected to know the students that it is very helpful for tem to improve their reading comprehension achievement.

b.  For the English Teacher

The results of the research are expected give an input for the English teacher about the contribution of the use reading aloud technique to improve the second year students' reading comprehension achievement.

c.  For the Future Researchers

The results are hopefully useful for other researchers as a reference to conduct a further research dealing with other reading techniques or the same reading technique but with different research design, such as, an experimental study on the effect of reading aloud technique on the students' reading comprehension achievement.

## 1.6 Limitation of the Research

It is necessary to have limitation of the problem in order to avoid misunderstanding of the concept. In this research, the reading skill was limited to find general and specific information of the text, and gaining word meaning of the text by using reading aloud technique which was applied to improve the students' reading comprehension achievement of the students of VIII B class of SMPN 3 Tanggul in the 2009/2010. Based on KTSP curriculum for junior high school, there are some reading text types that should be given in the first and second semesters. The text that is used in this research is limited to recount text type. The evaluation for the achievement was done through a reading comprehension test which was administered after the action applied in the cycle, while the process of improvement was identified through the classroom observation during the teaching learning process.

## II. REVIEW OF RELATED LITERATURE

This chapter presents some theoretical review about reading aloud technique in reading comprehension. The discussion includes reading process, reading comprehension achievement, the levels of reading, reading aloud technique and its use on the students' reading comprehension achievement, activities in reading aloud technique, recount text, factors affecting reading comprehension skill and action hypotheses.

### 2.1  Reading Process

Reading is not a simply looking activity. It includes both visual and non visual terms. Smith in Olson and Dillner (1982:41) states that reading is both visual and non visual activity. The visual type comes from what is in front of the eyeball; on the other hand, the non visual type comes from what is behind the eyeball that is the brain. The brain is the organ of informational processing. Goodman in Carrel at al. (1995:16) explains that there are five processes the brain employs in reading. They are: recognition-initiation, prediction, confirmation, correction, and termination. Each model will be explained in the following section.

### a. Recognition-initiation

It is the first process in which the brain must recognize a graphic display in the written language and initiate reading. Normally, it would be occur once in each reading activity, though it is possible interrupted by other activities, such as examining pictures, and then it will be reinitiated.

### b. Prediction

In this process the brain anticipates and predicts the information that will appear in the text. In prediction process, the brain makes questions about text and answers it. The answer is based on the prior knowledge that already exists in the brain.

### c. Confirmation

It is the verification process of the brain's prediction. It monitors to confirm or disconfirm with subsequence input what it expected.

### d. Correction

Here, the brain reprocesses when it finds inconsistencies or its predictions are disconfirmed. The brain will correct the inconsistencies or disconfirmed prediction with the meaning expected.

### e. Termination

This last process, the brain terminates, occur when the reading task is completed. But termination may occur for other reasons: the task is nonproductive, little meaning is being constructed or the story is uninteresting. At any rate, termination in reading is an open option at any point.

In addition, Cox (1999: 267) shows four models of reading process. First, *linear model* or *bottom-up model* views reading as a part-to-whole process. Here, the readers learn to recognize the letters, followed by words, and then words in the context, until the readers finally understand what are the text about. Second, *interactive model* is based on schema theory. It views reading process as an interaction between the reader and the text. The reader's job is to make meaningful connections between new information and prior knowledge and to use personal reading strategies. Third, *psycholinguistic model* or *top-down model* views reading as a part of language development and a process of hypothesis testing, in which the reader's job is making predictions about the meaning of what is being read. Forth, *transactional model* describes reading as a transaction between a particular reader and a particular text that occurs in a particular time.

## 2.2 Reading Comprehension Achievement

There are many definitions of reading comprehension given by language teaching experts. Hornby (1983:968) defines that reading as the action of one who looks at and understands the meaning of written or printed words or symbols. Grellet (1996:3) states that reading is the process of understanding a reading text. According to Hennings (1997:245) reading comprehension means interacting and constructing meaning from the text. In short, reading comprehension is understanding a reading text.

In relation to achievement, reading comprehension achievement is something that can be achieved successfully after reading process. As Hornby (1983:8) explains that achievement is how to do something successfully with effort and skills. In teaching reading it can be acquired by giving appropriate reading comprehension tests to be assessed which is aimed to know the students' reading comprehension after the lesson. Reading comprehension achievement in this research focuses on the students' reading ability in finding general and specific information after joining reading class by applying reading aloud technique.

### 2.2.1 Finding the General Information

A text consists of general information and specific information. General information of the text deals with the main idea and the title of the text.

Main idea is a broad idea that applies to large collection of specific items (Mc Worther, 1989:102). Cahyono (1997:55) states that identifying main ideas involves conceptualing the central thought of a sentence, paragraph or longer unit. Therefore, once a reader finds the main idea, the rest of paragraph will be easier to understand. Once the main idea is gained, understanding of other part of the paragraph can be attained more easily (Cahyono, 1997:37).

However, to identify the main idea is not an easy matter. It might be caused by the main idea which is directly stated and sometimes it is not stated. To locate the main idea which is directly stated is easier than the one that is not stated in a

paragraph. Wood (1996:189) says that the main idea is what most of paragraph or longer section of material is about. Sometimes it is directly stated and sometimes it is not.

According to Mc Worther (1989:106-109), there are some steps to find the main idea. They are:

1. Locating the topic

Topic is the one thing a paragraph is about. The main idea is an important thing the author wants you to know about the topic. It is the most important statement about the topic.

2. Locating the most general sentence

The most general sentence in the paragraph expresses the main idea. This sentence is called the topic sentence. This sentence must be general enough to include or cover all the other ideas (details) in the paragraph.

Topic sentence can be located anywhere in the paragraph. However here are several positions where it is most likely to be found.

a. In the beginning of the paragraph

b. In the end of the paragraph

c. In the middle of the paragraph

d. In the beginning and in the end of the paragraph

3. Studying the details

The main idea must connect, draw together, and make the rest of paragraph meaningful.

### 2.2.2 Finding the Specific Information

The specific information of the text deals with the supporting details of the text. Supporting details are used to support the main idea in reading texts, those are facts and ideas that prove, explain, support, or give examples of the main idea of a paragraph. Supporting details are used by an author to make main ideas clear,

interesting, and memorable, and sometimes it is also used to prove an idea (Wood, 1996:196). Therefore, it becomes easier to understand and interesting to read.

There are many types of supporting details used by an author. Wood (1996:196) shows the list of types of supporting details that an author uses. They are:

1. *Examples* or *specific instances* may be long, brief, made up, or real.
2. *Comparisons* show how one thing is like another.
3. *Contrasts* show how one thing differs from another.
4. *Statistics* and *other factual materials*. They are usually included to prove or make the main idea more believable.
5. *Graphs* condense a lot of information in a small space and allow the readers to see relationships among data.
6. *Quotations* from authorities are usually used to prove and clarify a point
7. *Descriptions* are used to make ideas clear and memorable.
8. *Definitions* are used primarily to clarify ideas.

### 2.2.3 Gaining Word Meaning

In order to read confidently, the readers must know the meaning of words as they read. Without knowing the meaning of words, they might get nothing for their reading. Fairbairn and Winch (1996:9) explain that students do not always fully understand what they read when they found that they do not understand the meaning of all the words employed in a sentence. However, it is not necessary for the readers to know the meaning of all words in the text.

To find the difficult word meaning, students need to guess the meaning by relating the previous word and the next word to get the meaning of the difficult words. Fairbairn and Winch (1996:10) say that if there is any word meaning that you do not understand, you should not depend on the dictionary because our inference skill will not develop. Grellet (1996:14) suggests that students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in a dictionary. If they need to look at the dictionary to get a precise meaning -

which is an important and necessary activity too - they should only do so after having tried to work out a solution on their own.

