

The Effect of Reading Aloud on the Students' Ability in Reading Comprehension

*Efrini Panjaitan*¹, *Kartina Rahmadhani Rambe*^{2*}, *Rafita Tioria Sianipar*³,
*Samaria Eva Elita Girsang*⁴, *Linda Ramadhani*⁵

^{1,5} STKIP Budidaya Binjai, Binjai, Indonesia

² STKIP Pangeran Antasari, Medan, Indonesia

³ IAKN Tarutung, Tarutung, Indonesia

⁴ Univeristas Simalungun, Siantar, Indonesia

Abstract. This study focuses on an experimental study design to investigate the effect of reading aloud strategy on students' comprehension when reading narrative texts. Reading aloud is an activity to read something important in reading, such as helping students read language items better and helping them practice word stress, intonation, and pronunciation. 60 SMA Swasta Melati Binjai tenth graders in the 2022/2023 school year were selected as the subjects of the study. Besides, the read test tool is analyzed as valid by looking at the t-counted coefficient (4.635) greater than the t-table factor (1.70113) and it is also analyzed as reliable by looking at the confidence factor (0.763) higher than the panel coefficient (0.3061); this is also shown by t-test analysis that the coefficient is high and significant by considering that the countable coefficient (3.219) is larger than the testable coefficient (1.70113). This means that there is an effect of reading aloud strategy on a student's ability to understand the text. Therefore, the research hypothesis is accepted.

Keyword: Reading Aloud Strategy, Narrative Text, Reading Comprehension

Received [27 December 2022] | Revised [18 May 2023] | Accepted [29 May 2023]

1 Introduction

Language teaching tools and materials of the highest caliber are in great demand due to the global demand for English. English is utilized as the medium for information about science, technology, and culture because it is an international language and is spoken at the most global events. Along with Mandarin and Arabic, English is one of the world's most widely used languages for communication.

* * Corresponding author at: *STKIP Pangeran Antasari, Medan, Indonesia*

E-mail address: kartinarambe@gmail.com

Additionally, English is crucial to many other facets of human life. English is now extensively spoken in twenty more nations, and it is actually the language that is taught as a foreign language in more than 100 nations worldwide, including Indonesia. In Indonesia, English is a required subject that is taught from elementary school through senior high school. Although it is only a basic lesson, English is also taught in kindergarten. Numerous publications in Indonesia, especially scientific literature, are written in English. As a result, reading comprehension is important for students. Additionally, reading is the initial step in learning other English skills, such as speaking, writing, and listening, as these skills all require us to interact with written language. As a result, it requires that the pupils comprehend written language more so than other languages. The most significant fundamental academic skill is almost unanimously acknowledged to be reading comprehension. Any youngster who cannot read is severely disadvantaged. Reading opens up the avenues to learning across the curriculum. They must be able to read in order to learn everything else, as reading will provide them with a wealth of knowledge that will be helpful to them in the future.

Reading, one of the four abilities, is crucial to the learning process because it imparts knowledge, information, and concepts that may be used in speaking and writing. Students can pick up ideas, concepts, and attitudes through reading. Then, by reading, kids can acquire a wide variety of vocabulary that they can use while speaking and writing. Additionally, because nearly 75% of students will have to complete a comprehension test on the final exam, reading comprehension skills are used. Therefore, if pupils wish to succeed in their studies and graduate from high school, they must have strong reading comprehension skills.

According to Grellet (2016), reading serves a variety of objectives.

- a. Reading for search purposes usually involves skimming the text in pursuit of a certain information or word. In order to save time, scanning is typically done by the reader.
- b. Skimming text is a typical aspect of many reading activities and a valuable skill in and of itself. In essence, it entails a variety of ways for speculating where key information might be located in the text, followed by applying fundamental reading comprehension techniques to specific passages of text until a general understanding is created.
- c. Reading to learn is most common in academic and professional settings when a person must absorb a lot of information from a text. Through text, people may share ideas with one another in real time and across geographic boundaries. Indeed, reading texts contributes significantly to each person's knowledge. Every time someone learns how to learn from a text, there are

substantial limitations on what they can learn and do. But upon closer inspection, it becomes clear that there is more to the debate around text-based learning than meets the eye. Students may learn more effectively when they interact with the outside world rather than just reading about it. Through reading, kids can learn some of these experts' knowledge and experience their way of thinking.

