

## ABSTRACT

Afifatus Syarifah, 2022, *“The impact of reading loudly to enhance the students listening comprehension at twelve grade MA Mambaul Ulum Bata-Bata”*, Thesis, English Teaching and Learning Program (TBI), Tarbiyah Faculty, The State Islamic Institute (IAIN) Of Madura, Advisor: Abd. Ghofur, M.Pd

**Keywords: Reading Loudly, Listening Comprehension**

Reading aloud is one of the learning strategies used by teachers to improve students' listening comprehension. Reading aloud is a traditional reading activity that is usually done, where a teacher reads a text aloud to students and students can read and understand the text after the teacher. While listening to the teacher reading, students can recognize detailed pronunciations such as tone, intonation emphasis, and understand the contents of the text through their hearing. Amer revealed that the act of reading aloud by a teacher had a positive effect on students' reading comprehension. Through the process of reading and listening, students can know phonemes and phonetics as well as understand the contents of the text. In this study, researchers used a quantitative approach using the Wilcoxon test. To collect data, researchers used the pre-test and post-test methods. The results of the study were analyzed statistically using SPSS showing that there is an effect of reading aloud on improving students' listening comprehension in the Palengaan Pamekasan bricks as evidenced by comparing the T table and T table values of  $0.320 > 0.423$  because the alternative hypothesis is accepted and the null hypothesis is rejected.

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**Kata Kunci: Reading Loudly, Listening Comprehension**

Reading aloud merupakan salah satu strategi pembelajaran yang digunakan oleh guru untuk meningkatkan pemahaman pendengaran siswa. Membaca nyaring adalah kegiatan membaca tradisional yang biasa dilakukan, di mana seorang guru membacakan teks dengan keras kepada siswa dan siswa dapat membacakan dan memahami teks tersebut setelah gurunya. Sambil mendengarkan guru membaca, siswa dapat mengenali pelafalan yang detail seperti nada, penekanan intonasi, dan memahami isi teks melalui pendengarannya. Penelitian ini mengungkap bahwa tindakan membaca nyaring yang dilakukan seorang guru berpengaruh positif terhadap pemahaman membaca siswa. Melalui proses membaca dan mendengarkan, siswa dapat mengetahui fonem dan fonetik sekaligus serta memahami isi teks. Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif dengan menggunakan uji wilcoxon. Untuk mengumpulkan data, peneliti menggunakan metode pre-test dan post-test. Hasil penelitian yang dianalisis dengan statistik menggunakan spss menunjukkan bahwa ada Pengaruh Membaca Keras terhadap Peningkatan Pemahaman Mendengarkan Siswa di Bata-Bata Palengaan Pamekasan yang dibuktikan dengan membandingkan nilai T tabel dan T tabel  $0,320 > 0,423$  karena hipotesis alternatif diterima dan hipotesis nol ditolak.