## 2.3   The Levels of Reading

To choose an appropriate technique in teaching reading the teacher has to know his or her students' reading level. According to Gillet and Temple (1990:4-137) there are four levels of reading ability. The first is *independent level*. At this level of difficulty the students can read text easily, without help. The comprehension of the text is excellent and the silent reading is rapid because almost all the words are recognized and understood at sight. Their oral reading is also fluent. The second is *instructional level*. The students' comprehension at this level is good but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level, the oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and do not cause a loss of meaning. The third is *frustration level*. The students' comprehension at this level is poor with major ideas forgotten or misunderstood. Both the oral and silent readings are usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. The last is *listening level*. This is the highest-grade level of text material that a student can understand when he or she listens to the reading aloud. They can understand many books and kinds of text by listening to them. The listening level provides an estimate of the students' present potential for reading improvement.

The reading levels of the subjects of this research were at the listening level. Therefore, reading aloud technique was applied to improve the students' reading comprehension achievement since they only could understand the reading text when there is someone else read it for them.

## 2.4 Three Segments in Reading a Text

According to Papalia (in Rivers, 1987:75), there are three meaningful segments that may be used to read the text. *The first* is silently by the students. In this segment, the text is read silently by the students. *The second* is orally by the teacher while the students follow the text silently. Here, the teacher reads the text aloud while the students listen and read the text silently. And *the third* is orally by the students after a silent reading or after an oral reading by the teacher. It means that the students read the text aloud after a silent reading, or the students read the text aloud after the teacher reads it aloud. Both of the last two segments involve reading aloud technique in which it is done by the teacher and/or the students. Reading aloud technique in this research belongs to the second segment that is the teacher reads the text aloud while the students listen and follow the text silently. The considerations of choosing the second segment were because of the students' reading level (the research subjects were at the listening level in which they can understand the reading text when there is someone else who reads the text aloud for them), and this segment is considered as a productive way to use reading aloud technique (www.nclrc.org).

## 2.5 Reading Aloud Technique and Its Use on the Students' Reading Comprehension Skill

Reading aloud technique has been a controversy for years. It is traditionally discouraged by EFL/ESL teachers and those concerned with EFL/ESL methodology. This technique is regarded as a bad practice, an old-fashioned and a part of outdated methodologies. In contrast, recent researches and some specialist area books recommend this technique because its use is still widespread (Amer, 1997; Gibson, 2008).

Reading aloud technique in this research is one of the reading techniques in which the teacher reads the text aloud while the students listen and follow the text in their books. In this technique, the students learn to use both their eyes and ears to

understand it. Progress in reading needs learners to use their ears as well as their eyes (Williams, 1986).

This technique helps the students become familiar with printed text. Gillet and Temple (1990:386) say that reading aloud technique actually helps the students to develop the greater familiarity with print by having them listen to the teacher read aloud the text while they look at the print being read. Further, they add that the more rapidly and easily one recognizes words, the more attention one as available for understanding and thinking about meaning of a text. It is supported by Gold and Gibson (2001) who state that reading aloud demonstrates the relationship between printed word and meaning, and invites the listener into a conversation with the author. It also helps the students hearing the rhythm of fluent reading and reinforces their cognition of words as they listen. As a sequence, their internal prosody, punctuation signals, stress and intonation, increases. As stated by Pegolo (in Williams, 1986) the more accurate the readers' internal prosody, the greater degree of comprehension they have. Through reading aloud, the teacher has opportunities to model how good readers read and how good writing sounds.

Here are some other uses of reading aloud on reading comprehension skill integrated with other skills:

1. Reading aloud is helpful in the early stages of learning to read since beginners tend to read word by word that makes the sentences read meaningless (Amer, 1997).

2. Reading aloud has significantly positive effect on ESL learners' reading comprehension, particularly their ability to interrelate, interpret, and draw conclusion from the content (Santos, 1987 in Amer, 1997).

3. Reading aloud may help EFL readers to get rid of the text-based, bottom-up reading style, which characterizes in effective readers. This may help them to develop a positive attitude towards reading, and it may motivate them to read for pleasure (Amer, 1997).

4. Reading aloud affects vocabulary development, acquisition of literary syntax and vocabulary, story recall, and sensitivity to the linguistic and organizational structures of narrative and informal text (Whitehurst et al, 1999 in Iannuci, 2007).

5. Reading aloud is a foundation in literacy development. It is the single most important activity for reading success (Bredekamp et al, 2000 in Gold and Gibson, 2001).

6. Reading aloud provides children with a demonstration of phrased, fluent reading and reveals the rewards of reading, and develops the listeners' interest in books and desires to be a reader (Mooney in Gold and Gibson, 2001)

7. Reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turns, helps them understand the structure of books when they read independently (Fountas and Pinnel in Gold and Gibson, 2001).

8. Reading aloud exposes less able readers to the same rich and engaging books that fluent readers read on their own, and entices them to become better readers (Gold and Gibson, 2001).

9. Reading aloud improves the classroom climate (Sharpe, 2009).

10. It encourages positive social interaction (Penn State University, 1994:1).

## 2.5 Activities in Reading Aloud Technique

According to Erickson (2003), there are three activities in teaching reading. They are pre-reading activities, whilst-reading activities and post reading activities. The procedures of reading aloud technique are as follows:

1. Pre-reading activities

These activities is conducted by asking leading questions related with the topic, recalling the students' background knowledge related with the topic, stating the objective and the procedure of the technique.

2. Whilst-reading activities

   Here, the teacher reads the text aloud whilst the students listen it and read the text silently. In order to keep the students' attention, the teacher pauses at random spots in the text and asks them to read the following words read by the teacher (Amer, 1997). It can be added by encouraging the students to guess or predict what will happen next (Rockets, 2004).

3. Post reading activities

   In the post reading, the teacher asks several comprehensive questions about the text or their comments about the text. Last, Dorn et al (1998 in Sharpe, 2009) recommend engaging the students in an interactive discussion; let them ask questions and solicit their feelings and solicit comments. Further, the result of the reading aloud, will be both cognitive and affective. Cognitively, students will build schema on the concepts and mechanics of reading and writing, and affectively, students will able to be excited about reading and motivated to read more.

To make reading aloud technique more effective, a great deal of thought and planning is needed. Effective oral reading takes a great deal of thought and planning (Dorn et al, 1998 in Sharpe, 2009). In addition, Amer (1997) states that this technique should be done regularly, planned and the students know the objective of the technique. The teacher should read at normal speed, proper pronunciation and intonation. It means the teacher should read fluently to make his or her reading make sense.

## 2.6 Recount Text

There are many kinds of reading text types that have to be mastered by the students of Junior High School. They are procedure, descriptive, recount, narrative, and report texts (BSNP, 2006:278). Kinds of being taught in the eighth grade students of Junior High School are descriptive, recount, and narrative.

In this research, recount text was chosen because of some reasons. First, it was taught in the eighth grade. Second, based on the teacher's information the eighth grade students had difficulties in comprehending the texts, especially recount and narrative texts. Third, this research was conducted in the second semester in which the text type being taught was recount text.

Recount text is a text type that is intended to tell the readers about an event or events in the past. The generic structure of this text has three components, namely orientation that provides background information needed, the sequences of event in some sort of order, and reorientation at the end which summarizes the events (Wardiman et al, 2008:111).

## 2.7 The Factors Affecting Reading Comprehension

There are some basic factors affecting reading comprehension skill. They are background knowledge, materials (Zorn, 1980:80), the students and the teacher (Kustaryo, 1988:21-22).

- Background knowledge

A student will be easier to comprehend a text if she or he has background knowledge about the text. The amount of background knowledge a student has will affect his or her reading comprehension (Gillet and Temple, 1990:54). As a consequence, reading aloud technique in this research has pre-reading step in which the teacher will try to raise students' interest and background knowledge about the text.

