



ELTE *Journal*



(Journal of English Language Teaching & Education)

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subject Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 8 Number 2, September 2020. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile medium for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative works on language teaching and education. The contents include reports based on analysis, studies and application of theories from junior and senior high school teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the field of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for publication.

In this September 2020 edition, the editors received 12 articles from teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing publication.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comments, suggestions, criticisms and contributions for future editions are welcome.

Editors

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**IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
THROUGH INTERACTIVE READ-ALOUD TECHNIQUE OF THE TENTH GRADE
STUDENTS AT MA ALHIDAYAH MUARA TELANG
(A CLASSROOM ACTION RESEARCH)**

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Abstract

The research was conducted to improve the tenth-grade students' reading comprehension on narrative texts through the Interactive read-aloud technique at MA Alhidayah Muara Telang. The problems of this study were (1) most students do not respond to the lesson in the class activity, (2) The students have difficulties to comprehend reading text, (3) The students have a low interest to learn, (4) The students cannot express their response for giving questions about things, because they do not have enough vocabulary. The researcher applied classroom action research which had been conducted into two cycles, where every cycle has three meetings. Each cycle had four steps; they were planning, action, observation, and reflection. Based on the quantitative data, it showed that the students' reading comprehension on narrative text marked a significant increase from the average score of reading comprehension within the two cycles. In the average score of the test, the first achievements' score was 74 and the second achievements' score was 87. The percentage of the first classical achievement was 54 % and the second classical achievements were 93 %. The researcher concluded that the interactive read-aloud technique could improve the students' reading comprehension on narrative texts significantly.

Keywords: Improving, reading, comprehension, narrative, interactive read-aloud technique