

**TEACHING LEARNING READING SKILL THROUGH
AUDITORY READING STRATEGY AT THE NINTH
GRADE OF SMPN 17 BANDAR LAMPUNG IN
ACADEMIC YEAR 2022/2023**

A Thesis

**Submitted as Practical Fulfilment of the Requirement for S-1
Degree**

By

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ABSTRACT

The students at Junior high school had problems to motivate their spirit in learning. There were many strategies that teacher could be used to motivate and improved students' reading skill. One of them was auditory reading strategy. The objectives of this research were to know the teacher's problem, the students' problem and the process of teaching reading skill by using auditory reading strategy.

The method of this research was descriptive qualitative. The sample of this research was the students at the ninth grade which consisted of 23 students in 1 class. The population of research was in 4 classes with 90 students. This research used purposive sampling. The datum of research was taken by using 3 instruments namely observation, interview and questionnaire. there was 1 type of questionnaire namely open-ended questionnaire.

The result of data analysis showed that there were some problems faced by the students and teacher in the process of teaching learning by using auditory reading strategy. The teacher's problem in teaching reading skill by using Auditory reading strategy were; The scenario in the classroom is uninteresting, some reading skills cannot be acquired by students when they are studying them and learning to read can be difficult for some people for a variety of reasons, including unclear and general explanations. The students' problems in learning reading skill by using Auditory reading strategy were; Most of the students are interested in reading, but there are some of the students do not like reading and the students cannot understand what they read and do not comprehend the material they read. It was resulted that the teacher's or students' auditory perception of the story making the sentence or words unintelligible. Although the students were enthusiastic about utilizing audio stories to learn, the learning outcomes were not very good. Although the Auditory reading strategy was effective in raising students' interest to study reading skill, it was unable to achieve reading skill's primary goal that is to understand the information in the text.

Keywords: *Auditory reading strategy, Teaching-Learning Reading skill, Qualitative Study.*

DECLARATION

I hereby declare that this thesis entitled, “Teaching Learning Reading Skill through Auditory Reading Strategy at the Ninth Grade of SMPN 17 Bandar Lampung” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 12 July 2023

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A thesis entitled: **Teaching Learning Reading Skill Through Auditory Reading Strategy At The Ninth Grade Of SMPN 17 Bandar Lampung In Academic Year 2022/2023**, by : **Resta Aurellia, NPM : 1811040073**, Study Program : **English Education**, has been tested and defended in the examination session held on: **Thursday, 14th September 2023**.

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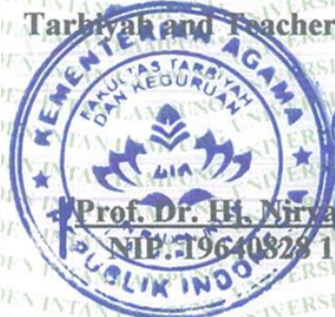
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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

Whoever does good weighing an dzarrah though, surely he will see
(reply) it. (Az-Zalzalah: 7)¹

¹ Departemen Agama RI. Al- Quran Tajwid Dan Terjemahnya, (PT Syamil Cipta Media. 2006), P.71

DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to:

1. My God Allah SWT, whose blessing and mercy and have listened to the prayers of my parents to make it easy and smooth for me in completing this thesis,
2. My beloved parents, Mr Sigit Prasetyo and Ms. Lolly Lugita Sari, who never stop praying and giving motivation and hope for my success ,thank you for your endless love and support, both spiritually and materially, and you are my biggest spirits in completing this thesis, I really love my parents.
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CURICULUM VITAE

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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

This thesis is presented to the English Education Study Program of State Islamic University Raden Intan Lampung in order to submitted as compulsory fulfillment of the requirements for S1 degree.

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestion for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expect that can be useful for the other writers particularly and the reader generally, especially for those who involved in the English teaching profession.

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CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

1. Teaching

Teaching is an interactive process between the teacher and the students. The process of teaching involves interaction between the teacher and the students. Teaching is the process of educating a person through the development of habits, knowledge, values, and the establishment of lifelong interests.¹ It is clear that As an interactive process, teaching generally involves classroom discourse between teachers and students that takes place during certain activities.

2. Learning

The cognitive process has a connection to learning. Learning is a process that is not entirely mechanical. It also requires the learner to use their cognitive abilities. This is referred to as meaningful learning as opposed to rote learning. The learner gives the knowledge, facts, or subject matter they are studying significance. Learning in this way might help with knowledge retention and long-term memory.² Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment.

3. Auditory Reading Strategy

Auditory is a strategy where the students listen to the audio before they are reading a text. The audio can be in form of tape recorder, screen recorder, and teacher's sound. It is similar like

¹ Bennion, A, *Resources of Instructional Contexts: Examples from New Elementary Science Teachers*, (USA: Brigham Young University, Provo, 2015), p.16

² Smaldino, S, *et al, Instructional Technology and Media for Learning 12th Edition*, (New York: Pearson, 2007), p.10

reading aloud while reading aloud itself is included as reading techniques. Traditionally, reading aloud is often taught one by one in the classroom.³ It means that auditory reading strategy is a strategy that uses audio in the activity of reading.

4. Reading Skill

It is a skill to read the text well with good and correct sound of words and could get the information in the text. Reading is someone's skill to create meaning from printed text. The meaning might be different for every reader who read the text, but there is no problem as long as the meaning is appropriate with the context. When the learners read the text or passage in form of story, newspaper, etc, they automatically develop their reading skill.⁴ It means that reading skill is created automatically since the readers read the text, because there must be comprehension and there must be a context in a text even it aims for not so matter information.

Based on the explanation above, the researcher did the research which aimed to see the process of teaching learning reading by using auditory reading strategy and the researcher would like to know whether there was a problem in the process of applying auditory reading strategy.