- Materials

The materials given should be familiar, interesting to the students and it should be suitable with the level of them. The teacher has a big responsibility to select the materials properly to the students so that his or her students could understand the text well.

In this research, the materials selected are taken from English books for SMP which are based on KTSP.

- The students

    The last factor that influences the student when learning a language is the student himself (Kustaryo, 1988:21). It means that the student's attitude toward the target language should be positive. He should always concentrate on the language learned; hence he will quickly master it. Further, motivation and attitude influence the success or the failure of the student's study.

- The teacher

    A teacher is important in learning situation. His skill and personality are instruments that create the condition for learning (Kustaryo, 1988:22). His teaching skill depends on both his language proficiency and his knowledge of methods and techniques of language teaching. In addition, a teacher is the principle model for the students, even, with the modern teaching aids. In this case, Kustaryo (1988: 22) says that a teacher should be able to speak fluently, for it is necessary that he has a command of the spoken language. A teacher should be well trained to apply suitable materials that he has to present in the classroom.

### 2.8 Action Hypotheses

Based on the ideas above, the action hypotheses of this research were formulated as follows:

1. The use of reading aloud technique can improve the eighth grade students' reading comprehension achievement at SMPN 3 Tanggul in the 2009/2010 academic year.

2. The use of reading aloud technique can improve the eighth grade students' active participation in the reading class at SMPN 3 Tanggul in the 2009/2010 academic year.

# III. RESEARCH METHOD

This chapter presents the research method that was applied in this research. It includes the research design, research area determination method, research subject determination method, data collection methods, and research procedures.

## 3.1 Research Design

The intension of the research was to improve the eighth grade students' reading comprehension achievement through reading aloud technique at SMPN 3 Tanggul. Therefore, a classroom action research with cycle model was applied in this research. The research was conducted collaboratively with the English teacher in finding and defining the research problems, planning the action, observing the class and doing the evaluation and the reflection.

Elliot (1991:69) defines an action research as the study of a social situation with a view to improve the quality of the action. Moreover, Mc Millan (1992:44) states that classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making decision at a single local site. In short, a classroom action research is intended to solve a problem in the classroom.

This classroom action research was conducted in cycle model, in which the cycle consisted of four stages of activities, namely the planning of the action, the implementation of the action, class observation and evaluation, and reflection of the action. If the results of one cycle could not achieve the target score of the research, the next cycle would be conducted. On the contrary, if the result of one cycle could achieve the target score of the research, the next cycle would not be necessary to be conducted. The design of this classroom action research is illustrated in Chart 3.1.

### Chart 3.1 The Design of Classroom Action Research

```
┌─────────────────────┐        ┌──────────────────┐        ┌──────────────────┐
│ Preliminary study   │        │ Revising some    │        │ Failing to achieve│
│ Fact finding        │        │ necessary aspect │ ◄───── │ the target score  │
│ Initial problem     │        └──────────────────┘        └──────────────────┘
│ Identification      │                                              ▲
└─────────────────────┘                                              │
           │                                                         │
           ▼                                                         │
┌─────────────────────┐        ┌──────────────────┐        ┌──────────────────┐
│ Planning            │        │ Acting           │        │ Reflecting       │
│ - Preparing the     │        │ Teaching reading │        │ Analysis         │
│   materials         │ ─────► │ through reading  │ ─────► │ Reflection       │
│ - Designing the     │        │ aloud technique  │        │                  │
│   lesson plan       │        │                  │        │                  │
│ - Preparing the     │        │ Observing        │        │                  │
│   instruments       │        └──────────────────┘        └──────────────────┘
└─────────────────────┘                                              │
                                                                     ▼
                          ┌──────────────────┐        ┌──────────────────┐
                          │ CYCLE STOPS      │        │ Achieving the    │
                          │ Reporting the    │ ◄───── │ target score     │
                          │ result           │        │                  │
                          └──────────────────┘        └──────────────────┘
```

(Adapted from Lewin, 1980 in Elliot, 1991: 70)

The steps of the research are:

1. Interviewing the eighth grade English teacher for finding out the problem, the previous reading score and the lowest class score.

2. Planning the action by constructing the lesson plans for the first cycle, collaboratively with the teacher.

3. Implementing the actions for the first cycle (teaching reading through reading aloud technique) by the researcher.

4. Observing the students' activities during the teaching learning process in the first cycle, done by the teacher.

5. Giving reading comprehension test to the subjects for the first cycle.

6. Analyzing the results of reading comprehension test in the first cycle quantitatively.

7. Reflecting the results of the observation and the reading comprehension achievemaent test in the first cycle.

8. Since the results of the first cycle had not achieved the research target, the second cycle was conducted by revising the lesson plan of the first cycle.

9. Implementing action of the second cycle, done by the researcher.

10. Observing the students' activities during the teaching learning process in the second cycle, done by the teacher.

11. Giving reading comprehension test to the students after implementing the action in the second cycle.

12. Analyzing the results of reading comprehension test in the second cycle quantitatively.

13. Reflecting the results of reading comprehension test and observation in the second cycle.

14. Drawing conclusion to answer the research problems.

## 3.2 Area Determination Method

The area of this research was determined by using purposive method. Arikunto (1997:127) states that purposive method is a method employed in choosing a research area based on certain purpose or reason. This research was conducted at SMP Negeri 3 Tanggul. This school was chosen as the research area because of some considerations. Firstly, the eighth grade students of the school, especially VIII B class, had problems dealing with reading comprehension. Secondly, the use of reading aloud technique was not applied in a maximum way. The last, the headmaster and the English teacher permitted the researcher to conduct the research.

### 3.3 Research Subject Determination Method

The research subjects of this research were the eighth grade students of SMPN 3 Tanggul. There were six classes of the eighth grade students, namely VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. Purposive method was used in this research. Based on the prior information, VIII B class was chosen because it has the lowest mean score of reading comprehension achievement among the other classes. The mean scores of each class are presented in Table 1 below:

**Table 3.1 Mean Score of the Eighth Grade Students of SMPN 3 Tanggul**

| No. | Class | Mean Score |
|-----|-------|------------|
| 1. | VIII A | 69 |
| 2. | VIII B | 60 |
| 3. | VIII C | 77 |
| 4. | VIII D | 73 |
| 5. | VIII E | 76 |
| 6. | VIII F | 85 |

### 3. 4 Data Collection Methods

Two kinds of data: primary data and supporting data were collected in this research. The primary data were collected by using reading comprehension test and observation, while the supporting data were gathered through interview and documentation.

### 3.4.1 Reading Comprehension Test

The first primary data needed in this research refered to the result of reading comprehension test. Mc Millan (1992:114) states that a test is an instrument to measure skills or knowledge that presents to each subject a standard set of questions that requires the complexion of questions or exercises or other instruments to measure skill, knowledge, intelligence and aptitude of an individual or group. According to Hughes (1996:9) there are four types of test, namely proficiency test, diagnostic test, achievement test and placement test. Further, he explains that achievement test is

used to measure how successful individual students, group of students or the course themselves in achieving objective. Based on the ideas, achievement test was applied in this classroom action research since it is intended to measure students' achievement in comprehending a reading text after they are taught how to comprehend a reading test through reading aloud technique.

In addition, Hughes (1996:22) explains that a good test should have validity and reliability. He states that the test is considered to be valid if it measures accurately what is intended to measure. Meanwhile, the reliability of the test will be looked upon that the test has likely the same result when it is given in different time (Hughes, 1996:29).

Content validity was established in this research since the content of the test material was constructed by considering the indicators to be achieved. When the validity of the test was established, therefore, it was considered reliable. This is in accordance with Hughes' opinion (1996:42) that a valid test must be reliable since it provides consistently accurate measurement to what is concerned to be measured.