- d. Reading to integrate information needs additional information judgements regarding the relative value of supplementary, mutually supportive, or conflicting information, as well as the likely restructuring of a rhetorical frame to accommodate information from numerous sources. The critical appraisal of the information to be integrated and of how to integrate it for the reader's objective is a necessary component of these skills. Accordingly, reading to write and reading to analyze literature may both be task variations of reading to integrate information.

For reading itself, there are four techniques to classify namely.

- a. Skimming; quickly scanning a text to ascertain its overall content. For instance, swiftly skimming an item to determine whether it interests you or not. A reader's ability to scan passages quickly for certain objectives without reading every word is a wonderful asset. By skimming, people can decide what information is relevant to their goals and what they want to ignore. When this is what they want, rather than reading everything in detail, skimming enables people to get a general understanding of the information.
- b. Scanning and reading to find specific information, such as looking up a phone number in a directory. A big portion of a child's reading is being able to scan through information quickly with specific goals in mind in order to identify a certain fact or solution to a given question. Without having to read everything around it, scanning makes it possible to find specific information.
- c. Intensive reading, in which the reader makes an effort to take in all the information provided by the author. Consider reading the dosing information for a drug.
- d. Extensive reading, which involves dealing with lengthier texts as a whole and necessitates the comprehension of both the individual components and how they contribute to the overall meaning. For instance, reading a novel, short story, or newspaper article

Reading without understanding is a monotonous, meaningless activity of word calling. It is not overstated to suggest that students' capacity to comprehend what they read has a significant impact on how they will behave throughout their entire lives. One setting where students, or pupils as the

popular phrase is used above, learn languages is the classroom. Identifying the core ideas is one of the most crucial comprehension abilities. If the concept is explicitly expressed, this could be a literal skill; if not, it could be an inferential skill. A student must be successful in each reading level in order to read with the level of comprehension required for academic success.

In a school, teachers and students engage in the process of teaching and learning. However, there are some issues that teachers may run across during assisting students to learn and teach reading. Selecting the best methodology for teaching languages is one of the issues that teachers face. Haynes (2015) lists six reading comprehension skills that we think are crucial to impart to the students.

- a. imagining what is happening in the story;
- b. activating background knowledge by establishing connections;
- c. asking oneself questions to gauge understanding; d. learning how to draw conclusions from what is read;
- e. determining the significance of information in a text; and
- f. synthesizing information that is learnt

According to preliminary results made at SMA Swasta Melati Binjai, students in the tenth grade in particular struggle with reading comprehension tasks such identifying major concepts, topic sentences, general and specialized information, and new word meaning. This disease may affect their reading comprehension and learning outcomes. The majority of students' performance falls below the minimal completion threshold (KKM) score of 75, which is the projected level of student achievement. The fact that 33% of class X-B students overall scored below the KKM on reading comprehension tests, particularly for narrative texts, whereas class X-A students scored 45% over the KKM for the same lesson, serves as concrete evidence of this condition. For instance, Dwi Pratiwi Lubis, a student in class X-A, scored 68 on the reading comprehension test, which implies that she had deviated -7 points from the KKM mark and hence had not adequately met the standard for achievement.

A narrative work, on the other hand, deals with difficult occurrences that cause crises and turning points as well as entertaining the reader. The narrative text is a story or an account of a series of character-driven events. A narrative text told a true, made-up, or imaginary story. Traditional fiction, such as folktales, fables, myths, and legends, as well as contemporary fantasy and realistic fiction are two categories of narrative writing.

There are various components to the general structure of narrative text. There are four categories: orientation, complexity, order of events, and resolution. These particulars.

a. Orientation

Orientation serves as the text's introduction. It covers what is written in the text, what is discussed therein generally, who is involved in the book—such as the characters—as well as when and where the action takes place.

b. Complication

The text also discusses what happens with the participants, adding complexity. The disagreement among the participants is investigated. The primary ingredient of a tale is complexity. The text is not narrative without complications. The conflict might be depicted as psychological, social, or natural conflict.

c. Sequence of events

The narrator describes how the characters respond to the difficulty in the sequence of events. Either the events are related in chronological order (the order in which they occur) or through flashbacks. The narrator's point of view is presented to the audience.

d. Resolution

The narrative material must conclude with a resolution. The participants work with the issue brought about by the disagreement during this phase. Whether a participant succeeds or fails is irrelevant. The important thing is that the conflict be resolved.

