

**The Effect of Reading Aloud Strategy toward Students' Reading  
Skill at the Eighth Grade of MTs S Kp. Beusa  
Kec. Peureulak Barat Kab. Aceh Timur**

**THESIS**

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## ABSTRACT

Name: **Mutia Hafni**, Place/Date of Birth: Ranto Panjang, 08<sup>th</sup> October 1992, Reg. No: 141000521, The Title of Thesis: **THE EFFECT OF READING ALOUD STRATEGY TOWARDS STUDENTS' READING SKILL AT THE EIGHTH GRADES STUDENT OF MTs S Kp. BEUSA Kec. PEUREULAK BARAT.**

Reading is the door of knowledge; through reading we can get knowledge, and a broad outlook. We will get a lot of information from reading. Reading is one of the basic skills in learning English. Reading is the process of constructing meaning from print and from other symbol. Reading comprehensions is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading aloud strategy is a way of reading with aloud sound directly in getting comprehension that is used both during reading and after reading. In reading aloud strategy, the students have more opportunity to ask more questions to the teacher about the material they have not mastered well. The problem of this thesis is students not be able to comprehend the text and the students not be able to do their task well of reading comprehension passage, the research question is there the significant effect of reading aloud strategy toward students' reading skill.

Furthermore, the purpose of the study is to find out the effect of reading aloud strategy toward students' reading skill. The populations of this study are all of the students at the eighth grades of MtS S Kp. Beusa kec. Peireulak Barat Kab, Aceh Timur which is consist of 105 students, in this study the researcher use probability sampling especially simple random sampling, the researcher randomize three classes from VIII-1 until VIII-3, then takes two classes for the sample, the researcher conducted a quantitative research particullay true experiment design especially pretest-posttest control group design. The data was obtain by using some instruments. Among them are test( consist of pretest and posttest).

Based on the test given, the experiment group got higher score than control group. The experiment group got 5. 30 and the control group got 1. 56. The result of the study that there is positive effect of using reading aloud strategy toward student reading skill at the eighth grades of MtS S Kp. Beusa Kec. Peureulak Barat Kab. Aceh Timur by comparing the test result by using T-test that show  $T\text{-score} > T\text{-table}$  that  $5.30 > 2.75$ . By examine the hypothesis  $H_a$  is accepted

it means that students who teach by using reading aloud strategy can comprehend the text better than students are not teaching by reading aloud strategy.

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Langsa

The researcher

Mutia Hafni

## TABLE OF CONTENTS

<b>Acknowledgement .....</b>	<b>i</b>
<b>Table of Contents .....</b>	<b>iii</b>
<b>List of Table .....</b>	<b>v</b>
<b>List of Diagram.....</b>	<b>vi</b>
<b>List of Appendixs .....</b>	<b>vii</b>
<b>Abstract.....</b>	<b>viii</b>
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A: The Background of the Study.....	1
B: Research Question .....	5
C: The Purpose of the Study .....	5
D: The Significance of the Study .....	6
E: Hypothesis .....	6
E: Terminology .....	7
<b>CHAPTER II: THEORETICAL FRAMEWORK.....</b>	<b>8</b>
A: Reading.....	8
1. Definition of reading .....	8
2. The purpose of reading.....	9
3. Reading comprehension .....	10
4. Strategy for reading comprehension .....	10
5. Micro and micro skill of reading comprehension .....	12
B: Reading aloud strategy .....	14
1. Definition of reading aloud strategy .....	14
2. The theory of reading aloud strategy .....	15
3. Variation in reading aloud.....	15
4. The benefit of reading aloud strategy.....	17