B. The Background of Problem

Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Giving directions, directing someone in their study of something, delivering knowledge, and causing someone to know or comprehend are all examples of teaching. In other terms, teaching is the process of assisting students in acquiring knowledge throughout a teacher-guided learning activity. Teaching is a teacher's primary responsibility. Giving directions, directing

³ Have, I., Pedersen, B, *Digital Audiobooks*, (New York: Routledge, 2016), p.17

⁴ Taylor, S, *Reading for Meaning: A Guide Research to the Research on Best Practice Teaching of Comprehension in Today's World*, (London: Oxford, 2018), p.4

someone in their study of something, supplying them with knowledge, and causing them to know or understand are all examples of teaching.⁵ Teaching means giving instruction, trying to help students learn something and make them understand the knowledge that they have learned.

Learning is a process that involves acquiring knowledge from a teacher or environment, and it can take place anywhere. Learning can occur in a variety of contexts. The environment or physical surroundings where learning is anticipated to occur are known as the learning setting. In addition to the classroom, students can learn in the lab (a computer lab, a science lab, or a language lab), a playground, a field trip location, a theater, a study hall, a library, a media center, at home, and on field trips. Different learning settings have different dimensions, floor plans, seating arrangements, lighting, and instructor and student orientations.⁶ In teaching and learning process, teacher is the important element because whether or not the teaching-learning process is successful depends on the teacher in carrying out the process. Teacher is responsible for the success of learning. The teacher should pay attention to everything that the learners need, so teachers may play some roles in setting some roles, setting the conditions for effective learning.

Reading is a skill that could add someone's knowledge, because the more someone is reading, the more he/she could add the information or update the new information around worldwide. Comprehension involves thinking” and “as there are various levels in the hierarchy of thinking, so are their various levels of comprehension.⁷ Reading considers as one of the basic ways of acquiring information in academic setting in particular. It can be assumed that the person who is not able to read well, they will face

⁵ H. Douglas, *Principles of Language Learning and Teaching*, (USA: San Francisco State University, 2000), p.7

⁶ Brown, H. Douglas, *Teaching by Principle and Interactive Approach to language pedagogy*, (New York: Longman Inc, 2001), p.167

⁷ Zentall, S.S., & Lee, J, A reading motivation intervention with differential outcomes or students at risk for reading disabilities, ADHD, and typical comparisons: “Clever is and clever does”, *Learning Disability Quarterly*, 2013 35(4), 248-259.

some difficulties in delivering ideas or arguing towards something, especially in what regards to the educational terms.

Reading skill is a process of comprehending meaning from a text. In reading process, especially about English text, the readers can enrich their vocabulary and their knowledge. It is also can increase their experience because the reader knows about a new information which do not know before. Reading skill is important for student. Because reading skill can give them some idea for written.⁸ In reading skill process they imagine about the contain of the text and they can retell about the text in form of written.

Reading skill is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.

Based on preliminary research at the ninth grade of SMPN 17 Bandar Lampung. The researcher found that the process of teaching students' reading skill got some problems. This information was got from the English teacher. The researcher interviewed the English teacher and she said that the students got some difficulties in learning reading such as cannot identify main idea of the text, the students often stuck to comprehend the text when there is unfamiliar word, the students depend on the strategy given by the teacher, if the strategy is uninteresting, they probably did not really interest to follow the lesson.

Generally, the students assume reading is as an uninteresting activity. Because they are not habitual with this activity. Due to this case, teaching learning process in the school must be taught to them effectively. Therefore, the teacher should be able to vary strategy of teaching reading. The researcher is interested to observe or analyze the implementation of auditory reading strategy in the activity of teaching learning reading skill.

Auditory reading strategy is a kind of reading that the students can hear audio before they read and comprehend the text. This

⁸ Woolley, G, *Reading skill*, (New York: Springer, 2011), p. 15

strategy focuses on hearing attention to absorb information. It recites the main point of a book or teacher's statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.

As Alcantud and Gregori mentioned there are several good criteria of auditory. They include a narrator's consistency in maintaining and distinguishing character voices, accents, and dialects. The narrator also has to have good change of voices and tones, engaging expressions and emotions. They are meant to create personal connection with listeners. In reading along the book while listening to auditory, there should be no mismatches between words, pictures, and the sound-effects.⁹ In the past, auditory was used as technology to help blind people reading the literature works by hearing it instead. Here, narrative texts are also belonged to literary works. Narrative text can be implemented in teaching English four skills. Based on the school curriculum (K13), narrative text materials focusing on students' reading abilities is taught to some levels of students.¹⁰ Narrative text is widely known in every grade of students and focuses in particular reader.

Some studies conducted by Khairul et.al showed that audio books enable the listeners to focus on theme, conflict, setting and character from the story and also making the conclusion about the result of the story.¹¹ Above all, based on Melani, she argued that tools such as digital text and digital audio provide effective alternatives to traditional classroom print-based materials.¹² By considering this, narrative text is a suitable material that can be used together with auditory.

⁹ Alcantud, M., Gregori, C, *Audiobooks: improving fluency and instilling literary skills and education for development*, (New York: Pearson, 2014), p.21

¹⁰ Toolan, M, *Narrative: A critical linguistic introduction (2nd ed.)*, (London and New York: Routledge, 2001), p.58

¹¹ Fajry, Khairul, Endang Komariah, and Tengku Maya Silvianti. "Audio book: teaching listening comprehension." *Research in English and Education Journal* 1.1 (2016): 62-70.

¹² Melani, A. "Using audiobook to teach reading skill narrative text for tenth graders of senior high school." (2018): 177-183.

Therefore, this research used narrative text as the material in using auditory to teach reading skill. Accordingly, the researcher of this study wants to take deeper research which aims to know the process of teaching learning and whether there is a problem in using auditory reading strategy in the classroom. Additionally, this research is also about if the use of auditory can help students to developing their comprehension in reading narrative text. The researcher wants to find if auditory can help students to comprehend the narrative text by reading along the story with auditory.

