

Appendix 1 Lampiran Penelitian (Hasil Penelitian)

A. Observation Sheet

Rubric of Student's Ability in Reading Aloud

Name of Student : Andeas W. Zandroto

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors).
					The student read the text with incorrect pronunciation and when reading it is not clear.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Watched/woc-het//wɑ:tʃt/
					Hall/hell//hɑ:l/
					Shook/shok//ʃok/
					Filled/fa-ilt//fild/
					Tired/tai-red// 'taɪərd/
					Disaster/dis-is-ter//dɪ'zæstər/
Couldn't/kold-dent// 'kʊdənt/					

					Started /stear-d/ /'sta:rtɪd/
Fluency			√		The student is use an appropriate reading speed most of the time. There are some lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (4-6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: Read-aloud Rubric adopted from (Ekaningsih, 2022)

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Artha Olivia Zai

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Knew/no:/nu:/
					Noises/no-is/'nɔɪzɪz/
					Well/wəl/wel/
Fluency		√			Needed/'ni:d/'ni:did/
					Clapped/klæ:ped/klæpt/
					The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)
Volume		√			The intensity is clear and audible most of the time
					The volume when student read aloud is heard by all students in

					the class because use microphone.
Intonation with expression			√		Adequate tones some of the time. Does sound monotone. When the student reads there is some appropriate intonation but not have expression.
TOTAL SCORE	14				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{14}{20} \times 100 = \mathbf{70}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Aurel K. Telauambanua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.															
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors) The student read the text with some mispronounced but spoken clearly. Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly: <table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Filled</td><td>/fe:lt/</td><td>/fild/</td></tr><tr><td>Tired</td><td>/tai-red/</td><td>/'taɪərd/</td></tr><tr><td>Techniques</td><td>/tek-nik-ues/</td><td>/tek'ni:ks/</td></tr><tr><td>Practiced</td><td>/pre-ak-tik/</td><td>/'præk,tɪst/</td></tr></table>	Words	IP	CP	Filled	/fe:lt/	/fild/	Tired	/tai-red/	/'taɪərd/	Techniques	/tek-nik-ues/	/tek'ni:ks/	Practiced	/pre-ak-tik/	/'præk,tɪst/
Words	IP	CP																		
Filled	/fe:lt/	/fild/																		
Tired	/tai-red/	/'taɪərd/																		
Techniques	/tek-nik-ues/	/tek'ni:ks/																		
Practiced	/pre-ak-tik/	/'præk,tɪst/																		
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)															
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.															

Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	10				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Aurel Nadya Gulo

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors).
					The student read the text with incorrect pronunciation and when reading it is not clear.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Banged/bainch//bæŋd/
					Noises/nois/'noɪzɪz/
					Tired/tai-red/'taɪərd/
					Auditions/ , p 'dients / / , p 'dɪʃnz /
					Disaster/dis-is-ter/dɪ'zæstər/
					Couldn't/koult/'kʊdənt/
Enough/eno:uf/ɪ'nʌf/					
Needed/'ni:d/'ni:ɪd/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are

					present (+6 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.
Intonation with expression			√		Adequate tones some of the time. Does sound monotone. When the student reads there is some appropriate intonation but not have expression.
TOTAL SCORE	10				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Clara D. Telaumbanua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Noises/nois/'nɔɪzɪz/
Needed/'ni:d/'ni:ɪd/					
Disaster/dis-is-ter/dɪ'zæstər/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.

Intonation with expression			√		Adequate tones some of the time. Does sound monotone. When the student reads there is some appropriate intonation but not have expression.
TOTAL SCORE	11				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{11}{20} \times 100 = \mathbf{55}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Devika Grasen Harefa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.												
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)												
					The student read the text with some mispronounced but spoken clearly.												
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:												
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Needed</td><td>/'ni:d/</td><td>/'ni:did/</td></tr><tr><td>Noises</td><td>/nois/</td><td>/'nɔɪzɪz/</td></tr><tr><td>Started</td><td>/'sta:r.t/</td><td>/'sta:r.tɪd/</td></tr></table>	Words	IP	CP	Needed	/'ni:d/	/'ni:did/	Noises	/nois/	/'nɔɪzɪz/	Started	/'sta:r.t/	/'sta:r.tɪd/
					Words	IP	CP										
Needed	/'ni:d/	/'ni:did/															
Noises	/nois/	/'nɔɪzɪz/															
Started	/'sta:r.t/	/'sta:r.tɪd/															
Fluency		√			The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)												
Volume		√			The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.												

Intonation with expression			√		Adequate tones some of the time. Does sound monotone. When the student reads there is some appropriate intonation but not have expression.
TOTAL SCORE	14				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{14}{20} \times 100 = \mathbf{70}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Edwiss P. B. J. Telaumbanua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors).
					The student read the text with incorrect pronunciation and when reading it is not clear.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:

					Started /stred/ /'sta:r.tɪd/ Techniques /teks-ni-quɪs/ /tɛk' nɪks/ Deserves /devers/ /dɪ'zɜrvz/
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Eileen Tondana Hulu

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Lids/lɑɪdz//lɪdz/
Noises/'nɔɪs/'nɔɪzɪz/					
Fluency		√			The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)
Volume		√			The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.

Intonation with expression		√			Adequate tones some of the time. Does sound monotone. The student read with good intonation and expression.
TOTAL SCORE	16				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{16}{20} \times 100 = \mathbf{80}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Elisya N. Harefa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.									
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)									
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:									
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Noises</td><td>/ˈnɔɪs/</td><td>/ˈnɔɪzɪz/</td></tr><tr><td>Watched</td><td>/wɑ:tʃəd/</td><td>/wɑ:tʃt/</td></tr></table>	Words	IP	CP	Noises	/ˈnɔɪs/	/ˈnɔɪzɪz/	Watched	/wɑ:tʃəd/	/wɑ:tʃt/
					Words	IP	CP							
Noises	/ˈnɔɪs/	/ˈnɔɪzɪz/												
Watched	/wɑ:tʃəd/	/wɑ:tʃt/												
Fluency			√		The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)									
Volume		√			The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.									
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.									

TOTAL SCORE	13
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Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{13}{20} \times 100 = \mathbf{65}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Ellen Trisni Ndraha

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors). The student read the text with incorrect pronunciation and when reading it is not clear. Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Lids/laidz/ /lɪdz/
					Shook/ʃok/ /ʃɒk/
					Filled/faɪld/ /fɪld/
					Techniques/teks'nikus/ /tek'niks/
					Noises/'noɪs/ /'nɔɪzɪz/
					Needed/'niːd /'niːdɪd/
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume			√		The intensity is clear and audible most of the time

					The volume when student read aloud is heard by all students in the class because use microphone.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Evander S.P. Harefa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Followed/'fɑ:.lowed/'fɑ:.lood/
					Couldn't/'kʊlt/'kʊdənt/
					Explained/ek'spleɪnd/ɪk'spleɪnd/
Fluency				√	Helped/hɛlped/hɛlpt/
					Nervous/'nɜr.vos/'nɜr.vəs/
					The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume			√		The intensity is clear and audible most of the time
					The volume when student read aloud is heard by all students in

					the class because use microphone.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	10				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Ferdinan Glen Zebua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Eagerly/'gerli/'i:garli/
					Filled/feled/fild/
Fixed/fiksed/fikst/					
Prepared/pri'pered/pri'perd/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all

					students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: Read-aloud Rubric adopted from (Ekaningsih, 2022)

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Fidela Ilona K. Lase

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Tired/tai-red/'taiərd/
					Wanted/'wan.t/'wan.tɪd/
					Noises/'noɪs/'noɪzɪz/
Needed/'ni:d/'ni:ɪd/					
Fluency			√		The student is use an appropriate reading speed most of the time. There are some lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (4-6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all

					students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	10				

Source: Read-aloud Rubric adopted from (Ekaningsih, 2022)

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Gerald S.D. Tambunan

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.									
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)									
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:									
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Wanted</td><td>/'wan.t/</td><td>/'wan.tɪd/</td></tr><tr><td>Needed</td><td>/'niː.d/</td><td>/'niː.dɪd/</td></tr></table>	Words	IP	CP	Wanted	/'wan.t/	/'wan.tɪd/	Needed	/'niː.d/	/'niː.dɪd/
					Words	IP	CP							
Wanted	/'wan.t/	/'wan.tɪd/												
Needed	/'niː.d/	/'niː.dɪd/												
Fluency		√			The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)									
Volume		√			The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.									

