

## THE EFFECT OF USING READING ALOUD STRATEGY ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE ELEVENTH GRADE OF PONDOK PASANTREN MODERN AL-ABRAAR IN 2023/2024 ACADEMIC YEAR

Masriana Lubis<sup>1</sup>, Habib Rahmansyah<sup>2</sup>, Srimaharani Tanjung<sup>3</sup>

Institut Pendidikan Tapanuli Selatan  
email: [masrianalubis@gmail.com](mailto:masrianalubis@gmail.com)

**Abstract:** *The purpose of this study was to determine: the extent to which the application of loud reading strategy in teaching recount text reading comprehension the extent to which students ' reading comprehension of recount text before and after using loud reading strategy, to determine whether there is a significant effect of the use of loud reading strategy in teaching recount text reading comprehension in students . This study uses experimental model with pre-experimental design using one-group pretest and posttest design. The sample in this study consisted of 31 eleventh graders. In data collection, the researcher used observation sheet and multiple choice test consisting of twenty items. The results were: Strategy reading comprehension of students 'text recount was 4.2 (very good category), the average reading comprehension value of students' text recount was 29.52(failed category), and amounted to 60.81(good category), the results of the analysis showed t-count greater than  $0.3 > 0.313708 < 0.7$  (medium category. Thus, it can be stated that the hypothesis is accepted. That is, there is a significant influence recount text reading strategy eleven students class Pondok Al-Abraar.*

**Key words:** *Reading Aloud Strategy, Reading Comprehension, Recount Text*

**Abstrak:** Tujuan penelitian ini untuk mengetahui: sejauh mana penerapan strategi membaca nyaring dalam pengajaran pemahaman bacaan teks recount sejauh mana pemahaman bacaan siswa terhadap teks recount sebelum dan sesudah menggunakan strategi membaca nyaring, untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi membaca nyaring dalam pengajaran pemahaman bacaan teks recount pada siswa . Penelitian ini menggunakan model eksperimen dengan desain pre-eksperimental dengan menggunakan desain one-group pretest dan posttest. Sampel dalam penelitian ini terdiri dari 31 siswa kelas sebelas. Dalam pengumpulan data, peneliti menggunakan lembar observasi dan uji pilihan ganda yang terdiri dari dua puluh item. Hasil penelitian adalah : strategi reading comprehension of recount teks siswa adalah 4,2(kategori sangat baik), rata-rata nilai pemahaman membaca teks recount siswa adalah 29,52(kategori gagal), dan sebesar 60,81(kategori baik), hasil analisis menunjukkan t-hitung lebih besar dari  $0,3 > 0,313708 < 0,7$  (kategori sedang. Sehingga, dapat dinyatakan bahwa hipotesis diterima. Artinya, terdapat pengaruh yang signifikan strategi reading recount teks siswa dikelas sebelas Pondok Al- Abraar.

**Kata kunci:** Strategi Reading Aloud, Keterampilan Membaca, Teks Recount

## I. INTRODUCTION

Language is a system of symbols and rules used by humans to communicate, allowing them to express thoughts, feelings, ideas, exchange information, and interact with others. English, a Germanic language, is one of the most widely spoken languages in the world and plays an essential role in learning, accessing information, and expanding career opportunities. English learning involves four main skills: listening, speaking, reading, and writing. Listening skills help students understand the language they hear, while speaking allows them to communicate with others. Writing allows students to express thoughts and ideas in written form, while reading skills allow students to understand written texts.

Reading comprehension is crucial for English language learning, as it involves understanding and interpreting the text read. It involves identifying important information, drawing conclusions, and connecting information contained in the text. There are several types of reading, including explanation, report, review, exposition, narrative, procedure, descriptive, and recount text. Recount text is one of the texts in reading comprehension, which contains information about the story of an action or activity by the author or characters in the story.

