THE EFFECT OF USING INTERACTIVE READ-ALOUD TECHNIQUE IN IMPROVING THE STUDENTS'ABILITY IN COMPREHENDING RECOUNT TEXT

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ABSTRAK

Penelitian ini dilakukan oleh penulis untuk mengetahui apakah Teknik Interaktif Membaca Nyaring dapat meningkatkan kemampuan siswa dalam memahami recount teks atau tidak. Dalam penelitian ini penulis menggunakan sampel penelitian. Jumlah sampel adalah 66 siswa. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK), sebagai instrumen pengumpulan data penulis menggunakan tes tertulis. Setelah mengumpulkan data yang diperlukan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung nilai rata-rata kemampuan siswa dalam memahami membaca recount teks dalam setiap siklus dengan menggunakan rumus Anas Sudijono. Kemudian penulis menghitung persentase siswa yang telah berhasil mencapai kriteria ketuntasan minimal (KKM) kemudian mengidentifikasi peningkatan kemampuan siswa dalam memahami skor recount teks sebelum dan sesudah menggunakan Interaktif Teknik Membaca Nyaring. Melalui analisis data, diketahui bahwa persentase kelas yang lulus KKM (75) pada post-test siklus dua adalah 84,85%. Artinya dalam siklus 2 Penelitian Tindakan Kelas (PTK), ada 56 siswa yang lulus KKM dan ada 10 siswa yang nilainya di bawah KKM. Persentase kelas dari posttest 2 menunjukkan peningkatan beberapa siswa dari persentase kelas dalam pretest (9,09%). Peningkatan kemampuan siswa yang lolos KKM adalah 75,76% (84,85% - 9,09%). Namun, dari persentase ini, PTK telah berhasil. Maka hipotesis dari penelitian ini yang menyatakan: "Penggunaan Teknik Interaktif Membaca Nyaring memberikan efek signifikan dalam meningkatkan kemampuan siswa dalam memahami recount teks, diterima.

Kata Kunci   : Teknik Interaktif Membaca Nyaring, recount teks

ABSTRACT

This research is conducted by the writer in order to know whether Interactive Read-Aloud Technique can improve the students' ability in comprehending recount text or not. In this research the writer applies the sample of research. The number of sample is 66 students. The method of this research is Classroom Action Research (CAR) an as the instrument for collecting data, the writer uses the written test. After collecting the needed data, the next step which is done by the writer is calculating the mean score of the students' ability in comprehending reading recount text in each cycle by using the formula of Anas Sudijono. Then she calculates the percentage of the students who have succeeded in achieving the minimal completeness criteria (KKM) then identifies the improvement of the students' ability in comprehending recount text score before and after using Interactive Read-Aloud Technique.Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cyle two is 84.85 %. It means that in the cycle 2 of Classroom Action Research (CAR), there are 56 students who passed the KKM and there are 10 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (9.09 %). The students' improvement which

passes the KKM is 75.76% (84.85% - 9.09 %). However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "The using of Interactive Read-Aloud Technique gives the significant effect in improving the students' ability in comprehending recount texts", is accepted.

I.   INTRODUCTION

According to the problems observed by the writer happened at SMP Negeri 3 Padangsidimpuan in teaching and learning reading comprehension, some students still get low score in reading comprehension test. The causes are; they tend to ask their teacher for meaning of a word. They often waste their time to open the dictionary in order to find the meaning of unfamiliar words. They are just guessing the meaning of a word. They also do not know at all the generic structure of a text, in this case recount text. They still get confused to identify the transformation of regular or irregular verbs in past form. Even, they often forget the information they get from a text or a passage.

Furthermore, those causes do not only come from the students, but also the teacher. The teacher only uses one strategy to teach reading. The teacher also uses monotonous teaching media which is only a book and students worksheet. Even, the teacher does not know how to create an effective class situation.

