

BAB IV

RESEARCH FINDING AND DISCUSSION

This chapter will be discuss about finding of the researcher. The finding presents about what the researcher got during the study based on the instrument that is used by the researcher. The researcher was star on 18 maret 2022 until 23 maret 2022 at the twelve grade MA Mambaul Ulum Bata-Bata Which consist of 38 student. So, in this chapter will explain about the result of the study and the data analysis.

A. Findings

In this research, the researcher explained about the background of the school, the location of the school and profile of the school.

1. Background of Bata-Bata Palengaan Pamekasan

Based on investigated held at Bata-Bata Palengaan Pamekasan from 18thmaret 2022 until the researcher got all the data. The researcher do investigated after gave the latter of permission to investigated and principal of the school gave permission. The background of the school divided into two categories, they are (a) The location Bata-Bata Palengaan Pamekasan, (b) The profile of Bata-Bata PalengaanPamekasan, whereas data in result and discussion are result of observation, test, and documentation about the impact of reading loudly to enhance the students reading loudly at twelve grade MA Mambaul Ulum Bata-Bata.

And the categories explained as follow :

a. The location of Bata-Bata Palengaan Pamekasan

Bata-Bata Pamekasan is located in Palengaan street village and Panaan. To arrived in Bata-Bata Palengaan Pamekasan is easy because that place is strategies near with Homastas market. We can used public transportation or private transportation to go there. Location Bata-Bata Pamekasan not so far.

b. The profile of Bata-Bata Palengaan Pamekasan

The history of Madrasah Aliyah Mambaul Ulum Bata-Bata will never be released from the history of its stone Pondok Commander Mambaul Ulum Bata-Bata, because Madrasah Aliyah Mambaul Ulum Bata-Bata is one of the formal institutions under the shadow of Pondok Commander Mambaul Ulum Bata-Bata, As it is known that the formal office at the Pondok of Commander Mambaul Ulum Bata-Bata until now consists of Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, School of Engineering, and School of Primary School. After setting up Madrasah Ibtidaiyah in 1959, and Madrasah Tsanawiyah in 1974 the Chairman of the Commander's Pond in KHR. Abd. Hamid met with a number of scholars and people around to destroy the foundation of Madrasah Aliya Mambaul Ulum Bata-Bata, in response to the need for sanctity and the guardian of sanctity to obtain continuously interconnected education services, In 1977, exactly on July 1, Madrasah Aliyah Mambaul Ulum Bata-Bata was founded with a pattern of education concentrated on religion with details of teaching curricula 70% of religious and 30% of general science. Since the foundation of MA Mambaul

Ulum Bata-Bata has used the centrepiece curriculum unit with the curriculum of the Department of Religion, so this unit has made the curriculum in this institution a major contribution to the development of Islam which is indeed the main target of the formation of this formal institution.

The researcher present some data based on the researcher instruments that the researcher used to collect the data. The researcher uses two kinds of research instruments, they are pre-test and post-test, in this point the resarcher will tell about the result of data pre-test and post-test.

c. The impact of reading loudly to enhance the students listening comprehension at twelve grade MA MambaulUlum Bata-Bata.

1. Presentation of data

As the resercher stated i the previous chapter, test is main instrument in this researcher. It mean that the data which are obtained from the test instrument were analyzed by using statistical method. The researcher uses two kinds of test and post test. Contains of 10 question for pre-test and 10 question for post-test. The form of pre-test and post-test as bellow:

a. The presentaion of the test

In this part, as the rsearcher started in the chapter III, the test is uses to enhance student's listening comprehension by reading loudly from the scor of the test. The form of the test is