Dealing with the content validity of the research, the test was constructed to measure the students' reading comprehension achievement in finding general and specific information of the text and gaining word meaning of the text, in which it covered the indicators to be measured, in the form of objective test that was multiple choice test which had four options for each item. The consideration of using this kind of test was it can assess learning at all levels of complexity, can be highly reliable and objective, it tests fairly large knowledge base in a short time, and it can be scored easily (Cooper, 1999:329). Besides, Heaton (1991:114) states that multiple choice tests offer a useful way of testing reading comprehension.

The test had 20 items that consisted of 4 items for finding general information of the text, 9 items for finding specific information of the text and 7 items for gaining word meaning. The percentage of each indicator measured in the test is 20 % for finding general information of the text, 45 % for finding specific information of the text, and 35 % for gaining word meaning of the text as presented in Table 3.2 below.

The consideration of using the proportion is that finding general information is judged as a difficult category test, while finding specific information and word meaning is judged as an easy one (Sudjana, 1992:136). Dealing with the scoring, each item of finding general information was scored 7; each item of finding specific information and gaining word meaning was scored 4.5, so the total score of the test items was 100. The test was given in 1 X 40 minutes.

Table 3.2 Test Item Distribution, Percentage and the Scoring

| No | Indicators | Item Distribution | Total Items | Scoring Each Item | Total Score | Percentage |
|---|---|---|---|---|---|---|
| 1. | Finding general information | 1,2,12,14 | 4 | 7 | 28 | 20% |
| 2. | Finding specific information | 3,4,7,9 11,16,17,18 | 8 | 4.5 | 36 | 40% |
| 3. | Gaining word meaning | 5,6,8,10 13,15,19,20 | 8 | 4.5 | 36 | 40% |
| | Total | - | 20 | - | 100 | 100% |

### 3.4.2 Observation

Observation was used to gain data dealing with the teaching learning process in the classroom. Bogdan et al. (1992: 230) note that observation must be described in detail. In this classroom action research, the observation was guided by an observation checklist to make it more focus and manageable. The observation was done by the English teacher during the teaching learning process of reading comprehension through reading aloud technique in each cycle. The teacher was in the classroom with the students and noted the students' activities. The aspects observed were the students' participation in reading the text silently, the students' participation in asking questions, the students' participation in answering questions and the

students' participation in doing exercises. The students were considered active in the reading class if they fulfilled at least three aspects of the indicators.

In line with this, Arikunto (1997:234) said that the best way of doing observation is using instrument paper. The format of the observation checklist is as follows:

**Table 3.3 Observation Checklist**

| No. | Students' Names | Indicators Observed | | | | Total | Active | Passive |
|-----|------|---|---|---|---|-------|--------|---------|
|     |      | 1 | 2 | 3 | 4 |       |        |         |
| 1.  |      |   |   |   |   |       |        |         |
| 2.  |      |   |   |   |   |       |        |         |
| 3.  |      |   |   |   |   |       |        |         |
| 4.  |      |   |   |   |   |       |        |         |
| 5.  |      |   |   |   |   |       |        |         |

Notes:

1. The student reads the text silently.
2. The student asks questions to the teacher.
3. The student answers the teacher's questions.
4. The student does the exercises.

### 3.4.3 Interview

According to Arikunto (1997:231), interview is a dialogue to get the information from the interviewee. Interview was used in this action research to collect the secondary data. The interviewee was the English teacher that was asked a set of questions related to the information needed such as the students' problem in reading comprehension, the compulsory books and the curriculum used at the school, etc. The interview guided is enclosed in Appendix 2.

### 3.4.4 Documentation

Documentation was applied in this research to support the primary data. Arikunto (1997:206) states that documentation is a method of collecting data from written sources, such as books, notes, transcript, news, magazines, agenda, etc. The data obtained from documentation in this research were the names and the numbers of students, the scores of students' reading comprehension test and the genre of reading materials for the eighth grade students. The guide of documentation is enclosed in Appendix 2.

### 3.5 Research Procedures

In order to achieve the goal of this classroom action research, the actions were implemented in cycles in which each cycle covered four stages of activities, namely the planning of the action, the implementation of the action, class observation and evaluation, and data analysis and reflection of the action.

### 3.5.1 The Planning of the Action

There were some activities that were done before the implementation of the action in the class in order to get the best result. The activities were:

1. Choosing the topic based on the genre taught to the eighth grade students which were suitable with the curriculum used.
2. Constructing the lesson plans for each cycle.
3. Preparing the students' worksheet dealing with reading exercises for each cycle.
4. Preparing the observation guide containing the students' participation during the teaching learning process.
5. Constructing the reading test materials for each cycle.

### 3.5.2 The Implementation of the Action

The implementation of this classroom action research was done during the school hours. The action given was teaching reading through reading aloud technique.

At this point, one cycle consisted of three meetings. The first meeting was for lesson plan 1 and the second meeting was for lesson plan 2, whereas the third meeting was for the reading comprehension test. In this case, the researcher was the doer of the actions and the teacher was the observer.

### 3.5.3 Observation and Evaluation of the Action

Observation was used to control the activities and application of the action of the research. The teacher did the observation while the researcher implemented the actions. The instrument used to record the students' activities in the teaching and learning process was observation guide in the form of checklist containing the indicators observed. This observation focused on the indicators of the performance of the students' involvement actively and passively in the teaching learning process.

Evaluation was carried out to know whether the reading aloud technique can improve the students' reading comprehension achievement in finding general and specific information of the text, and gaining word meaning of the text. The evaluations that were done in this action research were process evaluation and product evaluation. Process evaluation was used during the teaching learning process in each meeting of each cycle to know whether or not the teaching reading comprehension through reading aloud technique could make the students actively involved during the teaching learning process and whether the technique could help the students comprehend the reading texts. The process of teaching reading through reading aloud technique was considered successful if 70% of the research subjects fulfilled at least three indicators being observed. Besides that, product evaluation was used at the end of each cycle after the actions in the form of reading comprehension test to know whether or not reading aloud technique could improve the students' reading comprehension achievement. The action was considered successful if the students' average score of reading test was at least 75, and 70 % of the whole subjects of the research got at least 75 in the reading comprehension test.

### 3.5.4 Data Analysis and Reflection of the Action

The collected data from observation were analyzed quantitatively. It was described based on the students' participation during the teaching learning process. The formulation for analyzing the students' active participation in the reading class is as follows:

$$E = \frac{n}{N} \text{ x } 100\%$$

E = the percentage of the students who were categorized active

n = the total number of the students who were categorized active

N = the total number of the students in the reading class

(Adapted from Ali, 1998:186)

The data of the students' reading comprehension test were computed quantitatively. The quantitative formula to analyze the students' reading comprehension achievement test is as follows:

$$M = \frac{\sum X}{N}$$

M  = the mean score

$\sum X$ = the total score of the students' reading comprehension achievement test

N  = the number of the students

(Adapted from Hadi, 1989:37)

In order to find 70% of the whole research subjects who could gain at least 75, the scores were analyzed by the following formula:

$$E = \frac{n}{N} \text{ x } 100\%$$

E = the percentage of the students whose test score was at least 75

n = the total number of the students whose test score was at least 75

N = the total number of the students

(Adapted from Ali, 1998:186)