Intonation with expression		√			Adequate tones some of the time. Does sound monotone. The student read with good intonation and expression.
TOTAL SCORE	16				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{16}{20} \times 100 = \mathbf{80}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Gytha Zakhary Zebua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors). The student read the text with incorrect pronunciation and when reading it is not clear. Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Eagerly/'i:gərl/'i:gərli/
					Filled/faɪld/fɪld/
					Real/'re:l/'ri:l/
					Wanted/'wʌn.t/'wʌn.tɪd/
					Needed/'ni:.d/'ni:.dɪd/
					Started/'stɑ:r.t/'stɑ:r.tɪd/
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)

Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Jansen T. Mendrofa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors).
					The student read the text with incorrect pronunciation and when reading it is not clear.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Followed/'fa:.ləʊɪd/'fa:.ləʊd/
					Asked/æsked/æskt/
					Shook/ʃok/ʃok/
					Filled/fɪld/fɪld/
					Noises/'noɪs/'noɪzɪz/
					Knew/no:/nu:/
Disaster/dɪ'zɪstər/dɪ'zæstər/					
Couldn't/'kɒlnt/'kɒdənt/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are

					present (+6 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Joel Emmanuel Zebua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Noises/'noɪz/s/'noɪzɪz/
Wanted/'wʌn.t/'wʌn.tɪd/					
Needed/'niː.d/'niː.dɪd/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.

Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	10				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Juan W.N. Harefa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.	
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)	
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:	
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Cola</td><td>Coca cola</td><td>/'kou.lə/</td></tr></table>	Words
Words	IP	CP				
Cola	Coca cola	/'kou.lə/				
Fluency		√			The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)	
Volume		√			The intensity is clear and audible most of the time The volume when student read aloud is heard by all students in the class because use microphone.	
Intonation and Expression		√			Adequate tones some of the time. Does sound monotone.	

					The student read with good intonation and expression.
TOTAL SCORE	16				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{16}{20} \times 100 = \mathbf{80}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Kate Souisa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Tired/'tai-red/'taiərd/Wanted/'wan.t/'wan.tɪd/
Fluency		√			The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read sometimes audible but not the whole class can heard.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and

					expression.
TOTAL SCORE	13				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{13}{20} \times 100 = \mathbf{65}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Kedrick D. N. Telaumbanua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were difficult to understand, Most words were struggling or mispronounced (+5errors). The student read the text with incorrect pronunciation and when reading it is not clear. Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Filled/failed/fild/
					Couldn't/'kolt/'kʊdənt/
					Wanted/'wan.t/'wan.tɪd/
					Noises/'noɪs/'nɔɪzɪz/
					As/az/æz/
					Needed/'ni:.d/'ni:.dɪd/
					Fluency

Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Keisha A. Zalukhu

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Watched/wɑ:tʃed//wɑ:tʃt/
					Shook/ʃok//ʃok/
					Auditions/ɔ:dions//ɔ:'dɪʃənz/
					Wanted/'wɑn.t/'wɑn.tɪd/
Needed/'ni:.d/'ni:.dɪd/					
Fluency			√		The student is use an appropriate reading speed most of the time. There are some lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (4-6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible.

					The volume when student read aloud is not heard by all students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Michelle T. M. Halawa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.									
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)									
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:									
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Shook</td><td>/ʃok/</td><td>/ʃok/</td></tr><tr><td>Wanted</td><td>/'wan.t/</td><td>/'wan.tɪd/</td></tr></table>	Words	IP	CP	Shook	/ʃok/	/ʃok/	Wanted	/'wan.t/	/'wan.tɪd/
					Words	IP	CP							
Shook	/ʃok/	/ʃok/												
Wanted	/'wan.t/	/'wan.tɪd/												
Fluency		√			The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)									
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all students in the class.									
Intonation with				√	Rarely adequate tone. Does sound monotone.									

expression					When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	12				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{12}{20} \times 100 = \mathbf{60}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Naarah Sherly Zebua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Wanted/'wa:n.t/'wa:n.tɪd/
Fluency		√			Needed/'ni:.d/'ni:.dɪd/
Volume			√		The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)
					The volume is somewhat clear and audible but some words or sentences are barely imperceptible. (2-4 errors)
					The volume when student read the text somewhat clear and

					audible because not using a microphone.
Intonation and Expression		√			Adequate tones some of the time. Does sound monotone. The student read with good intonation and expression.
TOTAL SCORE	15				

Source: Read-aloud Rubric adopted from (Ekaningsih, 2022)

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{15}{20} \times 100 = \mathbf{75}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Nobel Smart Mendrofa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Techniques/tɛk'ni:ks//tɛk'ni:ks/
					Noises/'noɪs/'nɔɪzɪz/
Needed/'ni:.d/'ni:.dɪd/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all

					students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Ronaldo B. E. Nduru

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Watched/wɑ:tʃed//wɑ:tʃt/
					Filled/felled//fild/
					Wanted/'wɑ:n.t/'wɑ:n.tɪd/
					Fixed/fai-sed//fɪkst/
Explained/ek'spləɪnd//ɪk'spleɪnd/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible.

					The volume when student read aloud is not heard by all students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Tara H. Mendrofa

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.															
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors) The student read the text with some mispronounced but spoken clearly. Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly: <table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Filled</td><td>/fɪld/</td><td>/fɪld/</td></tr><tr><td>Auditions</td><td>/ɔ' diəns/</td><td>/ɔ' dɪʃənz/</td></tr><tr><td>Started</td><td>/'stɑ:r.t/</td><td>/'stɑ:r.tɪd/</td></tr><tr><td>Noises</td><td>/'nɔɪs/</td><td>/'nɔɪzɪz/</td></tr></table>	Words	IP	CP	Filled	/fɪld/	/fɪld/	Auditions	/ɔ' diəns/	/ɔ' dɪʃənz/	Started	/'stɑ:r.t/	/'stɑ:r.tɪd/	Noises	/'nɔɪs/	/'nɔɪzɪz/
Words	IP	CP																		
Filled	/fɪld/	/fɪld/																		
Auditions	/ɔ' diəns/	/ɔ' dɪʃənz/																		
Started	/'stɑ:r.t/	/'stɑ:r.tɪd/																		
Noises	/'nɔɪs/	/'nɔɪzɪz/																		
Fluency			√		The student is use an appropriate reading speed most of the time. There are some lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (4-6 errors)															
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all															

					students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	10				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Theofilus I. Li Zebua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.									
Pronunciation and Clarity		√			Most of the words were pronounced correctly and spoken clearly (1-2 errors)									
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:									
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Wanted</td><td>/'wɑ:n.t/</td><td>/'wɑ:n.tɪd/</td></tr><tr><td>Needed</td><td>/'ni:d/</td><td>/'ni:.dɪd/</td></tr></table>	Words	IP	CP	Wanted	/'wɑ:n.t/	/'wɑ:n.tɪd/	Needed	/'ni:d/	/'ni:.dɪd/
					Words	IP	CP							
Wanted	/'wɑ:n.t/	/'wɑ:n.tɪd/												
Needed	/'ni:d/	/'ni:.dɪd/												
Fluency			√		The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)									
Volume			√		The intensity is clear and audible most of the time The volume when student read sometimes audible but not the whole class can heard.									
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.									

TOTAL SCORE	12
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Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{12}{20} \times 100 = \mathbf{60}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Theophorus S. Zega

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Filled/fɪlded/fɪld/
					Wanted/'wɑ:n.t/'wɑ:n.tɪd/
					Fixed/fɪksed/fɪkst/
Fluency				√	Explained/ek'splænd/ɪk'spleɪnd/
					Practiced/'præktised/'præktɪst/
Volume				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
					The volume is not in the audible range, and many words or sentences are barely imperceptible.

					The volume when student read aloud is not heard by all students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Vicky Ananda N. Zega

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Noises/'noɪs/'nɔɪzɪz/
					Watched/wɑ:tʃəd/wɑ:tʃt/
					Filled/fɪld/fɪld/
Fluency				√	Wanted/'wɑ:n.t/'wɑ:n.tɪd/
					Explained/ek'spləɪnd/ɪk'spleɪnd/
					The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are present (+6 errors)
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible.

