

# Designing of Interactive Read-Aloud Technique To Achieve Students' Reading Comprehension

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## Abstrak :

The purpose of this research is to design the procedures of Interactive Read-Aloud technique in order to achieve students' reading comprehension. This research was research and development (R&D) Level 1. The data were collected by exploring and analyzing several books, journals, and information related to the research material which are printed and electronic forms. The result of this research was the new procedures of interactive read-aloud technique to achieve students' reading comprehension. They were before reading, during reading, and after reading. Before reading consists of selecting book or text, selecting vocabulary, setting the time, previewing the story, and introducing selected vocabulary. Meanwhile during reading is divided into first read, after first read, and second read. Lastly, sub procedures of after reading are extending comprehension, and good judgment.

**Kata Kunci :** *Interactive Read-Aloud Technique, Reading Comprehension*

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# **Designing of Interactive Read-Aloud Technique To Achieve Students' Reading Comprehension**

## **Introduction**

Reading is one of the skills in learning English. It is a complex process in which there is a connection between reader's background knowledge with written form to get meaning. Anderson in Nunan (2013) states that reading is an essential skill to be learned by students. It is important to learn because reading is integrated to other skills, such as in listening exercise, the students need to read the passage in order to complete the blank form. Also, they need an ability in reading to identify the context of what has the recording said and what has the passage written. Besides, speaking skill is also encouraged by reading. Before the students are able to speak English, they have to read more about the text in English form. The more students read, the more vocabularies gotten, so they will be able to speak English. Afterwards, reading skill is really needed in writing. Without reading, the students will be difficult to find the ideas in writing. Therefore, it can be concluded that reading skill plays an important role in learning English.

According to Anderson in Nunan (2013), the objective of reading is comprehension. comprehending the text means activating one's background knowledge and link the ideas in that background knowledge to the passage. In order to increase students' reading comprehension, the teacher can apply some techniques in the class. One of the technique is interactive read-aloud proposed by Barrentine (1996). Interactive read-aloud is the technique in which the students have a chance to be involved in reading process and the students will be active in participating. Also, the teacher uses some expressions and different voices while reading.

The researcher found there were three experts who have explained the procedures of interactive-read aloud technique. They were Herrel (2000), Barrentine (1996), and Giroir et al. (2015). According to the researcher, Herrels' procedures is too general and do not explain completely. Then, Barrentine's explanation of interactive read-aloud procedures was not explained directionally and still uncompleted in order to achieve students reading comprehension. Furthermore, Giroir et.al procedures was still stated uncompleted in order to achieve students reading comprehension.

Therefore, the researcher is interested to design the new procedures of interactive read-aloud technique in order to achieve students' reading comprehension. Thus, the researcher conducted a research entitled "Designing of Interactive Read-Aloud Technique Procedures to Achieve Students' Reading Comprehension." This study is guided by a research question: How is the new design of interactive read-aloud procedures to achieve students' reading comprehension?.

## **Method**

The design of this research was research and development (R&D) because the researcher wants to design the new procedures of interctive read-aloud technique. In this research, the researcher used the first level by Sugiyono in which it is only doing a research in order to get the new design, but do not create the new product and test them. It means, the

researcher only deliver the product designed. Then, the design is validated internally in which it is from the expert's judgment and practitioner, but it is not produced or tested externally in which it is the field testing. The researcher used documentation as the instrument of this research. Besides, technique of the data collection that is used in this research were the notes, transcripts, books, and journals about the material of Interactive Read-Aloud Technique in achieving students' reading comprehension. In analyzing the data, the researcher used content analysis. According to Krippendorff in Azizah and Purwoko, content analysis is the technique of data analysis in order to get replicable and valid inferences from texts (or other meaningful matter) depend on the context. Thus, the researcher analyzes the data by planning which is the book chosen, developing the relevance topic to the research, comparing one sources to another, taking notes, making interpretations, and finally taking the conclusion.

## Results

In this session, the researcher focused on describing the process of doing research and development level one by Sugiyono. In this research, it discussed about how designing process of interactive read-aloud technique procedures. Therefore, the steps of designing interactive read-aloud technique can be explained as follow:

1. Potencial and problem

The researcher found that this research came from problem.