After analyzing the results of the data, the researcher and the English teacher did the reflection to reflect the results of the data collected from class observation and reading comprehension test in each cycle. The purpose of doing the reflection was to know whether the actions given were successful or not. The reflection was also intended to know the strength and the weaknesses of the action in each cycle. Therefore, the result of class observation and reading test in the first cycle was reflected to inform the strength and the weaknesses of the actions in the first cycle. Then the result of the reflection was used as a guide to revise the lesson plans, mainly dealing with the teaching technique, the procedures of the actions or the time allocation of the first cycle to produce the lesson plan for the next cycle until the target of the research was reached.
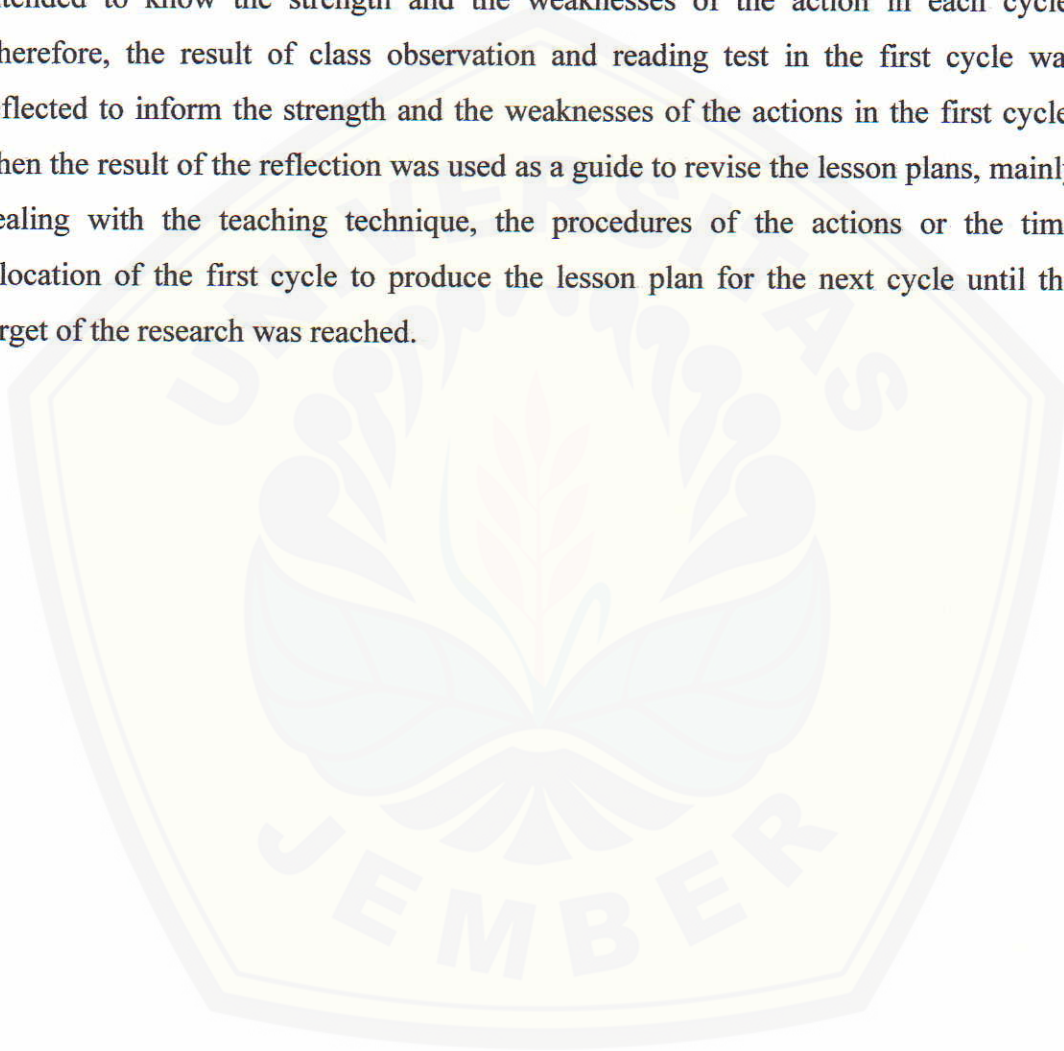
# IV. RESULTS AND DISCUSSION

This chapter presents the results of the action in the cycle I and cycle II. Each of them is presented in the following section.

## 4. 1. The Result of the Action in Cycle I

The actions in cycle I were done in three meetings including the test. The first meeting was done on January 12th 2010, and the second meeting was done on January 14th 2010. The doer of the actions was the researcher, while the teacher was the observer of the students' activities during the teaching learning process. The stages of activities done in cycle I covered planning, implementation, observation, and reflection of the action.

The implementation of the action was based on the lesson plan made by the researcher shared with the English teacher. The first meeting was carried out based on lesson plan 1, while the second meeting was based on lesson plan 2. The reading materials taught covered finding general and specific information and gaining word meaning. They were taken based on the Institutional Level Curriculum (KTSP) for Junior High School and the text type used was recount text.

The process evaluation was done in each meeting during the teaching learning process of reading through reading aloud technique. The observation guide in the form of checklist was used to evaluate the process. It is enclosed in Appendix 5. The indicators observed were the students' activities while they were being taught using reading aloud technique, covering reading the text silently, asking questions, answering questions, and doing the exercises. Note taking was also done to note the students' behaviors that support the result of the observation checklist.

Besides process evaluation, there was also product evaluation obtained in this action. The product evaluation was focused on the students' reading comprehension test after applying reading aloud technique. The test was done on January 16th 2010.

30

### 4. 1. 1. The Results of the Observation in Cycle I

As explained above, the English teacher did the class observation during the teaching learning process in each meeting. The observation guide in the form of checklist (as presented in Appendix 5) containing the indicators observed was used while observing the class. The indicators observed were the students' activities during teaching reading trough reading aloud technique covering following the text silently, asking questions, answering questions, and doing the exercises. The students were considered active in the reading class if they fulfilled at least three indicators.

In conducting the observation, the English teacher observed the students from the back side of the classroom. He used the observation checklist and noted the detail of the students' behavior during the teaching learning process.

Based on the observation, it was noted that more than 70% of the subjects, both in the first and the second meeting, were actively involved in the teaching learning process. Most of them followed the text silently, but there were also a few of them who only listened to the teacher without reading the text given or read the text silently without listening to the teacher who read the text aloud. When the exercises were given, they also did it enthusiastically. They were active in answering questions from the teacher although some of them still read the sentences word by word. At the end of the lesson the teacher guided the students to make conclusion and give comments about the text.

### 4. 1. 2. The Result of Reading Comprehension Test in Cycle I

The reading comprehension test was administered in the third meeting of cycle I. The test covered in finding general and specific information of the text and gaining word meaning of the text. There were 20 items in the test, 4 items for finding general information of the text, 9 items for finding specific information of the text, and 7 items for gaining word meaning of the text. The time allocation was 40 minutes. The results of the students' reading comprehension test in cycle 1 are as follows:

**Table 4. 1 The Students' Reading Comprehension Achievement Scores in Cycle I**

| No. | Students' Codes | Scores | Achievement | |
|---|---|---|---|---|
| | | | Achieved (≥75) | Not Achieved (<75) |
| 1 | M-01 | 79,5 | √ | |
| 2 | M-02 | 59 | | √ |
| 3 | M-03 | 47,5 | | √ |
| 4 | M-04 | 82 | √ | |
| 5 | F-01 | 84 | √ | |
| 6 | M-05 | 86,5 | √ | |
| 7 | M-06 | 95,5 | √ | |
| 8 | F-02 | 79,5 | √ | |
| 9 | M-07 | 65,5 | | √ |
| 10 | M-08 | 70,5 | | √ |
| 11 | F-03 | 79,5 | √ | |
| 12 | F-04 | 54,5 | | √ |
| 13 | F-05 | 70,5 | | √ |
| 14 | M-09 | 95,5 | √ | |
| 15 | F-06 | 79,5 | √ | |
| 16 | M-10 | 95,5 | √ | |
| 17 | F-07 | 47 | | √ |
| 18 | F-08 | 79,5 | √ | |
| 19 | F-09 | 95,5 | √ | |
| 20 | F-10 | 68 | | √ |
| 21 | F-11 | 88,5 | √ | |
| 22 | M-11 | 52 | | √ |
| 23 | M-12 | 75 | √ | |
| 24 | M-13 | 88,5 | √ | |
| 25 | F-12 | 79,5 | √ | |
| 26 | F-13 | 70,5 | | √ |
| 27 | F-14 | 95,5 | √ | |
| 28 | M-14 | 52 | | √ |
| 29 | F-15 | 52 | | √ |
| 30 | M-15 | 86,5 | √ | |
| 31 | M-16 | 86,5 | √ | |

| No. | Students' Codes | Scores | Achievement | |
| --- | --- | --- | --- | --- |
| | | | Achieved (≥75) | Not Achieved (<75) |
| 32 | F-16 | 56,5 | | √ |
| 33 | M-17 | S | | |
| 34 | F-17 | 59 | | √ |
| 35 | M-18 | 95,5 | √ | |
| 36 | F-18 | 79,5 | √ | |
| 37 | M-19 | 91 | √ | |
| 38 | M-20 | 91 | √ | |
| 39 | F-19 | 84 | √ | |
| 40 | F-20 | 59 | | √ |
| 41 | F-21 | 95,5 | √ | |
| | TOTAL | 3052 | 25 | 15 |
| | Mean score | 76.3 | - | - |
| | Percentage | - | 62.5 % | 37.5 % |