Since the students were not engaged in learning or teaching activities and were just required to respond to the teacher's questions, it is very difficult to maintain student motivation in reading comprehension. Due to the repetitious nature of the method and the lack of engagement on the part of the students, it frequently led to boredom among the students. Teachers must therefore constantly redouble their efforts to help pupils achieve the highest levels of success by utilizing a wide variety of strategies. As a result, the students will enjoy their class.

In actuality, a lot of students still experience difficulty with their English learning. It takes place as a result of poor reading comprehension abilities. In order to get around this situation, the teacher should use a tactic to improve the students' reading comprehension. The instructor ought to be original. The students will learn the content more effectively if their teacher is innovative. Learning to read is not an easy skill to acquire because reading comprehension requires a Reading aloud is one of the many tactics utilized during the learning process. One type of teaching strategy involves having both professors and students say a word out in front of the class. Students can check their own

pronunciation during reading aloud to see if they are pronouncing words correctly. If the syllables are incorrect, the teacher can make the necessary corrections. This method can assist kids in concentrating on the text's substance because the words will be said aloud and will be retained in their recollections. The functions of reading aloud strategy are divided into three, they are.

a. Practice pronunciation

Reading aloud is a sort of thorough pronunciation exercise. The passage with specific content and circumstances is the source for the reading aloud material. Every word must be pronounced correctly, and we must also separate meanings into appropriate groupings and place pauses according to the passage's content. Meanwhile, we should use the proper rhythm, stress, and intonation. So reading aloud is a great way to practice your pronunciation. Our students are from all across the nation, and a number of them have distinct regional accents. They can efficiently correct their dialect by reading aloud.

b. Improve oral English

Students who have flawless oral English should talk clearly and pronounce words correctly. The majority of students learn English with a strong emphasis on reading and writing. Reading aloud can assist some students overcome their issues with fluency, repetition, and improper pausing as well as form natural and good pronunciation habits. This is especially true for those students who lack the confidence to practice spoken English.

c. Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply.

As a result, this method also involves the pupils directly in learning activities. The pupil will find it simple to recall the text if they read and pronounce it. This strategy works well in the classroom because, according to Muller (2015), reading aloud causes active movement by putting thoughts, feelings, and sounds into motion. The teacher employs small group discussion to teach English, according to the researcher's observations at SMA Swasta Melati Binjai. There are numerous ways to define a group, but there isn't a single precise definition that immediately and effectively captures the idea of a small group. In a summary, a group is considered to be present when two or more individuals share some interdependence and have a discernible sense of oneness.

Therefore, when a group comprises of more than two individuals engaging with one another, a group is considered to be a number of individuals. This method of teaching and learning is being observed by the researcher in a highly noisy classroom. Only a small percentage of the students truly understand the lessons. Considering that many students who employ the small group strategy rely on their group of peers. In addition, despite reading the book numerous times, the students were still unable to identify the text's content. Due to the fact that they learned nothing from it, the student became too sluggish to read the book. Thus, the researcher attempted to use the approach of reading aloud in this instance.

The goal of the study is to find a response to the problem that has been posed, therefore the researcher does so. The problem in this study is stated as follows: "Is there any significant effect of reading aloud on the students' capacity in reading comprehension of the tenth grade students of SMA Swasta Melati Binjai in academic year of 2020/2021?" This study aims to determine whether reading aloud has an impact on the reading comprehension skills.

The study aspires to have some theoretical and practical implications. The goal of this study is to theoretically influence discussions on the effects of reading aloud strategies on students' reading comprehension skills, particularly for narrative texts, by identifying highly practical and technical sectors. It will have a positive effect on the students. They can improve their reading comprehension and become more enthusiastic about learning English. Additionally, the English teacher, the students, and the other researcher can all benefit realistically from this study.