					The volume when student read aloud is not heard by all students in the class.
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : William Henokh Gulo

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.												
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)												
					The student read the text with some mispronounced but spoken clearly.												
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:												
					<table><tr><th>Words</th><th>IP</th><th>CP</th></tr><tr><td>Wanted</td><td>/ˈwɑːn.t/</td><td>/ˈwɑːn.tɪd/</td></tr><tr><td>Needed</td><td>/ˈniː.d/</td><td>/ˈniː.dɪd/</td></tr><tr><td>Banged</td><td>/bæŋget/</td><td>/bæŋkt/</td></tr></table>	Words	IP	CP	Wanted	/ˈwɑːn.t/	/ˈwɑːn.tɪd/	Needed	/ˈniː.d/	/ˈniː.dɪd/	Banged	/bæŋget/	/bæŋkt/
					Words	IP	CP										
Wanted	/ˈwɑːn.t/	/ˈwɑːn.tɪd/															
Needed	/ˈniː.d/	/ˈniː.dɪd/															
Banged	/bæŋget/	/bæŋkt/															
Fluency			√		The student is use an appropriate reading speed most of the time. There are some lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (4-6 errors)												
Volume				√	The volume is not in the audible range, and many words or sentences are barely imperceptible. The volume when student read aloud is not heard by all students in the class.												

Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	10				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{10}{20} \times 100 = \mathbf{50}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Yesaya F. Telaumbanua

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity				√	Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Followed/'fa:.lowed/'fa:.lood/
					Shook/ʃok/ʃok/
					Lids/laidz/lɪdz/
					Filled/faɪlled/fɪld/
					Couldn't/'kɒlnt/'kʊdənt/
					Wanted/'wɑ:n.t/'wɑ:n.tɪd/
Fixed/faɪksed/fɪkst/					
Helped/helped/helpt/					
Fluency				√	The student rarely keeps the appropriate speed. There are many lapses, hesitation, or pace wavering. No punctuation pauses are

					present (+6 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read aloud sometimes heard by all students in the class
Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	9				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{9}{20} \times 100 = \mathbf{45}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

Rubric of Student's Ability in Reading Aloud

Name of Student : Yohan Purnama Lase

Class : 8-A

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Ket.
Pronunciation and Clarity			√		Words were spoken clearly, some words mispronounced (3-4 errors)
					The student read the text with some mispronounced but spoken clearly.
					Here are some of the words that were pronounced incorrectly by the students and how to pronounce them correctly:
					WordsIPCP
					Lids/laidz//ldz/
Wanted/'wa:n.t/'wa:n.tɪd/					
Clapped/klæped//klæpt/					
Fluency			√		The student is use an appropriate reading speed. There are few lapses, hesitation, or pace wavering. Punctuation pauses are present most of the time (2-4 errors)
Volume			√		The intensity is clear and audible most of the time The volume when student read sometimes audible but not the whole class can heard.

Intonation with expression				√	Rarely adequate tone. Does sound monotone. When the student reads there is no appropriate intonation and expression.
TOTAL SCORE	11				

Source: *Read-aloud Rubric adopted from (Ekaningsih, 2022)*

Maximum Score: 20

Student Score: Skor perolehan/Skor Maksimal X 100

$$\frac{11}{20} \times 100 = \mathbf{55}$$

IP = Incorrect Pronunciation

CP = Correct Pronunciation

B. Students' Performance Scores in Reading Aloud

No	Student Name	P	F	V	I	Score FB/20 x 100	Category
1	Andeas W. Zandroto	2	3	2	2	45	Very Low
2	Artha Olivia Zai	3	4	4	3	70	Medium
3	Aurel K. Telaumbanua	3	2	3	2	50	Very Low
4	Aurel Nadya Gulo	2	2	3	3	50	Very Low
5	Clara D. Telaumbanua	3	2	3	3	55	Low
6	Devika Grasen Harefa	3	4	4	3	70	Medium
7	Edwiss P.B.J Telaumbanua	2	2	3	2	45	Very Low
8	Eileen Tondana Hulu	4	4	4	4	80	High
9	Elisya N. Harefa	4	3	4	2	65	Medium
10	Ellen Trisni Ndraha	2	2	3	2	45	Very Low
11	Evander S.P. Harefa	3	2	3	2	50	Very Low
12	Ferdinan Glen Zebua	3	2	2	2	45	Very Low
13	Fidela Ilona K. Lase	3	3	2	2	50	Very Low
14	Gerald S.D. Tambunan	4	4	4	4	80	High
15	Gytha Zakhary Zebua	2	2	3	2	45	Very Low
16	Jansen T. Mendrofa	2	2	3	2	45	Very Low
17	Juan W.N Harefa	4	4	4	4	80	High
18	Joel Emmanuel Zebua	3	2	3	2	50	Very Low
19	Kate Souisa	4	4	3	2	65	Medium
20	Kedrick D.N Telaumbanua	2	3	2	2	45	Very Low
21	Keisha A. Zalukhu	2	3	2	2	45	Very Low
22	Michelle T.M Halawa	4	4	2	2	60	Medium
23	Naarah Sherly Zebua	4	4	3	4	75	Medium
24	Nobel Smart Mendrofa	3	2	2	2	45	Very Low
25	Ronaldo B.E Ndruru	3	2	2	2	45	Very Low
26	Tara H. Mendrofa	3	3	2	2	50	Very Low
27	Theofilus I. Li Zebua	4	3	3	2	60	Medium
28	Theophorus S. Zega	3	2	2	2	45	Very Low
29	Vicky Ananda N. Zega	3	2	2	2	45	Very Low
30	William Henokh Gulo	3	3	2	2	50	Very Low
31	Yesaya F. Telaumbanua	2	2	3	2	45	Very Low
32	Yohan Purnama Lase	3	3	3	2	55	Low

P : Pronunciation

F : Fluency

V : Volume

I : Intonation with expression

$$\text{Mean: } \frac{\text{Total score}}{\text{Number of students}} = \frac{1745}{32} = 54,53$$

The table below presents the overall results of students' reading aloud performance based on four assessed aspects: Pronunciation, Fluency, Volume, and Intonation with Expression. Each aspect was scored on a scale of 1 to 4. To determine the performance level, the mean score for each aspect was calculated, then converted into percentage form. Based on the percentage, each aspect was classified into a category using the following scale:

Scores	Categories
86-100 %	Very High
76-85 %	High
60-75 %	Medium
55-59 %	Low
0-54 %	Very Low

No	Aspect	Total score	Mean score	Percentage	Category
1.	Pronunciation and clarity	97	3.03	$\frac{3.03}{4} \times 100: 75,94\%$	Medium
2.	Fluency	94	2.94	$\frac{2.94}{4} \times 100: 73,5\%$	Medium
3.	Volume	90	2.81	$\frac{2.81}{4} \times 100: 70,31\%$	Medium
4.	Intonation with Expression	79	2.47	$\frac{2.47}{4} \times 100: 61,75\%$	Medium

C. The Text Used For the Reading Aloud Test

Below is a reading text that will be read by students which is useful for knowing students' ability to read aloud.

Getting into the Band

Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.

I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.

The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.

Then, one Saturday morning. I played in front of the whole band and they clapped. The leader said:

"Let's welcome Peter to the band. He deserves his place."

I was just so happy and I was very proud of myself. They gave me the band's uniform

Source: *Book English for Nusantara Junior SMP Kelas VIII*, page 274.

Below is a phonetic transcription of each sentence in the reading text used in the reading aloud test:

Getting into the Band /'gɛtɪŋ 'ɪntu ðə bænd/

1. Before I got into the band /bɪ 'fɔːr aɪ gɒt 'ɪntuː ðə bænd/
2. I eagerly followed the musicians around or watched them practice in the town hall or outdoors /aɪ 'iːɡəli 'fɒl.oʊd ðə mjuː'zɪf.ənz ə 'raʊnd ɔːr wɒtʃt ðəm 'præk.tɪs ɪn ðə taʊn hɔːl ɔːr 'aʊt.dɔːrɪz/
3. I even asked my friends to walk along the beach /aɪ 'iːvən æskt maɪ frɛndz tuː wɔːk ə 'lɒŋ ðə biːtʃ/
4. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles /wi bæŋd pɒt lɪdz ənd ʃəʊk 'plæs.tɪk 'bɒt.əlz wɪð sænd ɪn ðəm ɔːr 'kɒʊ.lə kænɪz fɪld wɪð 'peb.əlz/
5. We made noises loudly /wi meɪd 'nɔɪ.zɪz 'laʊd.li/
6. Little by little they all got tired of following me around /'lɪt.əl baɪ 'lɪt.əl ðeɪ ɔːl gɒt 'taɪəd əv 'fɒl.oʊ.ɪŋ mi ə 'raʊnd/
7. I knew it was time to try out the real deal /aɪ nuː ɪt wəz taɪm tuː traɪ aʊt ðə 'riː.əl diːl/
8. I did a few auditions /aɪ dɪd ə fjuː ɔː 'dɪʃənɪz/
9. The first time was a disaster /ðə 'fɜːrst taɪm wəz ə dɪ 'zæstər/
10. I couldn't get my breath and I started to cry /aɪ 'kʊdnt get maɪ brɛθ ənd aɪ 'stɑːrtɪd tə kraɪ/
11. I just wanted to run home but the leader was very understanding /aɪ dʒəst 'waːntɪd tə rʌn hoʊm bʌt ðə 'liːdər wəz 'veri ,ʌndər'stændɪŋ/
12. He fixed an appointment for the following week /hi fɪkst ən ə 'pɔɪntmənt fɔː ðə 'fəːləʊɪŋ wiːk/
13. He explained how to relax and do breathing techniques /hi ɪk'spleɪnd haʊ tə rɪ'læks ənd du 'briːðɪŋ tek'nɪːks/
14. So I practiced everything he told me /səʊ aɪ 'præktɪst 'evrɪθɪŋ hi təʊld miː/
15. I went around the house making drum noises, bass noises, and piano sounds /aɪ wɛnt ə 'raʊnd ðə haʊs 'meɪkɪŋ drʌm 'nɔɪzɪz, beɪs 'nɔɪzɪz, ənd pi'ænəʊ saʊndz/

