

**EXPLORING STUDENTS' ABILITY IN READING ALOUD AT
MTs NEGERI 1 MANADO**

THESIS

Submitted as Partial Requirement for
Degree of Education (S.Pd) in Teaching English



by :

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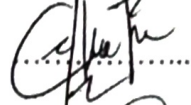


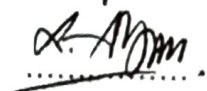

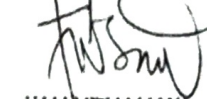
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHERS TRAINING
MANADO STATE INSTITUTE OF ISLAMIC STUDIES**

1444 H/2023 M

THESIS RATIFICATION

The thesis entitled “*Exploring Students Ability in Reading Aloud at MTs Negeri 1 Manado*” compiled by Annisa Soleha Mokodongan with student registration number 1826018, a student of English Education Study Program. Has been examined and defended in the Munaqasah session held on February 2rd 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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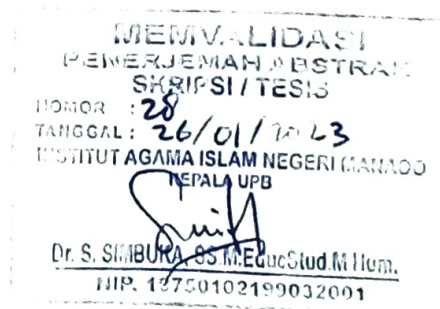
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ABSTRACT

Annisa Soleha Mokodongan, (2022), *Exploring Students' Ability in Reading Aloud at MTs Negeri 1 Manado*, A Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.

This research aims to find out the student's ability to read aloud. The researcher focused on exploring students' ability to read aloud on four aspects: pronunciation, articulation, fluency, and intonation. This data was collected and analyzed with a descriptive quantitative design by using the test to collect the data. The research sample was grade 8-B, consisting of 30 students at MTs Negeri 1 Manado. Instruments of the research: the researcher gave recount texts for students to read, assessed students' abilities using an assessment rubric, and used a smartphone as a recording tool. It is to remember what students read to ascertain better what score they got. Data analysis applied a formula to determine the students' mean scores from the four aspects of reading aloud that the researcher and the English teacher had obtained in the test. The research findings showed that students have an excellent ability to read aloud. Delivered from the result of the test showed that four students who get an A or excellent, 13 students who earn a B+ or good, seven students who get a B or fair, four students who get a B- or poor, and meanwhile two students still have low ability in reading aloud or C+. The overall average score of students based on the test results is 79, or good.

Keywords: *Exploring, Ability, Reading Aloud*



ABSTRAK

Annisa Soleha Mokodongan, (2022), "Mengeksplorasi Kemampuan Siswa dalam Membaca Nyaring di MTs Negeri 1 Manado", Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam membaca nyaring. Penelitian ini memfokuskan pada kemampuan siswa dalam membaca nyaring pada empat aspek, yaitu, pengucapan, kelancaran, intonasi dan artikulasi. Dalam penelitian ini peneliti menggunakan metode deskriptif kuantitatif dengan menggunakan tes untuk mengumpulkan data. Sampel penelitian ini adalah siswa kelas 8-B yang terdiri dari 30 siswa di MTs Negeri 1 Manado. Instrumen Penelitian ini yaitu, teks recount, rubrik penilaian, dan peneliti menggunakan handphone sebagai alat perekam. Ini untuk mengingat apa yang dibaca siswa, untuk lebih memastikan skor apa yang mereka dapatkan. Analisis data dalam penelitian ini, peneliti menggunakan rumus mean score untuk menentukan nilai rata-rata siswa dari keempat aspek membaca nyaring yang diperoleh peneliti dan guru bahasa inggris dalam tes kepada siswa. Hasil penelitian menunjukkan bahwa siswa memiliki kemampuan baik dalam membaca nyaring. Hal ini ditunjukkan dari hasil tes bahwa 4 siswa yang mendapatkan "A" atau sangat baik, 13 yang mendapatkan "B+" atau baik, 7 yang mendapatkan "B" atau cukup, 4 siswa yang mendapatkan "B-" atau kurang baik dan 2 siswa yang masih memiliki kemampuan yang rendah dalam membaca nyaring dengan sangat buruk atau "C+". dan nilai rata-rata keseluruhan siswa berdasarkan hasil tes adalah 79 atau kemampuan baik.

Kata kunci:; Mengeksplorasi, kemampuan, membaca nyaring

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya saya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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ACKNOWLEDGMENT



First of all, praise to Allah the Almighty God who gives the researcher His mercy and strength. Peace and salutation, we always say to our prophet Muhammad saw, with his family and followers, so the researcher finished writing this thesis.

This thesis entitled “Exploring Students’ Ability in Reading Aloud at MTs Negeri 1 Manado” is a compulsory completion of the strata I degree prerequisite. In finishing this thesis, the researcher faced some problems and obstacles but the researcher received a lot of assistance from many people.

The researcher deeply thanks to researcher beloved parents, Sanima Mokoginta, Sutami Mokodongan, Chandra Mokodongan and Aisyah Ayudia Inara Mokodongan, for the endless love, pray, and support.

The researcher also would like to thanks the advisors, Dr. Andi Mukarramah Nagauleng, M.Pd and Indah Wardaty Saud M.Pd, for the patiently guidance, recommendation, correction, advice and the valuable time to supervise the researcher from the first guidance until this thesis is completed.

In addition, the researcher appreciates the assistance and supports of the following:

1. Delmus Puneri Salim, S.Ag., M.A., M.Res., Ph.D as the Rector of Manado State Institute of Islamic Studies.
2. Dr. Ahmad Rajafi, M.Hi., as the First Deputy Rector of Manado State Institute of Islamic Studies.
3. Dr. Radliyah Hasan Jan, S.E., M.Si., as the Second Deputy Rector of Manado State Institute of Islamic Studies.
4. Dr. Musdalifah Dachrud, M.Si., M.Psi as the Third Deputy Rector of Manado state institute of Islamic Studies.
5. Dr Ardianto, M.Pd as the Dan of Tarbiyah and Teacher Training of Manado State Institute of Islamic Studies

6. Nur Halimah, M.Hum., as the Head of English Education Study Program and Fadhlán Saini, M.Pd., as the Secretary of English Education Study Program
7. Dr. Ahmad Mustamir Waris, M.Pd., as the Examiner I who always motivates the researcher to complete this thesis
8. Lies Kryati M.Ed., as the Examiner II who always gives suggestions for the researcher to complete this thesis
9. All lecturers in English Education Study Program
10. Friends who are always there for the researcher in any condition, dearest Rivo Agus, Nur Indah Dewi, Dissa Sepriana Sugeha, Lutfia Male, Elfira Mokoginta, Haidir Hamid and Ciwi-ciwi, , success for you all.
11. Beloved family TBI 2018 for giving supports and memorable time.

The researcher realizes that this thesis is still far from perfection. Lastly, the researcher hopes this thesis would be useful for the readers.

Manado, 02 February 2023

The Writer,



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CHAPTER 1 INTRODUCTION

A. Background of study

Reading is the method that is most crucial for digesting information.¹ Understanding a written language involves reading. It is a skill that may be learned through process. It is undeniable that one critical abilities that students must master in order to learn English is reading. Spoken aloud while the teacher explains and gives a general summary of the start and finish of the learning process of the learning process. Children's English is improved through reading aloud in terms of vocabulary, pronunciation, comprehension, listening, reading, speaking, communicative skills, motivation, literacy and critical thinking abilities.²

In the Qur'an, Allah SWT, has said in Surah Al-'alaq verse 1-5, as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Translation: “(1) Read in the name of your Lord who created. (2) He has Created man from a clot of blood. (3) Read, and your Lord is the Most Glorious. (4) Who taught knowledge by the pen. (5) He taught man that what he did not know”.³

The interpretation of the first verse of Surah Al-Alaq states: Read the divine revelations that you will soon receive in abundance, and also read about nature and your society. Read it so that you will equip yourself with the power of knowledge. Read them but on condition that you do so

¹ Hijril Ismail, *Improving the Students' Reading Skill through Translation Method*, Journal of English Education, Vol. 2 No. 2, 2017, p. 124-131.