Therefore, the researcher conducted research entitled: “Teaching Learning Reading Skill through Auditory Reading Strategy at the Ninth Grade of SMPN 17 Bandar Lampung”.

C. Identification of Problem

The researcher identified some problem as follows:

1. The students have difficulties to identify main idea of the text.
2. The students often stuck to understand unfamiliar words.
3. The students have difficulties to comprehend the text.

D. Limitation of Problem

The process of teaching learning reading skill through auditory reading strategy.

E. Research Questions

Based on the background of problem above, the researcher made research questions as follows:

1. What is the teacher’s problem in using auditory reading strategy for teaching reading skill?
2. What is the students’ problem in learning reading skill by using auditory reading strategy?
3. How is the process of teaching learning reading skill by using auditory reading strategy?

F. Objectives of the Research

Based on the research questions, the objectives of this research as follows:

1. To know the teacher's problem in using auditory reading strategy for teaching reading skill.
2. To know the students' problem in learning reading skill by using auditory reading strategy.
3. To know the process of teaching learning reading skill by using auditory reading strategy.

G. The Significances of the Research

The significance of this research is divided into two kinds namely as theoretically and as practically, those can be described as follows:

1. Theoretically

As an information to English teacher and the reader about the use of audio in teaching learning. The audio can be found in various types, one of them is auditory reading.

2. Practically

The use of auditory reading strategy can make the students easier to comprehend the text because they would listen to the audio first. The students can copy the sound of words as good as native speakers and there must be repetition in reading the text that makes the students comprehend the text well.

H. Relevant Study

There were some previous studies that similar to this research. They can be described as follows:

1. Melani, RETAIN. Volume 6 No 3 in 2018, 177-183. Using Audiobook to Teach Reading skill Narrative Text for Tenth Graders of Senior High School.¹³ This study uses teachers and students at tenth grades for research subjects in the implementation of audiobooks for reading skill in narrative texts. This study uses descriptive qualitative to get the results

¹³ Melani, A. "Using audiobook to teach reading skill narrative text for tenth graders of senior high school." (2018): 177-183.

of a study, where researchers conduct observations and interviews with the subject. Then, the results of this study indicate that in the process of implementing audiobooks it is very easy to implement in the classroom. Then, the results of student work show that almost all students can understand the context in the text when using audiobook and get a good score. Whereas, in the interview results almost all students showed comfort in using audiobooks and was able to comprehend more narrative text.

2. Julianti. (2018). Improving Students' Reading skill Through Auditory Reading Strategy (Listen, Read, Discuss) at Eighth of Mts S TPI Sawit Seberang in Academic Year of 2017/2018.¹⁴ This research aims to find out: (1) Auditory Intellectually Repetition (AIR) effective learning model to improve math problem solving skills in SMP Muhammadiyah 47 Sunggal for 2017/2018 and (2) To know the improvement of student's mathematical problem solving ability after the implementation of learning model of Auditory Intellectually Repetition (AIR) in SMP Muhammadiyah 47 Sunggal for 2017/2018. Sample determination was done by purposive sampling technique. Sampling purposive is sample determination technique with certain consideration. Sampling was done on this research based on consideration and recommendation from teacher of mathematics subject. Based on the consideration and recommendation, the class that will be studied is class VIII-4 as 31 students as control class with conventional learning model and class VIII-1 as much as 32 students as experiment class by using model of Auditory Intellectually Repetition (AIR).

¹⁴ Julianti. (2018). Improving Students' Reading skill Through Auditory Reading Strategy (Listen, Read, Discuss) at Eighth of Mts S TPI Sawit Seberang in Academic Year of 2017/2018, *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan* <https://e-journal.undikma.ac.id/index.php/pedagogy/index>
 Email: jurnalfip@ikipmataram.ac.id Vol. 8 No. 3 : July 2021 p-ISSN: 2355-7761 e-ISSN: 2722-4627 pp. 322-327

3. Campen. (2021). The Effect of Audio-Support on Strategy, Time, and Performance on Reading skill.¹⁵ The researcher examined to what extent audio-support affects reading skill strategies, reading times, and reading skill performance in 21 secondary school students with dyslexia and 22 typically developing controls. Participants were provided with three types of assignments (summarizing, open-ended questions, statement questions) in each condition (written text with and without audio-support). SMI RED500 eye tracker captured eye movements during reading. The standard deviation of the weighted fixation duration times on the three paragraphs was considered indicative of the disparity of readers' attention within the text. Following a discrimination based on experts' reading behavior and hand-coded validation, these scores visualized whether students used the intensive reading strategy (reading whole text) or selective reading strategy (focusing on part of the text). In open-ended assignments, students divided their attention more over the whole text instead of focusing on one specific part when audio was added. In addition, audio-support increased reading time in students with and without dyslexia in most tasks, while in neither of the task's audio-support affected reading skill performance. Audio-support impacts reading skill strategy and reading time in all students.
4. Pratama. (2021). An Analisis of Students' Reading skill Strategies Based on Their Learning Styles Visual, Auditory and Kinesthetic Strategy.¹⁶ In this research, the researcher used descriptive qualitative research method. The researcher used purposive sampling technique. The researcher chose class VIII F as sample that consisted of 32 students. In collecting the data, the researcher used two kinds of instrument, they were:

¹⁵ Knoop-van Campen, C. A. N., et al. "The effect of audio-support on strategy, time, and performance on reading skill in secondary school students with dyslexia." *Annals of Dyslexia* (2022): 1-20.

