

***IMPROVING STUDENTS' READING COMPREHENSION OF THE
TENTH GRADE CLASS AKUNTANSI 3 OF SMK MUHAMMADIYAH
2 PEKANBARU THROUGH READING ALOUD***

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Abstract: *This classroom action research was aimed to know whether reading aloud strategy can improve students' reading comprehension of the tenth grade class Akuntansi 3 of SMK Muhammadiyah 2 Pekanbaru. This research consisted of one cycle. Thirty six students participated in this study. The data were collected from several sources; reading comprehension tests, observation sheets, and field notes. The result showed that the mean score of post test (80) was higher than mean score of pre-test (73). The observation result also showed that there was an increase number of students' participation in every single activity. We can see that there was the increasing average number become 94.44%. It means that more than 80% of students were active in teaching and learning process. It can be conclude that reading aloud strategy can improve students' reading comprehension of the tenth grade class Akuntansi 3 of SMK Muhammadiyah 2 Pekanbaru.*

Keywords: *Reading comprehension, Reading aloud*

MENINGKATKAN PEMAHAMAN MEMBACA SISWA DI KELAS SEPULUH AKUNTANSI 3 SMK MUHAMMADIYAH 2 PEKANBARU MELALUI MEMBACA KERAS

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Abstrak: Penelitian tindakan kelas ini bertujuan untuk mengetahui apakah strategi membaca keras dapat meningkatkan pemahaman membaca siswa di kelas sepuluh Akuntansi 3 SMK Muhammadiyah 2 Pekanbaru. Penelitian ini terdiri dari satu siklus. Tiga puluh enam siswa berpartisipasi didalam studi ini. Data dikumpulkan dari beberapa sumber; tes-tes pemahaman membaca, lembar observasi, dan catatan lapangan. Hasil menunjukkan bahwa nilai rata-rata tes akhir (80) lebih tinggi dari nilai rata-rata tes awal (73). Hasil observasi juga menunjukkan bahwa ada sebuah peningkatan pada partisipasi siswa-siswa didalam setiap kegiatan. Kita bisa lihat bahwasannya ada kenaikan jumlah rata-rata menjadi 94.44%. Itu berarti lebih dari 80% siswa aktif didalam proses belajar dan mengajar. Dapat disimpulkan bahwa strategi membaca keras dapat meningkatkan pemahaman membaca siswa-siswa di kelas sepuluh Akuntansi 3 SMK Muhammadiyah 2 Pekanbaru.

Kata Kunci: Pemahaman Membaca, Membaca Keras

INTRODUCTION

The only constant thing in the world is the word change. This change has been drastically seen not only through the advancement of technology but likewise in the evolution of education. The advent of innovation gives way to the enhancement of teaching-learning process, leading the educators in finding ways of improving the academe. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading 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.

Meanwhile, comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and others strategies to help them understand written text. Reading plays a vital role in the learning process. It provides the foundation for children's academic success. In line to this, some researchers from the linguistics department aimed to seek for a certain strategy in improving the reading skills of the learners. Whereas to reading evolve from merely a process of decoding words into a process of comprehending words. Reading strategies are the cognitive and metacognitive actions that individuals either consciously decide to use or use automatically when attempting to access a written text. Macaro (2002) states that "strategies varied and progressed at time pass by".

Moreover, SMK Muhammadiyah 2 Pekanbaru in Jln. Ahmad Dahlan Pekanbaru thrives to produce competitive students in facing challenges in the globalization era. As a private school, the institution aims to fulfill its pursuit in helping Indonesian students be competent and confident enough to overcome and win the competitiveness brought by the stiff competition from other countries. In line with this, teaching English requires full grasp of the topic and special skills to be able to make the learners understand the topic well. SMK Muhammadiyah 2 Pekanbaru is still searching for better ways of teaching English – especially reading comprehension.

The main goal of reading is to gain comprehension or ability to find the meaning of what the students have read and answer the question based on the reading text. But, the students still find the difficulties in English teaching-learning process especially in reading comprehension. Here, teachers need to apply reading strategy to improve students reading comprehension. Also, teaching – learning process of reading subject, the teachers could use some teaching strategies to make the students easier in getting comprehending.

Based on the researcher's experienced, the problems came from the students. They had some difficulties in reading to achieve their comprehension because of some reasons. First, some students did not understand about what they read. Second, some students got difficult to catch the main idea from the text. Third, some students did not know how to find the factual information from the text that usually requires students to scan specific detail of the text. Fourth, some students lack of vocabularies. Fifth, some students got confused when answer the question related to reference. Sixth, some students got difficult to predict explicit or implicit messages from the text. These problems made them difficult to comprehend the text and also hard to answer the question based on the text. Furthermore, the students became lazy to pay attention during the lesson as some of them were out of the class and went to the canteen while

the other students that stayed were busy talking to their friends or listening to music instead.

As a result, it has been showed that most of the students found it hard to reach minimum criteria of achievement (KKM) and even over 50 percent of the students gained low score in the mid-test. The English teacher in the vocational high school generally uses silent reading as the strategy in the classroom in hope that the students will take part of the reading passage individually and have the opportunity for the students to self-pace reading. On the other hand, it is difficult to know and monitor whether the students are reading and understanding it. Moreover, this passive strategy made the students feel bored and unlikely interested in the reading material because there is no intonation and emotion that leads them to fully comprehend the reading.

Because the problems above, the researcher decided to use reading aloud to solve these problems. It is expected that reading aloud could help to raise the students' score by improving their comprehension skills. Based on the previous research, this strategy could help the students to improve their reading comprehension. For this reason, the researcher is interested to carry out the research entitled "Improving Students' Reading Comprehension of The Tenth Grade Class Akuntansi 3 of SMK Muhammadiyah 2 Pekanbaru through Reading Aloud" in order for helping students easier to comprehend reading text.