A researcher interviewed an English teacher at Pondok Pesantren Modern Al-Abraar on May 13th, 2024, and found that tenth grade students still have low reading difficulties due to factors such as lack of mastery vocabulary, grammar, motivation, facilities, monotoun strategy, and

method in teaching. The average score of the 20 students in reading recount text was 45.5, with a minimum criteria of success (KKM) of 75.

The researcher is concerned that if this problem continues and is not resolved, students may be unable to convey their ideas, leading to a passive classroom and poor learning achievement. To address this issue, the researcher is interested in using reading-aloud strategies, which emphasize loud sounds and active learning methods. This approach aims to increase students' reading ability, especially in reading recount texts in Pondok Pesantren Modern Al-Abraar.

Based on the explanation above, the researcher is interested in conducting the research about **“The Effect of Using Reading Aloud Strategies on Students’ Reading Comprehension of Recount Text at the Tenth Grade of Pondok Pesantren Modern Al-Abraar in 2023/2024 Academic Year”**.

### **A. Definition of Reading Comprehension of Recount Text**

Reading comprehension is crucial for students as it helps them understand the intended meaning of a text. Erwinda et al. (2020) define it as the process of understanding and deriving meaning from written text. Astiantih et al. (2022) define it as the active effort to grasp and familiarize oneself with the concepts conveyed by the author. Reading comprehension is essential for capturing the message or information encapsulated within the text. Recount text, as defined by Amarain et al. (2009), is a concise record of recalling events with attention to

sequence, accuracy, and detail. Iwuk (2007) states that recount text contains storics about events, giving moral value to the readers.

### **B. Indicators of Reading Recount Text**

Jauhari (2015), Chesla (2000), and Flemming (2009) all emphasize the importance of the main idea in a text, which informs the reader of the purpose of the work. The main concept is the focal point or core of a discourse, and it is crucial for readers to understand the structure of the text. Reference words, such as pronouns, are used to avoid subject duplication and are essential for grasping the entire text's content. Jauhari et al. (2015:3) suggest that students should recognize and understand the use of referent words to prevent subject duplication.

Supporting details are sentences that follow the core sentence and serve to bolster or explain the paragraph's main theme. They are examples, reasons, studies, statistics, facts, and figures that explain, develop, or prove an author's main idea. According to Learning Assistance Center (2010:62) in Millah (2018: 62), supporting details are typically sentences that come before or after the main idea. Inference is another important aspect of text comprehension, as proficient readers consistently draw conclusions when reading. This involves approaching the text and the author's thoughts with a detective mindset, searching for hints when certain concepts are not explicitly stated. Inference is the method by which readers infer meaning from the text's substance.

### **C. Definition of Reading Aloud Strategy**

Sofyan et al. (2021) highlight the importance of reading aloud in teaching and learning. This strategy helps students understand the text's meaning, acquire new vocabulary, improve pronunciation, increase self-assurance, and foster enjoyment in the teaching and learning process. It enhances students' proficiency in comprehending, analyzing, and interpreting texts, instilling comfort during reading exercises and motivating them to improve pronunciation skills. Sajid et al. (2019) emphasize the significance of reading aloud in enhancing students' reading comprehension skills and helping them navigate learning material challenges.

#### **D. Steps of Using Reading Aloud Strategy**

According to Ismail, reading a text on paper can help students concentrate mentally, raise questions and stimulate discussion. Such a strategy has an effect on focusing attention and creating a cohesive group. The procedure of this strategy is as follows: 1) The teacher chooses a text that is interesting enough to be read loudly, for example about Hajj. The teacher should limit it to a choice of less than 500 words. 2) Teacher briefly explains the text to the student. Teacher clarifies the key points or issues that can be raised. 3) Teacher divides the reading of the text by paragraphs or some other way. The teacher told the volunteers to read the different sections aloud. 4) As the readings go, the teacher stops somewhere to emphasize certain points, then the teacher raises some questions or gives examples. Teachers can conduct brief discussions if the students show interest in a particular section. Then the teacher proceeded to test what was in the