There are so many approaches to teach reading recount text, one of them is Interactive Strategy Approach. According to Scanlon, et al (2007), Interactive Strategy Approach provides the students to learn independently, flexibility, and interactively while reading and writing. In reading itself, Interactive Read- Aloud is an approach as the part of Interactive Strategy Approach. Interactive Read-Aloud involves interactions between the teacher and the students. The researcher assumed that this approach can be used to teach any kind of text, especially the recount text. In Interactive Read-Aloud, the teacher reads a book in front of the students. The teacher has opportunities to explain further the essential elements about the recount text. Besides, Interactive Read-Aloud serves active learning. Scanlon, et al also said that the teacher gives the freedom for the students to have conversations about the book. Additionally, reading becomes an open activity. The students have opportunities to ask and answer in before, during and after reading. In short, these activities will support the students' full participation in reading.

The researcher tried to explore Interactive Read-Aloud activities as an effort to introduce an alternative approach in the reading classroom. She became the teacher who used the technique and also the researcher who analyzed her teaching. Due to these facts, the researcher put his interest on conducting a research focusing on the use of Interactive Read-Aloud. The research that is going to be conducted is entitled as " **The Effect of Using Interactive Read-Aloud Technique in improving the Students' Ability in Comprehending Recount Text**".

Beside the above backgrounds, the researcher has chosen the topic it is based on the following considerations:

1.   In general, the students' majority did not as the teacher's expectation. The teacher utilized one way teaching that tend to be monotonous, especially in teaching reading.

2.   The students had no opportunities to participate actively in reading lesson. There was no interaction between students to share their ideas during reading recount text.

3.   Reading Comprehension is chosen because students are merely able to read a text without understanding it

4. It is easy for the researcher to get the needed data, because it is appropriate to her educational background.

5. As far as the researcher knows that the topic has never been researched by other researchers before. So that it is still a new topic in the English educational research.

Based on the above explanations, the researcher can formulate the problem of her research as follows:

1. Can Interactive Read-Aloud Technique improve the students' ability in comprehending recount text?

2. How far is the effect of using Interactive Read-Aloud Technique in improving the students' ability in comprehending recount texts?

3. How far is the students' ability in comprehending recount text ?

In writing this research should have the purposes to be achieved. From the formulated problem before, the researcher conducts this research based on the following purposes :

1. To know whether Interactive Read-Aloud Technique can improve the students' ability in comprehending recount text or not.

2. To know how far the effect of using Interactive Read-Aloud Technique in improving the students' ability in comprehending recount texts is.

3. To know how far the students' ability in comprehending recount text is.

The next important element which is regarded important to be formulated is the researched hypothesis. the researcher formulates the hypothesis of this research as follows: "The using of Interactive Read-Aloud Technique gives the significant effect in improving the students' ability in comprehending recount texts"

By conducting this study, the researcher hopes can give some benefits for the teacher, the students, and the researcher herself.

1. The teacher can use this research as the guidance of conducting interactive read-aloud as new activities in teaching. It will show that the teacher brings interesting activities for the students. It helps him or her to explain the meaning of the text in order the students understand what they read. In addition, it helps the teacher to teach the components of recount text such as the characters, the plot, and the message in interactive and interesting way.

2. The benefit students can get from this research is the students are able to contribute in the learning to fully participating. They can express their own ideas by giving prediction during interactive read-aloud. They also can give comment and decide whether they agree or not with other's ideas. From these, the students will feel be appreciated during the learning. It will help them to comprehend the story by enjoy activity.

3. For the researcher, this research is an opportunity to practice interactive read-aloud in her own class. This research also can be the reflection of her teaching practice.

II. THE REVIEW OF LITERATURE

Interactive Read-Aloud

Barrentine in Mikul (2015) defines interactive read-aloud as follows, "…a teacher poses questions throughout the reading that enhance meaning construction and also show how one makes sense of text". During the process, she suggests the teacher to stop and ask questions to engage students in conversations about the text. These conversations help the students become aware of elements in the story that they do not notice. They are also able to hear their peers' ideas and perspectives.