The findings of the research can be used by English teachers as teaching tools and input to improve their students' reading comprehension achievement, particularly when they read narrative texts after becoming familiar with the approach of reading aloud. Reading aloud to students can help them understand narratives better, and it can be particularly effective because this tactic is one that will be heavily included into the curriculum for the 2013 school year. Due to the active advantages, it is essentially necessary to strengthen English reading skills. The fact that the students are placed in an enjoyable environment will make them feel delighted to learn rather than forced to learn English.

The hypothesis (Ha) that there is a significant effect of reading aloud on the students' ability in reading comprehension of the tenth grade students of SMA Swasta Melati Binjai in academic year of 2020–2021 was accepted after taking into account the underlying theory, reading comprehension, and reading aloud technique. Aspects of English, such as comprehension of the grammatical and vocabulary issues, should be included in addition to technique.

2 Method

This research was carried out at SMA Swasta Melati Binjai, located at Jalan M.T. Haryono Kelurahan Jati Karya Kecamatan Binjai Utara, Kota Binjai. And the time of the research was in November 2022. The design of this study was an experimental research, since it described the quantitative degree in which variable were related. It is also reasonable that the researcher intended to examine the cause and effect between two variables, reading aloud strategy, as independent variable (X), and reading comprehension, as the dependent variable (Y).

The type of this research is experimental- control group design. An experimental research design uses comparison between the achievement of the student group given treatment (experimental group) and the achievement of the student group with another treatment (control group).

This study was conducted in experimental research to know the effectiveness of teaching reading comprehension through reading aloud at tenth grade students of SMA Swasta Melati Binjai in academic year of 2022/2023. In an experimental type of study, a researcher wanted to test the hypothesis with respect to the populations through experimentations.

On the population, this can be defined as all members of any well-defined class of people, events or objects. The population of this research was tenth grade students of SMA Swasta Melati Binjai in the academic year of 2022/2023. The total number of the population in this research was 119 students divided into 4 classes, X-A, X-B, X-C, and X-D.

Table 1. The Number of the Tenth Grade Students at SMA Swasta Melati Binjai

No.	Class	Male	Female	Total
1.	X-A	10	20	30
2.	X-B	12	18	30
3.	X-C	16	14	30
4.	X-D	16	13	29
TOTAL		54	65	119

Source: adapted from the primary data

Sample is a set of data collected and/or selected from a population by a defined procedure. According to Ary (2016) sample is a portion of a population and the small group that is observed. The samples

of this research were X-A as the experimental group class and X-B as the control group class. The experimental class was taught by using reading aloud technique whereas the control group was taught by using small group discussion.

Generally here are the steps to perform cluster random sampling.

- a. Sample: Decide the target audience and also the sample size.
- b. Create and evaluate sampling frames: Create a sampling frame by using either an existing framework or creating a new one for the target audience. Evaluate frameworks based on coverage and clustering and make adjustments accordingly. These groups will be varied, considering the population, which can be exclusive and comprehensive. Members of a sample are selected individually.
- c. Determine groups: Determine the number of groups by including the same average members in each group. Make sure each of these groups are distinct from one another.
- d. Select clusters: Choose clusters by applying a random selection.
- e. Create sub-types: It is bifurcated into two- stage and multi-stage subtypes based on the number of steps followed by researchers to form clusters

Table 2. Distribution of the Treatment

			Number
Group	Class	Treatment	of Students
Reading			
Experimental	X-A	Aloud	30
Technique			
Control	X-B	Small Group Discussion	30

Source: adapted from the primary data

Sampling is the process of taking sample. Ary (2016) states “the purpose of sampling is to obtain information concerning the population”. The researcher used the cluster random selection to determine

which class would be the experimental group and the control group. Cluster random sampling is a probability sampling technique where researchers divided the population into multiple groups (clusters) for research. Researcher then selected random groups with a simple random or systematic random sampling technique for data collection and data analysis.

In this study, the researcher chose two classes that would be research objects randomly. Before determines the samples, the researcher had interviewed the teacher. The teacher said that both of classes had similar level of competence. It is also supported by the result of mid-term test that was conducted before the researcher did the research. To score the reading comprehension, the researcher used this scoring rubric:

Table 3. Rubric of Scoring Reading Ability

No	Score	Criteria
1.	90-100	Excellent: main ideas, vocabulary, details information from the text accurate, all connected to each other and to the task sufficient to support
2.	70-89	Good: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or inappropriate support
3.	50-69	Does not address the task. The response is few or not accurate details from the text and these details are not relevant to the task
4.	30-49	Fair: the response provides no accurate details from the text and these details are not relevant to the task.