METHODOLOGY

This research belongs to classroom action research. Kemmis (1988) states that the action research planner is to guide for teachers and administrators interested in improvement and change in their schools. This research was conducted at SMK Muhammadiyah 2 Pekanbaru. Population is the whole research subject (Arikunto, 2006). The population of this research was all of the tenth grade students of SMK Muhammadiyah 2 Pekanbaru with the total number of the students was 411 students. The sample was chosen by using cluster random sampling. Gray (2004) defines cluster sampling as sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones. The writer selected the classes randomly as the sample by using lottery technique and Class X Akuntansi 3 was chosen. It consisted of 36 students. To collect the data the writer using test, observation sheet and field note. The test was in the form of multiple choice with 30 items for both pre-test and post-test. To find out the average score of students' reading comprehension skills.

DISCUSSION AND FINDINGS

1. The Result of The Test

In this research, the researcher found that there was an improvement in students' reading ability in comprehending narrative text by reading aloud strategy. It could be seen from the students' ability level in comprehending narrative text from the pre-test to post-test. Here is the table of students' level in comprehending narrative text.

Students' Level in Comprehending Narrative Texts Based on KKM

No.	Test	Ability Level		
		Fail	Good	Very Good
1.	Pre-Test	66.67%	0%	33.33%
2.	Post-Test	11.11%	0%	88.89%

Based on the table above, we can see that the percentage of Fail level based on minimum criteria of achievement (KKM) in the pre-test was 66.67% and decreased become 11.11% in post-test. The percentage of Very Good level was also improved, it was 33.33% in the pre-test became 88.89% in post-test.

Students' Level in Comprehending Narrative Texts Based on Level of School

No.	Test	Ability Level			
		(A)	(B)	(C)	(D)
1.	Pre-Test	5.56%	50%	44.44%	0%
2.	Post-Test	13.89%	83.33%	2.78%	0%

Not only from the level of minimum criteria of achievement (KKM), the improvement also could be seen from the level of school. The table above proved that the percentage of students' got score A in the pre-test was 5.56% increased become 13.89% in the post test. The percentage of students got score B in the pre-test was 50% also increased become 83.33%. Then, the percentage of students got score C in the pre-test was 44.44% become 2.78% in the post-test. And the last, there was no student got D in the pre-test and post-test based on the level of school.

The Comparison of Mean Score of Pre-Test and Post-Test

Pre-Test Average Score	Post-Test Average Score
73	80

The table above found that the difference mean both of the scores were 7. Based on the fact above, the researcher decided to stop this cycle because it showed the satisfied result. Then, it can be conclude that reading aloud strategy could improve the students' ability in comprehending narrative text of the tenth grade of class akuntansi 3 of SMK Muhammadiyah 2 Pekanbaru.

2. The Result Observation Sheet

In conducting research of applying reading aloud strategy to improve reading comprehension students, the researcher found some improvements of the students' activities in the classroom. It could be seen from the number of the students who followed each activity in applying reading aloud strategy in every meeting.

The Result of Students' Observation Sheet

	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting	5 th Meeting	6 th Meeting
Total average	51.38 %	55.52%	71.39%	80.83%	88.89%	94.44%

Trustworthiness

In conducting this research, the researcher found some strengths and weaknesses during teaching and learning process by using reading aloud strategy in comprehending narrative text. The strength were as in the following :

1. The students were really interested in learning reading through reading aloud strategy so it can help students to solve some problems that they face while reading.
2. Teaching reading through reading aloud strategy made students to be more active and enthusiastic in the classroom.
3. Reading aloud also made students more confidence in the classroom.
4. Teacher got easier to control the classroom.

However, the writer also found some weaknesses as in the following :

1. At the first meeting, the research found difficulties in controlling the classroom because there were some students made noise when the teacher explain the material.
2. There were some students cheated to their friends because they do not really find reading text interesting.
3. The researcher also faced difficulty in guiding the students to read because some of them do not like reading, especially reading some materials which were written in English.
4. Some students were shy and do not confidence to read the text aloud.

CONCLUSION

Based on the result of the data analysis in Chapter IV, the researcher concluded that reading aloud strategy can improve students' reading comprehension of narrative text. It can be seen from students' score and participation in the classroom.

Related to the test result, there were some progressions of the students' score from pre-test to post-test. The average score of pre-test was 73 (Fail). It means that the result was below the minimum criteria of achievement (KKM) which is 75. Then, the average score of the students in the post-test was 80 (Very Good). It found that the increasing from the pre-test to the post-test was 7 points.

From the observation sheets result, there was an increasing number of students' participation in every single activity. We can saw that there was the increasing average number become 94.44%. it means that more than 80% of students were active in teaching and learning process. As a result, the teacher was successful to improve students reading comprehension through reading aloud strategy.

SUGGESTIONS

Based on the result of the classroom action research, the researcher would like to give some suggestions as follows:

1. For teacher, reading aloud can be applied in English teaching learning process as one of the strategies, particularly the attempt to improve students' reading comprehension of narrative text. In short, the teachers should be able a facilitator in creating and building an effective reading class.
2. For the students, they should be more attentive with the strategy given by the teacher. If the students are not comfort and bored with the way of the teacher strategy, the should ask the teacher to change and give another strategy which more easily for the students to grasp the lesson.
3. For future researcher, they can use this research as a literature to guide them when they want to do the similar research. This research will help the future researcher to find out the alternative strategy which is supported and combined with reading aloud strategy.

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