¹⁶ Pratama. (2021). An Analisis of Students' Reading skill Strategies Based on Their Learning Styles Visual, Auditory and Kinesthetic Strategy, *Journal of English Language Teaching* Volume 5 No 2, December 2018 <http://ojs.ikipmataram.ac.id/index.php/joelt> e-ISSN: 2548-5865

questionnaire and interview. The researcher used three major phases of data analysis, they were: data reduction, data display and conclusion drawing. From the data analysis, the researcher found the students' learning styles are 25% for visual learners, 43.75% for auditory learners and 31.25% for kinesthetic learners and found the students' reading skill strategies that most student of eighth grade used visualizing, skimming and scanning strategies in comprehension the text, beside some students used another strategies like activating and using background knowledge, predicting, summarizing, making inferences and generating and asking question to comprehend the text.

I. Research Method

1. Research Design

In this research, the writer used qualitative method in collecting and analyzing the data. Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon. It is design to describe students' response during the process of students' activity, and the result of students' improvement before and after the activity. Besides, it was arranged as words, pictures, quoted data and not as numerals. Quantitative data from different sources, such as quantitative test data along with qualitative interview data, to find out if findings from the two sources converge.¹⁷ Qualitative research is the research that produce descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of research is an individual understanding

¹⁷ Creswell, J. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2015), p.132

and its background completely.¹⁸ Then, this research is a descriptive qualitative one. Because, the objectives of this study are observing and finding the information as many as possible of the phenomenon. Also, it is kind of method which is conducted by collecting and analyzing data, and drawing representative conclusion. Then, in this method, the data used a random sampling which is explored by description.

This research used qualitative and focused on the qualitative description. Then, writer focuses on the process of teaching learning reading skill by Auditory Reading Strategy. It is in which the description of observation is not ordinarily expressed in quantitative term. In other hand, it is not suggested that numerical measures are never used. But, that other means of description are emphasized.

2. Research Subject

The subject of this research was the students' reading skill which was taught by using auditory reading strategy. It was conducted at the IX grade of SMPN 17 Bandar Lampung.

3. Sampling Technique

The researcher used purposive sampling technique. According to Arikunto, purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Purposive sampling is where a researcher selects a sample based on the needs about the study. The participants are selected based on the purpose of the sample. Participants are selected according to the needs of the study.¹⁹ In this research, the researcher will use one class only to do the research based on the research questions.

¹⁸ *Ibid.*

¹⁹ Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.183

4. Research Data

The data of this research was in type of documentation (document analysis) by using descriptive qualitative design. Document analysis is the type of research where the data were collected qualitatively, and the method of analysis is also primarily qualitative. This often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories.²⁰ It means that there are some analyses that uses in the type of document analysis but in this research the researcher evaluated the process of teaching learning reading skill in narrative text by using Auditory Reading Strategy. The use of Auditory Reading Strategy seems good to be used, but this research needs to know whether or not it works well at the process of teaching learning reading skill at the ninth grade of SMPN 17 Bandar Lampung.

5. Data Collecting Technique

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Data collection is one of the most important stages in conducting research. Data collection is a very demanding job which needs thorough planning, hard work, patience, perseverance and more to be able to complete the task successfully. Data collection starts with determining what kind of data required followed by the selection of a sample from a certain population.²¹ In this research, the writer will collect the data using the following steps:

1. Observation

²⁰ Nassaji, Hossein, *Qualitative and descriptive research: Data type versus data analysis*, (University of Victoria, Canada: SAGE Publisher, Language Teaching Research 2015), Vol. 19(2) 129–132.

²¹ Kabir, M, *Methods of Data Collection*, (Curtin University: Research Gate, 2016), p.202

Observation is collecting data process, which in this research the writer will observe the situation of teaching learning process in the class.²² In other hand, it is the activity will be used to know the students' activities also responses during the teaching and learning process. Observation is one of collecting data in the research, which in this activity the writer observed the process of the teaching reading skill through Auditory Reading Strategy in the classroom.

2. Interview

The researcher gets the data function as observer to get the data, the writer is asking the teacher about the information of activity in the teaching process including problem in teaching speaking, where questions ask by the interviewer to obtain information from interview. Interviews are good research techniques when we want to know about what people think or feel about something.²³ It means that the researcher interviewed the teacher and students in order to get to know about the process of teaching learning reading by using Auditory Reading Strategy and the students' difficulties in learning reading.

3. Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts.²⁴ In this research, the researcher used open-ended questions because she wants to know the students' opinion about learning by using auditory reading strategy.

²² *Ibid*, p.202

²³ *Ibid*, p.203

²⁴ *Ibid*

4. Document

Documentation is a technique used to prove the truth of the data obtained from the resource person through the interview or observation process. By providing evidence in the form of photos from observations and interview recordings during the study. Documentation Contents, namely all forms of sources of information related to documents, whether official or not official documents based on any type of source, be it written or illustrated.²⁵ The research documentation of this research will be in form of picture that prove the teacher is truly teach the students by using Auditory Reading Strategy and the researcher observes it. The researcher also provides lesson plan based on syllabus at grade IX at SMPN 17 Bandar Lampung by using auditory reading strategy.

6. Research Instrument

The method and tool used to gather and analyze the data are the main features of qualitative research that set it apart from other types of research. In qualitative research, the researcher is of utmost importance. The researcher herself is the primary research tool. It means that the main instrument of this research was the researcher, who will collect and evaluate the data based on the researcher's interpretation.²⁶ Then, the researcher described and related it with theory applied to support the analysis. Therefore, the result of the research is determined by the researcher's point of view in describing the analysis of the research.

Due to the aim of this research that was to know how is the process of teaching learning reading skill by using Auditory Reading Strategy, then there was an observation sheet in order

²⁵ Gunawan, Ima, *Metode Penelitian Kualitatif*, (Jakarta: PT Bumi Aksara, 2013), p.175

²⁶Msc. Roxana De Trigueros Med. Juan Francisco Hidalgo Sandoval Universidad De El Salvador Facultad Multi Disciplinaria De Occidente, *Qualitative and Quantitative Research Instruments*, English Language Department March 28, 2017

to know the students' activity during the process of teaching by using Auditory Reading Strategy.