<b>CHAPTER III: RESEARCH METHOD</b> .....	24
A: Place and time.....	24
1. Place .....	24
2. Time .....	24
B: Population and Sample .....	25
1. Population .....	25
2. Sample.....	25
C: Kind of Research .....	26
D: Research Variable .....	27
E: Instrument for collecting data.....	28
F: technique of data analysis .....	29
<b>CHAPTER IV: FINDING AND DISCUSSION</b> .....	30
A: Finding .....	30
B: Discussion.....	39
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b> .....	41
A: Conclusion.....	41
B: Suggestion .....	40
<b>BIBLIOGRAPHY</b> .....	42

## **LIST OF TABLE**

Table 3.1 Research Design.....	27
Table 3.2 Indicator of reading comprehension .....	28
Table 4.1 Score of the correct item of experiment group .....	30
Table 4.2 the result of pretest and posttest of experimental group .....	32
Table 4.3 Score of the correct item of control group .....	34
Table 4.4 the result of pretest and posttest of control group.....	36

## **LIST OF DIAGRAM**

Diagram 4.1 the diagram of pretest and posttest of experiment group ...34

Diagram 4.2 the diagram of pretest and posttest of experiment group ...38

## **LIST OF APPENDIX**

Appendix 1 Lesson Plan .....
Appendix 2 Pretest .....
Appendix 3 Posttest .....
Appendix 4 T-table .....
Appendix 5 Thesis SK .....
Appendix 6 Letter of research from IAIN ZCK Langsa .....
Appendix 7 Letter of research from MTs S Kp. Beusa.....
Appendix 8 Student's names.....
Appendix 9 Documentation .....

## ABSTRACT

Reading is the door of knowledge; through reading we can get knowledge, and a broad outlook. We will get a lot of information from reading. Reading is one of the basic skills in learning English. Reading is the process of constructing meaning from print and from other symbol. Reading comprehensions is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Reading aloud strategy is a way of reading with aloud sound directly in getting comprehension that is used both during reading and after reading. In reading aloud strategy, the students have more opportunity to ask more questions to the teacher about the material they have not mastered well. The problem of this thesis is students not be able to comprehend the text and the students not be able to do their task well of reading comprehension passage, the research question is there the significant effect of reading aloud strategy toward students' reading skill. Furthermore, the purpose of the study is to find out the effect of reading aloud strategy toward students' reading skill. The populations of this study are all of the students at the eighth grades of MtS S Kp. Beusa kec. Peireulak Barat Kab, Aceh Timur which is consist of 105 students, in this study the researcher use probability sampling especially simple random sampling, the researcher randomize three classes from VIII-1 until VIII-3, then takes two classes for the sample, the researcher conducted a quantitative research particullay true experiment design especially pretest-posttest control group design. The data was obtain by using some instruments. Among them are test( consist of pretest and posttest). Based on the test given, the experiment group got higher score than control group. The experiment group got 5. 30 and the control group got 1. 56. The result of the study that there is positive effect of using reading aloud strategy toward student reading skill at the eighth grades of MtS S Kp. Beusa Kec. Peureulak Barat Kab. Aceh Timur by comparing the test result by using T-test that show  $T\text{-score} > T\text{-table}$  that  $5.30 > 2.75$ . By examine the hypothesis  $H_a$  is accepted it means that students who teach by using reading aloud strategy can comprehend the text better than students are not teaching by reading aloud strategy.

**Keyword: effect, reading, reading comprehension, reading aloud strategy**

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Study**

Reading is the door of knowledge; through reading we can get knowledge, and a broad outlook. We will get a lot of information from reading. Reading is available in library or reading room, reading can be done everywhere. The books we can read not only textbooks, but also other books such as novels, newspapers, magazines. Because of that, reading has become a necessity in our lives.