text. 5) Teachers conduct conclusions, classifications and follow-up. According to Zaini (2016) the procedure of this method is as follows: 1) Choose a text that is interesting enough to read it out loud. 2) Give a copy of the text to the student if there is no text book. Mark points or issues that are interesting to discuss. 3) Share paragraph text readings or other. 4) Ask several students to read different parts of the text. 5) When reading is ongoing, stop at some places to emphasize the importance of certain points, to ask, or to give examples. Give them enough time to discuss if they show interest in the point. 6) End the process by asking the student what is in the text.

#### **A. Advantages and Disadvantages of Reading Aloud Strategy**

Huang (2010) reading aloud strategy offers four advantages: monitoring pronunciation, reducing speaking anxiety, controlling intonation, and improving reading fluency. Reading aloud helps students control their intonation and imitate the voice of reading, improving their reading skills. However, it can also reduce reading speed, give some students bored practice, and make students feel awkward when reading. Therefore, while reading aloud has numerous benefits in teaching pronunciation, it has disadvantages such as reducing reading speed, providing only some practice opportunities, and potentially making students feel awkward when corrected by the teacher.

## II. METHODOLOGY OF THE RESEARCH

This study uses a quantitative approach in experimental one group pretest-posttest design. This research conducted at Pondok Pesantren Modern Al Abraar as the location of the research. It is located in Jln. Yos Sudarso Siondop Julu Sihuk Kuik Kec. Angkola Selatan Kab. Tapanuli North Sumatera. The population is the eleventh grade students of Pondok Pesantren Modern Al Abraar in the academic year 2023/2024. While class XI –B and XI - C sample will take all of the population consist of 31 students using total sampling as the technique. The research was collected the data through Observation sheet and Test. Then to analyze the data, the researcher used Sugiyono (2014: 199, they are: descriptive analysis and inferential analysis.

## III. RESULT

This chapter addresses a research problem conducted at Pondok Pesantren Modern Al Abraar at the eleventh grade. Data was collected through observation sheets and tests, focusing on the application of Reading aloud strategy in teaching reading comprehension of recount text. The study used pre-tests to assess students' reading comprehension of recount text before and after using reading aloud strategy, and post-tests to assess the effectiveness of the uses it.

### 1. The application of Reading Aloud Strategy

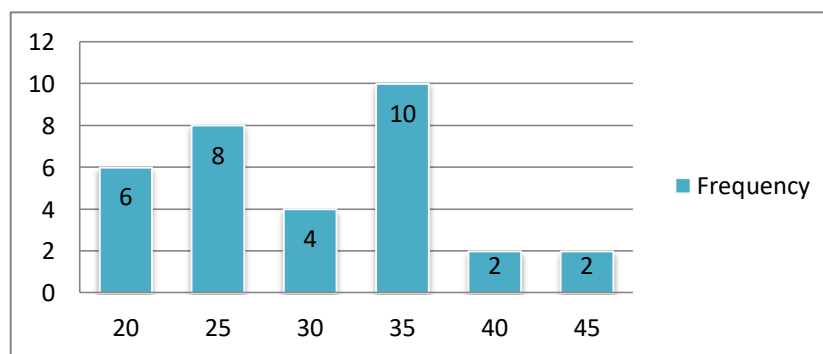
The researcher used Reading aloud strategy to enhance teaching reading recount text, receiving positive feedback from class

observers. The data analysis revealed a total score of 42, with a mean score of 4.2, indicating a very good category.

## 2. The Student' Reading Comprehension Before and After Using Reading Aloud Strategy

### a) Before

After got the data by given pre-test which is formed reading skill, it was found that the highest score was 45 and the lowest score was 20. From the whole data of pre-test, the researcher found the mean score was 29.52 it was categorized fail, median score was 30 and mode was 35. Furthermore, the frequency distribution before using reading aloud strategy can be seen in the following histogram.