7. Data Analysis

According to Miles and Huberman the analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.²⁷ It means that in analyzing the data in the type of qualitative research, there are some activities to get the data of research, they are data reduction, data display and conclusion drawing. The researcher followed some steps of data analysis which stated by Miles and Huberman as follows:

1) Data reduction

Data reduction is about the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2) Data display

Data display is about an organized, compressed assembly of information that permits conclusion drawing and action.

3) Conclusion drawing

Conclusion drawing is the final activity of research that the researcher needs to conclude the research finding related to the research question.

8. Trustworthiness of the Research

To make the research findings of this research valid, the researcher must do trustworthiness by using a triangulation data. The process of seeing something from various angles in order to pinpoint its precise location is known as triangulation. The examination of content data was guided by the triangulation of criteria. Triangulation is intended to demonstrate that independent measures of a finding concur with it, or at the very least do not contradict it. It means that triangulation aims to assess the result of research in order to

²⁷ Miles B Matthew, Huberman A Michael, and Saldana J, *Qualitative Data Analysis*, (London, Sage Publications, 2014), p.14

validate the data of research itself. Lincoln and Guba states that there are the quality criteria of qualitative research as follows:

- 1) Credibility
Credibility establishes whether the research findings represent plausible information drawn from the participant's original data and is a correct interpretation of the participant's original view.
- 2) Transferability
The researcher facilitates the transferability judgment by a potential user through quick thick description.
- 3) Dependability
Dependability involves participant's evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study.
- 4) Confirmability
Confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data.
- 5) Audit Trails
An audit trail provides readers with evidence of the decisions and choices made by the researcher regarding theoretical and methodological issues throughout the study, which requires a clear rationale for such decisions. Keeping records of the raw data, field notes, transcripts, and a reflexive journal can help researchers systemize, relate, and cross reference data, as well as ease the reporting of the research process are all means of creating a clear audit trail.
- 6) Reflexivity
It is the process of critical self-reflection about oneself as researcher own biases, preference, preconceptions to the research.²⁸

²⁸ Lorelli S. Nowell, Jill M. Norris, Deborah E. White, and Nancy J. Moulès, *Thematic Analysis: Striving to Meet the Trustworthiness Criteria*, International Journal of Qualitative Methods Volume 16: 1–13, 2017: Sage Publication

Based on the explanation above, this research will use confirmability triangulation. In other words, the researcher is responsible for providing a complete set of notes on decision made during the research process, reflective thoughts, sampling, research material adopted, emergence of the findings and information about the data management.²⁹ In this research will also validate the research findings in order to make it valid. The person who will validate the research findings of this research is the Lecturer of English Education in Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung that relates with the title of this research.

J. Systematic of Discussion

To provide a systematic and easy-to-understand description, this proposal is structured with a systematic discussion as follows:

- I. Chapter I, consists of introduction such as: title affirmation, the background of problem, identification of problem, etc.

The introduction of chapter I contains, title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective or purpose of the study, previous research, research method and systematics of the discussion.

- II. Chapter II, consists of the theories such as: the theory of reading skill, teaching learning reading, auditory reading strategy, narrative text, etc.

This chapter is an overview of all theory related to the title of research.

- III. Chapter III, consists of object overview, data collecting technique and the instrument of research.

This chapter describes the general description of the object and the presentation of facts and data needed during research.

²⁹ *Ibid.*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

Reading involves the interaction between the skills and cognitive processes of the reader and the linguistic characteristics of a text. The reader needs to integrate text information with prior knowledge to form a mental representation of the meaning of the text.³⁰ Reading is someone's skill to create meaning from printed text. The meaning might be different for every reader who read the text, but there is no problem as long as the meaning is appropriate with the context. When the learners read the text or passage in form of story, newspaper, etc, they automatically develop their reading skill. It means that reading skill is created automatically since the readers read the text, because there must be comprehension and there must be a context in a text even it aims for not so matter information.

Reading is one of the four skills that must be mastered by students, to understand a text one must be diligent in reading and it is an important activity so that it will be easy to understand the text. Taylor states that Reading is an activity of decoding and understanding the texts. In a reading activity, students are expected to be able to decode and to understand the texts that are given by the teacher. It is a skill that able to make personal connection with texts and engage critical thinking and problem solving.³¹ It means that in learning reading, the students should be able to create personal connection between their knowledge with the text. These must be collaborated in order to make the content of the text is clear.

Moreover, Sadiku states that Reading is a fun-way to hunt the knowledge. Through the activity of reading, the readers will learn and know a lot of information. People can hunt the knowledge and get the

³⁰ Reid Smith, Pamela Snow, Tanya Serry & Lorraine Hammond, *The Role of Background Knowledge in Reading skill: A Critical Review, Reading Psychology*, (Routledge: Taylor and Francis Group, 2021), p.3, 42:3, 214-240, DOI: 10.1080/02702711.2021.1888348

³¹ Taylor, S, *Reading for Meaning: A Guide Research to the Research on Best Practice Teaching of Comprehension in Today's World*, (London: Oxford, 2018), p.4

information by reading passage.³² It means that reading skill is one of fun-way in learning that can add someone's knowledge. It is also helping the readers to get a lot of information spread in the worldwide. People must have a reading skill because it indirectly can enrich their knowledge of words meaning.

From several definitions above, it can be concluded that reading is a key and basic skill one must have to master language skills. In the process of reading, one must understand the content or context of a text so that the reader can understand. Reading is the ability of the readers to read, understand and able to represent the text to the others. There must be some purposes of reading that must be learned by the students. The students need to be able to create their own understanding and their own personal connection with the text.

B. Types of Reading

Some people read for different purposes; they must have different purposes when they read something. Since reading purposes differ, there must be several types of reading. According to Maria, there are some types of reading as follows:

1. Intensive Reading

It is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel, or other source. For example, the students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.