16. Dad helped me out /dæd 'helpt mi: aʊt/
17. The next time I had prepared everything /ðə nekst taɪm aɪ hæd pri'pæd
'evriθɪŋ/
18. But, I did not play well enough because I was still nervous /bʌt, aɪ dɪd nɒt
pleɪ wel ɪ 'nʌf bɪ 'kəz aɪ wəz stɪl 'nɜ:vəs/
19. But not as much as the first one /bʌt nɒt æz mʌtʃ æz ðə fɜrst wʌn/
20. I told the leader that I needed a bit more time /aɪ təʊld ðə 'lɪdər ðæt aɪ
'nɪdɪd ə bɪt mɔːr taɪm/
21. The third time was a completely different story /ðə θɜrd taɪm wəz ə
kəm'plitli 'dɪfərənt 'stɔːri/
22. I enjoyed it /aɪ ɪn'dʒɔɪd ɪt/
23. Then, one Saturday morning /ðen, wʌn 'sætərdeɪ 'mɔːnɪŋ/
24. I played in front of the whole band and they clapped /aɪ pleɪd ɪn 'frʌnt əv
ðə hoʊl bænd ənd ðeɪ klæpt/
25. The leader said /ðə 'lɪdər sed/
26. Let's welcome Peter to the band /lets 'welkəm 'pɪtər tu ðə bænd/
27. He deserves his place /hi dɪ 'zɜ:vz hɪz pleɪs/
28. I was just so happy and I was very proud of myself. They gave me
the band's uniform /aɪ wəz dʒʌst sʌʊ 'hæpi ənd aɪ wəz 'veri praʊd əv
'maɪself/
29. They gave me the band's uniform /ðeɪ geɪv mi ðə bændz 'junə'fɔːrm/

D. The Result of Interview

Below is the interview question:

No.	Interview questions
1.	Why is it that when reading aloud, there are still many incorrect and unclear pronunciations?
2.	Why is it that when you read aloud, you often stammer and are not fluent?
3.	Why is the volume of your voice when reading aloud not big and audible to the whole class?
4.	Why is there no intonation and expression when reading aloud?

The researcher was interview students were categorized “Low” and “Very Low”. There are 22 students in these categorize.

Below is a summary of the transcript of the interview between the researcher and the respondent. These transcripts do not contain all the words verbatim, but only include the key points of the conversation.

No	Name of Students	Aspect			
		Pronunciation & clarity	Fluency	Volume	Intonation with expression
1.	Andeas W. Zandroto	Banyak kata yang tidak familiar dan jarang saya baca	Gugup dan tidak percaya diri	Ragu pada saat membaca, malu karena sadar masih kurang dalam membaca dalam bahasa inggris dan takut ditertawakan oleh teman kelas	Tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk mengekspresikan saat membaca
2.	Aurel K. Telaumbanua	Tidak sering membaca dan latihan	Gugup dan takut	Gugup dan takut jika ada yang salah	Tidak tahu makna dari teks yang dibaca,
3.	Aurel Nadya Gulo	Cara baca berbeda dengan penulisannya	Gugup dan tidak percaya diri	Gugup dan tidak percaya diri	Jarang membaca dan tidak tau cara berekspresi
4.	Clara D. Telaumbanua	Ada beberapa kata baru yang ditemui	Gugup dan tidak percaya diri	Tidak terbiasa membaca dengan suara nyaring, suara terbiasa kecil	Karena dadakan, jadi tidak ada persiapan

5.	Edwiss P.B.J Tel	Bahasa Inggris bukan pelajaran yang di minati	Cara penulisan yang berbeda dengan pengucapannya,	Ragu pada saat membaca, dan malu karena sadar saya kurang dalam membaca dalam bahasa inggris	Saya tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi saat membaca
6.	Ellen Trisni Ndraha	Gugup dan tidak percaya diri	Tidak terbiasa membaca teks bahasa inggris	Gugup dan takut	Jarang membaca dan tidak tau cara berekspresi
7.	Evander S.P. Harefa	Banyak kata-kata baru	Beda penulisan, beda juga cara dibaca	Ragu saat membaca, dan malu karena sadar masih kurang dalam membaca dalam bahasa inggris	Jarang membaca dan tidak tau cara berekspresi
8.	Ferdinan Glen Zebua	Karena membaca secara dadakan	Gugup dan tidak percaya diri	Tidak tahu kenapa bisa kecil suara	Tidak ada persiapan karena dadakan
9.	Fidela Ilona K. Lase	Banyak kata yang tidak familiar dan jarang saya baca	Tidak focus dan terdistrak oleh teman-teman	Kondisi kelas yang ribut,	Tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi
10.	Gytha Zakhary Zebua	Gugup dan tidak percaya diri	Jarang membaca	Terlalu focus dengan teks bacaan, jadi tidak terlalu focus pada volume	Karena dadakan, jadi tidak ada persiapan
11.	Jansen T. Mendrofa	Tidak sering membaca bahasa inggris	Tidak terbiasa membaca	Gugup dan takut	tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi
12.	Joel Emmanuel Zebua	Karena membaca secara dadakan	Gugup dan takut	Gugup dan membaca secara cepat jadi tidak focus ke volume	Gugup
13.	Kedrick D.N Tel	Tidak sering membaca teks bahasa inggris, jarang latihan membaca	Tidak terbiasa membaca jadi tidak lancar saat membaca	Tidak terbiasa membaca dengan suara nyaring, suara terbiasa kecil	Jarang melakukan membaca dan tidak tau cara berekspresi
14.	Keisha A. Zalukhu	Tidak sering membaca teks bahasa inggris,	Gugup	Kondisi kelas yang ribut	Terlalu focus dengan teks bacaan, bukan pada penggunaan

		jarang latihan membaca			intonasi apalagi ekspresi
15.	Nobel Smart Mendrofa	Tidak sering membaca teks bahasa inggris, jarang latihan membaca	Gugup dan tidak percaya diri	Tidak terbiasa membaca dengan suara nyaring, suara terbiasa kecil	Jarang melakukan membaca dan tidak tau cara berekspresi
16.	Ronaldo B.E Ndruru	Tidak sering membaca teks bahasa inggris, jarang latihan membaca	Gugup dan tidak percaya diri	Tidak terbiasa membaca dengan suara nyaring, suara terbiasa kecil	saya tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi
17.	Tara H. Mendrofa	Gugup dan tidak percaya diri	Gugup dan tidak percaya diri	Kondisi kelas yang ribut	tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi
18.	Theophorus S. Zega	Tidak sering membaca teks bahasa inggris, jarang latihan membaca	Gugup dan tidak percaya diri	Kondisi kelas yang ribut	Terlalu focus dengan teks bacaan, bukan pada penggunaan intonasi apalagi ekspresi
19.	Vicky Ananda N. Zega	Bahasa Inggris bukan pelajaran yang di minati	Gugup dan tidak percaya diri	Gugup dan tidak percaya diri	tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi
20.	William Henokh Gulo	Cara baca berbeda dengan penulisannya	Cara baca berbeda dengan penulisannya yang membuat kurang lancar	Gugup, dan takut jika ada pengucapan yang salah jadi suara dikecilkan	Jarang melakukan membaca dan tidak tau cara berekspresi
21.	Yesaya F. Telaumbanua	Kata-kata dari teks tersebut banyak yang tidak familiar dan jarang saya baca	Cara penulisan dan cara membaca yang berbeda, membuat kesulitan saat membaca	Karena ragu pada saat membaca, malu, dan takut ditertawakan oleh teman kelas	tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi
22.	Yohan Purnama Lase	Tidak sering membaca teks bahasa inggris, jarang latihan membaca	Gugup dan tidak percaya diri	Gugup dan tidak percaya diri	tidak tahu arti dari teks yang dibaca, jadi kesulitan untuk berekspresi