The values of the student's pre-test

No	Name of student's	Pre-test score
1.	Aisyah Febrianti	60
2.	Ana Nabila Zuhairoh	50
3.	Anisa Safira	40
4.	Anisatul Afifah	50
5.	Annisa Salsabila	50
6.	Azizah	40
7.	Dian Rosita	30
8.	Fatimatuzzahroh	40
9.	Fatimatuzzahroh	50
10.	Halimatus Sakdiyah	60
11.	Kafka Nafisah Amad	30
12.	Maghfiroh	40
13.	Mahmuda Fitriyah	40
14.	Maisarotul Izzah	50
15.	Maufiroh Hasanah	60
16.	Nadhifah	50
17.	Qonita Sa'diyah	60
18.	Rahma Maisyroh	60
19.	Raudatul Alfa	50
20.	Rofika	40
21.	Sely Tania Saputri	50
22.	Siti Eliyun	30
23.	Siti Lina Rahmawati	40
24.	Siti Masruro	50
25.	Sofi Alvi Nafilah	40
26.	Sri Devi Yolanda Putri	60
27.	Susilawati	30
28.	Syarofina Mahbubah Jr	60
29.	Ulfa	50
30.	Umi Lailaus Syarifah	40
31.	Unzilatul islamiyah	50
32.	Varadina Ivanisah	30
33.	Widiana Putri	40
34.	Wirotul Wahdah	50
35.	Wita Fariatun annah	40
36.	Yuli Yulaili	30

37.	Yunita Ababil	60
38.	Zahrotul Fajriyah	30
SUM		1.730

Based on the table above, it is known that the students are thirty eight. The first column is a number of the students, the second column is the name of students and the third column is table of pre-test score. It is found that the total t-test score of students' reading is 1.730 scores without giving the treatment.

From this table, there are many various scores. Students who get the scores 30 is 7 students; the scores 40 is 11 students; the scores 50 is 12 students; and the scores 60 is 8 students. In this case, all students have a weak score without getting a treatment. Sehingga peneliti mengadakan yang namanya tretment.

After being given a pre-test, there is such a thing as treatment: on the other hand, there is a difference when there is no treatment or after the treatment (pre-test, treatment, post-test), there are many differences between them: Before the treatment of Bata-Bata students, there were many mis understandings. Regarding what researchers want or teach brick-and-mortar students, on the other hand, without any treatment, there are also many students who are confused and also have questions: suchas:

Reading loudly is a form of strategy or way of reading text aloud that can help focus attention mentally, raise questions and design

discussions through pronunciation of vowels or consonants, tone or song speech, mastery of punctuation marks, grouping words or phrases into units of idea, eye speed and expression. Reading aloud is one of the active learning strategies. Many research findings suggest the importance of reading aloud in a reading program. Reading aloud or reading aloud for children that is done every day is something that is important to teach them to listen, speak or write.

So from this question, the researcher can understand because there is no prior treatment. But there were also some of them who understood a little about the reading they heard and the texts the researchers gave, so that the brick students were silent in a relaxed state, but there were many carelessness of students who often spoke without reading seriously without looking at the text provided by the researcher. , it can be concluded that: without treatment from the student researchers, they are not able to properly digest what the researchers have said, while the values are very low and there are those who get 40,50,60, 30.

And for the second week the researcher and the English teacher needed to hold a treatment that the researcher explained about the material to student, in that area the English teacher also helped explain what the researcher had to explain with the explanation that the reading that the researcher had chosen was closely related to the relationship with reading loudly. And the researcher explained about reading that

reading is very important for because when a person or student does not know how read students will do not know all that in the word, when students do not know what the English teacher Bata-Bata still detailed them, so the researcher explained these things in detail, Besides that, the researcher asked him to reading together which was led by the researcher.

2. Presentation Of Post Test

In the third week the researchers conducted a post-test in order to really know the difference before the treatment and after treatment. It turned out that the researchers compared the students when given treatment there were many changes in their thinking, digesti well and concentrating very much. So the value that the researcher got from the post-test was very good with numbers 70, 80, 90, this was very satisfying for students or researchers. After the researcher giving treatment of reading loudly on two days. The researcher conducted the post-test in testing listening comprehension to collect the score after treatment. The score of post-test were presented in table as bellow.