Source: Brown (2015)

The research instrument used by the researcher in collecting data was post-test. The researcher did not conduct pre-test because the researcher had ensured that the ability of both of control and experimental class were the same, it was showed by the documents of supposed to measure and nothing else. A test will say to be valid if it will measure what intend to measure.

The first step for testing the validity of instrument is by calculating the coefficient of validity of each question items by using *Pearson Product Moment* formula.

- The Validity of the Test

In a study, a good instrument will have to require both valid and reliable conditions. Therefore before utilizing the instruments, it will be necessary to have the instrument validation for making it valid and

exact to measure the provided variable. In general, validity is kind of measurement that will show the validity levels of instruments where a valid instrument will have high-levelled validity and a less valid instrument will have low-levelled one on the other way. Validity will refer to the appropriateness of a given test of its components part as a measurement of what is midterm scores which had similar level competence.

$$r_{xy} = \frac{|(N \cdot (\sum XY)) - ((\sum X)(\sum Y))|}{\sqrt{*(N \cdot \sum X^2) - (\sum X)^2 + *(N \cdot \sum Y^2) - (\sum Y)^2}}$$

In which:

- r_{xy} = the coefficient of validity of one item against total items
- N = the number of samples
- $\sum X$ = sum of scores in each item
- $\sum Y$ = sum of total scores in all items
- $\sum X^2$ = sum of the squared scores in each item
- $\sum Y^2$ = sum of the squared total scores in all items

$$t_{counted} = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

In which:

- $t_{counted}$ = the correlation significance test
- r = the correlation coefficient
- N = the number of samples

The product of $t_{counted}$ was later then consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = $N - 2$. Comparing the coefficient of $t_{counted}$ and t_{table} . If $t_{counted} > t_{table}$ thus the item would be valid.

- The Reliability of the Test

Reliability is one of the characteristics of a good test. Reliability will refer to consistence of test scores. Brog defines reliability as the level of internal consistency or stability thzt can be obtained by using

the split-half formula. The first step for testing the reliability of instrument is by calculating the differenced variance score by using the following formula.

$$V_d = \frac{\sum d^2}{N}$$

In which:

- $\sum d^2$ = sum of the squared differences
- $(\sum d)^2$ = the squared of differences' summing
- N = the number of samples

The second step is by calculating the coefficient of $t_{counted}$ (t -test) by using the following formula.

In which:

$$V_t = \frac{\sum t^2 - \frac{(\sum t)^2}{N}}{N}$$

- \bar{X}_1 = the mean of experimental group
- \bar{X}_2 = the mean of control group
- X_1^2 = the deviation of experimental group
- X_2^2 = the deviation of control group
- n_1 = the total sample of experimental group
- n_2 = the total sample of control group

The final step is by calculating the coefficient of reliability by using *Rulon* formula.

$$r_{11} = 1 - \frac{V_d}{V_t}$$

In which:

- r_{11} = the coefficient of reliability
- V_d = the differenced variance score
- V_t = the total variance of correct answers

The product of r_{11} was later then consulted to the r_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = $N - 2$. Comparing the coefficient of r_{11} and r_{table} . If $r_{11} > r_{table}$ thus the item would be reliable.

- The Technique of Data Analysis

The data then was analyzed by using t -test. But before calculating the mean score of experimental and control group. After that, the writer calculated the coefficient of standard deviation score of experimental and control group before later then seeking for the score of $t_{counted}$ by using this following formula.

$$t_{counted} = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{(\sum X^2 + \sum Y^2)}{n_1 + n_2 - 2} - \frac{\sum X}{n_1} \cdot \frac{\sum Y}{n_2}}}$$

Where:

- $\sum t^2$ = sum of the squared total correct answers
- $(\sum t)^2$ = the squared of total correct answers
- N = the number of samples

3 Result and Discussion

After collecting and checking the students' answer sheet, the writer gave scores on each test. From the data, it was obtained that the scores of students' pretest and posttest in the testing of reading comprehension for experimental group that was taught by applying the reading aloud technique were different. The mean score of students in the pretest (X_1) was 55.83 with the lowest score = 25 and the highest score = 90. Then it could also be seen that the scores of students' pretest and posttest in the testing of reading comprehension for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest (Y_1) was 35.83 with the lowest score = 10 and the highest score = 80. Meanwhile, the mean score of students in the posttest (Y_2) was 37.33 with the lowest score = 10 and the highest score = 80.