Appendix 2 Dokumentasi Foto Penelitian



Photo 1 First arrival and giving research permission letter



Photo 2 Researchers conducting classroom observations



Photo 3 One of the documentation of Students' Performance in Reading Aloud



Photo 4 One of the documentation while researchers conducted interviews



Photo 4 Documentation with students of VIII-A class



Photo 5 Documentation with English Teacher and students of VIII-A class

Below is the link video of Students' Performance in Reading aloud:

https://youtube.com/playlist?list=PLGy51NRSdznjEe8MfTy7laJ_DNAml3Zdi&si=PjZXneoRkBd91fvt

Below is the link video of interviews the students:

https://youtube.com/playlist?list=PLGy51NRSdzngn4vVKRlPPiqpdt-TLxNT5&si=Y1qCLoovMnBIVH_y

Appendix 3 Pengajuan Judul Penelitian

14 November 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth :
Mr. Afore Tahir Harefa, S.Pd., M.Hum
(Dosen Penasihat Akademik)

Dengan hormat,

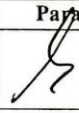
1. Saya yang bertanda tangan di bawah ini :

Nama : **ERIKA ZALUKHU**

NIM : 2i2108031

Jumlah SKS yang telah diselesaikan : 134 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Bapak kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	ANALYSIS OF STUDENTS' ABILITY TO READING ALOUD IN ENGLISH AT CLASS 8 UPTD SMP NEGERI 1 GUNUNGSITOLI	04/11-2024	
2	AN ANALYSIS OF TEACHERS' STRATEGIES IN APPLYING DIGITAL MEDIA IN ENGLISH LEARNING IN DIGITAL ERA AT SMP NEGERI 1 GUNUNGSITOLI		
3	AN ANALYSIS OF CHALLENGES FACED BY STUDENTS IN THE USE OF PRONOUNS IN ENGLISH LEARNING AT SMP NEGERI 1 GUNUNGSITOLI		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Bapak dapat mempertimbangkannya.

Hormat saya:
Pemohon,



ERIKA ZALUKHU
NIM. 212108031



YAYASAN PERGURUAN TINGGI NIAS

UNIVERSITAS NIAS

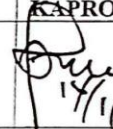
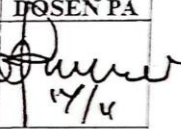
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812

Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	Dosen PA
1	ANALYSIS OF STUDENTS' ABILITY TO READING ALOUD IN ENGLISH AT CLASS 8 UPTD SMP NEGERI 1 GUNUNGSITOLI			 14/11	 14/11
2	AN ANALYSIS OF TEACHERS' STRATEGIES IN APPLYING DIGITAL MEDIA IN ENGLISH LEARNING IN DIGITAL ERA AT SMK NEGERI 1 GUNUNGSITOLI				
3	AN ANALYSIS OF CHALLENGES FACED BY STUDENTS IN THE USE OF PRONOUNS IN ENGLISH LEARNING AT SMK NEGERI 1 GUNUNGSITOLI				

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,
Pemohon,



ERIKA ZALUKHU
NIM. 212108031

Tembusan:

1. Yth. Kaprodi
2. Yth. Dosen PA

Appendix 4 Abstrak Pengajuan Judul

OUTLINE PENELITIAN SKRIPSI

Name : Erika Zalukhu
Reg. Number : 212108031
Thema : Education
Study Program : English Education Study Program
Faculty : Faculty of Teacher Training and Education

Judul	Analysis of Students' Ability to Reading Aloud in English at Class 8 UPTD SMP Negeri 1 Gunungsitoli
Fenomena	There are still many students who are lacking in reading, especially reading aloud. Many students in grade 8 feel awkward or unconfident when asked to read aloud in front of the class. students feel that fear of judgment from classmates or teachers can inhibit their participation, thus reducing the opportunity to practice. Students often have difficulty in pronouncing words correctly. This can be caused by a lack of understanding of phonetics or vocabulary that has not been mastered, so their pronunciation sounds unclear or incorrect. and also some students show low interest in reading, which has an impact on their reading aloud ability. When students are not used to reading, they tend to struggle when asked to read aloud, due to a lack of familiarity with the text. Many students who have limited vocabulary will face difficulties when reading aloud. They may stumble or hesitate when they encounter new words, which can disrupt the flow and clarity of the reading.
Lokus	SMP Negeri 1 Gunungsitoli
Alamat	Jl. Karet No. 34 Gunungsitoli, Ilir, Kec. Gunungsitoli, Kota Gunungsitoli Prov. Sumatera Utara
Latar belakang	Reading is a component of language skills that requires interaction with written text in order to acquire meaning and obtain information from it. To understand the meaning of the text, students

must be able to analyze and interpret the text in such a way that it is easy to understand the text itself. Students should also be aware of the goals of the writers' points of view in order to understand the text. Basic reading skills include the capacity to absorb text, recognize letters, and learn rudimentary vocabulary, which serve as the foundation for more advanced reading abilities. Basic reading skill mastery has a significant impact on pupils' achievement in all areas of learning, both at school and in everyday life.

According to research conducted by the National Reading Panel (2000), good reading skills are a significant predictor of academic success. Students with great basic reading abilities are better able to follow instruction and have more confidence in participating in academic activities. Students who struggle with basic reading, on the other hand, frequently struggle to understand other subjects, which can lead to lower motivation and academic accomplishment.

Reading abilities can be classified into two types: silent reading and reading aloud. Silent reading is the technique of reading a text without making a sound, allowing people to better comprehend and reflect on the material. This strategy is extremely effective for enhancing reading speed and analytical skills, as well as assisting readers in focusing on the content of the text without interruptions. Reading aloud, on the other hand, requires you to say the words out. This activity is useful for honing pronunciation and intonation, developing listening skills, and strengthening comprehension through social engagement.

Students' reading aloud criteria should contain numerous crucial characteristics that contribute to reading aloud effectiveness. First, clear pronunciation is the most important criterion, as students must grasp and accurately pronounce words so that listeners can follow the text (Rasinski, 2014). Furthermore, intonation and expression are critical, since utilizing the correct tone of voice can

help convey the emotion and meaning of the material being read (Guthrie & Humenick, 2017). And then, a reading speed that is neither too fast nor too slow will help listeners understand the reading content (Chard et al., 2016). And the last, another crucial factor is the capacity to grab and hold the listener's attention, which requires students to communicate with the audience and make their reading entertaining. Students who meet these characteristics can dramatically enhance their reading aloud skills.

Several studies demonstrate students who master all of the abilities of reading aloud are better at comprehending what they read. Rasinski's (2014) research, for example, found that pupils who can read with accurate intonation and good pronunciation are not only easier to understand by listeners, but also better able to capture the meaning and nuances of the text. Furthermore, Guthrie and Humenick (2017) discovered that effective reading aloud skills improve student engagement, which adds to a deeper knowledge of the subject.

There are still many students who are lacking in reading, especially reading aloud. Many students in grade 8 at SMP Negeri 1 Gunungsitoli feel awkward or unconfident when asked to read aloud in front of the class. For this reason, research is needed to find out the difficulties of students in reading aloud in schools.