No	Name of student's	Post-test score
1.	Aisyah Febrianti	80
2.	Ana Nabila Zuhairoh	80
3.	Anisa Safira	80
4.	Anisatul Afifah	80
5.	Annisa Salsabila	90
6.	Azizah	70
7.	Dian Rosita	70

8.	Fatimatuzzahroh	80
9.	Fatimatuzzahroh	80
10.	Halimatus Sakdiyah	90
11.	Kafka Nafisah Amad	80
12.	Maghfiroh	80
13.	Mahmuda Fitriyah	80
14.	Maisarotul Izzah	90
15.	Maufiroh Hasanah	80
16.	Nadhifah	90
17.	Qonita Sa'diyah	90
18.	Rahma Maisyroh	90
19.	Raudatul Alfa	90
20.	Rofika	70
21.	Sely Tania Saputri	90
22.	Siti Eliyun	80
23.	Siti Lina Rahmawati	70
24.	Siti Masruro	80
25.	Sofi Alvi Nafilah	70
26.	Sri Devi Yolanda Putri	90
27.	Susilawati	70
28.	Syarofina Mahbubah Jr	80
29.	Ulfa	90
30.	Umi Lailaus Syarifah	80
31.	Unzilatul islamiyah	80
32.	Varadina Ivanisah	80
33.	Widiana Putri	70
34.	Wirotul Wahdah	90
35.	Wita Fariatun annah	90
36.	Yuli Yulaili	80
37.	Yunita Ababil	90
38.	Zahrotul Fajriyah	80
SUM		2.930

Based on the table above, it is known that the students are thirty eight. The first column is a number of students, the second column is the name of students, and the third column is the post-test scores. It is found that the total scores of student's listening comprehension is 2.930 scores after giving the treatment.

From this table, the students get a various scores. Students who get the scores 70 are 12 students; scores 80 are 17 students; and score 90 are 9 students. It is called that all students have a good scores after the teacher give the treatment.

d. The significant the impact of reading loudly to enhance the student listening comprehension at twelve grade MA MambaulUlum Bata-Bata

1. Data presentation of documentation

The data were obtained from ducomentation are as folow

- a. The twelve grade student's of IPA 3 class consist 38 student's name list of MA Mambaul Ulum Bata-Bata.

No	Name of student's	Score of pre-test	Score of post-test
1	Aisyah Febrianti	60	80
2	ana	50	80
3	Anisa Safira	40	80
4	Anisatul Afifah	50	80
5	Annisa Salsabila	50	90
6	Azizah	40	70
7	Dian Rosita	30	70
8	Fatimatuzzahroh	40	80
9	Fatimatuzzahroh	50	80
10	Halimatus Sakdiyah	60	90
11	Kafka Nafisah Amad	30	80
12	Maghfiroh	40	80
13	Mahmuda Fitriyah	40	80
14	Maisarotul Izzah	50	90
15	Maufiroh Hasanah	60	80
16	Nadhifah	50	90
17	Qonita Sa'diyah	60	90
18	Rahma Maisyroh	60	90
19	Raudatul Alfa	50	90
20	Rofika	40	70
21	Sely Tania Saputri	50	90
22	Siti Eliyun	30	80
23	Siti Lina Rahmawati	40	70
24	Siti Masruro	50	80
25	Sofi Alvi Nafilah	40	70
26	Sri Devi Yolanda Putri	60	90
27	Susilawati	30	70
28	Syarofina Mahbubah Jr	60	80
29	Ulfa	50	90
30	Umi Lailaus Syarifah	40	80
31	Unzilatul islamiyah	50	80
32	Varadina Ivanisah	30	80
33	Widiana Putri	40	70
34	Wirotul Wahdah	50	90
35	Wita Fariatun annah	40	90

36	Yuli Yulaili	30	80
37	Yunita Ababil	60	90
38	Zahrotul Fajriyah	30	80

After the researcher counted the score of pre-test and post-test, the researcher compared the mean of pre-test and post-test through data analysis as below.