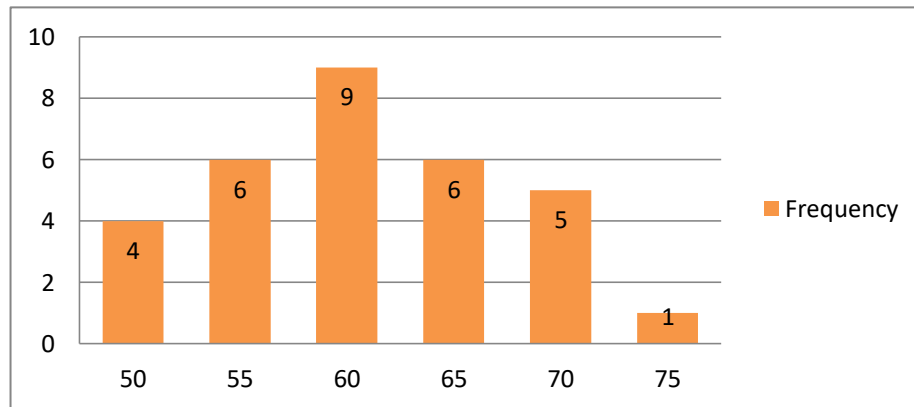


### b) After

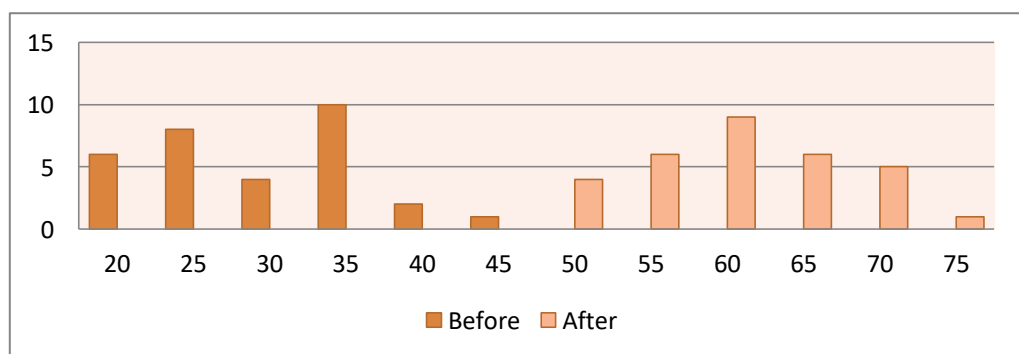
After collected the data by given post-test about the students' reading comprehension by using reading aloud strategy. The researcher found that the highest score was 75 and the lowest score was 50. Futhermore, the researcher found mean score was 60.81, it categorized "Enough", median score was 60 and mode



score was 60. Furthermore, the frequency distribution before using reading aloud strategy can be seen in the following histogram:



Based on the histogram above, it showed that the highest frequency consist of 9 students on score 60. It can categorized enough. It was found that the lowest score is 50 and the highest score is 75. It means that reading aloud strategy can give effect on students' reading recount text ability. Furthermore, the histogram of the students' reading recount ability before and after using reading aloud strategy can be seen below:



Based on the histogram above, it showed that reading aloud strategy can be used for reading recount text. From the data that found by researcher showed, that before used reading aloud strategy the most of the students' score is 35. It is categorized "fail". After using

reading aloud strategy, the score 60 in categorized “enough”. It means that reading aloud strategy can give effected on students’ reading recount text ability.