The reason it is called "interactive" because the teacher, as the reader, does not only read the text. During read-aloud, he pauses to make interaction with the students. This interaction is built by asking the students' prediction, comment, interpretation and conclusion.

The purpose of an interactive read-aloud is to provide opportunities for students to engage with texts through discussion to promote deeper understanding about the meaning of texts. They can also learn skills and strategies to use in their own reading. Wiseman (2011) believes that interactive read-aloud is an important learning opportunity because it provides learning about how texts work that will eventually lead to independent reading. Engaging the students gives them a good impression. They will feel not only became the listener, but also active reader.

Recount Text

There are so many kinds of texts learned by students in junior high. However, in this research, the writer focuses only on recount text. Recount text is a kind of text which retells events or experiences in the past. Anderson and Anderson (2003) define that recount text is a piece of text that retells past events, usually in the order in which they happened. Its purpose is usually either to inform or to entertain the readers.

The Frame of Mind

Reading is a process that needs the analysis, coordinating, and interpretation reading does not only help the students to read the words, but also provide the reading processes happen to the students. It is seen from how the students use their prediction, prior knowledge and interpretation while reading. In addition, the students enjoy the reading and do not feel threatened. The most important thing is the students know what they read. So, interaction between the teacher to students and the students to students are needed in teaching reading. Therefore, of a variety of sources of information. It means that reading is an active activity. Teaching in teaching reading the teacher should build activities that support reading process.

Interactive read-aloud generally includes prediction, sharing idea and interpretation. Guided by the teacher, the students start their reading comprehension in the beginning of read-aloud. They have to predict the story from the pictures and share their ideas or prediction to the teacher and students. Based on the problems faced by the students, interactive read-aloud is an alternative approach. At the eighth grade students of Junior High Scholl, recount text is a text should be learned by the students. So, this approach can be implemented in teaching recount text.

III. THE METHODOLOGY OF RESEARCH

This study will be conducted in SMP Negeri 3 Padangsidimpuan. The research is going to be conducted on May 2018 or in 2017 - 2018 academic year.

In order to find out whether Interactive Read-Aloud Technique can improve the students' ability in comprehending recount text or not, so that the researcher chooses some instruments that used in order to complete the needed data include observation, documents of teaching-learning process, interview and questioner. In order to support the data of teaching and learning process, pre-test and post-test were conducted in order to know how far the students' scores better after they are taught by using Interactive Read-Aloud Technique.

The test is used to compare the students' ability in comprehending recount text before conducting the research and after conducting the research. In the test, the students were asked to answer 20 questions related to different topics of the texts.

Because this research is assumed in order to find out how whether Interactive

Read-Aloud Technique can improve the students' ability in comprehending recount text or not, it is a form of Classroom Action Research (CAR). In this Classroom Action Research (CAR), the researcher uses the CAR principle to collect the data. As Nisa Felicia, M.Ed says: "Classroom Action Reserach is research conducted by the teachers (in context of classroom) or other school components (principal, for example) while they are conducting action such as teaching, implementing policies, creating or changing a system, etc."

The population of this research in the whole number of the eleventh grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year. It consists of 283 students and they are divided into 10 classes.

In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes two classes, they are VIII-2 and VIII-4 as the sample of this research. It consists of 66 students.

IV.   THE RESULT OF RESEARH AND DISCUSSION

The result of pre-action can be described as the table below.