Based on the students' reading comprehension test results that are shown in Table 4.1, there were 40 students joined the reading comprehension test but one student was absent at that time. The total score of the students' reading comprehension test was 3052 and the mean score was 76.5. Whereas the target mean score of the research was 75. It means that the target mean score had been achieved.

Beside the target mean score, this research was considered successful if 70% of the subjects could achieve at least 75 in the reading comprehension test. At this point, there were only 25 students (62.5% of the subjects) who got at least 75 in the reading comprehension test. Thus, it was necessary to conduct the second cycle since the percentage target had not been achieved.

### 4. 1.3. The Results of the Reflection in Cycle I

The reflection was done after the results of observation and the result of reading test were known. It was done by both the researcher and the English teacher. Based on the result of observation as process evaluation, there were 32 students or

78% of 41 students were actively involved in the teaching learning process of reading through reading aloud technique. The criterion of the successful process was 70% of the subjects were actively involved in the teaching learning process. It means that in this case, the target percentage of the results in the process evaluation had been achieved. Meanwhile, based on the product evaluation, the mean score of the students' reading comprehension test in the first cycle was 76.3 and the target mean score was 75. It means that the target mean score had also been achieved. But on the contrary, the percentage target of the students who got at least 75 in the reading comprehension achievement had not been achieved. There were only 62.5% of the subjects (25 students) who got at least 75 in the reading comprehension test. However the target percentage of the students who got at least 75 in the reading comprehension test was 70%. Therefore, it was necessary to conduct the second cycle.

The result above might be caused by some factors. The first, several students still found difficulties in finding general and specific information of the text and gaining word meaning of the text. The second, the way the students read the text still tended to break the sentences into unmeaningful units. The last, the students seemed unconfident in answering the questions given by the teacher orally although their written answers were correct.

Since the result of the reading test obtained by the students had not achieved the percentage target, the actions in the second cycle were conducted by revising the teaching method in the first cycle and making some variation in the exercises given. The revision was about the teacher's frequency in reading the text aloud that was done more interactively in three times. The revision was intended to improve both the results of the process and product evaluation in cycle 1.

### 4. 2. The Result of the Action in Cycle II

Similar with cycle I, cycle II was also conducted in three meetings including the test. The first meeting was done on January 19th 2010, and the second meeting

was done on January $21^{th}$ 2010. The steps of the activities done were same as cycle I; they were planning, implementation, observation, and reflection of the action.

The actions were administrated based on the result of the reflection done in cycle I. The actions in cycle 2 were teaching reading through reading aloud technique in which the texts were read more interactively in three times. It was hoped that by improving the frequency of the teacher reading aloud, the chance of the students to be familiar with the text and the students' understanding of the text could be improved. As stated by Gillet and Temple (1990:386), the more rapidly and easily one recognizes words, the more attention one has available for understanding and thinking about the meaning of the text. The more the teacher read the texts, the more chance for the students to know how to read the texts as meaningful unit. It was also in line with Iannuci's article (2007) which demonstrates a three-step interactive reading aloud. He states that the strategy to repeat the teacher reading aloud three times interactively can engage the students more actively in the reading experience.

Similar to cycle 1, the materials given in cycle II were also from the Institutional Level Curriculum (KTSP). The genre of the text was recount text and the materials covered finding the general and specific information of the text, and gaining word meaning of the text.

There were also two kinds of evaluation, process evaluation and product evaluation. The process evaluation was done in each meeting during the teaching learning process of reading comprehension through reading aloud technique. It was collected by applying observation that focused on the students' active and passive participation in the teaching learning process. The observation guide in the form of checklist was used to evaluate the process which is enclosed in Appendix 6. The indicators observed were the students' activities in reading teaching learning process, covering reading the text silently, asking questions, answering questions, and doing the exercises. Note taking was also applied to note the students' behavior.

The product evaluation was done in the third meeting at the end of the cycle, on January $23^{th}$ 2010. The product evaluation was reading comprehension text

covering finding the general information of the text, finding the specific information of the text, and gaining word meaning. The test was done to measure the students' reading comprehension achievement through reading aloud technique after the actions were given.

### 4. 2. 1. The Result of the Observation in Cycle II

In cycle II, the students showed the improvement of their interest and motivation in the reading comprehension teaching and learning process through reading aloud technique. It can be seen from the checklist (as presented in Appendix 6), which noted that 90% or 38 students were actively participated in the reading teaching learning process. The improvement of the students' active involvement between cycle I and cycle II are presented in Chart 4. 1

**Chart. 4. 1. The Improvement of the Students' Active Involvement between Cycle I and Cycle II**
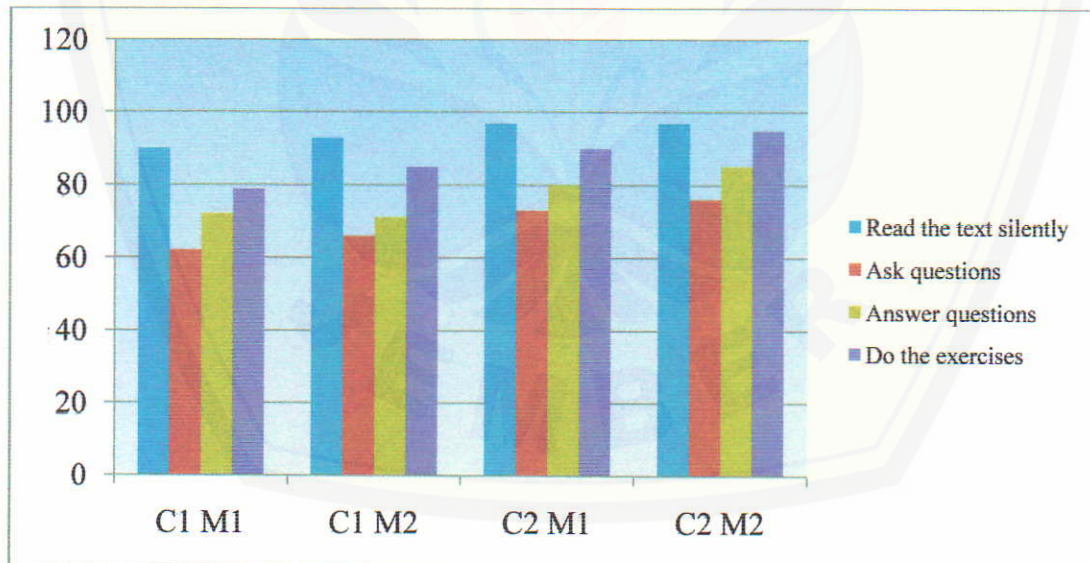


Notes:

C1 M1 : Cycle 1 Meeting 1          C2 M1 : Cycle 2 Meeting 1

C1 M2 : Cycle 1 Meeting 2          C2 M2 : Cycle 2 Meeting 2

Based on the Chart 4.1, it was found that the number of students who follow the text silently was increased from 38 students in cycle 1 to 40 students in cycle 2. The number of students who ask questions was also increased from 27 students in cycle 1 to 31 in cycle 2. The improvement also happened in the two other indicators as presented in the chart.