2. Study of literature and gathering information.

In this step, the researcher focused on seeking the study of literature related on and relevance to this research, and gathering information by doing analysis of relation between the procedures in order to achieve students' reading comprehension

3. Design of product

Designing a product means creating a new innovation of something. It can be the method, learning media, or procedures. In this research, the researcher designed the new procedures of interactive read-aloud technique in order to achieve students' reading comprehension. The new design of interactive read-aloud technique procedures can be described in Table: 1

| Table 1. The new design of interactive read-aloud technique |                  |                         |
|-------------------------------------------------------------|------------------|-------------------------|
| Before reading                                              | During reading   | After reading           |
| Selecting book or text                                      | First read       | Extending comprehension |
| Selecting vocabulary                                        | After first read | Good judgement          |
| Setting the time                                            | Second read      |                         |

4. Validation of product

After the design has been created, the next step that should be done by the researcher was testing the design or getting the validation of design. Validation here means the product or the design was validated by the expert or practitioner who have more knowledge about the research topic. In this case, the researcher gave the design into expert or practitioner.

5. Design has been tested.

In validation process, the researcher got some comments and suggestions about the design. After that, the researcher improved the design, then it has been tested

internally. Hence, the final of this research and development level one is only get the design tested internally but it does not make a product and do the field testing

## **Discussion**

In creating the design, the researcher followed some steps that have been described in Result section above. For more explanation, the researcher elaborated the steps. The new design of Interactive Read-Aloud technique procedures began with determining whether the research was coming from potencial or problem by analyzing the procedures of interactive read-aloud from three experts. After knowing the research was coming from the problem, the next step is seeking the study of literature and gathering information by reading a lot of material related to interactive read-aloud technique.

After seeking the study of literature and gathering information, the researcher then began to create the new design. It was created by analyzing the procedures of three experts in order to achieve students' reading comprehension. After analyzing process, the researcher found that those procedures should be collected in a procedure in order to make them complete and directed so that this technique is easier to implement by the teacher and can be achieved reading comprehension of students.

In order to implement the new design of interactive read-aloud technique procedures to achieve students' reading comprehension, the researcher started with before reading. Before reading is the activity in planning reading section. In before reading, there are some activities that will be held by the teacher in implementing interactive read-aloud technique. The first step is selecting book or text that is suitable for students' level and interest. After that, the teacher selects some vocabularies that are appropriate and can encourage students' reading comprehension. The next step is setting the time in order to implement this technique in the class. The teacher then previews the story or text in order to make the students familiar and can predict about the text. Lastly, the teacher introduces the vocabularies selected in the previous step to the students.

Afterwards, the researcher elaborated during reading in implementing this technique. In this session, the teacher starts to do the first read. In first read, the teacher divides the text per part, then the teacher reads the text loudly by using appropriate prosody and expression to the students. After that, the students focus to hear the students read aloud. Then, the next is after first read. This after first read is concerned with discussion session between student to student, and students to teacher. The last step to do in during reading is second read. In second read a deep discussion will be done by the teacher with the students about several words in the story in order to make the students really understand and apply the vocabularies in daily life.

After during reading activities have done, the last is doing after reading. In this session, the focus is on how to conclude the overall material in the day. The first thing that the teacher does is extending comprehension by asking the students to conclude the text, retell the story, and the teacher will conclude the material and relate the text into daily life. Then, the teacher should give good judgment into students. When students try to answer the questions from teacher, so the teacher will appreciate them by giving good judgment and do not focus to grammatical error used by the students. Hence, those three

main procedures of new design of interactive read-aloud technique that are expected to achieve students reading comprehension.

It can be concluded that the new design was validated by experts in which they consists of three experts; the English lecturers in IAIN Bukittinggi. After passing the validity by the experts, the researcher improved the design based on suggestions and input from them. Finally, the design is tested internally or the researcher do not make the product and do the field testing.

## Conclusion

The research question of this research as stated in chapter one was how the new design of interactive read-aloud procedures are in order to achieve students' reading comprehension. Therefore, after analyzing the document, the researcher designed the new procedures of interactive read-aloud technique in order to achieve students' reading comprehension which are before reading, during reading, and after reading. Before reading section consist of selecting books or texts, selecting vocabulary, and previewing the story and introducing selected vocabulary. Besides, during reading activity consist of first read, after first read, and second read. Lastly, after reading is divided to extending comprehension, and other considerations; time and good judgment. This research is suggested to the reader or next researcher if they want to use this kind of procedures in reading class or to develop this procedures into a form of product and do the field testing.

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