TABLE I
THE RESULT OF PRE-ACTION

NO	PRE – TEST SCORE
1.	65
2.	55
3.	55
4.	65
5.	70
6.	70
7.	60
8.	55
9.	60
10.	55
11.	65
12.	55

NO	PRE – TEST SCORE
13.	65
14.	55
15.	60
16.	55
17.	50
18.	40
19.	55
20.	55
21.	50
22.	65
23.	50
24.	65
25.	55
26.	65
27.	65
28.	50
29.	50
30.	65
31.	70
32.	50
33.	70
34.	55
35.	70
36.	65
37.	65
38.	45
39.	50
40.	65
41.	60
42.	70
43.	65
44.	60
45.	60
46.	80
47.	65
48.	80
49.	80
50.	45
51.	45
52.	65
53.	65
54.	50
55.	40
56.	70
57.	65
58.	60

| NO	PRE – TEST SCORE
59.	65
60.	80
61.	40
62.	75
63.	75
64.	60
65.	65
66.	65
TOTAL	**4000**

From the above scores the writer calculates of the mean score (M) of the students' ability in comprehending recount text (Y) of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year is 60.61.

By using the collected data the writer can calculate the percentages of the students' scores as follows :

TABLE II
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT IN PRE-ACTION

NO	SCORES	FREQUENCY	%
1.	40	3	4.55%
2.	45	3	4.55%
3.	50	8	12.12%
4.	55	11	16.67%
5.	60	8	12.12%
6.	65	20	30.30%
7.	70	7	10.61%
8.	75	2	3.03%
9.	80	4	6.06%
	TOTAL	**66**	**100 %**

Based on the table above the writer can make the histogram graphic as follows:
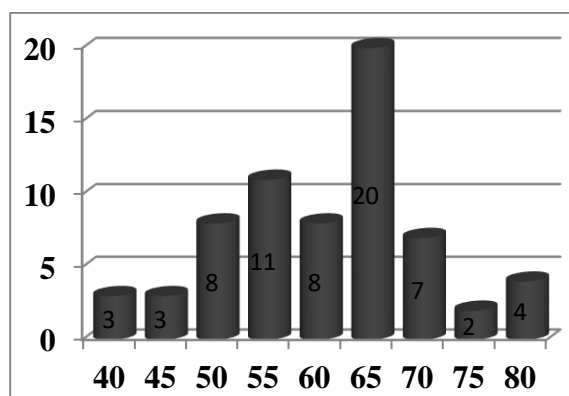
Based on that computation, the mean score of the class in pre-action is 60.61. It can be stated that the students' ability in comprehending recount text can be categorized into uncapable category.

There are fourteen students who passed the minimal completeness criteria, so after dividing with the number of students in the class and altering that into percentage, it could be derived about 9.09% students whom passed the minimal completeness criteria.

Cycle 1

The result of cycle 1 can be described as follow.

TABLE III
THE RESULT OF CYCLE 1

NO	PRE – TEST SCORE
1.	75
2.	70
3.	65
4.	80
5.	85
6.	85
7.	75
8.	70
9.	75
10.	70
11.	80
12.	70
13.	80
14.	70
15.	75
16.	70
17.	65
18.	55
19.	70
20.	70
21.	65
22.	75
23.	60
24.	75
25.	65
26.	75
27.	75
28.	60
29.	60
30.	75

| NO	PRE – TEST SCORE
31.	80
32.	60
33.	80
34.	65
35.	85
36.	80
37.	80
38.	60
39.	65
40.	80
41.	80
42.	85
43.	80
44.	75
45.	75
46.	85
47.	80
48.	85
49.	85
50.	60
51.	60
52.	60
53.	75
54.	65
55.	65
56.	75
57.	65
58.	75
59.	75
60.	60
61.	55
62.	65
63.	80
64.	75
65.	80
66.	70
TOTAL	**4785**

From the above scores the writer calculates of the mean score (M) of the students' ability in comprehending recount text (Y_1) of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year in the cycle 1 is 72.20.