Furthermore, from the calculation of t -test on the validity test, it was got that coefficient of $t_{counted}$ was 4.635. Then to find out the validity of the instrument, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 28. So it could be seen that coefficient of $t_{counted}$ (4.635) was greater than the t_{table} coefficient (1.70113). It means that the instrument of testing was valid.

And from the calculation by using *Rulon* formula on the reliability test, it was got that coefficient of reliability was 0.763. Then to interpret the reliability of the instrument, the coefficient of reliability was consulted to the r_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 28. So it could be seen that coefficient of reliability (0.763) was greater than the r_{table} coefficient (0.3061). It means that the instrument of testing was reliable.

Importantly, the writer applied the technique of t -test analysis to find out the effect of reading aloud strategy on the students' comprehension in reading narrative text. The formula was displayed below.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2 + s_2^2}{n_1 + n_2 - 2} \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

$$= \frac{60.17 - 37.33}{\sqrt{\left[\frac{2925}{58} \right] - \left[\frac{2}{30} \right]}}$$

$$= \frac{22.84}{\sqrt{50.43 - 0.07}}$$

$$= \frac{22.84}{\sqrt{50.36}}$$

$$= \frac{22.84}{7.096}$$

$$= 3.219$$

From the calculation of t -test above, it was got that coefficient of $t_{counted}$ was 3.219. Then to find out the effect of the variable X on Y, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 28. So it could be seen that coefficient of $t_{counted}$ (3.219) was greater than the t_{table} coefficient (1.70113). This information indicated the hypothesis of the study was accepted that there is a significant effect of reading aloud on the students' ability in reading comprehension of the tenth grade students of SMA Swasta Melati Binjai in academic year of 2020/2021.

4 Conclusion

From the result of this study, the writer concludes that there is the effect of reading aloud on the students' ability in reading comprehension of the tenth grade students of SMA Swasta Melati Binjai in academic year of 2020/2021. Beside the instrument of testing the students' comprehension in reading the narrative texts which was analyzed as valid by looking at that coefficient of $t_{counted}$ (4.635) was greater than the t_{table} coefficient (1.70113) and also it was analyzed as reliable by looking at that coefficient of reliability (0.763) was greater than the r_{table} coefficient (0.3061); this was also showed from the t -test coefficient which was high and significant by looking at that coefficient of $t_{counted}$ (3.219) was greater than the t_{table} coefficient (1.70113).

REFERENCES

- [1] Anderson, M.; Anderson, K., *Text Types in English*. New York: Macmillan Education, 2017
- [2] Ary, Donald; Jacobs, Lucy Cheser; Sorensen, Chris; Razavieh, Asghar. *Introduction to Research in Education*. Belmont: Wadsworth Cengage Learning, 2016.
- [3] Bouchard. Margaret, *Comprehension Strategies for English Language Learners*. New York: Scholastic Inc., 2015.
- [4] Brillhart, John K., *Effective Group Discussion*. Illonis: Brown Company Publisher, 2017.
- [5] Brindley, Susan, *Teaching English*. London: Routledge, 2015.
- [6] Brumfit, Christopher, *Communication Methodology in Language Teaching The Roles of Fluency & Accuracy*. Cambridge: Cambridge University Press, 2017.
- [7] Broughton, Geoffrey, *Teaching English as a Foreign Language*. Canada: Routledge, 2016.