² Jennet Senawati, Ni Komang Arie Suwastini, I Gusti Agung Sri Rwa Jayantini, Ni Luh Putu Sri Adnyani, Ni Nyoman Artini, *The Benefit of Reading Aloud for Children: A Review in EFL Context*, Indonesia Journal of English Education, Vol. 8, No. 1, 2021, p. 82

³ Kementerian Agama RI, *Al-Qur'an dan Tafsirnya*, (Jakarta: Widya Cahaya, 2011) p.1216

with or the name of God who always watches over and guides you and in any place. After explaining that Allah SWT is the creator of all that exists. The interpretation of the second verse of Surah Al-Alaq states: His creation to which the revelations of the Al-Qur'an are addressed, they are humans created by him from 'Alaq. The interpretation of the third verse of Surah Al-Alaq states: Repeats the command to read while introducing Allah as a familiar substance, they are the most Good and most Gracious, whose mercy cannot be described because it exceeds expectations. The interpretation of the fourth and fifth verse of Surah Al-Alaq states: Part of the impact of His grace by stating that He teaches with a pen, that is, through a means cultivated by humans. And He also teaches man directly without the involvement of his efforts.⁴

Reading aloud involves pupils expressing the material while they read to gain more active information, expand their vocabulary and sharpen their pronunciation. Reading aloud fosters students' comprehension of the text's meaning, their acquisition of new vocabulary, their improvement of pronunciation, their augmentation of self-esteem, and their enjoyment of the teaching and learning process.⁵

However, some students who do not value reading aloud think that doing so is crucial to the process of learning English. English is a phonic language that employs alphabetic writing, English is a subject with practice, to boot. In addition, "reading aloud" serves a variety of purposes in English teaching and is a crucial component of education for overall growth.⁶

By reading aloud, students can test whether their pronunciation is correct. If the pronunciation is incorrect, they can easily modify it. While in

⁴ Shihab, M Quraish, *Al-Lubab Makna, Tujuan dan Pelajaran dari Surah-surah Al-qur'an*. Lentera, 2012. P. 688-689

⁵ Nurlaily Sofyan, Jusmin HJ Wahid, and Nirwan H Idris, *The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Aloud*, *Journal of English Language Teaching*, Vol. 8, No. 1, 2022, p. 12

⁶ Lianguang Huang, *Reading Aloud in the Foreign Language Teaching*, *Journal of Asian Social Science*, Vol. 6, No. 4, 2010, p. 148.

listening, when students read aloud, it helps them to understand the pronunciation of words, pauses, and emphasis on words in fragments.⁷

MTs Negeri 1 Manado is one of the schools in Manado, which is located in Bailang, Kec. Bunaken. The teacher at MTs Negeri 1 Manado have used the reading aloud technique in learning English, but the teacher have not tested the students' reading aloud ability.

A. Research Problem

A research problem is formulated as follows: "How is the students' ability in reading aloud at MTs Negeri 1 Manado?"

B. Limitation of the Study

This research focuses of Exploring Students' Ability in Reading Aloud (pronunciation, articulation, fluency, intonation). The research conducted at the 8-B grade at MTs Negeri 1 Manado

C. Objectives of The Study

From the research question above, the objectives of this study are as follows:

To describe students' ability in reading aloud at the Eight grade of MTs Negeri 1 Manado

D. Significant of The Study

This result of the study is expected to be used theoretically and practically:

1. Theoretically

This study provides an overview of how is the students' reading aloud ability and researchers can provide information that can be used as a reference for other researchers who will conduct research about reading aloud.

2. practically

The result of the study can be used to contribute practically, such as:

⁷ Hirai, D.L, *Acadmic Language/Literacy Strategies for Adolescent. A "How To" Manual for Educators*, New York and London. Routledge: Taylor and Farancis Group, Vol. 2, No. 3, 2010, p.35

a. For Students

This research of this study is crucial for students to know and improve their ability to read aloud.

b. For Teachers

This research can be information or references for English Teacher to improve their technique to teach reading aloud.

c. Further research

The result of this study can serve as a guide for information and reference in developing further research for students in MTs Negeri 1 Manado about the Exploring students ability in reading aloud.

E. Definition of Key Term

1. Reading: Reading is both an activity and a result. The act of reading involves the interaction between the reader and the text, including how the reader interprets the writing on the page, what thoughts the reader has as they are reading, and whether or not the reader is paying attention to what they are reading.
2. Reading Aloud: Reading aloud involves pupils expressing the material while they read to gain more knowledge, expand their vocabulary, and sharpened their pronunciation.

CHAPTER II

REVIEW OF LITERATURE

A. Reading

1. Definition of reading

According to Harmer, learning a language is aided by reading. The more students read, the better they become at it, provided they more-or-less comprehend what they read. Additionally, reading has a positive impact on students' writing, spelling, and vocabulary skills.⁸

Reading is both an activity and a result. The act of reading involves the interaction between the reader and the text, including how the reader interprets the writing on the page, what thoughts the reader has as they are reading, and whether or not the reader is paying attention to what they are reading. Reading comprehension, also known as an internal construction of meaning, is the result of reading; it signifies that the information read has been understood (at least to some extent). Both must be evaluated in the classroom, reading processes are typically evaluated continuously using formative assessment, and reading comprehension is typically evaluated using both formative and summative assessment. Reading is helpful for learning a language.⁹

According to Brown, reading is a skill that teachers simply expect students to grasp when learning a foreign language. If only because books are the medium, basic, beginning-level textbooks in a foreign language assume a student's reading proficiency. Even oral interviews may involve reading competence for some tasks; most formal examinations use the written word as a stimulus for test-taker response. As we develop general language

⁸ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2007), p.99

⁹ Penny Mckay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006), p. 224-225

proficiency tests, reading, undoubtedly the most important skill for success in all educational contexts, continues to be of utmost importance.¹⁰

Nowadays, for those learning English as a second language or as a foreign language nowadays, reading has become crucial. Reading aloud to students promotes the development of speaking, writing, and listening skills in addition to reading. People will think more clearly as they read. In other words, people learn more when they read more.¹¹ According to Westwood also explains that the essential ability that underpins all formal education is reading. Reading implies to comprehend the meaning of written symbols or other printed words. Reading serves as a source of source information, a fun hobby, and a way to expand and consolidate one's language skills. Reading is a very important way to broaden your thinking and learn about other cultures.¹²

2. The type of reading

There are six type of reading:

a. Perceptive Reading

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b. Selective Reading

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cues, tasks matching, true/false, multiple-choice, etc. stimuli include

¹⁰ H. Douglas Brow, *Language Assessment: Principle and Classroom Practices*, (America: Pearson Education, 2004), p.185

¹¹ Bertaria Sohnata Hutauruk, *The Effect of Think Aloud Strategy on Students' Ability in Reading Comprehension*, International Journal, p.53

¹² Westwood, Peter S, *What The Teacher Need to Know About Reading and Writing Difficulties*, (Victoria: ACER Press, 2008), 15

sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

c. Interactive Reading

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.¹³

d. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.¹⁴

e. Reading Aloud

Reading aloud is a type of reading, and reading is an etymological term for those who read books. Loud refers to being heard across a distance and loud enough to be heard over a whisper. Reading aloud is the act of reading aloud, which can be

¹³ H. Douglas Brow, *Language Assessment: Principle and Classroom Practices*, (America: Pearson Education, 2004), p.189

¹⁴ Joni Iskandar, *Teaching and Learning Reading Comprehension Through Herringbone to be First Semester of the Eleventh Grade Students of MAN 1 Pesisir Barat* (Lampung: IAIN Raden Intan Lampung, 2017), p. 13

used with reading comprehension techniques to practice pronunciation¹⁵

f. Silent Reading

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on students' selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the students vocabulary.

Based on the types of reading above, the researcher focuses more on the fifth type of reading, they are reading aloud.

3. The Purpose of Reading

According to grade Wiliam and L. Fredrika, the category of purpose for reading includes are:

a. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability

b. Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skills in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed

c. Reading to learn from text

¹⁵ Hikma Witria, *The Effect of Reading Aloud Strategy on Students' English Word Pronunciation* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2020), p. 18

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base

d. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of word, strong skills in forming a general meaning representation of main ideal, and efficient coordination of many processes under very limited time constraint.¹⁶

B. Reading Aloud

1. Definition of Reading Aloud

According to Ledger, reading aloud has been linked to a variety of literacy abilities and cognitive advantages. Reading aloud to children has been associated with related language development, emerging literacy, and reading success. Decontextualized language with children through reading aloud. Additionally, hearing books read aloud in class fosters the

¹⁶ Junaidin, *The Technique of Teaching Reading Used by The Teacher at The First Year Students of SMA Muhammadiyah 3 Batu* (Malang: University of Muhammadiyah Malang, 2017), p.7

growth of the receptive language abilities necessary for speaking and listening. For children, reading aloud can have a positive impact on motivation and attitude. Someone chooses to read or not is more determined by the attitude and influence of talent or level of reading. There is some evidence that reading aloud provides advantages, and it is acknowledged that reading to children frequently while they are young has a direct causal effect.¹⁷

According to Gurdon in Jennet Senawati article, when reading aloud, students use their eyes, ears, and brains to absorb various parts of the story, pay attention to the narrator's voice, and interpret what they see and hear. It is argued that reading aloud to pupils has the greatest educational benefits because it serves as their knowledge foundation and a source of emotional and intellectual nutrition.¹⁸

Reading aloud involves pupils expressing the material while they read to gain more knowledge, expand their vocabulary, and sharpened their pronunciation. Reading aloud to students fosters their comprehension of the text's meaning, their acquisition of new vocabulary, their improvement of pronunciation, their augmentation of self-esteem, and their enjoyment to the teaching and learning process.¹⁹ Fluency is the ultimate goal of reading aloud, which includes using the appropriate speech, reading clearly and without pausing, reading without turning to the text, and reading with the appropriate tone.²⁰ Pronunciation is the art of producing words or sounds. To produce clear word when speaking, a

¹⁷ Susan Ledger, Margaret K. Merga, *Reading Aloud: Children's Attitude toward being Read to at Home and at School*, Journal of Teacher Education, Vol. 43, No. 8, 2018, p. 125-126

¹⁸ Jennet Senawati, Ni Komang Arie Suwastini, I Gusti Agung Sri Rwa Jayantini, Ni Luh Putu Sri Adnyani, Ni Nyoman Artini, *The Benefits of Reading Aloud For Children : A Review in EFL Context*, Indonesia Journal of English Education, Vol. 8, No. 1, 2021, p. 84-85