According to Pauline and Harris, “Reading understands written text, (such as; printed text and visual text, book based environmental and digital texts)”.<sup>1</sup> F. Dubin explained the meaning of reading, “reading is primarily a cognitive process, which means that the brain does most of the work “. <sup>2</sup> “Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly the brain “. <sup>3</sup>

Cain states that, “Reading is complex activity, one that involves a range of different skills processed and types of knowledge“. <sup>4</sup> It consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

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<sup>1</sup> Pauline Harris, *reading in the primary school years*, (Australia: Nelson,2006), p.18

<sup>2</sup> F. Dubin, D.E. Eskey and W. Grabbe, *Teaching Second Language Reading for Academic Purposes* (California: Edison-Wesley Publishing Company, 1986), p.6

<sup>3</sup> Danny Brassell, and Timothy Rasinski, *comprehension at work taking students beyond ordinary understanding to deep comprehension*,(Huntington Beach: shell education, 2008), p.15

<sup>4</sup> Kate Cain, *Reading Development and Difficulties*, (Library of Congress Publication Data United Kingdom: Macmillan Company Channel India), p.5

Comprehension is the process of making sense of words, sentences and connected text. Reading comprehensions is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>5</sup> Reading and comprehension is important in our life. We start reading when we open eyes, do the routines, and on the way to work until being backed home to bed. We read many kinds of reading materials in the day; books, news, advertisements, road sign, etc.

Furthermore, there is a very important reason why we should try to develop our reading skills, especially reading comprehension. The educational researchers have found that there is strong correlation between reading and academic success. It means that, a person who is good in reading can pass the exams well than a student who is weak in reading. It is because that student can understand the sentences and the structure of the text. They can comprehend ideas, follow arguments, and detect implications, because they have known most of the words in the text. So they can also determine the meaning of many words in the text and they can use their dictionary effectively. In summary, they can get the main idea from the text what is the important things for their particular task and they can do it quickly.

Some researchers in language teaching have also found the correlation between reading and vocabulary knowledge. In other word, a person who has a large number of vocabularies is usually good in reading. This is not very surprising, since the best way to acquire a large vocabulary is reading extensively,

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<sup>5</sup> William Grabe and Stoller Fredicka, *Teaching and Researching*, (Great Britian:Logman,2002), p. 17

if we read extensively we are likely become well in reading. Now we see how important reading and we have to really know what reading means to us.

Therefore, in this research the researcher wants to emphasize students' reading comprehension. Reading comprehension is usually a major factor in English learning process. That would be the fundamental problem that occurs at the Eighth Grade Student of MTs S Kp. Beusa kec. Peureulak Barat to comprehend the text. They are lack of knowledge in understanding the content of the reading in finding the ideas in the text and concluding the text.

Reading ability, especially reading comprehension in the world of schooling are included in the learning activities of concern. "Ability, here, means the students competence in understanding the text given as the material given".<sup>6</sup>

The fact, students have not been able to identify a text. In other words, students do not understand the meaning of a text. Based on the fact, there are many problems in students' reading comprehension including; (1) lack of tradition in reading causes the students become difficult when they have to read a text, (2) some students require many times to be able to understand a text, (3) students have not been able to read well, (4) students are less able to develop language, (5) lack of interest in learning English, (6) lack of mastery of their vocabulary.

Based on the conditions above, the researcher wants to try to give the students treatment by using reading aloud Strategy toward students' reading comprehension in teaching reading. Learning components that contained in the reading aloud strategy model is very good to import knowledge to students in

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<sup>6</sup> Lori D.Oczkus, *Reciprocal Teaching At Work: Strategy For Improving Reading Comprehension*, (Library of congress cataloging-in publication data, 2006), p.1



learning reading comprehension. Another problem that occurs is the students have negative perception of reading material, because the methods used seem boring and confusing.

By seeing the fact, the learning atmosphere is far from pleasant and exciting. The students who are ready to study be passive in learning activities. There are only a few students who are active and discussing with his friends. Some students are diligent in reading; they can complete their task quickly. But the others students are less enthusiastic from the beginning because they may faced difficulty in understanding the concept of the text and they never finish the task. The result, they took a shortcut: copy the work of their friend. The researcher concluded that the teacher has the monotonous style in teaching English. The students looked bored and the atmosphere of learning would be impossible to achieve maximum performance.