- [8] Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- [9] Cahyono, B. Y., Mukminatien, N., *Technique and Strategies to Enhance English Language Learning*. Malang: State University of Malang Press, 2016.
- [10] Conny; Sembiring, Aginta Endingna, *The Effect of De Bono Model on Students' Achievement in Writing Descriptive Text of 2018/2019 Eleventh Year Students of SMA Yayasan Pendidikan Harapan Bangsa Kuala Kabupaten Langkat*, 2018. A Published Journal.
- [11] Creswell, John W., *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar, 2016.
- [12] Crystal, David, *English as a Global Language*. Melbourne: Cambridge University Press, 2015.
- [13] Deboer; Dalmann. *The Teaching of Reading*. New York: Holt, Rinchart and Wiston, Inc., 2016
- [14] Gilakjani, Abbas Pourhosein, *A Study of Factors Affecting EFL Learners' Reading Comprehension*. International Journal of English Linguistics. 6 (5), a, 2016.
- [15] Grabe, *Teaching and Researching Reading*. Leeds: Pearson Education Limited, 2015.
- [16] Grellet, F, *Developing Reading Skill: A Practical Guide to Reading Comprehension*. New York: Pearson Publishers, 2016.
- [17] Harmer, Jeremy, *How to Teach English* a Cambridge: Longman, 2017.
- [18] Haynes, Judie; Zacarican, Debbie, *Teaching English Language Learners*. Alexandria: Scott Willis, 2015.
- [19] Hopson, Barrie, *The Theory and Practice of Vocational Guidance*. London: Biddles Ltd., 2017.
- [20] Huang, Jerry, *The Pathways to Reading Theory*. New York: Pearson Publisher, 2015.
- [21] Judd, Elliot L., *Teaching Additional Languages*. Chicago: International Academy of Education, 2015. Kennedy, C. Eddie, *Method in Teaching Developmental Reading*. New Jersey: Peacock Publisher Inc., 2017.
- [22] Kustaryo, Sukirah. *Reading Techniques for College Students*. Jakarta: Departemen Pendidikan dan Kebudayaan, 2016.
- [23] Lubis, B. N. A., Rambe, K. R., & Husda, A. (2022). Two Stay Two Stray Techniques to Improve Junior Highschool Students' English Vocabulary Mastery. *English Teaching and Linguistics Journal (ETLiJ)*, 3(2), 68-74.
- [24] Mehmood, Muhammad Khalid Sajid; Kassim, Hafizoah, *The Effects of Reading Aloud Strategies on Text Level Difficulties, Reading Proficiency and Reading Comprehension Skill*, 2019. A Graduating Journal.
- [25] Mikulecky; Linda, Jeffries, *Advanced Reading Power*. New York: Pearson Education Inc., 2016.
- [26] Nunan, David, *Teaching English to Speaker of Other Languages*. Paris: Rouledge, 2015.
- [27] Nunan, D, *Practical English Language Teaching*. New York: McGraw Hill Companies Inc., 2016.
- [28] Nurlaelawati, Iyen; Dzulqodah, Shofa, *Reading Aloud Strategies in Reading English Texts*, 2015. A Graduating Journal.
- [29] Richard, Jack C., *From Reader to Reading Teacher*. Cambridge: Cambridge University Press, 2017.
- [30] Richards, J. C., *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2017.
- [31] Saptawan, M. Rijal, *The Effectiveness of Teaching Reading Comprehension Through Small*

Group Discussion. Jakarta: English Education Department Graduate School Sebelas Maret University, 2015.

- [32] Saragih, Enni Erawati; B., Rizka Oktavia, *The Effect of Reading Strategies on the Students' Reading Comprehension in Recount Text*. 2017. A Graduating Journal
- [33] Siregar, Sofyan, *Metode Penelitian Kuantitatif Dilengkapi dengan Perbandingan Manual SPSS*. Jakarta: Kencana Prenada Media Group, 2016.
- [34] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif dan Kualitatif*. Bandung: Alfabeta, 2015.
- [35] Thaler, Engelbert, *Teaching English Literature*. Paderbom: Verlag Ferdinand Schoningh GmbH & Co., 2015.
- [36] Ur, Penny, *A Course in Language Teaching*. Melbourne: Cambridge University Press, 2016.
- [37] Williams, E., *Reading in the Language Classroom*. Kuala Lumpur: Modern English Publications, 2015.
- [38] Westwood, Peter, *Learning and Learning Difficulties*. Victoria: ACER Press, 2016.
- [39] Wright, Andrew, *1000+ Pictures for Teacher to Copy*. New York: Longman Inc., 2017
- [40] McNamara, S. Danielle, *Reading Comprehension Strategies*. Kuala Lumpur: Lawrence Erlbaum Associates Inc., 2017.