2. Data analysis

The researcher analyze the score to get statistical form pre-test and post-test. The researcher uses SPP to calculate and analyze it. Before testing the hyphoteses, the researcher would like to analyze the data to get the result of this research. The research used descriptive statistics to analyze the data which included two result of test instruments, namely pre-test and post-test. The calculation of descriptive statistics is formed by considering the table as follow:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
score pre-test	38	30	60	43,42	11,217
score post-test	38	70	90	79,21	7,491
Valid N (listwise)	38				

The minimum value of the pre-test score is known to be 30 and the maximum is 60, while for the post-test score the minimum is 70 and the maximum is 90. Based on the calculation above of descriptive statistics, the researcher must be done the process of hyphotesis testing to know whether null hyphotesis is rejected or accepted.

a. Hypothesis Testing

Based on the result of descriptive statistics above, the researcher uses normality test to know the score of signifikansi test. Then it will known Ho is rejected or accepted.

Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
the students' score	pre-test	38	100,0%	0	0,0%	38	100,0%
	post-test	38	100,0%	0	0,0%	38	100,0%

Descriptives

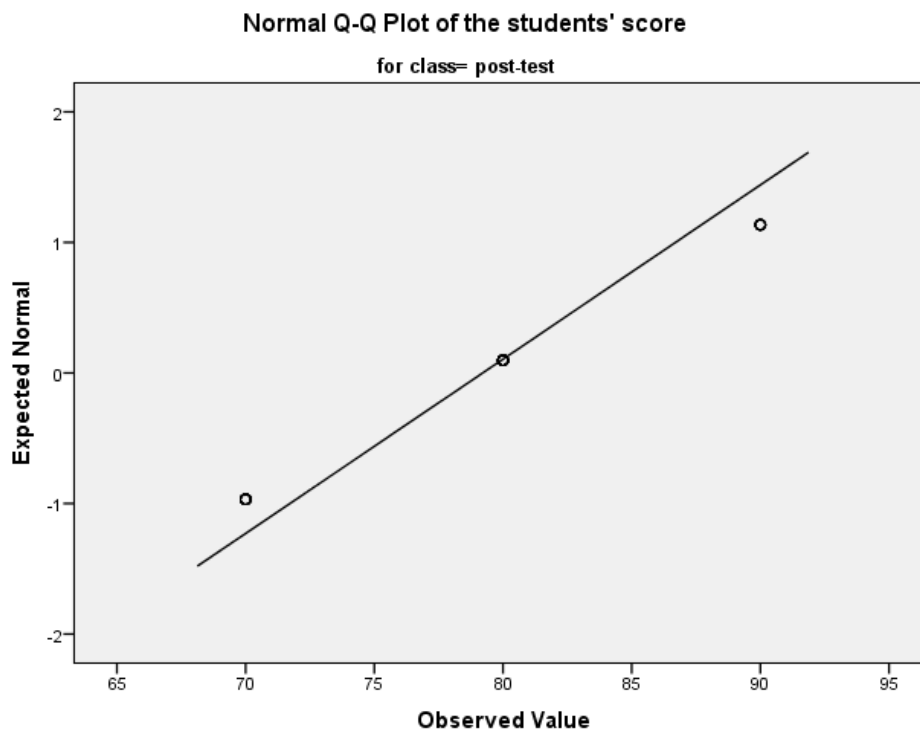
	Class	Statistic	Std. Error
the students' score	pre-test	Mean	43,42
		95% Confidence Interval for Mean	1,820
		Lower Bound	39,73
		Upper Bound	47,11
		5% Trimmed Mean	43,80
		Median	40,00
		Variance	125,818
		Std. Deviation	11,217

	Minimum	20	
	Maximum	60	
	Range	40	
	Interquartile Range	13	
	Skewness	-,249	,383
	Kurtosis	-,637	,750
	Mean	79,21	1,215
	95% Confidence Interval for Mean	Lower Bound 76,75 Upper Bound 81,67	
	5% Trimmed Mean	79,12	
	Median	80,00	
	Variance	56,117	
post-test	Std. Deviation	7,491	
	Minimum	70	
	Maximum	90	
	Range	20	
	Interquartile Range	13	
	Skewness	,131	,383
	Kurtosis	-1,156	,750