2. Extensive Reading

It is type of reading involves learners reading texts for enjoyment and to develop general reading skills. For example, the students read as many different kinds of books such as journals, newspapers and magazine as you can especially for pleasure and only needing a general understanding of the contents.

³² Sadiku, L.M, *The Importance of Reading Skill*, (Albania: European Journal of Language and Literature Studies, 2015), p.30

3. Aloud Reading

It is type of reading by using loud voice and clearly. For example, reading poetry, dialogue, and other type of text.

4. Silent Reading

It is type of reading where the activity is to mean to train the students to read without voice in order that the students can concentrate their attention or through to comprehend the texts.

For example, the students reading a text by heart.³³

From the explanation above, it can be concluded that there are so many types of reading namely intensive reading, extensive reading, aloud reading and silent reading. The teacher should be able to provide some innovations for the purpose of reading in the classroom. The teacher should be a forum for students who want to find a text that suits them because it will have a good impact on students to like learning to read in school and can increase their reading interest.

C. Reading Skill

Reading skill becomes an important point that should be mastered by the readers', because the goal of reading is comprehension. Reading is a process of communication between the writer and the reader. A writer has messages in his mind, such as feelings, facts, ideas, and arguments he wants to share. If the reader can understand the message and the words written by the author, the purpose of reading can be said to be successful. Moore and Susan stated that Reading Skill is the construction of meaning or spoken communication between the interpreter and the message in a particular communicative context.³⁴ It means that reading skill is the activity of construction of words meaning from the passage or text. This activity between the one who read and translate the text and the written text.

Cecil defines that Reading skill is about how to build meaning from the text. This is a critical for beginning readers and used to reinforced in all stages of literacy development. It is the process of construction and extracting meaning through interaction with written

³³ Maria, N.N, *Reading Theories and Reading skill*, (Palangkaraya: Journal on English as Foreign Language, Vol.5 No.1 March 2015), p.31

³⁴ Moore, J., and Susan, M, *The Simplicity and Complexity of Reading skill*, (USA: International Journal of Business and Social Science, 2016), p.21

language.³⁵ It means that reading skill can be defined as the skill of the readers to build or construct the meaning of written language. Reading skill has many functions to the all stages of learning development.

Reading skill is a reading activity or activity in which the reader builds an understanding of a text. so that the reader not only reads well and correctly but also builds understanding of a text so that the reader can interpret the text that has been read in his own language, or opinion. From this statement, understanding is the most important thing when reading, because understanding the text is the ultimate goal of reading. According to Grabe and Stoller, reading skill is the ability to understand or obtain information from a text.³⁶ Then, according to Brown reading is the basic problem to develop a good, appropriate, and effective comprehension strategy³⁷. This means that understanding is the ability to get information or understand a text to get information. From this statement, reading skill is an ability to get information or understand with a meaning that exists or is contained in a reading text or a paragraph to be able to answer a question related to the main idea, supporting idea, detail, and vocabulary in context.

According to Steve that Reading skill is a complex, multiple task ability. It is an activity performed to develop an understanding of a subject or topic. The students need to be able to analyze and re-organize ideas and information from the text.³⁸ It means that reading skill is the ability to understand a text, to analyze the information and to interpret the text correctly.

Based on the theories of reading above, it can be concluded that reading skill is the process of leading understanding to the written language. This activity is more than just reading a text but there must be a comprehension including comprehension the word structure,

³⁵ Cecil, N.L, *Striking a Balance: A Comprehensive Approach to Early Literacy*, (Scottsdale, AZ: Holcomb Hathaway Publishers, 2015), p.2

³⁶Grabe William, and Fredricka L Stoller,“Teaching and Researching Reading”. (New York: Longman 2002), p. 7

³⁷ H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

³⁸ Steve, M, *Reading skill, What We Know: A Review of Research*, (Thailand: Journal of Language Testing in Asia Vol.2 No.1, 2012), p.45

word meaning, vocabulary, etc. The students must be able to do the activity of reading skill if their reading is for seeking information.

D. Teaching Learning Reading Skill

Teacher should be able to create a good situation in teaching learning process in order to attract students in knowledge transfer process to reach the goal of learning. There are many ways to reach the goal that is suitable with condition itself, it can make the students active in teaching and learning process. Castles *et al* states that Teacher should be able to create good situation by giving motivation to the students.³⁹ It means that motivation of learning is important to be given to the students, because the more students want to learn reading, the more information they could get.

Fox explains that the effectiveness of teaching learning reading depends on teacher. The teacher needs to understand the complexity of reading process, so that the students can be confident and independent.⁴⁰ It means that the responsibility of teaching learning reading depends on teacher. He/she must be able to create good situation and deliver material in an interesting way so that the students can be interested to follow the reading material.

According to Reading National Project, Teaching and learning reading need to be balanced. There must be a strategy to make this thing work out well. A strategy for teaching reading helps learners avoid boredom and not be overwhelmed to receive new information and new task.⁴¹ It means that in teaching and learning reading, a teacher must balance the class situation in order to make learners not to be confused to receive the material.

Based on the above explanations, the writer concludes that the ones who is responsible to the process of teaching and learning reading is teacher. The students need to follow teacher's instructions that have been prepared before teaching learning. The material of

³⁹ Castles, A., Rastle, K., Nation, K, *Ending the Reading Wars: Reading Acquisition from Novice to Expert*, (London: Sage Publishing, 2018), p.26

⁴⁰ Fox, B, *The Reading Process*, (New Jersey: Prentice Hall, 2014), p.2

⁴¹National Youth Literacy Demonstration Project, *Strategies for Teaching Reading*, (Vancouver, BC: Decoda Literacy Solutions, 2015), p.1-2

teaching must be prepared well, so that it could be delivered clearly and understandable.