To enhance the process of teaching reading comprehension at the Eighth Grades student of MTs S Kp. Beusa kec. Peureulak Barat, the researcher selects reading aloud (reading a text with sounding manner) as a model of teaching in the class. It is expected that the problems faced by the students can be solved well. Reading aloud strategy provides an opportunity for students to ask more questions to the teacher about the material they have not mastered well. Application of reading aloud strategy is expected to increase the students' interest in learning and their understanding of reading comprehension. Method of teaching or strategy can make the student spirit in learning.

Reading aloud is a way of reading with aloud sound directly in getting comprehension that is used both during reading and after reading. It is one approach to reciting a text. When using reading aloud, students create summaries that are 20 words or less for increasingly large amounts of text.<sup>7</sup>

In this strategy, the text is divided into sections as stopping points for clarification and reading. At each stopping point, the meaning of the passage is discussed, vocabulary is explained or clarified, and make is the summary sentence. The cycle is repeated until all of the text has been read.

Based on the explanation above the researcher wants to conduct a research which entitled **“The Effect of Reading Aloud Strategy towards Students’ Reading Skill at the Eighth Grades student of MTs S Kp. Beusa Kec. Peureulak Barat”**.

## **B. Reasearch Question**

Based on the background above, the researcher states a research question namely “ Is there any significant effect of reading aloud strategy toward students’ reading skill at the Eighth Grades student of MTs S Kp. Beusa kec, Peureulak Barat?”

## **C. The Purpose of the Study**

The purpose of the study is to find out the effect of reading aloud strategy toward students’ reading skill at the Eighth Grades student of MTs S Kp. Beusa kec, Peureulak Barat.

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<sup>7</sup> Richardson, J., and Morgan, R, *Reading to Learn in the Content Areas*, (Belmont CA: Wadsworth, 2000), p.37

## **D. The Significance of the Study**

This study focuses on the effect of reading aloud strategy toward students' reading skill at the Eighth Grade student of MTs S Kp. Beusa kec, Peureulak Barat and the result of this study are expected to have some contributions theoretically and practically.

### **1. Theoretically**

- a. The result of this study is expected to be able to widen the skill of teachers in using reading aloud strategy in order to improve student's reading skill, especially reading comprehension.
- b. As a reference to other researchers who want to study reading aloud strategy more intensively in teaching reading.

### **2. Practically**

- a. The result of study is hoped to be guidance for teachers in teaching reading especially to English teacher of MTs S Kp. Beusa Kec. Peureulak Barat.
- b. The result is expected to make readers interested in observing the effect of this strategy from other points of view.

## **E. Hypothesis**

The hypothesis are as follows:

Ha : There is a significant effect of reading aloud strategy toward students' reading skill at the Eighth Grades student of MTs S Kp. Beusa kec, Peureulak Barat.

Ho : There is no significant effect of reading aloud strategy toward students' reading skill at the Eighth Grades student of MTs S Kp. Beusa kec, Peureulak Barat.

## **F. Terminology**

There are several terms need to be explain in this study in order to make them clear enough for the reader. It also to avoid miss understanding about the meaning and interpretation of this wroten. The writer use some references such as dictionary and experts' arguments.

### **1. Reading**

According to Brassell and Rasinski Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain.<sup>8</sup>

### **2. Reading Aloud**

Reading aloud is a way of reading with aloud sound directly in getting comprehension that is used both during reading and after reading. It is one approach to reciting a text. When using reading aloud, students create summaries that are 20 words or less for increasingly large amounts of text.<sup>9</sup>

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<sup>8</sup> Danny Brassell. and Timothy Rasinski, *Comprehension At Work Taking Students Beyond Ordinary Understanding To Deep Comprehension*, (Huntington Beach shell education, 2008), p.15

<sup>9</sup> Richardson, J., and Morgan, R. *Reading to Learn in the Content Areas*. (Belmont, CA: Wadsworth, 2000), p.37