## 1. Hyphotesis Testing

The hypothesis testing is aimed to know whether any significant effect of using reading aloud strategy at the eleventh grade of Pondok Pesantren Modern Al Abraar. The data has been collected by the researcher from the students would be used to answer the hypothesis with **Wilcoxon Signed Rank Test (SPSS)**. The results of the data collected can be seen as follows:

### 1. Test of Normality

The researcher done test of normality before paired sample  $t_{test}$ . The results was the Kolmogrov-Smirnov formula, the significant value in the pretest is 0.02 ( $0.02 > 0,05$ ). While, in Shapiro-Wilk furmula, the significant pretest is 0.010 ( $0.010 > 0.05$ ), so it’s concluded the data in pretest from both formulas are not normality distribution. Furthermore, the significant value in the posttest based on the Kormogrov-Smirnov is 0.42 ( $0.42 > 0,05$ ). While, in Shapiro-Wilk furmula, the significant posttest is 0.67 ( $0.67 > 0.05$ ), so it’s concluded the data in posttest from both formulas are normality distribution.

## 2. Wilcoxon Signed Rank Test

**Table 11. Result of Wilcoxon Signed Ranks Test Before and After of Using Reading aloud strategy on Students' Reading recount text at the eleventh grade of Pondok Pesantren Modern Al - Abraar**

|                         | Posttest-pretest    |
|-------------------------|---------------------|
| Z                       | -4.891 <sup>b</sup> |
| Asymp. Sign. (2 tailed) | <.001               |

If the sig (2-tailed) <0.05 then there is a significant

$H_a$  : difference between reading recount text in the pretest and posttest

If the sig (2-tailed) >0.05 then there is no a significant

$H_o$  : difference between reading recount text in the pretest and posttest

Based on the explanation above, it can be seen that significant was less than 0.05 ( $0.01 < 0.05$ ). Then,  $H_a$  is accepted. It means there is a significant using of reading aloud strategy on students reading recount text at the eleventh grade of Pondok Pesantren Modern Al - Abraar.

### 1. N-Gain Test

After getting the results, the researcher carried out an analysis regarding the score obtained. Then the researcher is used the gain normality test. Test used to determine the effectiveness of the treatment given. Then, the researcher concluded, the researcher concluded that N-Gain obtained  $0.3 < 0.3137 < 0.7$  there is a significant effect of using reading aloud strategy on Students

reading comprehension of recount text on Medium category. The researcher can say that Alternative Hypothesis (Ha) was accepted.

#### **IV. DISCUSSION**

Based on the observation sheet, the result of application reading aloud strategy in teaching reading recount text, the researcher found that the score is 4.2. The score is categorized "Very Good" criteria. Furthermore, the result of students' reading recount text before taught by reading aloud strategy was 30 and it is included in "Fail" criteria. While, the result of students' reading recount text after taught by using reading aloud strategy is 61.19. It is included in "Enough" criteria.

The use of reading aloud strategy in teaching recount Texts has proven to be highly effective. This media not only makes it easier for students to express their ideas in reading more clearly and in a structured, but it also enhances students' interest and participation during the learning process. By using reading aloud strategy, teaching and learning activities become more engaging and interactive, which in turn encourages students to be more actively involved in every classroom activity. The presence of this media in the teaching process allows students to better understand the concepts being taught, as well as enhance their creativity and ability to read recount texts. As a result, the learning process becomes more enjoyable and productive, positively impacting the development of students' reading skills.

This research is related to the previous research which has been discussed in chapter II. First, Zumiarti Harlina (2023). The Effectiveness of

reading aloud strategy to improve students' reading comprehension on narrative text. The type of this study was a quasi-experimental design and the method was a quantitative method. The population of this study was the 10th graders of SMA Islam Sultan Agung 1 Semarang and the sample consisted of 28 students of X-3 as the experimental class and 28 students of X-4 as the control class.

The result of the pre-test for experimental was 70.43 and the control class was 65.25. While the result of post-test of the experimental class was 87.75 and the control class was 73.85. T-test calculation showed that there was significant difference. The result of the analysis shows that sig (2-tailed) was  $0.000 < 0.05$  which means that  $H_0$  was rejected and  $H_a$  was accepted. As a result, it could be concluded that the use of reading aloud strategy was effective to improve students' reading comprehension on narrative text.