E. Component of Teaching Reading Skill

Konza states that there are five components of teaching reading which could make the students to become independent in reading. Those components can be described as follows:

1. Phonemic Awareness

This refers to the students' ability to focus on the sounds of spoken language and comprehend its meaning. It is important for teacher to understand the correlation between oral language and subsequent reading development, so that the teacher could make the students to be independent readers.

2. Phonics

An understanding of the relationship between sound and the letters at the basic of reading an alphabetic language, this makes readers become independent in reading. Phonic elements need to be taught by teacher at the beginning of teaching learning reading.

3. Fluency

Fluency could improve the accuracy of reading skill, because fluent reading appears confident and effortless. It has big impact to the reading process. If the readers are fluent enough in reading, they could make sense to the meaning of the text.

4. Vocabulary

The relationship between vocabulary and reading skill cannot be separated, because without knowing vocabulary the readers must face difficulties in reading. If the readers know the meaning of word, they are far more likely to be able to read it and make sense of it in a sentence. In other words, if they are familiar to the meaning of word, they could contributes good comprehension.

5. Comprehension

Comprehension is the goal or purpose of reading. It can be gained by relating the prior knowledge, assimilate new information, asking-answering questions, and understanding major content of

reading. The readers must be able to comprehend the text they have read of they want to get information.⁴²

Based on the components of teaching reading above, it can be concluded that there are five components that should be known by the teacher and students. The main role of teacher is to be able to teach comprehension. The comprehension can be taught by some ways before the students read the text, such as knowing the sound of words, recognizing vocabulary, etc so that the students could be fluent in reading.

F. Problem in Teaching and Learning Reading

There are some problems that may arise in the process of teaching and learning reading. According to Willingham the problems in teaching reading are as follows:

- 1) Less experience reading the text.
- 2) Some reading skills cannot be acquired by kids when they are studying them.
- 3) Learning to read can be difficult for some people for a variety of reasons, including unclear and general explanations.
- 4) The scenario in the classroom is uninteresting.⁴³

Due to these problems, the indicators of teaching reading can be as follow:

- 1) Teacher must have experience in reading material.
- 2) The teacher must be able to teach reading well as detail.
- 3) The teacher must give clear explanation, especially about how to understand the text content.
- 4) The teacher must be able to create good and interesting situation in the classroom.⁴⁴

Meanwhile, the problems of learning reading are as follows:

⁴² Konza, D, *Teaching Reading*, (Australian Journal of Teacher Education: Edith Cowan University, 2014), p.154

⁴³ Willingham, D, *A Mental Model of the Learner: Teaching and the Basic Science of Educational Psychology to Future Teacher's: A Mental Model of the Learner*, (Virginia: University of Virginia, 2017), p.89

⁴⁴ *Ibid*

- 1) Most of the students are interested in reading, but there are some of the students do not like reading
- 2) The students cannot understand what they read and do not comprehend the material they read.⁴⁵

Based on the difficulties associated with teaching and learning to read, this study will presume that it is critical for teachers and students to work well together during the teaching and learning process. This will allow students to ask questions and seek additional explanation if the teacher's explanation falls short of what they had anticipated. Additionally, the teacher needs to have a solid approach for engaging students who are not particularly engaged in the lesson.

Additionally, it may be inferred that in order to achieve understanding when teaching and studying reading, the most effective technique or strategy should be used. To read effectively and efficiently, they employ reading strategies or tactics. The reading-problematic learner exhibits reading difficulties that are unanticipated given their age, level of cognitive ability, quality of training, etc. Reading single words, sounding out words and letters, reading sight words, comprehension issues, etc. are possible symptoms. This indicates that word recognition and the caliber of the teacher's instruction in the classroom are the main reading problems that students encounter.

G. Concept of Text

Text has a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings. Text is the essential of language form.⁴⁶ It means that text is used as a communication by the writer with organized the structure of the text on grammatical of words, clauses and sentences. There are kinds of the text those must be mastered by the students in reading skill. Narrative text is one of various genres of text.

⁴⁵ Terasne, at el, Improving Students' Reading skill Through Listen-Read-Discuss (LRD) Strategy At Ma Nurussabah Praya Tengah, Journal of English Language Teaching Volume 5 No 2, December 2018 <http://ojs.ikipmataram.ac.id/index.php/joelt> e-ISSN: 2548-5865

⁴⁶ Keraf, G. 2020, *Teks Argumentasi dan Narasi*, (Jakarta: Gramedia), p.136

1. Definition of Narrative text

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. According to Denning, narrative text or story in its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in form of casually linked set of events account, tale: telling of a happening or connected series of happenings, whether true or fictitious.⁴⁷ It means that narrative text is a text which relates of logically and chronologically.

Meanwhile, Percy in Permana and Zuhri state that narrative is a type of essay that tells a story or a series of events in which they occur.⁴⁸ Its purpose is to give meaning to an event or a series of events by telling story. It can be concluded that narrative text is a text telling a story that has a chronological sequence of events that are interconnected. It can be concluded that narrative text is a text telling a story that has a chronological sequence of events that are interconnected.

Based on those explanations, it can be concluding that there are many kinds of text. The kinds of the text those should be mastered by the students in reading for increase the students reading skill. In this research, the writer only focus in narrative text as the form of reading that will be investigated because this kind of reading skill is concluded as the material should be learned by the students for the eighth grade. From the definition above, it means that there are many kinds of text in English for teaching and learning, and the writer concludes that narrative text is a text telling a story that has a chronological sequence of events that are interconnected.