By using the collected data the writer can calculate the percentages of the students' scores as follows :

TABLE IV
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT IN CYCLE 1

NO	SCORES	FREQUENCY	%
1	55	2	3.03%
2	60	9	13.64%
3	65	10	15.15%
4	70	9	13.64%
5	75	16	24.24%
6	80	13	19.70%
7	85	7	10.61%
	TOTAL	**66**	**100 %**

Based on the table above the writer can make the histogram graphic as follows:
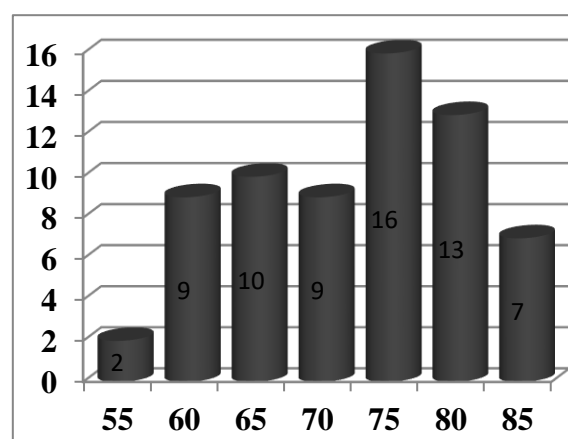
Based on that computation, the mean score of the class in cycle 1 is 72.20. It can be stated that the mean score of the students' ability in comprehending recount text still has not achieved the value of the minimal completeness criteria yet.

From the calculation, there are fifty one students who passed the minimal completeness criteria (KKM), so after dividing with the number of students in the class and altering that into percentage, it could be derived about 54.55% students whom passed the minimal completeness criteria (KKM).

The result of the implementation of cycle 1 shows that the students' ability in comprehending recount text have improved, but it has not achieved the criteria of success. The minimal completeness criteria of the students' ability in comprehending recount text are when the mean score of all the

students is 75. The result show that the mean score of the students is only 72.20. It means that the study has not been successfully yet.

In cycle 1, the result shows that some students get improvements in their scores, but some others are still under the target or the criteria. The improvement is 19.13%

Cycle 2

In cycle 2, the result shows that the mean score is 80.98, that is higher than 75. It means that the study has achieved the score of minimal completeness criteria. The result of cycle 2 can be described as follow.

TABLE V
THE RESULT OF CYCLE 2

NO	PRE – TEST SCORE
1.	85
2.	70
3.	75
4.	85
5.	90
6.	90
7.	80
8.	75
9.	85
10.	75
11.	70
12.	75
13.	85
14.	75
15.	80
16.	75
17.	85
18.	60
19.	90
20.	75
21.	90
22.	90
23.	85
24.	85
25.	85
26.	90
27.	80
28.	60
29.	80
30.	75
31.	90
32.	75
33.	85
34.	90

NO	PRE – TEST SCORE
35.	90
36.	90
37.	85
38.	65
39.	70
40.	75
41.	80
42.	90
43.	90
44.	80
45.	90
46.	90
47.	90
48.	85
49.	85
50.	85
51.	65
52.	85
53.	90
54.	70
55.	60
56.	85
57.	75
58.	85
59.	85
60.	75
61.	75
62.	70
63.	85
64.	85
65.	90
66.	85
TOTAL	5345

From the above scores the writer calculates of the mean score (M) of the students' ability in comprehending recount text (Y_2) of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year in the cycle 1 is 80.98.

By using the collected data the writer can calculate the percentages of the students' scores as follows:

TABLE VI
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT IN CYCLE 2

NO	SCORES	FREQUENCY	%
1	60	3	4.55%
2	65	2	3.03%

NO	SCORES	FREQUENCY	%
3	70	5	7.58%
4	75	13	19.70%
5	80	6	9.09%
6	85	20	30.30%
7	90	17	25.76%
	TOTAL	66	100 %

Based on the table above the writer can make the histogram graphic as follows :
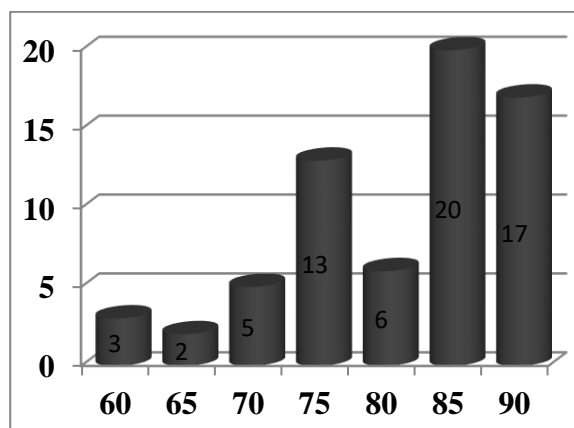
Based on that computation, the mean score of the class in cycle 2 is 80.98. It can be stated that the students' ability in comprehending recount text can be categorized into capable category. On the other side, the class percentage who passed the minimal completeness criteria (KKM) is 84.85%.