¹⁹ Nurlaili Sofyan, Jusmin HJ Wahid, and Nirwan H Idris, *The Effectiveness of Reading Aloud Strategy in Concerning Students Reading Skills*, Journal of English Language Teaching, Vol. 8, No.1, p. 12

²⁰ Nursanti, *Peningkatan Kemampuan Membaca Teks Arab Melalui Strategi Reading Aloud Pada Siswa Kelas VII MTs Taman Pendidikan Islam Makassar* (Makassar: Universitas Muhammadiyah Makassar, 2021), p. 16

person must have good pronunciation. Furthermore, intonation rhythm, and clear language are three aspects of pronunciation.²¹

The advantages of reading aloud include the opportunity to develop literacy skills through intonation, sound voice recognition, and the capacity for hearing, speaking, reading, and writing. The following are some of the significant advantages of reading aloud:

a. Stimulating think aloud

In reading stories to students, there are words to learn, understanding and moral values, so that students' brain development leads to good quality, critical and creative thinking

b. Introducing literacy

Reading aloud can add vocabulary to students, especially the vocabulary used in book language. students also recognize sounds, intonation, listening skills, speaking skills, then later reading and writing skills such as language skills

c. Build familiarity

This is an important point and the main thing, besides playing, reading is one of the activities to build closeness between students and teacher.²²

2. The function of reading aloud

According to Lianguang Huang, reading aloud has five function in foreign language teaching

a. Practice pronunciation

Reading aloud is a sort of thorough pronunciation exercise. The passage with specific content and circumstances is the source for the

²¹ Junaidah Munawarah, Usman Kasim and Bukhari Daud, *Improving Speaking Sub-skills by Using the Attention, Relevance, Confidance and Satisfaction (ARCS) Model*, English Education Journal (EEJ), Vol. 9, no. 3, 2018, p. 363

²² Siti Yumnah, *Membudayakan Membaca Dengan Metode Read Aloud*, Jurnal Studi Islam, Vol. 12, No. 1, p. 86

reading aloud material. To properly separate the meaning into groups, place the 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 some of them have distinct regional accents. They can efficiently correct their dialect by reading aloud.

b. Improve oral English

The students who have perfect oral English should talk clearly and pronounce words correctly. The majority of students learn English with a strong emphasis on reading and writing. For some students, who don't use the incorrect pause, appropriate speaking habits naturally develop. To portray different characters or establish an atmosphere, try to read with expression and alter the pitch (high-low), tone (gentle-rough), and volume (soft-loud) of your voice. Reading out loud can help us open our jaws and obviously, improve our oral 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.

d. Strengthen the knowledge

Through speaking, writing, reading and listening, we may reinforce what we have learnt. Reading aloud is an exercise for pronunciation, grammar, and vocabulary that is relevant to listening, speaking, and reading. Although general oral English is a significant strategy, its vocabulary and structure are somewhat constrained. Reading aloud can help make up for the lack of speaking English because the topics, vocabulary, and grammar are so diverse.

e. Improve the classroom atmosphere

In class, especially in intensive class, students may feel tired and after some time. At that time reading aloud can help them back to the class.²³

C. Aspects of Reading Aloud

According to Jufri, there are several important aspects of reading aloud.

1. Pronunciation

Making the sound that conveys meaning is called pronunciation. It has segmental qualities including intonation, phrasing, stress, tempo, and rhythm as well as segmental features that involve the specific sound of language. Additionally, gestures and expressions that are closely related to how we produce the language surround speech. Correct message will be conveyed with good pronunciation. However, misunderstanding will happen if the speaker produces wrong pronunciation. This is why reading aloud requires perfect pronunciation.

2. Articulation

The act of moving the speech organs to produce speech is known as articulation. The tongue, lips, jaws, and other structures are among the speech organs. It takes a lot of work with these speech organs to develop good articulation, furthermore, if pupils make it a habit to read aloud, they will develop clear articulation. As a result, if the teacher makes reading aloud in class a regular activity, students' speech organs will typically be trained to generate English sounds. Additionally, clear articulation translates into clear understanding for the listener, or the other way around. Overall, reading aloud also requires good articulation.

²³ Liangguang Huang, *Reading Aloud in the Foreign Language Teaching*, Journal of Asian Social Science, Vol.6, No. 4, 2010, p. 149

3. Fluency

In the context of teaching foreign languages, the concept of fluency is frequently contrasted with that of accuracy. Particularly in communicative language instruction, there are three essential components that make someone a fluent reader. Speed, accuracy, and appropriate expressiveness. Additionally, speed and accuracy depend on clear articulation and pronunciation. Reading will be effortless and happen so rapidly without conscious awareness if you have superb articulation and pronunciation. Furthermore, fluent reading solely refers to how well the reader comprehends and understands the content. It is backed up with accurate expression. It takes both intonation and phrasing to say anything correctly. The right intonation will aid and inspire readers to underline and draw attention to the key passages in the text. In the meanwhile, using the right language will help.

4. Intonation

Intonation is the use of word stress to help readers identify and understand the main points of what is being read or stated. The language will be challenging for readers who have intonation issues to understand. The syllable must be stressed by changing the pitch of the words as they are spoken. This aids readers or listeners in comprehending what is written or heard. The tone may be lowering or ascending, at which point it gains significance. It is typically the major point that the speakers aim to convey when they speak in a rising tone. While this is happening, the dropping tone is just providing context for the major argument. It truly helps the listeners and readers grasp the concept and understand what being.²⁴

²⁴ Jufri, *The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, Advances in Social Science, Education and Humanities Research, Vol.276, 2018, p.113

D. Previous study

Some studies are relevant to this research. They are:

Table 2.1
Relevant Studies

No	Research Identity	Similarity	Differences	Research Originality
1	Kang, Shuo (2020). <i>Exploring L2 English Learners' Articulatory Problems Using a Read Aloud Task</i>	This study analyzes students' articulation through the use of reading aloud. This study was also conducted by the quantitative descriptive method	This research focuses on why pauses occur in the process of articulation of their speech production	This research focuses of Exploring Students' Ability in Reading Aloud (pronunciation, articulation, fluency, intonation). The research conducted at the 8-B grade at MTs Negeri 1 Manado
2	Jufri (2018). <i>The Students' Ability in Reading Aloud at English Department FBS</i>	This research is aimed at identifying the students' ability in reading aloud. The design of the research is	This study focuses on five aspects, they are, pronunciation, fluency, articulation, intonation and	

	<i>Universitas Negeri Padang</i>	descriptive quantitative	comprehension	
3	Dwi Rosa Damasena, Lely Refnita and Joni Alfino (2018). <i>An Analysis of the Second Year Students' Ability to Read Aloud English Narrative Text at English Education Department of Bung Hatta University</i>	The purposes of this research is to know the students' pronunciation, fluency and intonation	This researcher uses narrative text to determine students' ability to read aloud	
4	Maria Martinez Adrian (2014). <i>The Efficacy of a Reading Aloud Task in the Teaching of Pronunciation</i>	This research examined students' articulation and intonation through reading aloud assignments	This research used questionnaire to analyze their opinions regarding the usefulness of this learning task	

5	Siti Nurani and Amrina Rosyada (2015). <i>Improving English Pronunciation of Adult ESL Learners Through Reading Aloud Assessments</i>	This research aims at improving English pronunciation through reading aloud in the form of short texts	The research was carried aims out in statistics Data Center (BPS) by employing an action research with two cycles of assessments.	
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The table above refers to a previous study that related to this study, First, study was conducted by Kang, Shuo, 2020 “Exploring L2 English Learners’ Articulatory Problems Using a Read Aloud Task”. This study investigated the anomalous pauses made by English learners who speak mandarin Chinese as their mother tongue, with attempts of finding out why these pauses occur in the articulation process of their speech production. 36 learners and 36 native English speakers participated in a read aloud task (124 English texts with 26081 words for each participant), which was recorded for further analysis. The results demonstrated that L2 learners made significantly more anomalous pauses when reading aloud English texts and they had difficulty articulating the phonemes /b/, /d/, /g/, /dʒ/, /z/, and /ð/. More importantly, no difference was found in the frequency of anomalous pauses between advanced and less advanced learners, indicating that even proficient learners have difficulties in L2 pronunciation.²⁵

The second study was conducted by Jufri, 2018 “The Students’ Ability in Reading Aloud at English Department FBS Universitas Negeri

²⁵ Kang, Shuo, *xploring L2 English Learners’ Articulatory Problems Using a Read Aloud Task*, Journal of Calgary (Working) Papers in Linguistics, Vol.31, 2020, p.47

Padang”. This research is aimed at identifying the students’ ability in reading aloud at English Department FBS Universitas Negeri Padang. The design of the research is descriptive quantitative and the population were the students of English Department FBS Universitas Negeri Padang registered at academic year 2016. The findings of the research indicated that most students had low ability in reading aloud. About 75 percent of the students were not fluent in reading and 70 percent of them made mistakes in pronunciation and articulation. Besides, they could not catch the writer’s message while doing reading aloud. The students also found problems in word stresses and intonation.²⁶