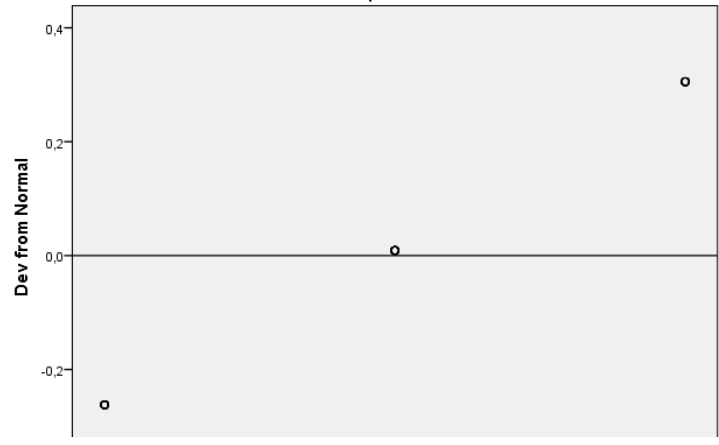
Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
the students' score	pre-test	,195	38	,001	,913	38	,006
	post-test	,226	38	,000	,809	38	,000

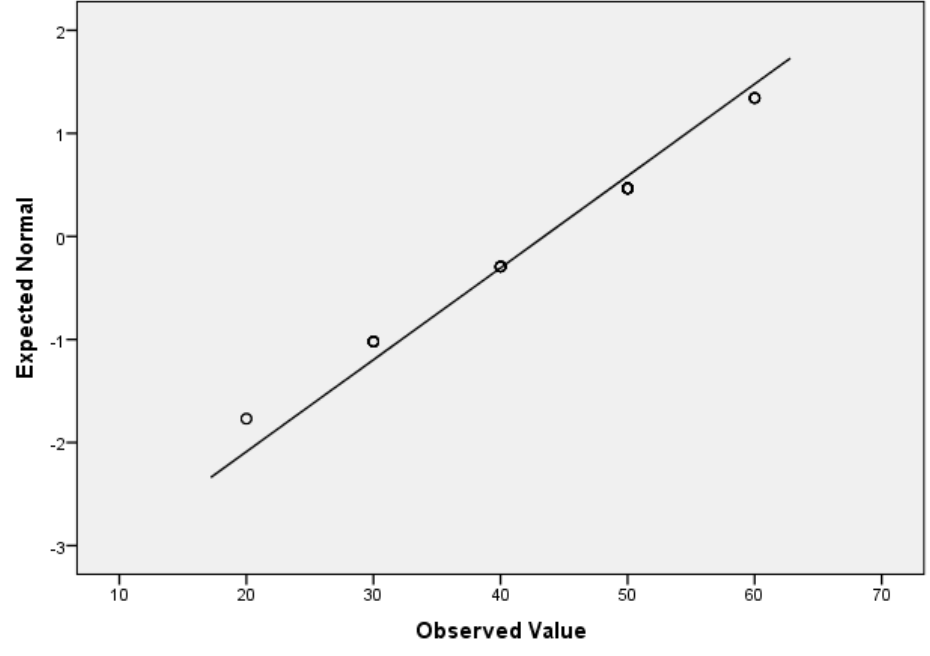
a. Lilliefors Significance Correction

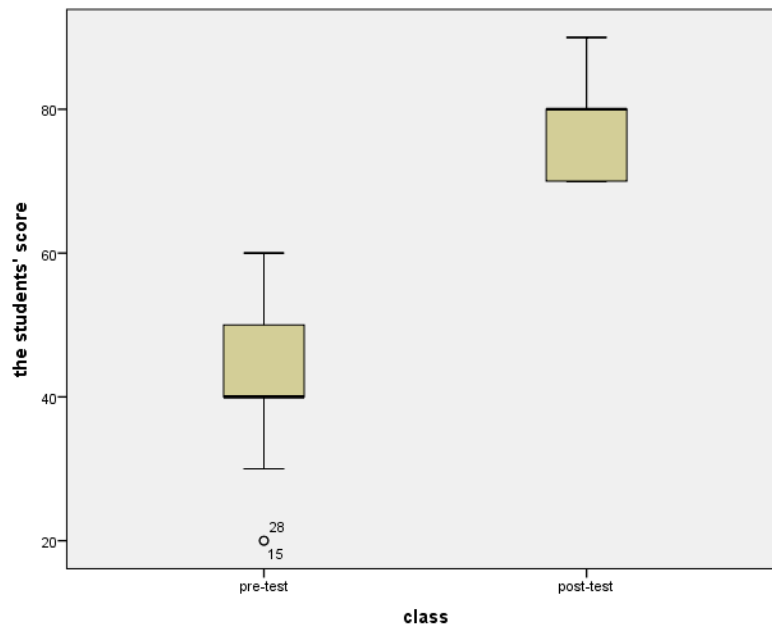


Detrended Normal Q-Q Plot of the students' score
for class= post-test



Normal Q-Q Plot of the students' score
for class= pre-test





The basis for decision making in the Kolmogorof-Smirnov normality test, namely:

1. If the significance value (sig.) > 0.05 then the data is normally distributed
2. If the significance value (sig.) < 0.05 then the research data is not normally distributed.

Based on the results of the Kolmogorof-Smirnov normality test above, it can be found that the significance value (sig.) For the pre-test is 0.001, and for the post-test, the significance value (sig.) is 0.000. So it can be interpreted that the research data is not normally distributed. In this case, the researcher used a non-parametric test because the data using the Kolmogorof-Smirnov normality test as described above could not be normally distributed. The Wilcoxon test or paired sample test (Wilcoxon signed rank test) is a non-parametric test. This test aims to determine whether there is an average difference between two samples

(two groups) that are paired or related. The Wilcoxon test is part of non-parametric statistics which is an alternative test of the paired sample t-test if it does not meet the normality assumption. The data used in the Wilcoxon test is data with an interval or ratio scale. Keputusan the basic decision in Wilcoxon test, namely:

1. If Asymp.Sig (2-tailed) < 0,05, then H0 is rejected and Ha is accepted.
2. If Asymp.Sig (2-tailed) > 0,05 then H0 is accepted and Ha is rejected.

So that the researchers analyzed the data using the Wilcoxon signed rank test, as described below:

Wilcoxon Signed Ranks Test

Ranks

	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	,00	,00
post-test - pre-test Positive Ranks	38 ^b	19,50	741,00
Ties	0 ^c		
Total	38		

a. post-test < pre-test

b. post-test > pre-test

c. post-test = pre-test

Test Statistics^a

	post-test - pre-test
Z	-5,413 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

From the results of the analysis based on decision making on the Wilcoxon test, it was found that:

1. Negative ranks is 0^a (the pre-test value is smaller than the post-test value)
2. Positive ranks
3. Score Z is -5,413^b (according to negative ranks)
4. Asymp.Sig (2-tailed) adalah 0,000

So based on the SPSS output, it can be seen that Asymp.Sig (2-tailed) is worth 0.000. Because the value of 0,000 is smaller than 0.005, then H_0 is rejected and H_a is accepted. Which means that there is an average difference between the pre-test learning outcomes and the post-test learning outcomes. So it can be said that there is an impact reading loudly to enhance students listening comprehension at twelve grade MA Mambaul Ulum Bata-Bata.

b. Validity and Reability of the Instruments

1. Validity of the instruments

a. Validity of the test

Validity is the most important in developing, measuring, and evaluating instruments in using a test. To check the validity of the test, the

researcher identifies the test the researcher used. The researcher identifies whether the test is appropriate to the students or not. The researcher used content validity to measure student's on reading comprehension. The researcher asked to the students teacher how to made the test in every indicator. Before conducting the test, the researcher explains clearly to students about the instruction of test. Based on Donald Ary that the content validity like to look at the material covered the wording of the question and the adequacy of the sample of items to measure the achievement in question.¹ The researchers makes a test appropriate for the material given by the teacher. So, the test the resercher given to the students is valid.

b. Validity of Pre-test and Post-test

Validity of the pre-test

Correlations

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Total
Y1											
Pearson Correlation	1	-,096	,000	-,258	,536**	-,211	,006	,112	-,062	-,100	,308
Sig. (2-tailed)		,564	1,000	,117	,001	,204	,973	,505	,712	,549	,060
N	38	38	38	38	38	38	38	38	38	38	38
Y2											
Pearson Correlation	-,096	1	-,269	,075	,031	,162	,031	,248	-,184	,248	,408*
Sig. (2-tailed)	,564		,102	,656	,852	,333	,852	,133	,270	,133	,011
N	38	38	38	38	38	38	38	38	38	38	38

¹Donal Ary, Lucy Cheser Jacobs, and Chrias Sorensen, *Introduction to Research in Education*, eighth (Wadsworth Cengage Learning, 2010), hlm. 226.