⁴⁷ Denning, S, *What is Story? What is Narrative Meaning*, (Boston, London: Butterworth Heinemann, 2016), p. 80

⁴⁸ Permana, Tahan Dwi dan Zuhri, Fauris, *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School, Retain*, Volume 01 Nomor 01 Tahun 2013, p. 2

2. Generic Structure

A narrative text will consist of the following generic structure:

a. Orientation

Introducing the participants and informing the time and the place.

b. Complication

Describing the rising crises which the participants have to do with

c. Resolution

Showing the way of the participant to solve the crises, better or worse.⁴⁹

3. Language feature

The language feature is using past tense, specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, narrative words to portray the characters and setting.⁵⁰ It means that there are five language features of narrative text.

⁴⁹ Soneta, W, *Bahan Ajar Narrative Text*, (Jakarta: SMA 78 Jakarta, 2015),p.1

⁵⁰ *Ibid*, p.2

4. The Example of Narrative Text

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko, She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet

H. Auditory Reading Strategy

Abbas and Deborah and Nancy asserted that auditory learners focus on hearing attention to absorb information. It means that should be heard firstly, and then they can memorize and understand the information.⁵¹ Myra Pollack and David Miller, Auditory learners learn best through hearing, this type of students can remember the detail of conversations and they also have strong language skills. Auditory learner should be given opportunity to recite the main point of a book or teachers statement and let them say out loud the meaning of the illustration and main subject headings and recite any new vocabulary words. It can be helpful for them to comprehend the material of the subject matters.⁵² It is clear that students who are auditory learners learn best by hearing; they can recall conversational details and have excellent language abilities.

In the classroom, auditory is used with a text or digital text. Auditory is similar like reading aloud while reading aloud itself is included as reading techniques. Traditionally, reading aloud is often taught one by one in the classroom. Reading aloud to students has many benefits for example developing vocabulary growth, language development, enhance the students' prior knowledge orally and written. In this modern's era, reading aloud has been developed into a media called Auditory.⁵³ Above all, the extra beneficial for using auditory is the enjoyment in reading a text. In addition, auditory is intended to help both teacher and students in the teaching learning process.

The term of auditory is talking book— book which was told by storyteller for blind people and was improve into auditory form. Auditory is purposed to help the listeners understands the book or story. In the educational context, auditory is considered as an aid to support students to focus on interpreting the content of book. Auditory is similar like reading aloud and it is helpful in acquiring new

⁵¹ Abbas Pourhossein Gilakjani, Visual, Auditory, Kinesthetic Learning Styles and Their Impact on English Language Teaching, *Journal of Studies in Education*, Vol.2, No 1, 2012, p.106

⁵² Myra Pollack S and David Miller S, *Teachers, Schools, and Societies*, (New York : Mc Graw Hill, 2005)

⁵³ Have, I., Pedersen, B, *Digital Audiobooks*, (New York: Routledge, 2016), p.17

vocabulary and ideas for both younger and older learners.⁵⁴ Based on this theory, it can be concluded that the objective of audio is to aid listeners in understanding the book or story. In the context of education, auditory is viewed as a tool to help pupils concentrate on understanding the story's content.

I. Procedure of Teaching Reading by using Auditory Reading Strategy

According to Greaney there are some procedures of teaching reading by using auditory reading strategy as follows:

1. Stage 1 Pre-reading word list check

The teacher selects a group of words (10-12) from the story that are most likely to cause problems for the student. These words may be selected on the basis of a recent (pre-reading) running record of errors, or they may be selected based on 'teacher hunches' of the likely difficulty that such words may present to the student if read independently. The student attempts to read each word in the list prior to listening to the recorded story. Those words that are incorrectly-read are written in the central column by the teacher for a 'word analysis' task.

2. Stage 2 Listening to the story

This stage involves the regular story listening session where the student reads along with the recording. It would be expected that the prereading word analysis task should enable the student to more easily identify or recognize these words as/when they are encountered in the story, based on their familiarity that was gained from the previous task.

3. Stage 3 Post-reading independent word analysis activities

Following the listening exercise, the student may then copy out the words from one of the word analysis cards into their exercise books. These words are also taken from the story. When each word is printed, the student is then required to circle the relevant spelling patterns (e.g., consonant blends/digraphs, vowel digraphs,

⁵⁴ Learning Ally, *Teaching tips tips for teaching & learning with audiobooks*, (New Jersey: Learning Ally, 2011), p.26

vowel phonograms). At a later convenient time the student's word reading can also be retested using the original words used in the pre-reading exercise.⁵⁵

J. Benefits of Using Auditory Reading Strategy

According to Greaney the benefits of using auditory reading strategy as follows:

- 1) It enables them to see a purpose for their learning and to give them the opportunities to put the particular strategies into practice in meaningful contexts.
- 2) It provides opportunities for the student to also develop metacognitive word identification strategies.
- 3) It provides the reader with access to the inherent meaning of the text and the student is thus able to use his or her knowledge of spoken language to help with word solving.
- 4) It encourages the development of strategic decoding skills while at the same time, retaining the opportunity for the student to listen to the recorded story as often as necessary.⁵⁶

Meanwhile, the other benefits of auditory in reading skill that have been found by the researchers are various as follows:

- 1) Auditory help students regarding to particular aspects of reading fluency which are combine the rate, rhythm, and natural flow of language necessary for good comprehension.
- 2) Reading and listening to text is widely accepted as a useful strategy to promote comprehension.
- 3) Auditory can effectively help the readers who have difficulties to increase their reading habit.
- 4) As a matter of fact, auditory is a good media and easier way to overcome language learners' problems in learning foreign language.⁵⁷

⁵⁵ Greaney, Keith, *Developing Word Knowledge Within Tape Assisted and/or Other Audio Recorded Reading Programmes*, (Massey University, 2012), p.45-46

⁵⁶ Greaney, K, *Commentary. That reading debate again! New Zealand Journal of Educational Studies*, 2002, 37(1), 101-107.

⁵⁷ Khairul, F., Endang, K., & Maya, S. T, *Audio book: teaching listening comprehension. Research in English and Education (READ)*, 2016, 1(1), 62-70.

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