Therefore, researchers are motivated to raise this research title is : *"Analysis of students' ability to reading aloud in English at Class 8 UPTD SMP Negeri 1 Gunungsitoli"*

Perumusan Masalah	There are two formulation of the problem 1. How is the students' ability in reading aloud? 2. What are the factors influenced the students' ability in reading aloud
Tujuan Penelitian	This research aims to explain the students' ability in reading aloud and to find out the factors influenced the students' ability in reading aloud
Metode	In conducting this research, the researchers used a qualitative

Penelitian	research approach. A qualitative research method is an approach to understanding social phenomena and human behavior through the eyes of participants. This study focuses on gathering descriptive and narrative data, which can provide detailed insights into the experiences, perspectives, and meanings that individuals or groups assign to a phenomenon. This approach is frequently utilized in social science, education, and behavioral research. According to Miles & Huberman (2014:29), here is a fairly classic set of analytic moves arranged in sequence: 1. Assigning codes or themes to a set of field notes, interview transcripts, or documents 2. Sorting and sifting through these coded materials to identify similar phrases, relationship between variables, patterns, themes, categories, distinct differences between subgroups, and common sequences. 3. Isolating these patterns and processes, and commonalities and differences, and taking them out to the field in the next wave of data collection. 4. Noting reflections or other remarks in jottings, journals, and analytic memos. 5. Gradually elaborating a small set of assertions, propositions, and generalizations that cover the consistencies discerned in the database. 6. Comparing those generalizations with a formalized body of knowledge in the form of constructs or theories. Data collection activities typically are carried out in close proximity to a local setting for a sustained period of time. Such data are not usually immediately accessible for analysis but require some type of processing. Raw field notes need to be expanded and typed up, audio recordings need to be transcribed and corrected, and photographs need to be documented and analyzed. According to Miles & Huberman (2014:31), qualitative Data
------------	--

	Analysis as three concurrent flows of activity 1. Data condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. 2. Data display: a display is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps us understand what is happening and to do something 3. Conclusion drawing/verification; From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propesitions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. "Final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met
Daftar Pustaka	National Reading Panel. (2000). <i>Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i>. Rasinski, T. (2014). <i>The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension</i>. Scholastic Inc. Guthrie, J. T., & Humenick, N. M. (2017). <i>Engagement and Achievement in Reading</i>. In <i>Handbook of Research on Reading Comprehension</i>. Sofyan, N., HJ Wahid, J., & Idris, N. (2021). The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading

Skills Jo-ELT (Journal of English Language Teaching)
Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa
Inggris IKIP, 8(1), 11-18

Chard, D. J., Vaughn, S., & Tyler, B. (2016). *A New Approach to Reading Instruction*. The Reading Teacher.

Panjaitan E., Rambe K. R., et.al (2023). The Effect of Reading Aloud on the Students' Ability in Reading Comprehension: Journal of Linguistics and Literary Research Vol. 4, No. 2, 2023 | 168 – 184

Rahayu, E.W., & Mustadi, A. (2022). The read-aloud method to develop readaloud to develop reading literacy at the school's educational park. *Jurnal Prima Edukasia*, 10 (2), 104-113.

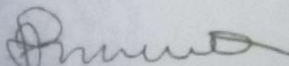
Panjaitan, C. J., & Hasanah, U. (2018, September). Meminimalisir kesulitan membaca dengan metode reading aloud pada siswa min I langsa. In *Seminar Nasional Royal (SENAR)* (Vol. 1, No. 1, pp. 547-552).

Arianti, F. A., Martati, B., & Putra, D. A. (2023). Analisis metode reading aloud dalam pembelajaran literasi siswa sekolah dasar. *Jurnal Perseda: Jurnal Pendidikan Guru Sekolah Dasar*, 6(2), 142-151.

Miles M. B., Huberman M., Saldana J. (2014). *Qualitative Data Analysis. A method sourcebook*. 3rd edition. Sage Publication.

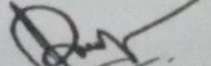
Gunungsitoli, 4 December 2024

Approved by:
The Chair of EESP,



Adore Tahir Harefa, S.Pd., M.Hum

Approved by:
The Thesis Advisor



Riswan Zega, S.Pd., M.Hum

Tembusan:

1. Kepala LPPM Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan

Appendix 5 SK Dosen Pembimbing



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

SURAT PENETAPAN DOSEN PEMBIMBING

Nomor: 24/UN10/PP.10.06/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : **RISWAN ZEGA, S.Pd., M.Hum.**
NIDN : 0124108804
Pangkat : Penata Muda Tk.1/III-B
Jabatan Akademik : Asisten Ahli
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : **ERIKA ZALUKHU**
NIM : 212108031
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **ANALYSIS OF STUDENTS' ABILITY TO READING ALOUD
IN ENGLISH AT CLASS 8 UPTD SMP NEGERI 1
GUNUNGSITOLI**

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Gunungsitoli, 27 November 2024

D. Vessli Waruwu, S.S.M.S.
NIDN 0047908

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (**ERIKA ZALUKHU**)

Appendix 6 Riwayat Bimbingan Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN PROPOSAL



Nama : Erika Zalukhu
 Nim : 212108031
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : Analysis of Students' Ability to Reading Aloud in English at Class 8 UPTD SMP N. 1 Gunungsitoli
 Pembimbing : Riswan Zega, S.Pd, M.Hum

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	8/november 2024	• Judul skripsi	• Judul skripsi diganti menjadi "Analysis of Students' Ability to reading Aloud In English at Class 8 UPTD SMP N. 1 Gunungsitoli" • Apa saja yang diisi di outline, dan cara pengerjaannya.	
2	19/november 2024	• Outline	• Diperbaiki perumusan masalah • Diperbaiki Tujuan penelitian • Cari teori lebih dalam tentang metode penelitian Qualitative Creswell • Daftar pustaka ditambah 5	
3	4/des 2024	• Outline	• Metode penelitian Creswell → Huberman • Mencari buku berkaitan dengan teori	

4	15/Jan/2015	Bab 1 dan Bab 2	• Revisi bagian latar belakang • lengkapi Appendix • Revisi Literature Review.	
5	4/feb/2015	Bab 1-3	• Page layout nya - top = 3 - right = 3 - left = 4 - bottom = 3 • Instrument	
6			Complete the table of contents cover, and appendices	
7	7/feb/2015	Appendice	- Rancangan observasi - Instrument - lengkapi appendice	
8	12/feb/2015	Bab 1 - Bab 3 Appendix	- Rubric Penilaian dihapus keterangan - Appendix diperbarui	
9				
10				

Appendix 7 Lembar Persetujuan untuk Diseminarkan



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://unias.ac.id> email: bi@unias.ac.id

THE APPROVAL SHEET OF RESEARCH PROPOSAL

This research proposed by

Name : **ERIKA ZALUKHU**
Register Number : 212108031
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : Analysis Of Students' Ability In Reading Aloud In English At Grade
8 Of UPTD SMP Negeri 1 Gunungsitoli

has been approved by research proposal advisor to be presented in the proposal seminar forum.

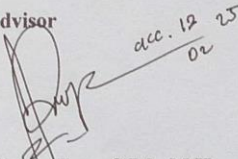
Gunungsitoli, 12 Februari 2025

Acknowledged by:
Chair of English Education Study Program



Afore Tahir Harefa, S.Pd., M.Hum
NIDN. 0117038305

Advisor



Riswan Zega, S.Pd., M.Hum.
NIDN. 0124108804

Appendix 8 Berita Acara Seminar Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📮 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

Pada hari ini Kamis, dua puluh bulan Februari tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

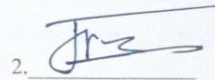
Nama : **Erika Zalukhu**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Analysis of Students' Ability in Reading Aloud in English at Grade 8 of UPTD SMP Negeri 1 Gunungsitoli**

Waktu : 08.00 WIB s/d selesai

Susunan Dewan Pembimbing & Penelaah

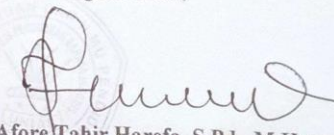
1. Riswan Zega, S.Pd., M.Hum
2. Trisman Harefa, SS.,M.Pd

Tanda tangan

1. 
2. 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Riswan Zega, S.Pd., M.Hum	90.71
Trisman Harefa, SS.,M.Pd	90
Total Nilai	180.71

Rata-rata Nilai : 90.35

Gunungsitoli, 20 Februari 2025
Ketua Program Studi,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN.0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN SEMINAR

Nomor: 188/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama : **Erika Zalukhu**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Analysis of Students' Ability in Reading Aloud in English at Grade 8 of UPTD SMP Negeri 1 Gunungsitoli**

Hari/tanggal : Kamis, 20 Februari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang 02 FKIP UNIAS

Dengan hasil penilaian:

☒

Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100)

☐

Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89)

☐

Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69)

☐

Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54)

Gunungsitoli, 20 Februari 2025
Ketua Program Studi,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Catatan:

Berikan tanda cek (✓) pada salah satu kotak.