Pearson	,352	-	,354	,450	,515	,342	,384	,360	,341	,341	1
Correlati	*	,496	*	**	**	*	*	*	*	*	
on		**									
Tot											
al											
Sig. (2-	,030	,002	,029	,005	,001	,036	,017	,026	,036	,036	
tailed)											
N	38	38	38	38	38	38	38	38	38	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, in order to consult to t-value on the level of significance 5%. Obviously, in df=18, t-value that can be obtained in t-table in the level significance 5% is 0,320. If t-value is lower than t-table, the question is not valid. But, if t-value is higher than t-table the question is valid.

Therefore, there are three question in pre-test is not valid because t-value is lower than t-table. Then seven question is valid because t-value is higher than t-table. In post-test there is one question is not valid because t-value is lower than t-table. Then nine question is valid because t-value is higher than t-table.

2. The Reliability of Instruments

a. The reliability of Test (Pre-Test)

After, the test of validity is provable, the researcher determining the reliability. In checking reliability of the instruments of this research, the researcher uses SPSS application for calculating the result of the test with Cronbach Alpha formula because it is suitable to measure the reliability of the performance of students. The researcher presents the reliability testing as below:

REABILITY

Scale: All variable

Case Processing Summary

	N	%
Valid	38	100,0
Cases Excluded ^a	0	,0
Total	38	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha ^a	N of Items
-,423	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	41,8421	161,380	-,029	-,461 ^a
Y2	43,1579	146,515	,102	-,630 ^a
Y3	42,1053	173,826	-,121	-,347 ^a
Y4	42,8947	194,097	-,257	-,197 ^a
Y5	42,6316	144,239	,113	-,651 ^a
Y6	42,1053	195,448	-,267	-,184 ^a
Y7	42,6316	171,266	-,101	-,371 ^a
Y8	42,6316	171,266	-,101	-,371 ^a
Y9	41,3158	206,330	-,334	-,119 ^a
Y10	42,6316	155,050	,023	-,527 ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

From the output the researcher get the reliabilty of pre-test score = 0,518. To know the reliability of the test, it is reliable or not, the researcher compare the value of r_0 and r_{table} . To know r_0 , the researcher look for the degree of freedom by formula as below:

$$df = N - nr = 20 - 2 = 18$$

df : degree of freedom

N :Number of cases

nr : total variable which is correlated. nr = 2

According to level significance 5%, the critical value in r_{table} is 0,320. Because coefficient Alpha that 0,423 are significantly higher than r-table (0,423 > 320.). So, the researcher states the data in pre-test are reliable.

Reliability

Case Processing Summary

		N	%
Cases	Valid	38	100,0
	Excluded ^a	0	,0
	Total	38	100,0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha ^a	N of Items
-,187	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	74,7368	101,280	-,014	-,207 ^a
X2	76,8421	173,542	-,617	,399
X3	73,4211	98,791	,202	-,350 ^a
X4	73,6842	94,168	,222	-,396 ^a
X5	74,7368	95,875	,053	-,282 ^a
X6	73,6842	99,573	,128	-,313 ^a
X7	73,1579	103,272	,192	-,311 ^a
X8	75,0000	95,946	,032	-,264 ^a
X9	74,2105	106,117	-,034	-,182 ^a
X10	74,2105	106,117	-,034	-,182 ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

b. The reability of post-test

Case Processing Summary

		N	%
Cases	Valid	38	100,0
	Excluded ^a	0	,0

Total	38	100,0
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a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha ^a	N of Items
-,187	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	74,7368	101,280	-,014	-,207 ^a
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X4	73,6842	94,168	,222	-,396 ^a
X5	74,7368	95,875	,053	-,282 ^a
X6	73,6842	99,573	,128	-,313 ^a
X7	73,1579	103,272	,192	-,311 ^a
X8	75,0000	95,946	,032	-,264 ^a
X9	74,2105	106,117	-,034	-,182 ^a
X10	74,2105	106,117	-,034	-,182 ^a