The third study was conducted by Dwi Rosa Damasena, Lely Refnita and Joni Alfino, 2018 “An Analysis of the Second Year Students’ Ability to Read Aloud English Narrative Text at English Education Department of Bung Hatta University”. The purpose of this research was to describe the second year students’ ability to read aloud narrative text. Specifically, the purposes of this research were to find out the second year students’ pronunciation, fluency and intonation. In line with the findings of this research as discussed above, it can be concluded that mostly the students’ reading aloud ability was very good, and specifically, the students’ pronunciation ability in reading aloud was very good, their fluency ability in reading aloud was very good, and their intonation ability in reading aloud was moderate.²⁷

The fourth study was conducted by Maria Martinez Adrian, 2014 “The Efficacy of a Reading Aloud Task in the Teaching of Pronunciation”. This research aims to test efficacy of a reading aloud task with a noticing and an awareness component in the teaching of pronunciation, and to gauge learners’ beliefs regarding the use of this learning tool. Twenty first-year students of the BA in English studies at the University of the Basque Country

²⁶ Jufri, *The Students’ Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, *Advances in Social Science, Education and Humanities Research*, Vol.276, 2018, p.112

²⁷ Dwi Rosa Damasena, Lely Refnita and Joni Alfino, *An Analysis of the Second Year Students’ Ability to Read Aloud English Narrative Text at English Education Department of Bung Hatta University*, *jurnal fakultas keguruan dan ilmu pendidikan*, Vol. 7, No. 2, 2018, p. 87

participated in the investigation. Ten written text were selected by the instructors in order to practice reading aloud for ten weeks. Students went through two phases when doing this task in class: noticing and awareness. They were tested on articulation of sounds, stress placement and intonation through two different texts at two different times. Students were also administered a questionnaire to analyze their opinions regarding the usefulness of this learning task. The assessment of the recordings revealed that learners obtained better means in the case of the second text analyzed. Similarly, the analysis of the responses given to the questionnaire indicated that students considered the reading aloud task a good instrument to improve their pronunciation in English.²⁸

The last study was conducted by Siti Nurani and Amrina Rosyada, 2015 “Improving English Pronunciation of Adult ESL Learners Through Reading Aloud Assessments”. This research aims at improving English pronunciation through reading aloud in the form of short texts. The research was carried out in statistics Data Center (BPS) by employing an action research with two cycles of assessments. There were 20 IT engineers of Networking Operation Center with various background of knowledge as an object of the research. The data was collected by observation, note taking, and test which are designed and administered to identify the participants’ core and frequency of English. Findings show that there is an improvement on participants’ pronunciation skill through reading aloud as it can be seen from the increase of a mean score on the second cycle with 77,75 that is considered as good predicate.²⁹

²⁸ Maria Martinez Adrian, *The Efficacy a Reading Aloud Task in the Teaching of Pronunciation*, Journal of English Studies, Vol. 12, 2014, p. 95

²⁹ Siti Nurani and Amrina Rosyada, *Improving English Pronunciation of Adult ESL Learners Through Reading Aloud Assessments*, Journal Lingua Cultura, Vol.9, No. 2, 2015, p. 108

CHAPTER III

METHOD

A. Research Design

This research is conducted by using descriptive-quantitative research. The instrument of this research is reading aloud test. Based on Hermawan, quantitative is a research method that is an inductive, objective, and scientific in which the data obtained are in form of numbers or statements that are assessed and analyzed by statistical analysis.³⁰

B. Research setting

1. Place

The took place research at MTs Negeri 1 Manado, which is located in Manado, on Bailang, Kec. Bunaken

2. Time

The researcher conducted this research in September until Oktober 2022

C. Population and Research Sample

1. Population

The population is the entire research subject. The population of this research the 8-B grade students' of MTs Negeri 1 Manado. The total number of the students' is 30. The population was large so, the researcher used sample taken from the population.

2. Sample

The sample was a small group that is observed which is a portion of the population. It means that the sample is a part of the population that will be investigated. The research sample of this study was taken by purposive sampling that is also known as judgment sampling. This technique allows choosing a sample from the population deliberate due to the qualities the participant possesses.³¹ However, in this research, the

³⁰ Iwan Hermawan, *Metode penelitian Pendidikan: Kuantitatif, Kualitatif and Mixed Method*, (Kuningan: Hidayatul Quran Kuningan, 2019), p.16

³¹ Rukayya S Alkassim, Xuankiem Tran, *Comparison of Convenience Sampling and Purposive Sampling*, Journal of Theoretical and Applied Statistics, Vol. 5, No. 1, 2016, p. 2

researcher chose 8-B grade of MTs Negeri 1 Manado which consisted of 30 students’.

D. Data and Source Of Data

The source of data in this research was the data collected by using a test. The researcher provides texts for students’ to read so that researcher find out the students’ ability in reading aloud. This test was gave to eight grade at MTs Negeri 1 Manado.

E. Instrument of Research

There are three instruments of this research. Those are, recount text, assessment rubric and recorder, where researcher used hand-phone as a recording tool.

F. Technique of Data Collection

In order conducted the data to support this research, the researcher used tests to collect the data. Arikunto said that a test is some questions or exercise which data collecting procedure test documentation individual or group to measure the mastery.³²

The researcher collected a test on 30 students in 8-B grade to find out the students ability to read aloud especially in pronunciation, articulation, fluency and intonation. The researcher gave the recount text to the students to read. In carrying out the test, the researcher and the English teacher listened to the text read by the students, giving a score based on at the assessment rubric so they knew what grade would be given to students, the researcher also recorded to make it easier for the researcher to give score to students.

G. Data Analysis

In this research, the researcher used a formula to determine the students’ mean score from the four aspects of reading aloud that the researcher had obtained in the tests to students’. Here is the formula:

³² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006). P. 139.

$$M = \frac{\sum x}{N}$$

Note: M = mean score

$\sum x$ = accumulative score

N = Number of aspect assessed

H. Validity and Reliability Instrument

The instrument of this research was validity. It was verified by looking at the test was used to assess the goals. The term “reliability” used to describe the instruments precision or accuracy. The purpose of determining content validity was to determine the accuracy of the education material sample that was being evaluated. The test that the researcher took in this research was English book at SMP/MTs. As a result, the content was verified and it was found to be suitable for used. As a research tool, the test was valid and reliable.

The data obtained from the test were analyzed using an assessment rubric. The assessment rubric was adapted from (Zaim: 2013: 48), for clarity, the rubric can see in the following table.

By using the assessment rubric, the researcher assessed and measured the students’ reading aloud while reading the recount text, with the aim of simplifying the assessment

Table 3.1
Reading Aloud Assessment rubric³³

No	Aspect Graded	Excellent 100-90 A	Good 89-77 B+	Fair 76-70 B	Poor 69-65 B-	Very Poor 64-60 C+
1	Pronunciation	Students have few traces of foreign	Students are always intelligible, though one is	Students have pronunciation problems necessitate	Students are very hard to understand because of	Students have pronunciati on problem

³³ M. Zaim, *Asesmen Otentik: Implementasi dan Permasalahannya Dalam Pembelajaran Bahasa Inggris di Sekolah Menengah*, International Seminar on Languages and Arts. p. 48

		accent	conscious of define accent	concentrated listening and occasionally lead to misunderstan ding	pronunciation problem, must frequently be asked to repeat	severe as to make speech virtually unintelligi ble
2	Articulation	All pronounced clearly at the right tempo. The reader's voice can be heard well	There are 1-2 words that are not clearly pronounced because the tempo is too fast. The reader's voice can be heard well	It was found 3-7 word pronunciation which is not clear the pronunciation because of the tempo is too fast. That lack reader's voice are quite audible	Lost words unclear pronunciation with appropriate voices tempo. Reader's voice tends to be low	Almost all of the pronunciati on is not clear and the tempo does not match. The reader's voice is very low
3	Fluency	Very smooth with no pauses	Smooth enough with very few pauses	Normal speed with few pauses	Slow pace with frequent pauses	The pace is very slow with too many pauses
4	Intonation	Correct intonation/t one for the words/phras es/sentences with lead to appropriate	Very few mistakes in intonation/tone for the words/phrase/s entences with lead to	Few mistakes in intonation/ton e which interfere the intended meaning	Several mistakes in intonation/ton e which lead to misunderstan ding of the	No difference of intonation/ tone for the word/phras

		the intended meaning	appropriate the intended meaning		inetended meaning	es/sentences which lead to misunderstanding of the intended meaning
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Based on the table above, there are several categories of assessment in reading aloud, aspects graded are pronunciation, articulation, fluency and intonation. Each aspect chooses the same category, there are, excellent or A (100-90), good or B+ (89-77), fair or B (76-70), poor or B- (69-65) and very poor or C+ (64-60). The first aspect to be assessed is pronunciation, students get excellent or A (100-90), if Students have few traces of foreign accent, students get good or B+ (89-77), Students are always intelligible, though one is conscious of define accent, students get fair or B (76-70), Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding, students get poor or B- (69-65), Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat, very poor or C+ (64-60), if Students have pronunciation problem severe as to make speech virtually unintelligible.

The second aspect is articulation, students get excellent or A (100-90), if all pronounced clearly at the right tempo. The reader's voice can be heard well, students get good or B+ (89-77), there are 1-2 words that are not clearly pronounced because the tempo is too fast. The reader's voice can be heard well, students get fair or B (76-70), it was found 3-7 word pronunciation which is not clear the pronunciation because of the tempo is too fast. That lack reader's voice are quite audible, It was found 3-7 word pronunciation which is not clear the pronunciation because of the tempo is too fast. That lack reader's voice are quite

audible, students get poor or B- (69-65), lost words unclear pronunciation with appropriate voices tempo. Reader's voice tends to be low, very poor or C+ (64-60), almost all of the pronunciation is not clear and the tempo does not match. The reader's voice is very low.

