

**TEACHING READING COMPREHENSION BY USING *READING ALOUD*  
*STRATEGY* TO THE SEVENTH GRADE STUDENTS OF  
SMP NEGERI 44 PALEMBANG**

**THESIS**

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ENGLISH EDUCATION STUDY PROGRAM**

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STRATEGY TO SEVENTH GRADE STUDENTS OF  
SMP NEGERI 44 PALEMBANG

THESIS

Presented to  
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## AGREEMENTS

The thesis written by Sintia Diya Lora Dina has been certified to be examined

Palembang, April 23<sup>th</sup>, 2026

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## APPROVEMENT

This is to certify that sarjana's thesis of Sintia Diya Lora Dina has been approved by the board of examiners as, one of the requirements for the sarjana degree in English Education



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## MOTO AND DEDICATIONS

*Motto:*

*“God will not change a person’s fate without effort, so be a fighter who keeps striving until you succeed.”*

(Q.S. Ar-Ra’d: 11) بِأَنْفُسِهِمْ مَا يُغَيِّرُونَ حَتَّىٰ بِقَوْمٍ مَا يُغَيِّرُ لَا إِلَهَ إِلَّا

*Surah Ar-Ra'd + the song “Survivor” by Destiny’s Child*

*This thesis is dedicated to:*

- ❖ To my beloved parents, Father and Mother. Thank you for supporting me every step of the way steps that must have felt incredibly difficult to take on my long journey for your exhaustion day and night that you no longer feel, and even for every prayer you have offered for me.
- ❖ To my siblings, Ica, Kahfi, Hafiz, and Madan. Thank you for providing support and encouragement at all times, even though your ways of doing so differ from one another.
- ❖ Thank you to everyone around me whom I cannot name one by one. Thank you for bringing laughter, happiness, and memories to the author’s life journey.
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## ABSTRACT

Dina, Sintia 2026. Teaching Reading Comprehension By Using *Reading Aloud Strategy* To The Seventh Grade Students Of SMP Negeri 44 Palembang. Thesis. English Education Study Program, Sarjana Degree (S1). Faculty of Teacher Training and Education of Muhammadiyah University Palembang. Advisors (1) Mgs.Sulaiman,S.Pd.,M.Pd., (2) Hj.Asti Gumartifa,S.Pd.,M.Pd.

**Key words :** teaching, reading comprehension and reading aloud

This is entitled “Teaching Reading Comprehension By Using *Reading Aloud Strategy* To The Seventh Grade Students of SMP Negeri 44 Palembang.” The problem of the study was “is it effective to teach reading comprehension by using reading aloud strategy to the seventh grade students’ of SMP Negeri 44 Palembang?”. The objective of this study was to find out whether or not it is effective to teach reading comprehension by using reading aloud strategy to the seventh grade students of SMP Negeri 44 Palembang. This study used true-experimental method. The population of this study was the seventh grade students of SMP Negeri 44 Palembang with total number are 215 students. The sample of this study was 86 students that was taken though convenience random sampling. The data were collected though a multiple choice and analyzed by using t-test to find out the significant differences between students’ achievement in the pretest and posttest. It was calculated by using SPSS (Social Package for Sosial Sciences) 25.0 Program. The result of pretest indicated that the highest score was 6 and the lowest score was 2. After giving the treatment, the highest score was 9 and the lowest score was 5 the result of test calculation showed that the average in the pretest was 6.1234 the average score in posttest was 7.1234 the result of t-obtained was -8.987 and it was higher than the critical value of t-table was with (df)  $n = 31$  at the level of significance 0.05 (5%) for one tailed test. It indicated that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected because t-obtained exceed the value of t-table. It means that it was effective to teach reading comprehension by using reading aloud to the seventh grade students of SMP Negeri 44 Palembang.

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This thesis was prepared to fulfill and complete the requirements for obtaining a Bachelor of Education degree from the Faculty of Teacher Training and Education at Muhammadiyah University of Palembang.

The researcher acknowledges that during the preparation of this thesis, numerous challenges continually arose, so the researcher could not have succeeded without the prayers, support, assistance, guidance, and encouragement provided by various parties both morally, materially, and directly or indirectly. Therefore, on this occasion, the researcher would like to express heartfelt gratitude to all relevant parties, namely:

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In closing, the researcher acknowledges that this thesis is far from perfect and contains many shortcomings. Therefore, the author welcomes constructive criticism and suggestions from readers to improve this thesis. May the knowledge presented in this thesis be useful and beneficial to many people.

Palembang, 2026  
The researcher,

Sintia Diya Lora Dina  
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## **CHAPTER I INTRODUCTION**

This chapter presents, background of the study, formulation of the problems, objective of the study, significance of the study, hypotheses of the study and criteria for the testing the hypotheses.

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

Reading is the process of understanding the meaning of written text, which involves recognizing words, understanding vocabulary, and comprehending the author's message. According to (Nurhadi, 2018) reading in a narrow sense is the activity of understanding the meaning of writing. Meanwhile, in a broader sense, reading is a process of critical-creative processing of reading that is carried out by readers to obtain a comprehensive understanding of the reading, followed by an assessment of the circumstances, values, functions, and impact of the reading.