### 4. 2. 2. The Result of Reading Comprehension Test in Cycle II

The reading comprehension test was carried out at the end of the meeting in cycle II that was on January 23th 2010. The students answered the questions on the answer sheet individually after having the actions of teaching reading comprehension through reading aloud technique. The results of the students' reading comprehension test are presented in Table 4. 2.
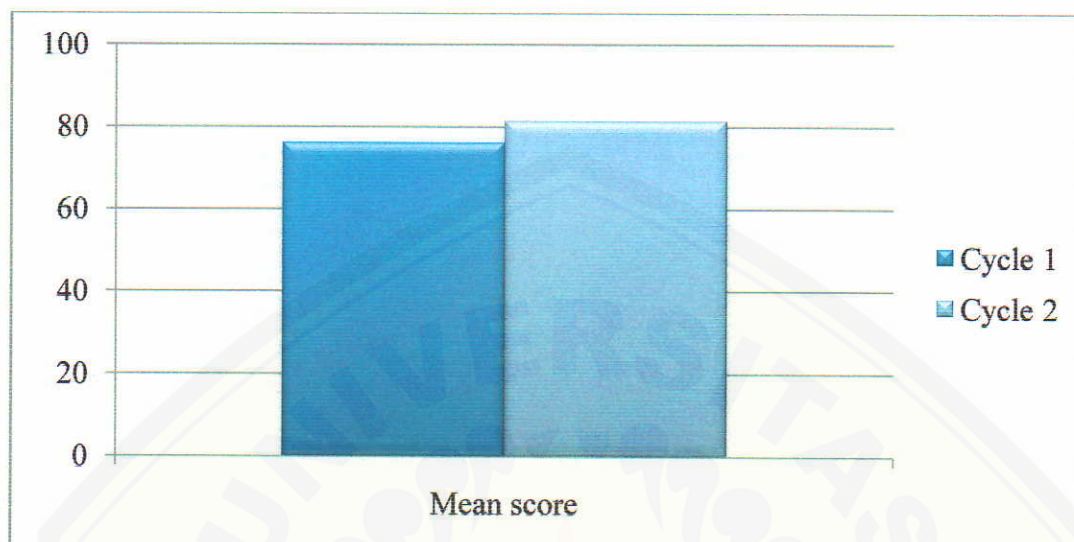
**Table 4. 2 The Students' Reading Comprehension Achievement Scores in Cycle II**

| No. | Students' Codes | Scores | Achievement Achieved ($\geq75$) | Not Achieved (75) |
|-----|-----------------|--------|----------------------------------|--------------------|
| 1 | M-01 | 82 | √ | |
| 2 | M-02 | 63,5 | | √ |
| 3 | M-03 | 68 | | √ |
| 4 | M-04 | 82 | √ | |
| 5 | F-01 | 84 | √ | |
| 6 | M-05 | 86,5 | √ | |
| 7 | M-06 | 95,5 | √ | |
| 8 | F-02 | 82 | √ | |
| 9 | M-07 | 79,5 | √ | |
| 10 | M-08 | 77 | √ | |
| 11 | F-03 | 79,5 | √ | |
| 12 | F-04 | 70,5 | | √ |
| 13 | F-05 | 75 | √ | |
| 14 | M-09 | 91 | √ | |
| 15 | F-06 | 79,5 | √ | |

| No. | Students' Codes | Scores | Achievement | |
|---|---|---|---|---|
| | | | Achieved ($\geq$75) | Not Achieved (75) |
| 16 | M-10 | 95,5 | √ | |
| 17 | F-07 | 63,5 | | √ |
| 18 | F-08 | 82 | √ | |
| 19 | F-09 | 100 | √ | |
| 20 | F-10 | 79.5 | √ | |
| 21 | F-11 | 88,5 | √ | |
| 22 | M-11 | 77 | √ | |
| 23 | M-12 | 75 | √ | |
| 24 | M-13 | 88,5 | √ | |
| 25 | F-12 | 88,5 | √ | |
| 26 | F-13 | 75 | √ | |
| 27 | F-14 | 95,5 | √ | |
| 28 | M-14 | 68 | | √ |
| 29 | F-15 | 73,5 | | √ |
| 30 | M-15 | 86,5 | √ | |
| 31 | M-16 | 86,5 | √ | |
| 32 | F-16 | 72,5 | | √ |
| 33 | M-17 | 59 | | √ |
| 34 | F-17 | 68 | | √ |
| 35 | M-18 | 100 | √ | |
| 36 | F-18 | 82 | √ | |
| 37 | M-19 | 91 | √ | |
| 38 | M-20 | 91 | √ | |
| 39 | F-19 | 88,5 | √ | |
| 40 | F-20 | 72,5 | | √ |
| 41 | F-21 | 100 | √ | |
| **TOTAL** | | 3343 | 31 | 10 |
| **Mean score** | | 81.5 | - | - |
| **Percentage** | | - | 76 % | 24 % |

The improvement of reading comprehension achievement score between cycle I and Cycle II in percentage are presented in Chart 4. 2.

**Chart 4. 2. The Improvement of Reading Comprehension Achievement Scores between Cycle I and Cycle II**



From the data above, it could be seen that the mean score of the students' reading comprehension test improved from 76.3 in cycle to 81.5 in cycle 2. And the percentage of the students reading comprehension test in cycle II was higher than the percentage of cycle I. In this cycle, there were 76 % (31) of the students having reading comprehension test score ≥ 75. While in the first cycle, there were 62.5 % (25 students) of the subjects who get score ≥ 75. From the results it can be said that in cycle II, the target percentage of the students gaining score at least 75 could be achieved. It means that the actions of teaching reading through reading aloud technique in cycle 2 was successful in improving the students' reading comprehension because the result could fulfill the target of the research.

### 4. 2. 3. The Result of Reflection in Cycle II

In the second cycle, the reflection was done after the result of class observation and the result of reading comprehension test were known. As in the first cycle, the reflection was done collaboratively between the researcher and the English teacher. From the results of observation by using checklist, it was known that the

students had fulfilled the criteria for process evaluation that is fulfilling 70% for the total students who were active during the teaching learning process. It can be said that the students were active in reading class that used reading aloud technique. From the result of reading comprehension test, it found out that the mean score of the reading comprehension test scores was 81.5. And the percentage of the students who gain the test score at least 75 was 76%. It means that the target in both of the process evaluation and the product evaluation of the research had been achieved.

There were some factors influencing the results. They were as follows:

1.  The teacher's frequency in reading the text aloud was done not twice but three times in cycle 2. It could give more experience for the students in reading the text well.

2.  The teacher reading aloud could be done more interactively since the text was read three times. This could prompt the students to participate actively in the teaching learning process of reading.

The results of the process and product evaluations had achieved the target results of the research. Therefore, the actions were stopped after the second cycle.

### 4. 4. Discussion

Based on the result of the observation checklist, it could be pointed out that the students' active involvement in cycle 1 was 78%. However, in cycle 2, the students' active involvement during the teaching learning process of reading was 90%. It means that the students' active involvement in cycle 2 was higher than that in cycle 1. Therefore, it can be concluded the actions in cycle 2 could improve the students' interest in reading class by using reading aloud technique.

The results of reading comprehension test analysis revealed that the results of the students' reading comprehension achievement in the first cycle did not achieve the research target. The average score of the students' reading comprehension test in the first cycle was 76.3 but only 62.5% (25 students) of the whole subjects could achieve at least 75 in the reading comprehension test. Whereas the target mean score

of the research was 75 and 70% of the whole subjects could achieve at least 75 in the reading comprehension test.