The third aspect is fluency, students get excellent or A (100-90), very smooth with no pauses, students get good or B+ (89-77), smooth enough with very few pauses, students get fair or B (76-70), normal speed with few pauses, students get poor or B- (69-65), slow pace with frequent pauses, very poor or C+ (64-60), the pace is very slow with too many pauses.

The last aspect is intonation, students get excellent or A (100-90), correct intonation/tone for the words/phrases/sentences with lead to appropriate the intended meaning, students get good or B+ (89-77), very few mistakes in intonation/tone for the words/phrase/sentences with lead to appropriate the intended meaning, students get fair or B (76-70), few mistakes in intonation/tone which interfere the intended meaning, students get poor or B- (69-65), several mistakes in intonation/tone which lead to misunderstanding of the intended meaning, and very poor or C+ (64-60), no difference of intonation/tone for the word/phrases/sentences which lead to misunderstanding of the intended meaning.

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

Based on the research that was conducted at the eighth grade MTs Negeri 1 Manado. The researcher found the results of the students' ability to read aloud through test.

The findings show that the result of this study was obtained from a reading test of 8-B grade. The test was measured by two scorers, there are the researcher and the English teacher at MTs Negeri 1 Manado. The students were tested using reading aloud the recount text.

Give more detail information about students reading aloud ability in four aspects the researcher display those aspect separately and respectively. The results of this test are shown in the table below:

1. Pronunciation

Table 4.1
Pronunciation Score

Number of Respondent	Score	Grade
R.1	70	B
R.2	77	B+
R.3	83	B+
R.4	77	B+
R.5	77	B+
R.6	60	C+
R.7	89	B+
R.8	78	B+
R.9	92	A
R.10	68	B-
R.11	69	B-

R.12	87	B+
R.13	73	B
R.14	70	B
R.15	85	B+
R.16	77	B+
R.17	73	B
R.18	65	B-
R.19	70	B
R.20	87	B+
R.21	89	B+
R.22	81	B+
R.23	63	C+
R.24	66	B-
R.25	88	B+
R.26	88	B+
R.27	96	A
R.28	75	B
R.29	100	A
R.30	89	B+
Total	78.7	B+

Based on the table above, the average score that all students get for pronunciation is 78.7 or good category “B+”. Of 30 students there are only 2 students who get low scores for pronunciation or very poor category “C+”, because Students have pronunciation problem severe as to make speech virtually unintelligible. There are 3 students who get an “A” or excellent category for pronunciation, because Students have few traces of foreign accent. More students who get a “B+” or good category for pronunciation, there are 15 students because Students are always intelligible, though one is conscious of define accent. Furthermore, there are 6 students who get a “B” or fair category for pronunciation,

because Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. And the last, there are 4 students who get “B-“ or poor category for pronunciation, because Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat.

2. Articulation

Table 4.2
Articulation Score

Number of Respondent	Score	Grade
R.1	70	B
R.2	76	B
R.3	83	B+
R.4	77	B+
R.5	78	B+
R.6	62	C+
R.7	90	A
R.8	79	B+
R.9	90	A
R.10	70	B
R.11	69	B-
R.12	89	B+
R.13	73	B
R.14	70	B
R.15	84	B+
R.16	79	B+
R.17	74	B
R.18	67	B-
R.19	73	B
R.20	86	B+
R.21	89	B+

R.22	81	B+
R.23	64	C+
R.24	66	B-
R.25	88	B+
R26	90	A
R.27	93	A
R.28	77	B
R.29	100	A
R.30	90	A
Total	79.2	B+

Based on the table above, the average score that all students get for articulation is 79.2 or good category “B+”. Of 30 students there are only 2 students who get low scores for articulation or very poor category “C+”, because, almost all of the pronunciation is not clear and the tempo does not match, the reader’s voice is very low. There are 6 students who get an “A” or excellent category articulation, because, all pronounced clearly at the right tempo, the reader’s voice can be heard well. More students who get a “B+” or good category for articulation , there are 12 students because, there are 1-2 words that are not clearly pronounced because the tempo is too fast, the reader’s voice can be heard well. Furthermore, there are 7 students who get a “B” or fair category for articulation because, it was found 3-7 word pronunciation which is not clear the pronunciation because of the tempo is too fast, that lack reader’s voice are quite audible. And the last, there are 3 students who get “B-“ or poor category for articulation because, lost words unclear pronunciation with appropriate voices tempo. Reader’s voice tends to be low.

3. Fluency

Table 4.3
Fluency Score

Number of Respondent	Score	Grade
R.1	70	B
R.2	78	B+
R.3	83	B+
R.4	77	B+
R.5	78	B+
R.6	60	C+
R.7	91	A
R.8	78	B+
R.9	92	A
R.10	70	B
R.11	70	B
R.12	89	B+
R.13	74	B
R.14	70	B
R.15	86	B+
R.16	79	B+
R.17	74	B
R.18	67	B-
R.19	71	B
R.20	85	B+
R.21	90	A
R.22	81	B+
R.23	64	C+
R.24	66	B-
R.25	88	B+
R26	87	B+

R.27	93	A
R.28	74	B
R.29	100	A
R.30	91	A
Total	79,1	B+

Based on the table above, the average score that all students get for pronunciation is 79.1 or good category “B+”. Of 30 students there are only 2 students who get low scores for fluency or very poor category “C+”, because, the pace is very slow with too many pauses. There are 6 students who get an “A” or excellent category for fluency, because, very smooth with no pauses. More students who get a “B+” or good category for fluency, there are 13 students because, smooth enough with very few pauses. Furthermore, there are 8 students who get a “B” or fair category for fluency because, normal speed with few pauses. And the last, there are 2 students who get “B-“or poor category for fluency because, slow pace with frequent pauses.

4. Intonation

Table 4.4
Intonation Score

Number of Respondent	Score	Grade
R.1	70	B
R.2	76	B+
R.3	83	B+
R.4	77	B+
R.5	78	B+
R.6	62	C+
R.7	91	A
R.8	79	B+

R.9	92	A
R.10	70	B
R.11	68	B-
R.12	89	B+
R.13	74	B
R.14	70	B
R.15	84	B+
R.16	79	B+
R.17	74	B
R.18	67	B-
R.19	73	B
R.20	86	B+
R.21	89	B+
R.22	81	B+
R.23	63	C+
R.24	65	B-
R.25	88	B+
R.26	90	A
R.27	93	A
R.28	76	B
R.29	98	A
R.30	88	B+
Total	79,1	B+

Based on the table above, the average score that all students get for intonation is 79.1 or good category “B+”. Of 30 students there are only 2 students who get low scores for intonation or very poor category “C+”, because, no difference of intonation/tone for the word/phrases/sentences which lead to misunderstanding of the intended meaning. There are 5 students who get an “A” or excellent category for intonation, because, Correct intonation/tone for the

words/phrases/sentences with lead to appropriate the intended meaning. More students who get a “B+” or good category for intonation, there are 14 students because, very few mistakes in intonation/tone for the words/phrase/sentences with lead to appropriate the intended meaning. Furthermore, there are 7 students who get a “B” or fair category for intonation because, few mistakes in intonation/tone which interfere the intended meaning. And the last, there are 3 students who get “B-” or poor category for intonation because, several mistakes in intonation/tone which lead to misunderstanding of the intended meaning.

From the four aspects above, it can be concluded that all aspects get a “B+” or good category, and from 30 students almost all students get a B+ score or good category. It can be said that students’ ability to read aloud is good.

Table 4.5
Students’ Reading Aloud Score

Number of Respondent	ASPECT					Score
	Pro	Artic	Fluency	Into	Average	
R.1	70	70	70	70	70	B
R.2	77	76	78	76	76,7	B
R.3	83	83	83	83	83	B+
R.4	77	77	77	77	77	B+
R.5	77	78	78	78	77,7	B+
R.6	60	62	60	62	61	C+
R.7	89	90	91	91	90,2	A
R.8	78	79	78	79	78,5	B+
R.9	92	90	92	92	91,5	A
R.10	68	70	70	70	69,5	B-
R.11	69	69	70	68	69	B-
R.12	87	89	89	89	88,5	B+
R.13	73	73	74	74	73,5	B
R.14	70	70	70	70	70	B

R.15	85	84	86	84	84,7	B+
R.16	77	79	79	79	78,5	B+
R.17	73	74	74	74	73,7	B
R.18	65	67	67	67	66,5	B-
R.19	70	73	71	73	71,7	B
R.20	87	86	85	86	86	B+
R.21	89	89	90	89	89,2	B+
R.22	81	81	81	81	81	B+
R.23	63	64	64	63	63	C+
R.24	66	66	66	65	65,7	B-
R.25	88	88	86	88	87	B+
R.26	88	90	87	90	88,7	B+
R.27	96	93	93	93	93,7	A
R.28	75	77	74	76	75,5	B
R.29	100	100	100	98	99,5	A
R.30	89	90	91	88	89,5	B+
Total	78,7	79,2	79,1	79,1	79	B+

Based on the table above, it can be seen that the overall average score of students based on the test results is 79 and is categorized into good ability. Furthermore, the value of each individual is as follows: student 1 get an average score of 70, fair category or (B), student 2 got an average score of 76, fair category or (B), student 3 get an average score of 83, good category or (B+), students 4 get an average score of 77, good category or (B+), student 5 get an average score of 77, good category or (B+), student 6 get an average score of 61, very poor or (C+), student 7 get an average score of 90, excellent category or (A), student 8 get an average score of 78, good category or (B+), student 9 get an average score of 91, excellent category or (A), student 10 get an average score of 69, fair category or (B-), student 11 get an average score of 69, fair category or (B-), student 12 get an average score of 88, good category or (B+), student 13 get an average score of 73, fair category or (B), student 14 get an average score of 70,

fair category or (B), student 15 get an average score of 84, good category or (B+), student 16 get an average score of 78, good category or (B+), student 17 get an average score of 73, fair category or (B), student 18 get average score of 66, poor category or (B-), student 19 get an average score of 71, fair category or (B), student 20 get an average score of 86, good category or (B+), student 21 get an average score of 89, good category or (B+), student 22 get an average score of 81, good category or (B+), student 23 get an score of 63, very poor category or (C+), student 24 get an score of 65, poor category or (B-), student 25 get an score of 87, good category or (B+), student 26 get an average score of 88, good category or (B+), student 27 get an average score of 93, excellent category or (A), student 28 get an average score 75, fair category or (B), student 29 get an average score of 99, excellent category or (A) and the last, student 30 get an average score of 89, good category or (B+).