Furthermore, Idris, Nirwan et al. (2021). The Effectiveness of reading aloud strategy in Concerning Students Reading Skills. In this research, the researchers used a reading test as an instrument to know the students' competence in reading skills. The research used Quasi-Experimental Design. The result was proved that the score in the experimental class was 61 with a standard deviation was 8.20 and the post-test score was 69.1 with a standard deviation was 8.22 then the score of pre-test in the control class was 56.5 with a standard deviation was 8.53 and post-test was 60.40 with standard deviation was 9.68. The results achieved from both tests were different. Next, the t-test score both in class was 0,00. It means that the hypothesis is accepted, it concluded that the

implementation of the reading aloud strategy can improve students' reading skills competence.

Based on this explanation, this research expands the understanding of the effectiveness of reading aloud by demonstrating its significant impact on overall the students' reading skills, particularly in the aspect of content. This complements the findings of previous studies that focused more on specific aspects. Then, the researcher concludes that the using of reading aloud strategy was very suitable used in teaching reading recount text. In this study, reading aloud strategy gives significant effect on students' reading recount text ability. The alternative hypothesis ( $H_a$ ) is accepted.

## **CONCLUSION**

The used of reading aloud strategy in reading recount text at the eleventh grade of Pondok Pesantren Modern AI - Abraar has a significant effect on students' reading ability. The ability and understanding of students in reading recount text is getting better than before. This is proven based on the research result of data analysis, the researcher describes the conclusion as follows:

1. The result of the used of reading aloud strategy in teaching reading recount text at the eleventh grade of Pondok Pesantren Modern AI - Abraar in 2023/2024 academic year is 4.2, it is categorized "Very Good".
2. The students' reading recount text ability before and after using reading aloud strategy at the the eleventh grade of Pondok Pesantren Modern

AI - Abraar in 2023/2024 academic year. Before using reading aloud strategy is 29.52 it is categorized "Fail". While, the students reading recount text after using reading aloud strategy is 60.81 and it is "Enough" category. The score is still below the student's KKM score. It can be seen that the student KKM is 75 and here students only get an average score of 60.81. In essence, the researcher's hope is that students get scores above the KKM, but here the researcher found a very significant increase in student scores, namely from an average score of 29.53 to 60.51. There was a significant increase here even though it did not pass the KKM limit.

3. There is a significant effect of students' reading recount text ability after using reading aloud strategy at the eleventh grade of Pondok Pesantren Modern AI - Abraar in 2023/2024 academic year that Wilcoxon signed ranks test, that significant was less than 0.05 ( $0.01 < 0.05$ ). Then, N-Gain obtained  $0.3 < 0.313708 < 0.7$  there is a significant effect of using reading aloud strategy on students reading recount text on Medium category and then, alternative hypothesis ( $H_a$ ) is accepted.

## REFERENCES

- Astiantih, et.al. 2022. *Improving reading comprehension by using experience text relationship (ETR)*
- Erwinda et.al. 2020. *Improving students' reading comprehension through internet sourced reading materials as English teaching media*

- Huang. 2010. EFL learners' use of online reading strategies and comprehension of texts: An exploratory study. *Computers and Education*
- Idris, Nirwan et all. (2021). The Efectiveness of Reading aloud strategy in Concerning Students Reading Skills. *Jo-ELT*. Vol.8. No.1.
- Ismail.2009. *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*. RaSAIL. Media Group Semarang
- Jaelani et.al. 2020. Using reading aloud strategy to stimulate student reading comprehension. *Tarling: Journal of Language Education*.
- Sugiyono. 2014. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Jakarta: Rineka Cipta
- Zaini and Aryani. 2016. *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Insan Madani dan CTSD UIN Sunan Kalijaga
- Zumiarti Harlina. 2023. The Efectiveness of Reading aloud strategy to Improve Students' Reading Comprehension on Narrative Text. *Thesis*