However, the students made significant improvement on the results of their reading comprehension achievement in cycle 2 compared with the results in cycle 1. On the average, the mean score of the students' reading comprehension test scores improved from 76.3 in cycle 1 to 81.5 in cycle 2. And the percentage of the students who got at least 75 in the reading comprehension test also improved from 62.5% of the whole subjects in cycle 1 to 75% in cycle 2. This improvement might be caused by the teacher's frequency in reading the text aloud given during the teaching learning process in cycle 2. In sum, the students' reading comprehension achievement could be improved in cycle 2.

The following tables give clearer information about the improvement of the students' reading comprehension achievement in the first and second cycles.

**Table 4.3 The Improvement of the Students' Reading Comprehension Achievement in the First and Second Cycles**

| Cycles | Mean Score | Percentage of the students who get at least 75 in the reading test |
|---|---|---|
| Cycle 1 | 76.3 | 62.5 % |
| Cycle 2 | 81.5 | 76 % |

**Table 4.4 The Improvement of the Students' Active Involvement in the Teaching Learning Process in the First and Second Cycles**

| Cycles | Meeting 1 | Meeting 2 |
|---|---|---|
| Cycle 1 | 76 % | 78 % |
| Cycle 2 | 87 % | 90 % |

Based on the discussion above, it was proven that the use of reading aloud technique to teach reading comprehension could improve the students' reading

comprehension achievement as well as the students' interest during the reading teaching learning process. This finding is in line with the previous research finding employed by Ifana (2007) and Laily (2008) that the use of reading aloud technique gives significant effects to the students' reading comprehension achievement. In other words, the use of reading aloud technique was an effective way to teach reading comprehension to comprehend the general information of the text, the specific information of the text and gaining word meaning of the text. It is in line with Gillet and Temple's statement (1990:386) who state that reading aloud technique helps the students to develop the greater familiarity with text by having them listen to the teacher read aloud the text while they look at the print being read. Further, they add that the more rapidly and easily one recognizes words, the more attention one has available for understanding and thinking about meaning of the text. Besides that, reading aloud affects vocabulary development (Whitehurst et al, 1999 in Iannuci, 2007) and develops the listeners' interest in books and desires to be a reader (Mooney in Gold and Gibson, 2001).

Based on the results of the two cycles proved the action hypotheses that say *"The use of reading aloud technique can improve the eighth grade students' reading comprehension achievement at SMPN 3 Tanggul in the 2009/2010 academic year"* and *"The use of reading aloud technique could improve the eighth grade students' active participation in the reading class at SMPN 3 Tanggul in the 2009/2010 academic year."*

# V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the research. The suggestions are directed to the English teacher, the students and the future researchers.

## 5.1 Conclusion

Based on the results of reading comprehension achievement test after the actions were given in two cycles, it could be concluded that teaching reading through reading aloud technique could improve the eighth grade students' reading comprehension achievement at SMPN 3 Tanggul in the 2009/2010 academic year. The results of the students' comprehension achievement test improved from 76.3 in cycle 1 to 81.5 in cycle 2. In addition, the percentage of the students who got at least 75 in the reading comprehension test also increased from 62.5% in cycle 1 to 75% in cycle 2.

Meanwhile, the results of the observation showed that the percentage of the students who were actively involved in the teaching learning process of reading by using reading aloud technique also improved from 78% in cycle 1 to 90% in cycle 2. It means that the use of reading aloud technique could improve the students' activeness in reading class.

## 5.2 Suggestions

The results showed that the use of reading aloud technique could improve the students' reading comprehension achievement at SMPN 3 Tanggul in the 2009/2010 academic year. Considering the results, some suggestions are proposed to the following people:

1. The English Teacher

   The English teachers are suggested to apply reading aloud technique as an alternative strategy in teaching reading comprehension. It is due to the fact that

reading aloud technique could improve the students' reading comprehension achievement.

2. The Students

The students are suggested to be accustomed to reading aloud technique since it could improve their reading comprehension achievement.

3. The Future Researchers

The future researchers are suggested to use the research results to conduct a further research by using different research design, such as, an experimental study on the effect of reading aloud technique on the students' reading comprehension achievement.
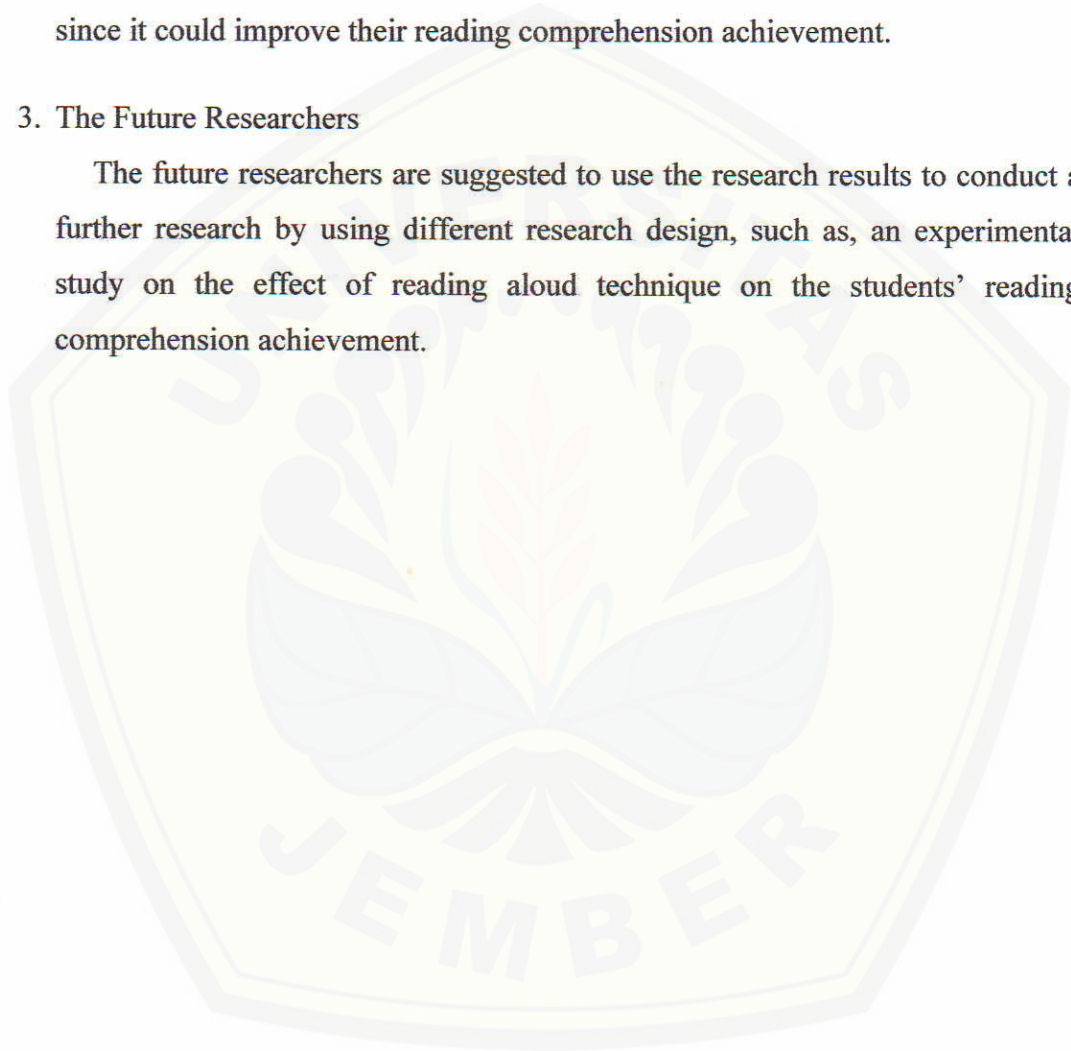
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