Reading is a skill that must be mastered by elementary school students because the ability to read is directly related to the entire learning process (Marthyanne, 2017). In addition, "reading is the recognition of written language symbols that serve as stimuli to aid the process of remembering what has been read, in order to build understanding through prior experience." (Mulyono, 2021)

Furthermore, defines reading as a receptive language skill, in which the reader receives and understands information from written through word recognition, sentence structure and context (Muammar, 2020). Reading is also a means to broaden knowledge and increase students' critical thinking skill and their reading comprehension.

Reading comprehension is the ability to understand, interpret, and analyze the meaning of written text. This skill is very important,

especially in education, because students are required to be able to grasp and respond to complex information. A quantitative research conducted by show that reading aloud strategies can help improve reading comprehension in ESL learners (Shoukat et al., 2024).

This confirms that this method is effective in helping students better understand the content of what they read. Similar findings were also reported by (Rahayu & Mustadi, 2022), who state that reading aloud can support the development of reading literacy in schools. In addition, find a significant improvement in students' comprehension after implementing this strategy (Afriana, 2025).

Reading is one of the essential skills that plays a major role in students' academic achievement and the development of critical thinking. However, based on the (Development, 2019) report, many students around the world still face difficulties in reading comprehension due to their low interest in reading. A lack of reading motivation affects how students process and understand written information.

In the context of Indonesia, this issue becomes more concerning because many students at the Junior and Senior High School levels show low enthusiasm toward reading activities (Nanda & Azmy, 2020). Consequently, they often face several problems such as difficulty in identifying main ideas, having a limited range of vocabulary, and losing concentration when reading longer texts (AD et al., 2017; Fuqaha & Wartim, 2023). These difficulties lead to lower literacy performance compared to students who are more motivated and have strong reading habits (Hakim et al., 2022).

Teachers at SMP Negeri 44 Palembang currently use a translation-based reading strategy by reading textbooks together and then writing sentences to be translated. Using the grammar translation method, teachers ask students to interpret independently first before helping them translate. Using these strategies and methods, students tend to understand the text literally or through literal comprehension, relying on word-for-word translations. They have limitations in finding the main ideas and experience difficulties in understanding the meaning of the text as a whole and in context

(Grabe & Stoller, 2011; Snow, 2002). Students' reading skills are more focused on vocabulary and sentence structure, while other aspects such as reading fluency, inference of meaning, and critical comprehension are not yet developed.

The specific problem identified in this study focuses on students' low reading comprehension ability, especially in understanding main ideas and vocabulary in texts. This weakness is strongly influenced by their lack of reading motivation and limited exposure to reading materials. When students rarely engage in reading activities, their ability to interpret key information and comprehend the meaning of a passage tends to decrease.

Therefore, this research aims to examine the relationship between students' reading interest and their reading comprehension achievement. The study will involve observing students' reading behaviors, conducting questionnaires to measure their motivation, and administering reading comprehension tests to identify the areas where students experience the most difficulty. The results are expected to provide a clearer understanding of how reading motivation influences literacy performance and to suggest effective strategies for improving students' reading skills.

Based on an interview with one of the English teachers at SMP Negeri 44 Palembang, the researcher found that seventh grade students experience several difficulties in learning reading. One of the main problems is that many students have limited vocabulary, which makes it difficult for them to understand the meaning of the text. In addition, the students also show low motivation when reading English texts. Another problem faced by the students is pronunciation, as many of them still find it difficult to pronounce English words correctly while reading. These problems make the reading learning process less effective for the students.

To come up with the problem in last started, the researcher will apply reading aloud strategy, especially in teaching descriptive text to increase reading comprehension skill and achievement.

From the explanations stated, the researcher conducted research under the *title "Teaching Reading Comprehension by Using Reading Aloud*

*Strategy to the Seventh Grade Students of SMP Negeri 44 Palembang”.*

## **B. Formulation of the Problems**

Based on the background described, the researcher formulated the problem into the following question “is the *Reading Aloud Strategy* effective in teaching reading comprehension to the Seventh Grade Students of SMP Negeri 44 Palembang?”

## **C. Objective of the Study**

In this context, the objective of the study was to find out whether or not it is effective to use *Reading Aloud Strategy* effective in teaching reading comprehension to the Seventh Grade Students of SMP Negeri 44 Palembang.

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

This research has benefits for the following parties:

### 1. For the Researcher Herself

This research provides information for researchers regarding reading instruction using the reading aloud strategy, which can provide new information for researchers in the future.

### 2. For English Teachers

Hopefully, this research can be a reference for English teachers to improve their teaching skills in reading texts to students during class room activity.

### 3. For Students

This research is expected to create and increase students' interest in literacy so that students are interested in reading texts.

### 4. For Other Researchers

This research can be a reference for other writers in conducting in-depth research on topics related to this topic.

## **E. Hypotheses of the Study**

The hypotheses of this study are in the form of alternative hypotheses ( $H_a$ ) and null hypotheses ( $H_o$ ).

### a. $H_a$ : It is effective to use *Reading Aloud Strategy* in Teaching

Reading Comprehension of the Seventh Grade Students of SMP Negeri 44 Palembang

b.  $H_0$ : It is effective to use *Reading Aloud Strategy* in Teaching Reading Comprehension of the Seventh Grade Students of SMP Negeri 44 Palembang

#### **F. Criteria for Testing the Hypotheses**

In this study, regulating hypotheses means accepting or rejecting them. The researcher will use a t-test, If the t-obtained is equal to or higher than the t-table, the researcher hypotheses ( $H_0$ ) should be dismissed. In other words, if the t-table is higher than the t-observed, the null hypotheses can be acceptable, and the research hypotheses should be rejected.

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