Appendix 9 Lembar Perbaikan Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : **Riswan Zega , S.Pd., M.Hum**
NIDN : 0124108804
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Erika Zalukhu**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **Analysis of Students' Ability in Reading Aloud in English at Grade 8 of UPTD SMP Negeri 1 Gunungsitoli**

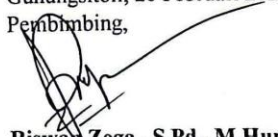
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Kamis, 20 Februari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang 02 FKIP UNIAS

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		revise based on your advisor's suggestions

Gunungsitoli, 20 Februari 2025
Pembimbing,


Riswan Zega , S.Pd., M.Hum
NIDN. 0124108804



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli 23 +626392620815 Nias 22812
Homepage: <https://pbng.unias.ac.id> email: pbng@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah

Nama : Trisman Harefa, SS.,M.Pd
NIDN : 0114028601
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Erika Zalukhu
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : Analysis of Students' Ability in Reading Aloud in English at Grade 8 of UPTD SMP Negeri 1 Gunungsitoli

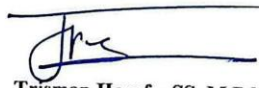
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Kamis, 20 Februari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang 02 FKIP UNIAS

4. Perbaikan Rancangan Skripsi

No	Bab/Halaman	Uraian
	Bab I - III	- perlu perbaikan Tata tulis - masih perlu adanya penam bahan narasi dan Teori - perlu penguasaan lebih lanjut.

Gunungsitoli, 20 Februari 2025
Penelaah,


Trisman Harefa, SS.,M.Pd
NIDN. 0114028601

Appendix 10 Lembar Persetujuan untuk Diteliti

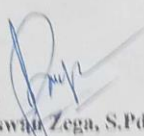
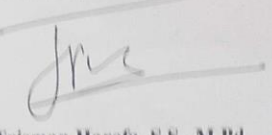
 **YAYASAN PERGURUAN TINGGI NIAS**
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 F/3 Gunungsitoli 85 1636393630815 Nias 1059812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

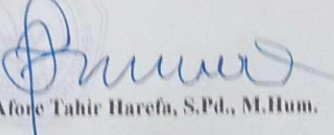
Name	: ERIKA ZALUKHU
Reg. Number	: 212108031
Program	: Scholar
Department	: English Education Study Program
Faculty	: Faculty of Teacher Training and Education
Proposal Title	: Analysis of Students' Ability in Reading Aloud in English at Grade VIII of UPTD SMP 1 Gunungsitoli

has been presented in the research proposal seminar forum and approved for research.

Advisor,	Gunungsitoli, March 21 st 2025
	
Riswan Zega, S.Pd., M.Hum.	Trisman Harefa, S.S., M.Pd.
NIDN. 0124108804	NIDN. 0114028601

Acknowledged by:

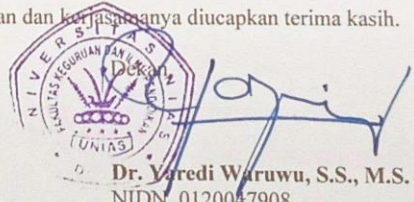
Chief of English Education Study Program,



Afre Tahir Harefa, S.Pd., M.Hum.

NIDN. 0117038305

Appendix 11 Lembar Permohonan Izin Penelitian

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812 Home page https://fkjp.unias.ac.id email : fkjp@unias.ac.id
Gunungsitoli, 08 April 2025	
Nomor : 100 /UN10/PN.01.02/2025 Lampiran : 1 (satu) set Perihal : Permohonan Izin Pelaksanaan Penelitian	
Yth. Kepala Badan Perencanaan Pembangunan Pengembangan dan Penelitian Daerah Kota Gunungsitoli di Tempat	
1. Dengan hormat,dalam rangka melengkapi data penelitian yang dilaksanakan oleh:	
Nama	: Erika Zalukhu
NIM	: 212108031
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Strata Satu (S-1)
Judul Skripsi	: Analysis of Students' Ability in Reading Aloud in English at Grade VIII of UPTD SMP Negeri 1 Gunungsitoli
Lokasi Penelitian	: UPTD SMP Negeri 1 Gunungsitoli
Jadwal Penelitian	: 14 April s.d. 14 Mei 2025
Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).	
2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.	
 Dr. Yaredi Waruwu, S.S., M.S. NIDN. 0120047908	
Tembusan Yth:	
1. Plt. Rektor Universitas Nias	
2. Wakil Rektor Lingkup Universitas Nias	
3. Kepala LPPM Universitas Nias	
4. Ketua Program Studi Pendidikan Bahasa Inggris	
5. Peneliti yang bersangkutan (Erika Zalukhu)	
6. Arsip	

Appendix 12 Surat Izin Penelitian (dari lokus Penelitian)



PEMERINTAH KOTA GUNUNGSITOLI
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 GUNUNGSITOLI
Alamat : Jalan Karet Nomor : 34 Gunungsitoli email : smpnegeri1gunungsitoli@gmail.com
GUNUNGSITOLI

SURAT IZIN MELAKSANAKAN PENELITIAN

Nomor : 400.3.12.1/122-UPTD.SMPN1.GST/2025

- Dasar : a. Surat Kepala Bapperida Kota Gunungsitoli, nomor : 000.9.2/947/Bapperida/2025 tanggal 11 April 2025 tentang Permohonan Rekomendasi Penelitian Mahasiswa atas nama : ERIKA ZALUKHU
b. Surat Kepala Bapperida Kota Gunungsitoli, nomor : 000.9.2/948/Bapperida/2025 tanggal April 2025 tentang Surat Izin Penelitian.

MEMBERI IZIN :

Kepada :
Nama : **ERIKA ZALUKHU**
NIM : 212108031
Universitas : NIAS
Program Studi: S-1 Pendidikan Bahasa Inggris
Untuk : melaksanakan Penelitian dengan judul: **Analysis Of Students' Ability In Reading Aloud in English At Grade VIII of UPTD SMP Negeri 1 Gunungsitoli.**

Demikian disampaikan, untuk dipergunakan seperlunya.

Ditetapkan di Gunungsitoli
Pada tanggal 14 April 2025
Kepala UPTD SMP Negeri 1 Gunungsitoli,



OKTORIANUS HAREFA, S.Pd
Pembina Utama Muda
NIP. 19701022 199401 1 001

Appendix 13 Surat Keterangan Telah Menyelesaikan Penelitian (dari lokus)



PEMERINTAH KOTA GUNUNGSITOLI
DINAS PENDIDIKAN
UPTD SMP NEGERI 1 GUNUNGSITOLI
Jalan Karet Nomor : 34 Gunungsitoli email : smpnegeri1gunungsitoli@gmail.com
GUNUNGSITOLI

SURAT KETERANGAN MENELITI
Nomor: 400.3.12.1/ 358-UPTD.SMPN1GST/2025

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 1 Gunungsitoli menerangkan bahwa :

Nama : ERIKA ZALUKHU
NIM : 212108031
Program Studi : S-1 Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Universitas : NIAS

adalah benar telah melaksanakan penelitian di UPTD SMP Negeri 1 Gunungsitoli pada tanggal 14 April 2025 sampai dengan tanggal 21 Juni 2025 dengan judul penelitian : **"Analysis of Students' Ability in Reading Aloud in English at Grade VIII of UPTD SMP Negeri 1 Gunungsitoli."**

Demikian surat keterangan ini kami buat dengan sebenarnya agar dapat dipergunakan seperlunya.

Gunungsitoli, 29 Juli 2025
An. Kepala UPTD SMP Negeri 1 Gunungsitoli,


TATI ROSANA LASE, S.Pd
Pembina Tk. I
NIP. 19700421 199702 2 002

Appendix 14 Riwayat Bimbingan Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Alamat: Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN SKRIPSI



Nama : Erika Zalukhu
 Nim : 212108031
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : **Analysis of Students' Ability to Reading Aloud in English at Class 8 UPTD SMP N. 1 Gunungsitoli**
 Pembimbing : Riswan Zega, S.Pd, M.Hum

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	Selasa / 20 Mei 2025	• Data Penelitian • Instrumen wawancara	• Buat di Appendix 1 lembar text yang dibaca, dan bentuk sumber (garis miring) • Bentuk sumber dirubrik. • Jelaskan apa ketemuannya di rubrik. • Klaspifikasikan setiap kemampuan siswa	
2	Jumat / 23 Mei 2025	• Observation sheet • Source data • setting and schedule	• Tambahkan deskripsinya di keterangan • Setting and schedule ditambahkan.	
3	Rabu / 28 Mei 2025	• Bab A • Data	• Klaspifikasikan untuk mencari tau faktor	

