



## An Analysis of Students Reading Comprehension on Students Reading Aloud Activities at the XI Grade of MAN 1 Solok Selatan

Neneng Safitri<sup>1</sup>, Merry Prima Dewi<sup>2</sup>, Hilma Pami Putri<sup>3</sup>, Loli Safitri<sup>4</sup>

<sup>1,2,3,4</sup> UIN Sjech M. Djamil Djambek Bukittinggi, Bukittinggi, Indonesia

Corresponding Author:  [safitrieneneng09@gmail.com](mailto:safitrieneneng09@gmail.com)

### ABSTRACT

Students' ability in reading, especially reading comprehension is still low. The first problem most of students have limited vocabulary in English, The second problem is that the teacher still uses the conventional strategies in class in reading comprehension. The third problem is students are not able to understand the words conveyed by the teacher orally in English. The purpose of this research was to find out student's reading comprehension on student's reading aloud activities at the XI Grade of MAN 1 Solok Selatan. Then, the researcher used descriptive quantitative method. In the collecting the data, test wick consisted of reading comprehension through students reading aloud activities. The data was analyzed by using T- Test Formula. Based on results shows that that 3 students get the score between 95 - 100. That 2 students get the score between 83 - 94. Then 13 students get score between 71 - 82. Then 5 students get the score between 59 - 70. Then 2 students get the score 47 - 58 and 7 students get the score between 35 - 46. In conclusion, the students reading comprehension on reading aloud activities at the XI.IPS.1 students at MAN 1 Solok Selatan was considered medium. Evidenced from when students reading aloud activities the students still confused, and not confidence.

### ARTICLE INFO

#### Article history:

Received

25 December 2023

Revised

10 January 2024

Accepted

25 January 2024

### Key Word

*Reading Comprehension, Reading Aloud Activities*

### How to cite

<http://pusdikra-publishing.com/index.php/jsr>

### Doi

[10.51178/jsr.v5i1.1747](https://doi.org/10.51178/jsr.v5i1.1747)



This work is licensed under a  
[Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

## INTRODUCTION

Reading skills have an important role in students' life. According to Springer (2020), reading becomes a crucial bridge students who want to have comprehensive interactive skills. Reading is one of the important language skills to be developed at the educational level. This competence is important because with it, readers can get information, knowledge, comprehension, and ideas from reading texts. It is the act of interpreting printed, written words. It is a basic tool of education and one of the most important skills in everyday life. The general purpose of reading is to search and to get information from reading sources. It is undeniable that reading is a process for readers

to get information about things that they want to know. The information they can find out from book, magazine, newspaper, and online media will improve someone knowledge too.

Reading aloud is not only reading aloud in front of another students and teacher in the class, but also how students are able to understand, express a reading aloud and intonation. According to Gurdon (2022), reading aloud is the process of the students using their eyes, ears, and brain to take in a series of the story, listen to the narrator's voice, and make sense of what they see and hear. When students reading aloud, students must be able to focus on the text students are reading. If the students focus on the text they are read, and then the students can get important information from the text and if the people who listen their reading could also understand. According Proenca (2021), the importance of reading aloud as the activity that provides model pronunciation for students when they listen to the teacher reading the words and pronounce whole words appropriately. Reading aloud and slow reading activity can be done on practically all levels and ranks of education. Marchessault (2013), stated that read aloud could be applied to various levels of education, including elementary, junior high school, and senior high school.

Students' ability in reading, especially reading comprehension is still low. The first problem most of students have limited vocabulary in English, so students do not understand the meaning of the text because they are not familiar with vocabulary. The second problem is that the teacher still uses the conventional strategies in class in reading comprehension. For example, students are asked to read a book by themselves, then answer questions in the text and then discuss it with the teacher. The third problem is students are not able to understand the words conveyed by the teacher orally in English.

## **RESEARCH METHOD**

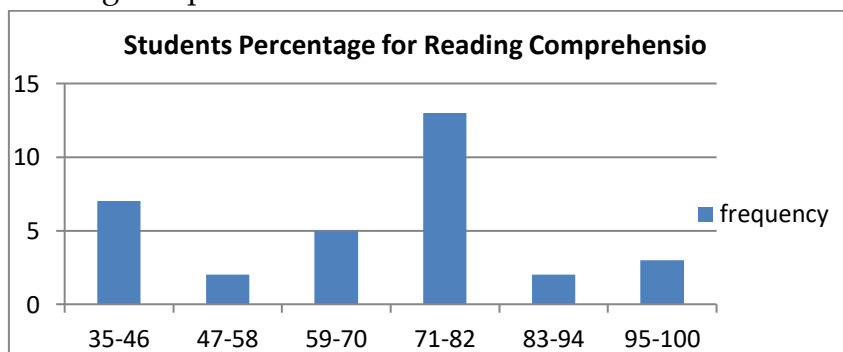
This research used descriptive quantitative method. This research aims to get information and identify about the students reading comprehension on students reading aloud activities. This research is supported by Gay (2011), descriptive research involves collecting data in order to answer the question concerning the current status of the subject of study, it means that if the researcher used the descriptive research, researcher must collect the data to answer the question of issues. The quantitative is which uses the numerical, statistical or mathematical to process the data. According Gay (2011), stated that quantitative research is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest. However, a quantitative research approach entails more than just the use of numerical data. This research focused on descriptive research.

This reasearch was conducted the research at the eleven grade of MAN 1 Solok Selatan. There are 32 students. In this research the researcher uses one class each class as the analysis of students' reading aloud activities to answer students reading comprehension. Researcher applied purposive sampling. The characteristic of simple random sampling should be the same level, that's why the researcher assume they are in the same level because the students had the same teacher, syllabus and material. Purposive sampling is sample that can be use by researcher with consideration. According to Sugiyono (2017), purposive sampling is sampling determination technique with certain considerations.