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

From the output the researcher get the reliability coefficient of post-test = 0,187. The numbers use be consulted r table. The number of the sample = 38, it means N= 38, and degree of freedom (N- nr), df=(38-2), df= 36. According

to significance 5%, the critical value in r-table is 0,320. Because coefficient Alpha that 0,187 are significantly lower than r-table in significance 5%. So, ($0,187 < 0,320$) the test is not reliable.

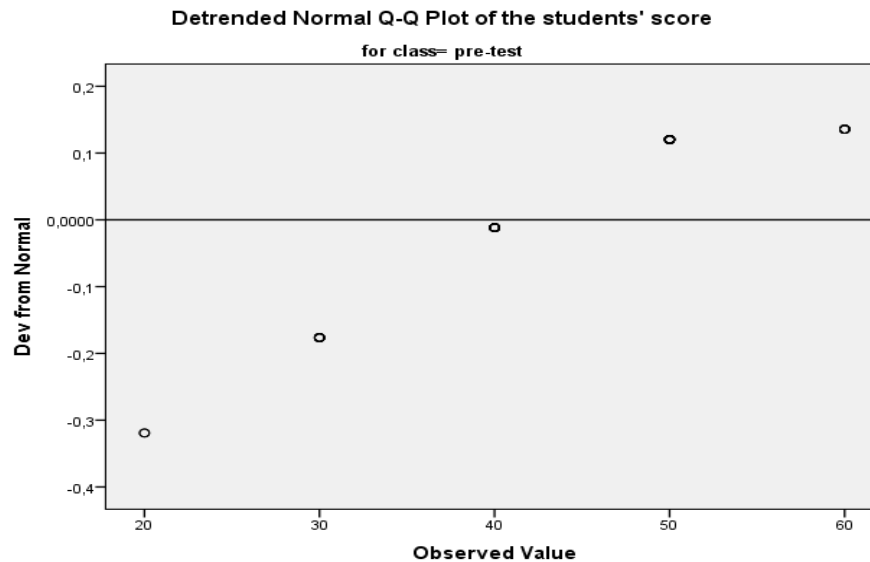
2. Discussion of Finding

In this research, there are two research problems that the researcher wants to research, as follows:

1. The impact of reading loudly to enhance students listening comprehension at twelve grade MA Mambaul Ulum Bata-Bata.

Based on the data above, the result of this research that analysing by statistical analysis showed that there is impact of reading loudly to enhance the students listening comprehension at twelve grade MA Mambaul Ulum Bata-Bata. It is proved by comparing between normality test with wilcoxon test, the researcher stated that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted

From previous research by the books and Nike Angraini, it was also found that English book is very integral to reading skill at SMP Srijaya Country of Palembang. The answer of this research problem is there is effect of english on students reading skill at the twelve grade students' of Islamic Senior High School Bata-Bata Palengaan Pamekasan.



2. How Significant The Impact Of Reading Loudly To Enhance The Student Listening Comprehension At Twelve Grade Ma. Mambaul Ulum Bata-Bata

In this research, there is effect of reading loudly to c listening comprehension at The twelve Grade Student's of Islamic Senior High School Bata-Bata Palengaan Pamekasan. It is proved by the result of wilcoxon test above. The result of analyzing the data presents that Asyim.Sig adalah 0,000 (or $> 0,005$).

From previous research by Adelia Yusmita and Nike Angraini, it wasalso found that the reading loudly. After doing the research, the 2nd gradestudents of MA Bata-Bata experienced an improvement in their pronunciation skills. This is evident from the results in the field. Before beinggiven treatment, students get low scores compared to the scores after

being given treatment. It can also help teaching English teachers to improve their students reading skill. So that this method (reading loudly) can be applied in MA Bata-Bata Palengaan Pamekasan.