It can be concluded that there are 4 students who get a A or excellent, 13 students who get a B+ or good, 7 students who get a B or fair, 4 students who get a B- or poor and 2 students who get a C+ or very poor. This means that there are many students' who were able to read very well. On the other hand, some students' still cannot read aloud well.

B. Discussion.

In this study, the researcher focuses on four aspects of reading aloud there are pronunciation, articulation, fluency and intonation. According to Jufri (2018), correct pronunciation will be conveyed with a good meaning. However, if the speaker mispronounces it, there will be confusion.³⁴ Based on the findings on the table 4.1 the researcher found that almost all students got good in pronunciation, 78.7 or good category "B+". from 30 students there are only 2 students who get low scores for pronunciation or very poor category "C+", because Students have pronunciation problem severe as to make speech virtually unintelligible.

³⁴ Jufri, *The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, Advances in Social Science, Education and Humanities Research, Vol.276, 2018, p.112

According to Jufri (2018), a spoken sound is produced through articulation, which is the movement of the speech organs. The tongue, lips, jaws, and other structures are among the speech organs. It takes a lot of work with these speech organs to develop good articulation. Additionally, clear articulation contributes to clear understanding for the listener, or vice versa.³⁵ It can be seen on the table 4.2, the average score that all students get for articulation is 79.2 or good category “B+”. Of 30 students there are only 2 students who get low scores for articulation or very poor category “C+”, because, almost all of the pronunciation is not clear, the tempo does not match, and the reader’s voice is very low.

Moreover Jufri (2018), in the context of teaching foreign languages, the concept of fluency is frequently contrasted with that of accuracy. Particularly in communicative language instruction, there are three essential components that make someone a fluent reader. They are speed, accuracy, and appropriate expressiveness. Furthermore, fluent reading only solely refers to how well the reader comprehends the content.³⁶ On the table 4.3, the average score that all students get for pronunciation is 79.1 or good category “B+”. Of 30 students there are only 2 students who get low scores for fluency or very poor category “C+”, because, the pace is very slow with too many pauses.

Jufri (2018) states, the syllable must be stressed by changing the pitch, this aids readers or listeners in comprehending what is written or heard. The tone may be lowering or ascending, at which point it gains significance. It is typically the major point that the speakers aim to

³⁵ Jufri, *The Students’ Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, Advances in Social Science, Education and Humanities Research, Vol.276, 2018, p.112

³⁶ Jufri, *The Students’ Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, Advances in Social Science, Education and Humanities Research, Vol.276, 2018, p.112

convey when they speak in a rising tone.³⁷ Based on the findings on the table 4.4, the average score that all students get for intonation is 79.1 or good category “B+”. Of 30 students there are only 2 students who get low scores for intonation or very poor category “C+”, because, no difference of intonation/tone for the word/phrases/sentences which lead to misunderstanding of the intended meaning.

As stated by Ladger (2018), being read to aloud at school enhances the development of the receptive language skills involved in listening and speaking³⁸, connected with Huang (2010) statement, that reading can be a very good pronunciation practice of students³⁹. In line with the result of this research, 19 students obtained above 76 score of pronunciation aspect or have good quality of pronunciation. One of the function of reading aloud is also Improve oral English, from the result of this research, the aspects of articulation, fluency, and intonation showed high score of students. For some students who do not have the improper pause, and develop natural and good pronunciation habit. Try to read with expression, change the pitch (high-low), tone (gentle-rough) and volume (soft-loud) of our voice to show different characters or create a mood.⁴⁰ Result of this research show, 19 students scored above 76 of articulation aspect or have good quality of articulation, 18 students get 76 of fluency aspect, and 19 students obtained above 76 score of intonation.

As stated by Hirai (2010), students can test whether their pronunciation is correct. If the pronunciation is incorrect, they can easily modify it. While listening, students read aloud, this helps them understand

³⁷ Jufri, *The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, *Advances in Social Science, Education and Humanities Research*, Vol.276, 2018, p.112

³⁸ Susan Ledger, Margaret K. Merga, *Reading Aloud: Children's Attitude toward being Read to at Home and at School*, *Journal of Teacher Education*, Vol. 43, No. 8, 2018, p. 125

³⁹ Lianguang Huang, *Reading Aloud in the Foreign Language Teaching*, *Journal of Asian Social Science*, Vol.6, No. 4, 2010, p. 149

⁴⁰ Lianguang Huang, *Reading Aloud in the Foreign Language Teaching*, *Journal of Asian Social Science*, Vol.6, No. 4, 2010, p. 149

the pronunciation of words, pauses, and emphasis on words in fragments.⁴¹ Can be seen from the result of the research, where only two students got a C+ grade or very poor category. This show that the students' pronunciation is good, it only needs a little improvement. When the students read the text, the scorers, there are, researchers and the English teacher , observed what mistakes the students made in pronunciation and after the students finished reading, the scorers told the mistakes the students made to use as future learning.

Nursanti (2021) stated the fluency which includes using the appropriate speech, reading clearly and without pausing, reading without looking at the text, and reading with the appropriate tone, is the ultimate goal of reading aloud.⁴² The result of the fluency assessment, show that the students' fluency was good but that didn't mean they didn't make mistakes, out of 30 students only 2 students read less clearly and got a C+ grade. Then the result of the intonation assessment, students read with good intonation but there are still some students who are still lacking in intonation.

According to Sofyan (2021), reading aloud is the practice of expressing the text while reading, allowing pupils to gain more knowledge, expand their vocabulary, and sharpen their pronunciation.⁴³ The table 4.1 and 4.4 show that the intonation and pronunciation of students when reading aloud is good and correct, but there are also some students who still make mistakes in intonation and pronunciation. It can be said that reading aloud really helps students in improving there pronunciation.

⁴¹ Hirai, D.L, *Acadmic Language/Literacy Strategies for Adolescent. A "How To" Manual for Educators*, New York and London. Routledge: Taylor and Farancis Group, Vol. 2, No. 3, 2010, p.35

⁴² Nursanti, *Peningkatan Kemampuan Membaca Teks Arab Melalui Strategi Reading Aloud Pada Siswa Kelas VII MTs Taman Pendidikan Islam Makassar* (Makassar: Universitas Muhammadiyah Makassar, 2021), p. 16

⁴³ Nurlaily Sofyan, Jusmin HJ Wahid, and Nirwan H Idris, *The Effectiveness of Reading Aloud Strategy in Concerning Students Reading Skills*, *Journal of English Language Teaching*, Vol. 8, No.1, p. 12

In conclusion, the findings show that students' reading aloud is good, especially in four aspects (pronunciation, articulation, fluency, and intonation), but there are also some students who still have difficulty in reading aloud. When students read they look nervous and afraid they will make mistakes, but that does not stop them from being able to read aloud. From the tests that the researcher have done, students and teacher can learn together to better apply reading aloud as their daily life, students can also find out when mistakes they made in reading aloud so that students can correct these mistakes.

This study has five previous studies supporting the data. The first supported research came from Kang Suho. The result of their study show that demonstrated that L2 learners made significantly more anomalous pauses when reading aloud English texts and they had difficulty articulating the phonemes /b/, /d/, /g/, /dʒ/, /z/, and /ð/. More importantly, no difference was found in the frequency of anomalous pauses between advanced and less advanced learners, indicating that even proficient learners have difficulties in L2 pronunciation.⁴⁴ The difference between this study and theirs is that the researcher does not discuss the phenomenon of pauses and anomalies but focuses only on the students ability to read aloud. While the similarity is that the result of this study show that there are still some students who have difficulty in pronunciation.

The second study come from Jufri. The study showed that most students had low ability in reading aloud. About 75 percent of the students were not fluent in reading and 70 percent of them made mistakes in pronunciation and articulation. Besides, they could not catch the writer's message while doing reading aloud. The students also found problems in

⁴⁴ Kang, Shuo, *xploring L2 English Learners' Articulatory Problems Using a Read Aloud Task*, Journal of Calgary (Working) Papers in Linguistics, Vol.31, 2020, p.47

word stresses and intonation.⁴⁵ While this study shows that students have good reading aloud ability.