The research instrument was used to measure the value of the variable under study. Instrument is a tool use to collect the data. The instrument that was used in this research was test reading comprehension. The research used essay types in order to make it more objective to score. The multiple choice questions were surrounded by analyzing, evaluating, and creating questions. Furthermore, in creating the questions, the researcher adopted the indicators from Fadila Yonata. The researcher used the test in analyzing the data. To find out students reading comprehension on students reading aloud activities. Arikunto (1998), explained the data analysis was meant by processing data obtain by using formulas or rules that are applicapable to research or design approach taken. The data were collected by giving test reading comprehension. The test was accomplished by gathering the sample students into a classroom outside of formal classroom activity. It consisted of 32 sample students.

## RESULTS AND DISCUSSION

The score description of Students' Reading Comprehension scores in answering analyzing questions. There were 10 questions of analyzing from 10 question provided that the students must be answered in the test. Therefore, there were 32 data should be analyzed. Based on the findings of this research, the researcher has analyzed each student's answer. After that the researcher has calculated the students' score and found that students' reading comprehension is medium.



**Diagram 1.**  
**The Percentage of Students Reading Comprehension**

Diagram shows that 3 students get the score between 95 - 100. That 2 students get the score between 83 - 94. Then 13 students get score between 71 - 82. Then 5 students get the score between 59 - 70. Then 2 students get the score 47 - 58 and 7 students get the score between 35 - 46.

**Table 2.**  
**Quantitative Data Conversion Into Qualitative Data**

Persyaratan	Motivation to learn
> Rata-rata + Standar deviasi	High
Rata-rata + Standar deviasi s/d Rata-rata - Standar deviasi	Medium
< Rata-rata - Standar deviasi	Low

**Table 2.**  
**Quantitative Data Motivation to Learn**

Persyaratan	Motivation to learn
> 7 + 2,1 = 9,1	High
>9,1 = High    5 - 9 = Medium    < 4,9 = Low	Medium
< 7 - 2,1 = 4,9	Low

The score description of Students Reading Comprehension scores on Students Reading Aloud Activities answering creating questions. The table show that the percentage mean score of the students are indicators reading comprehension that are : Stated Details 62,5% with description medium with 20 students. Implied Details 59,3% with description medium, with 19 students and 71,8% with description medium, with 23 students. Reference Word 71,8% with description medium, with 23 students. Vocabulary in Context 93,7% with description high, with 30 students. Meanwhile 31,2% students low, with 10 students. Language Features 37,5% with description low, with 12 students. Generic Structure 100% with description high, with 32 students and then 100% high, with 32 students. Meanwhile 71,8% medium, with 23 students. The sum up, the students reading comprehension on students reading aloud activities is medium. Evidenced when students reading aloud activities, the students afraid and not confidence when moment reading aloud activities, can show in video students reading aloud activities and documentation.

**Discussion**

According to Grabe and Stoller (2012), reading comprehension is an ability to understand or to gain the information from a text. Furthermore, Partnership for reading

defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text. It means that a reader must be able to interpret what the meaning of the text well. It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

In this research the titled an analysis students reading comprehension on students reading aloud activities. The study used quantitative descriptive method. The study discusses about students reading comprehension on students reading aloud activities is narrative text entitled "The Legend of Snow White. In this research students are asked reading aloud activities in front class one by one and then after students reading aloud activities the students asked for reading comprehension test and was made an assessment for find out students reading comprehension. The results of this study show that through reading aloud activities, the level of students reading comprehension is medium.

## **CONCLUSION**

The purpose of this research is to find out students reading comprehension on students reading aloud activities. It can be concluded that students' reading comprehension at the eleven grade of students at MAN 1 Solok Selatan was considered medium. Is medium with description is well argued evidence of wide reading, medium knowledge and understanding of relevant course material covers most of the relevant points in satisfactory depth well focused on the question well-structured arguments lacks the originality and insights of a first-class answer. In conclusion, the students reading comprehension on reading aloud activities at the eleven grade of students at MAN 1 Solok Selatan was medium. Evidenced from when students reading aloud activities the students still confused, and not confidence. The result when answering the question in the text the students got score medium based on indicators reading comprehension.

## **REFERENCES**

- Arikunto Suharsimi, 'Prosedur Penelitian Suatu Pendekatan Praktik.', *Jakarta: Rineka Cipta*, 2013, p. 172
- Erler, Lynn, 'Teaching and Researching Reading', *System*, 40.3 (2012), 437-38  
<<https://doi.org/10.1016/j.system.2012.06.004>>
- E F Rahmani, 'Received: 25 Th February 2021; Revised: 7 Th May 2021; Accepted: 27 Th June 2021', *Researchgate.Net*, 8 (2021), 47-63  
<<https://doi.org/10.15408/ijee.v8i1.19880>>.
- Gay, L.R, *Educational Research; Competence to Analysis and Application*, ( *Florida International University*), p. 203

Jessica Schad Manuel, 'TigerPrints Reading Toward Breath: A Poetic Ecology of Creative Reading', 2022.

Jennifer Kohart Marchessault and Karen H. Larwin, 'Structured Read-Aloud In Middle School: The Potential Impact On Reading Achievement', *Contemporary Issues in Education Research (CIER)*, 6.2 (2013), 241 <<https://doi.org/10.19030/cier.v6i2.7734>>.

Sari Ratna Dewi, Hasanah Uswatun, and Apri Wahyudi, 'Talent Development & Excellence Reading Interest And Reading Comprehension', *International Research Association for Talent Development and Excellence (Iratde)*, 12.1 (2020), 241-50 <<http://www.iratde.com>>.

Sugiyono. 2017. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.