From that calculation, there are 56 students who passed the minimal completeness criteria (KKM), so after dividing with the number of students in the class and altering that into percentage, it could be derived about 84.85% students whom passed the minimal completeness criteria (KKM).

The result of the implementation of cycle 2 shows that the students' ability in comprehending recount text is improved from the cycle 1. The minimal completeness criteria of the students' ability in comprehending recount text are when the mean score of all the students is 75. The result show that the mean score of the students is 80.98 and it can be categorized into capable category. It means that the study has been successfully.

The improvement percentage of cycle 2 with cycle 1 is 12.16 %. The total improvement of percentage, in pre-action and cycle 2 is 33.61 %. Based on that calculation, it can be stated that the percentage improvement before and after using Interactive Read-Aloud Technique is 33.61%. It means that the Interactive Read-Aloud Technique is good to be applied in improving the students' ability in comprehending recount text.

Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cyle two is 84.85 %. It means that in the cycle 2 of Classroom Action Research (CAR), there are 56 students who passed the KKM and there are 10 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (9.09 %). The students' improvement which passes the KKM is 75.76% (84.85% - 9.09 %).

However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "The using of Interactive Read-Aloud Technique gives the significant effect in improving the students' ability in comprehending recount texts", is accepted.

V.   THE CONCLUSIONS AND SUGGESTIONS

The Conclusions

Based on the research carried out in the eighth grade students of SMP Negeri 3 Padangsidimpuan, can be concluded that the use of Interactive Read-Aloud technique is effective to improve the students' ability in comprehending recount texts. It refers to the following information:

1.   The mean score of the students' ability in comprehending recount text before

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they are taught by using Interactive Read-Aloud technique is in uncapable category (60.61).

2. The use of Interactive Read-Aloud technique in improving the students' ability in comprehending recount texts to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year in cycle 1 and cycle 2 can be categorized into "capable category". It can be seen from the students mean score, they are 72.20 and 80.98.

3. The total percentage of the students' ability in comprehending recount texts improvement before and after using Interactive Read-Aloud technique is 33.61 %.

4. The percentage of the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2017 - 2018 academic year who have succeeded achieving the minimal completeness criteria (KKM) in the end of the cycle is 84.85%, whereas the percentage of the students who are categorized into uncapable category or they have not achieved the minimal completeness criteria (KKM) is 15.15%.

5. The hypothesis of this research is accepted.

6. From the interview, the students said that they more understand the story, they felt be appreciated because they have opportunity to be listened, and they enjoyed the story through interactive read-aloud. It indicates interactive read-aloud has benefits to the students' recount reading comprehension.

The Suggestions

To be success in teaching does not only depend on the lesson plans, but also it depends on the teacher and the use of various strategies to manage the class more fun and enjoyable. Thus, the writer would like to give some suggestions as follow:

1. For the teacher

   The teacher have to employ various strategies to teach reading comprehension, especially reading comprehension on recount text. The teacher have to give many chance for the students to practice their reading ability in the class so the students will be more confident and fluent to read in English.

2. For the students

   The students can use read-aloud technique as one of learning strategies to make them easier to store important information into their memory.

3. For further researchers

   The writer hopes that this research can be added and completed from different perspective, ideas, and views in order to give more contribution in different perspective.

   The title of this research was focused only on recount text. Thus, the writer hopes that further researchers can also conduct the research in various types of text.

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