The third study is Dwi Rosa Damasena, Lely Refnita and Joni Alfino. The result of their study show that that mostly the students' reading aloud ability was very good, and specifically, the students' pronunciation ability in reading aloud was very good, their fluency ability in reading aloud was very good, and their intonation ability in reading aloud was moderate.⁴⁶ The similarity with this research is that it has same results, there are, students have good abilities in reading aloud.

Then, the fourth study that supports this study is come from Maria Martinez Adrian. The result obtained is The assessment of the recordings revealed that learners obtained better means in the case of the second text analyzed. Similarly, the analysis of the responses given to the questionnaire indicated that students considered the reading aloud task a good instrument to improve their pronunciation in English.⁴⁷ But this study did not use a questionnaire.

Finally, the fifth research comes from Siti Nurani and Amrina Rosyada. The Findings of their study show that there is an improvement on participants' pronunciation skill through reading aloud as it can be seen from the increase of a mean score on the second cycle with 77,75 that is considered as good predicate.⁴⁸ While this study shows that students have good pronunciation.

⁴⁵Jufri, *The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*, *Advances in Social Science, Education and Humanities Research*, Vol.276, 2018, p.112

⁴⁶ Dwi Rosa Damasena, Lely Refnita and Joni Alfino, *An Analysis of the Second Year Students' Ability to Read Aloud English Narrative Text at English Education Department of Bung Hatta University*, *jurnal fakultas keguruan dan ilmu pendidikan*, Vol. 7, No. 2, 2018, p. 87

⁴⁷ Maria Martinez Adrian, *The Efficacy a Reading Aloud Task in the Teaching of Pronunciation*, *Journal of English Studies*, Vol. 12, 2014, p. 95

⁴⁸Siti Nurani and Amrina Rosyada, *Improving English Pronunciation of Adult ESL Learners Through Reading Aloud Assessments*, *Journal Lingua Cultura*, Vol.9, No. 2, 2015, p. 108

The conclusion is that from the five previous studies above, study from Dwi Rosa Damasena, Lely Refnita and Joni Alfino which has the same results as this study.

CHAPTER V

CONCLUSIAN AND SUGESSTION

A. Conclusion

Based on the findings, after the researcher conducted test with 8-B grade in MTs Negeri 1 Manado, the researcher concludes that the students' ability to read aloud especially in pronunciation, articulation, fluency and intonation is good. It shown from the result of test, that 4 students who get a A or excellent, 13 students who get a B+ or good, 7 students who get a B or fair, 4 students who get a B- or poor and 2 students who get a C+ or very poor. The average value of students from each aspect, they are, pronunciation with a value of 78.7, articulation 79.2, fluency 79.1 and intonation with a value of 79.1, and the overall average score of students based on the test results is 79 or good ability.

B. Suggestion

Based on the result of this research, the researcher will suggest:

1. To the students

Students must practice more in reading aloud, especially in pronunciation.

2. To the teacher

The teachers should apply more reading aloud techniques in lessons so that students can get used to it.

3. To the next researcher

Future researcher who wishes to conduct research to reading aloud can use the results of this research, or the references used in this study can be used as references for conducting further research with different research method and designs, such as classroom action research (CAR) design or experiment.

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APPENDICES

Appendix 1 Research instrument

Recount text

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekends. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.⁴⁹

⁴⁹ Bastina Yuniar, Bahasa Inggris SMP/MTs (Jakarta: Cmedia Imprint Kawan Pustaka, 2017),p.299

Appendix 2 Sheet assessment reading aloud

No	Name :						
	Class :						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation						
2	Articulation						
3	Fluency						
4	Intonation						

Appendix 3 General Description of Research Setting

The Brief story of MTs Negeri 1 Manado

MTs Negeri 1 Manado was founded in 1978. Since in 2015, the Ministry of Religion lowered the new nomenclature so that MTs. Negeri Manado changed its name to MTs Negeri 1 Manado, with statistic number of school 121171710001, NPSN 60725168. MTs Negeri 1 Manado is a general school that has Islamic subjects by the ministry of religion and is the only school in Manado city which is located on Bailang, at Bailang raya No. 293. The learning process focuses on ability, character. Soft skill, and hard skill on students. MTs Negeri 1 Manado has been accreditation "A" There is 965 students of Grade VII, VIII, and IX and then had 35 teachers. Until now MTs Negeri 1 Manado has been led by ten Madrasa Heads, there are:

1. Rosmaida Dahlan, BA
2. Abdullah Adjria
3. Drs. Thaib Tubagus
4. H. Mohammad Oli'i
5. Arif Hasan, S.Ag
6. H. Syamsudin Rauf, M.Pd
7. Syuaib Sulaiman, S.Ag, M.Pd.I
8. Syarif Afiat Salim Raya, S.Ag, MM
9. H. Fadli Noh, S.Ag, M.Pd.I
10. H. Syukry Sahid, S.Ag, M.Pd


The vision of MTs Negeri 1 Manado is obedient IMTAQ, Excelling in science and technology, skilled in arts and culture, and sports. The mission of this school are :

1. Implementing the appreciation and practice of Islamic teaching through activities madrasah

2. Implementing effectiveness learning and guidance with the CTL approach and PAKEM to produce quality students
3. Improving the development of professional and owned education personnel competence in the field
4. Improving extracurricular achievements to optimize skills and students creativity following to their potential
5. Implementing participatory, transparent, accountability management by involving parties involved in the implementation of madrasah
6. Creating a competitive atmosphere among students in activities Intracurricular and extracurricular
7. Creating a conducive atmosphere in the madrasah environment by involving all existing components.⁵⁰

⁵⁰ Dhea Ramadanti Thaib, Thesis: *Students' Difficulties in Reading Comprehension at the Ninth Grade MTs Negeri 1 Manado*, 2022, p.24

Appendix 4 Research Permitt Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jln. Dr S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 880616 Manado 95128

Nomor : B-2251 /In. 25/F.II/TL.00.1/09/2022 Manado, 17 September 2022
 Sifat : Penting
 Lamp : -
 Hal : Permohonan Izin Penelitian

Kepada Yth :
Kepala MTs Negeri 1 Manado

Di
 Tempat

Assalamu 'alaikum Wr. Wb.
 Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Annisa Soleha Mokodongan
 NIM : 1826018
 Semester : IX (Sembilan)
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul *"Exploring Students' Ability In Reading Aloud at MTs Negeri 1 Manado"*. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

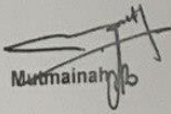
1. Dr. Andi Mukarramah Nagauleng, M.Pd
2. Indah Wardaty Saud, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan September s.d Oktober 2022

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
 Wakil Dekan Bid. Akademik dan
 Pengembangan Lembaga,


 Mutmainah

Tembusan :
 1. Rektor IAIN Manado sebagai Laporan
 2. Dekan FTIK IAIN Manado
 3. Kaprodi TBI IAIN Manado
 4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA MANADO
MADRASAH TSANAWIYAH NEGERI 1 MANADO PLUS RISET
 Jln Bailang Kec. Bunaken Kota Manado
 Telepon (0431) 851772 Faksimile (0431) 851772 EMAIL: mtsnunggulanmanado@gmail.com

SURAT KETERANGAN

Nomor : B-346 /Mts.23.01.1/TL.00.1/ 10 /2022

Yang bertanda tangan dibawah ini :

N a m a : H.Syukry Sahid, S.Ag., M.Pd
 N I P : 197105022001121001
 Jabatan : Plt. Kepala Madrasah

Menerangkan bahwa :

N a m a : Annisa Soleha Mokodongan
 N I M : 1826018
 Semester : IX (Sembilan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan/ Prodi : Tadris Bahasa Inggris

Adalah benar telah melaksanakan penelitian di Madrasah Tsanawiyah Negeri 1 Manado Plus Riset dari Bulan September 2022 s.d. Oktober 2022 dalam rangka penyusunan Skripsi dengan judul : *"Exploring Student's Ability In Reading Aloud at MTs Negeri 1 Manado"*. Surat Keterangan ini diberikan berdasarkan surat pengantar untuk mendapatkan studi lapangan / penelitian pada Jurusan Tadris Bahasa Inggris (TBI) Institute Agama Islam Negeri (IAIN) Manado, Nomor: B-2251/In.25/F.II/TL.00.1/10/2022 tanggal 07 September 2022 Perihal: Permohonan Izin Penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 14 Oktober 2022

Plt. Kepala,


 H. Syukry Sahid, S.Ag., M.Pd
 NIP. 197105022001121001

Appendix 5 List of Students in VIII-B

No	Nama	(L/P)
1	ADHA AZAKY IBRAHIM	L
2	ALIEF FATAHILLAH ENGELEN	L
3	ALIKA BUCHARI	P
4	ALIYA SABRINA	P
5	ARAFI AFANDI BAKSH	L
6	ATIFA NAYLA FAUZIAH	P
7	AZZIMAH SYIFA ALAUDINI	P
8	FANNY PUTRI MAHARANIN	P
9	FIRZATULLAH FATIHIYAH SAMAN	L
10	HIZBURROBBANI STARDIEN ASY'ARI	L
11	KAYLA ASYIFA IKHSAN AMINY	P
12	KHAIRUNNISA NURUL NIRWANA	P
13	KHAIRUL AZZAM MASOED	L
14	KHALIL GIBRAN KASIM	L
15	KHARISSA SALIM	P
16	MOH. WILDAB BIN SALEH	L
17	MUHAMAD AFIF SATRIYO	L
18	MUHAMAD ARIANSYAH SULEMAN	L
19	MUHAMAD FITRAH ANUGRAH	L
20	MUHAMMAD RIFFAI ABOQARY MOKI	L
21	NAHDHA QANITA ASYARANI	P
22	NAZRIL KHALIF SAWOTONG	L
23	NUR LAILI POLII	P
24	RAFI ZAHIR BASIR	L
25	REZKY ISLAMI MANTU	L
26	SEKAR F. TUMENGGUNG	P
27	SHIRATH SYAIRAZY PALAMANI	L
28	SITI NAZWA SHAKIRA SULAIMAN	P
29	ULVALIN VALENSIA LAGARUTU	P
30	ZILZAFAH APRILIA	P

Appendix 6 Documentations



Picture 1. Researcher describing the Instruction of the test



Picture 2. Reading aloud test with students of XIII-



Picture 3. Reading Aloud test with Students of 8-B



Picture 4. Reading Aloud Test with Students of 8-B

Appendix 7 Answer Sheet reading aloud by the researcher

No	Name : Adha Azky Ibrahim Class :VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				78		
2	Articulation			75			
3	Fluency				78		
4	Intonation			75			

No	Name : Alief Fatahillah Engelen Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			73			
2	Articulation			73			
3	Fluency			73			
4	Intonation			74			

No	Name : Alike Buchari Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			75			
2	Articulation			75			
3	Fluency			70			
4	Intonation			75			

No	Name : Aliya Sabrina Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				89		
2	Articulation					90	
3	Fluency					90	
4	Intonation				88		

No	Name :Arafi Afandi Baksh Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				89		
2	Articulation					90	
3	Fluency					90	
4	Intonation					90	

No	Name : Atifa Nayla Fauziah Class :						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			76			
2	Articulation				77		
3	Fluency			76			
4	Intonation				77		

No	Name : Azzimah Syifa Alaudini Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				77		
2	Articulation				78		
3	Fluency				78		
4	Intonation				78		

No	Name : Fanny Putri Maharandin Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					95	
2	Articulation					95	
3	Fluency					98	
4	Intonation					98	

No	Name : Firzatullah Fatihyah saman Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			70			
2	Articulation			70			
3	Fluency			70			
4	Intonation			70			

No	Name : Hizburrobbani Stardien Asy'ari Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation	61					
2	Articulation	60					
3	Fluency	60					
4	Intonation	60					

No	Name : Kayla Asyifa Ikhsan Aminy Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation		66				
2	Articulation		65				
3	Fluency		66				
4	Intonation		65				

No	Name : Khairrunisa Nurul Nirwana Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				88		
2	Articulation				89		
3	Fluency				89		
4	Intonation				89		

No	Name : Khairul Azzam Masoed Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			76			
2	Articulation				79		
3	Fluency				79		
4	Intonation				77		

No	Name : Khalil Gibran Kasim Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			76			
2	Articulation			76			
3	Fluency			76			
4	Intonation			76			

No	Name : Kharissa Salim Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					96	
2	Articulation					90	
3	Fluency				88		
4	Intonation					90	

No	Name : Moh. Wildab Bin Saleh Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation	60					
2	Articulation	60					
3	Fluency	60					
4	Intonation	60					

No	Name : Muhamad Afif Satriyo Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			70			
2	Articulation			75			
3	Fluency			71			
4	Intonation			75			

No	Name : Muhamad Ariansyah Suleman Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation	60					
2	Articulation	62					
3	Fluency	62					
4	Intonation	62					

No	Name : Muhamad Fitrah Anugrah Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					100	
2	Articulation					100	
3	Fluency					100	
4	Intonation					98	

No	Name : Muhammad Riffai Abqary Moki Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				83		
2	Articulation				81		
3	Fluency				84		
4	Intonation				80		

No	Name : Nahdha Qanita Asyarani Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					90	
2	Articulation				88		
3	Fluency				85		
4	Intonation				88		

No	Name : Nazril Khalif Sawotong Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation		67				
2	Articulation		65				
3	Fluency		65				
4	Intonation		65				

No	Name : Nur Laili Polii Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation		65				
2	Articulation		67				
3	Fluency		65				
4	Intonation		67				

No	Name : Rafi Zahir Basir Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				86		
2	Articulation				85		
3	Fluency				86		
4	Intonation				85		

No	Name : Rezky Islami Mantu Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				88		
2	Articulation					90	
3	Fluency				85		
4	Intonation					90	

No	Name : Sekar F. Tumenggung Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				77		
2	Articulation			76			
3	Fluency			76			
4	Intonation				78		

No	Name : Shirath Syairazy Palamani Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					92	
2	Articulation					90	
3	Fluency					95	
4	Intonation					92	

No	Name : Siti Nazwa Shakira Sulaiman Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				84		
2	Articulation				83		
3	Fluency				81		
4	Intonation				83		

No	Name : Ulvalin Valensia Lagarutu Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation		65				
2	Articulation		65				
3	Fluency		65				
4	Intonation		65				

No	Name : Zilzafah Aprilia Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			70			
2	Articulation			70			
3	Fluency			70			
4	Intonation			70			

Appendix 8 Answer sheet reading aloud by English teacher

No	Name : Adha Azky Ibrahim Class :VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				77		
2	Articulation				78		
3	Fluency				78		
4	Intonation				78		

No	Name : Alief Fatahillah Engelen Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			73			
2	Articulation			74			
3	Fluency			75			
4	Intonation			75			

No	Name : Alike Buchari Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			76			
2	Articulation				79		
3	Fluency				79		
4	Intonation				77		

No	Name : Aliya Sabrina Class :						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				89		
2	Articulation					90	
3	Fluency					92	
4	Intonation				89		

No	Name : Araf Afandi Baksh Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				89		
2	Articulation				89		
3	Fluency					90	
4	Intonation				89		

No	Name : Atifa Nayla Fauziah Class :						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				80		
2	Articulation				81		
3	Fluency				81		
4	Intonation				82		

No	Name : Azzimah Syifa Alaudini Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				77		
2	Articulation				78		
3	Fluency				78		
4	Intonation				78		

No	Name : Fanny Putri Maharandin Class :						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				84		
2	Articulation				85		
3	Fluency				85		
4	Intonation				84		

No	Name : Firzatullah Fatihyah saman Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			70			
2	Articulation			70			
3	Fluency			70			
4	Intonation			70			

No	Name : Hizburrobbani Stardien Asy'ari Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation		65				
2	Articulation		68				
3	Fluency		68				
4	Intonation		66				

No	Name : Kayla Asyifa Ikhsan Aminy Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			73			
2	Articulation			73			
3	Fluency			74			
4	Intonation			72			

No	Name : Khairrunisa Nurul Nirwana Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				86		
2	Articulation				89		
3	Fluency				89		
4	Intonation				89		

No	Name : Khairul Azzam Masoed Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				78		
2	Articulation				88		
3	Fluency				88		
4	Intonation				82		

No	Name : Khalil Gibran Kasim Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				86		
2	Articulation				87		
3	Fluency				87		
4	Intonation				87		

No	Name : Kharissa Salim Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					96	
2	Articulation					96	
3	Fluency					98	
4	Intonation					96	

No	Name: Moh. Wildab Bin Saleh Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation	60					
2	Articulation		65				
3	Fluency	60					
4	Intonation		65				

No	Name : Muhamad Afif Satriyo Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			70			
2	Articulation			71			
3	Fluency			71			
4	Intonation			72			

No	Name : Muhamad Ariansyah Suleman Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			71			
2	Articulation			73			
3	Fluency			73			
4	Intonation			72			

No	Name : Muhamad Fitrah Anugrah Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					100	
2	Articulation					100	
3	Fluency					100	
4	Intonation					98	

No	Name : Muhammad Riffai Abqary Moki Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				88		
2	Articulation				88		
3	Fluency				88		
4	Intonation				89		

No	Name : Nahdha Qanita Asyarani Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				87		
2	Articulation				88		
3	Fluency				87		
4	Intonation				88		

No	Name : Nazril Khalif Sawotong Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation		65				
2	Articulation		67				
3	Fluency		68				
4	Intonation		65				

No	Name : Nur Laili Polii Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			72			
2	Articulation			74			
3	Fluency			75			
4	Intonation			73			

No	Name : Rafi Zahir Basir Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				81		
2	Articulation				80		
3	Fluency				81		
4	Intonation				82		

No	Name : Rezky Islami Mantu Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				89		
2	Articulation					90	
3	Fluency					90	
4	Intonation					90	

No	Name : Sekar F. Tumenggung Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				77		
2	Articulation				78		
3	Fluency				78		
4	Intonation				77		

No	Name : Shirath Syairazy Palamani Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					92	
2	Articulation					90	
3	Fluency					90	
4	Intonation					90	

No	Name : Siti Nazwa Shakira Sulaiman Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation					90	
2	Articulation					90	
3	Fluency					90	
4	Intonation					90	

No	Name : Ulvalin Valensia Lagarutu Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation			75			
2	Articulation			75			
3	Fluency			75			
4	Intonation			75			

No	Name : Zilzafah Aprilia Class : VIII B						
	ASPECT	SCORE					TOTAL
		60-64	65-69	70-76	77-89	90-100	
1	Pronunciation				77		
2	Articulation				78		
3	Fluency				78		
4	Intonation				78		

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