4	Sabtu 7 Juni 2025	Bab 4	- Perbaiki susunan bab 4 - Sesuaikan hasil penelitian dengan data yang sudah didapatkan.	
5	Selasa, 10 Juni 2025	Bab 1-4	- Teori ditambah 2 lagi dan dibuat kesimpulan - Relevant research ditambah 1 dan diperbaiki	
6	Kamis, 12 Juni	Bab 1-4	- Perbaiki paragraf yang membahas ttg hasil penelitian - Hasil penelitian untuk interview diperbaiki lagi	
7	Selasa, 17 Juni 2025	Bab 1-5	- Abstrak - Data analysis - o Quantitative data - o Qualitative data - PPT	
8	Kamis 19/06/2025	Bab 1-5	- Revise the writing system based on the thesis writing guideline	
9				
10				

Appendix 15 Lembar Persetujuan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF UNDERGRADUATE THESIS

The undergraduate thesis proposed by:

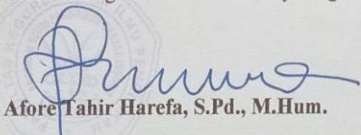
Name : **ERIKA ZALUKHU**
Reg. Number : 212108031
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : Analysis of Student's Ability in Reading Aloud at Grade VIII-A of UPTD
SMP Negeri 1 Gunungsitoli

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

Gunungsitoli, June 19, 2025

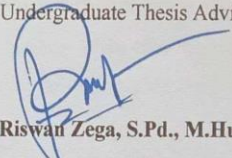
Acknowledged by:

Chief of English Education Study Program,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN: 0117038305

Undergraduate Thesis Advisor,



Riswan Zega, S.Pd., M.Hum
NIDN: 0124108804

acc. 19/06/2025

Appendix 16 Lembar Turnitin



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT**

Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ■ +626392620815 Nias 22814
Homepage: <https://unias.ac.id> email: admin@unias.ac.id

SURAT KETERANGAN

Nomor : 171/UN06.01/TU.01.20/2025

Yang bertanda tangan di bawah ini:

Nama : **Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.**
NIDK : 8934030021
Pangkat/Golongan : Penata/III/c
Jabatan : Plt. Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias

dengan ini menerangkan bahwa,

Nama : **Erika Zalukhu**
NIM : 212108031
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* 19% dan tingkat *Artificial Intelligence (AI)* 20%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.

Gunungsitoli, 3 Juli 2025

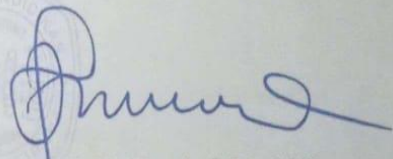


Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.
NIDK. 8934030021

Tembusan:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa an. **Erika Zalukhu.**

Appendix 17 Surat Keterangan Lulus Matakuliah

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812 Homepage: https://pbing.unias.ac.id email: pbing@unias.ac.id
<u>SURAT KETERANGAN</u> No. 936/UN10.03/PN.01/2025	
1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa: Nama : ERIKA ZALUKHU NIM : 212108031 Program Studi : Pendidikan Bahasa Inggris Fakultas : Fakultas Keguruan dan Ilmu Pendidikan Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS. 2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.	
Dikeluarkan di : Gunungsitoli Pada Tanggal : 05 Agustus 2025 K. Prodi,  Afore Tahir Harefa, S.Pd., M.Hum. NIDN. 0117038305	
Tembusan Dekan FKIP Universitas Nias	

Appendix 18 Surat Permohonan Ujian Skripsi

Juli 2025

Perihal : **Permohonan Ujian Skripsi**
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

Nama : **ERIKA ZALUKHU**
NIM : 212108031
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Riswan Zega, S.Pd., M.Hum
Judul Skripsi : Analysis of Student's Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli

Mengajukan permohonan untuk diperkenankan menempuh ujian skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Biodata Peserta Ujian Skripsi
2. Lembar persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari semester 1 sampai terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan telah menyelesaikan semua beban studi kecuali skripsi/penulisan skripsi/thesis writing*)
9. Transkrip Nilai yang telah ditandatangani ketua program Studi
10. Surat Keterangan telah melakukan pengecekan Plagiarisme dari LPPM.
11. Undangan Ujian Skripsi
12. Telah mengisi link bit.ly/MendaftarSeminarFKIP

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat Saya
Pemohon,



Erika Zalukhu
NIM. 212108031

Tembusan

Yth.
Dekan FKIP Universitas Nias

Appendix 19 Lembar Kesiadaan Menghadiri Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **ERIKA ZALUKHU**

NIM : 212108031

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli**

Yang dilaksanakan pada

Hari/tanggal : Rabu, 23 Juli 2025

Pukul : 09.00 WIB s.d. selesai

Tempat : Ruang 02 FKIP Universitas Nias

Dengan ini menyatakan kesiadaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 16 Juli 2025

Pembimbing,

1. Riswan Zega, S.Pd., M.Hum.

Tanda Tangan,

1.



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

**PERNYATAAN KESEDIAAN PENGUJI I MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : **ERIKA ZALUKHU**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli**

Yang dilaksanakan pada:

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 16 Juli 2025

Penguji I,

1. Trisman Harefa, S.S., M.Pd.

Tanda Tangan,

1.



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 11B E/B Gunungstoli 25 1626392620815 Nias 22812
Homepage: <https://pblng.unias.ac.id> email: pblng@unias.ac.id

**PERNYATAAN KESEDIAAN PENGUJI II MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **ERIKA ZALUKHU**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP
Negeri 1 Gunungstoli**

Yang dilaksanakan pada

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungstoli, 16 Juli 2025

Penguji II,

Tanda Tangan,

1. Kristof Martin E. Telaumbanua, S.S., M.Pd.

1.

Appendix 20 Surat Penetapan Dosen Penguji



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT PENETAPAN DOSEN PENGUJI
Nomor: 887/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : Erika Zalukhu
NIM : 212108031
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli

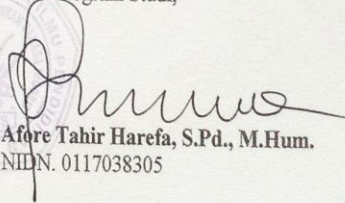
Waktu pelaksanaan ujian:

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dewan Penguji:

No.	Nama	Jabatan dalam Ujian	Keterangan
1	Trisman Harefa, S.S., M.Pd.	Penguji I	
2	Kristof Martin E.Telaumbanua, S.S., M.Pd.	Penguji II	
3	Riswan Zega, S.Pd., M.Hum.	Pembimbing Utama/ Penguji	

Gunungsitoli, 15 Juli 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 21 Undangan Pelaksanaan Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

Gunungsitoli, 15 Juli 2025

Nomor : 888/UN10.03/PP.08.05/2025
Lampiran : 2 (dua) eks.
Hal : Pelaksanaan Sidang Skripsi
atas nama **Erika Zalukhu**

Yth. Dosen Penguji Ujian Skripsi
1. Trisman Harefa, S.S., M.Pd.
2. Kristof Martin E.Telaumbanua, S.S., M.Pd.
3. Riswan Zega, S.Pd., M.Hum.

Penguji I
Penguji II
Pembimbing Utama/Penguji

di Gunungsitoli

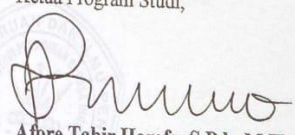
Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:

Nama : **Erika Zalukhu**
NIM : 212108031
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli**

Diharapkan kehadiran Bapak pada acara dimaksud yang diselenggarakan pada:

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak, diucapkan terima kasih.

Ketua Program Studi,

Afre Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Tembusan
1. Plt. Rektor Universitas Nias
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan
3. Erika Zalukhu

Appendix 22 Berita Acara Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini, Rabu tanggal dua puluh tiga bulan Juli tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : **Erika Zalukhu**
NIM : **212108031**
Program : **Sarjana**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli**
Waktu : **09.00 WIB s.d. selesai**

Susunan Dewan Penguji

1. Trisman Harefa, S.S., M.Pd.
2. Kristof Martin E. Telaumbanua, S.S., M.Pd.
3. Riswan Zega, S.Pd., M.Hum.

Tanda Tangan

1. 
2. 
3. 

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Trisman Harefa, S.S., M.Pd.		84
2	Kristof Martin E. Telaumbanua, S.S., M.Pd.		88
3	Riswan Zega, S.Pd., M.Hum.		92
	Jumlah		264

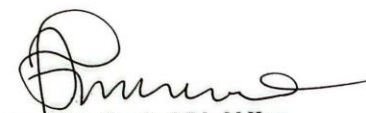
Berdasarkan perhitungan, rata-rata nilai adalah: 88 (Delapan puluh delapan)

Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan A-

Gunungsitoli, 23 Juli 2025
Dewan Ujian Skripsi

Ketua,

Sekretaris,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305


Riswan Zega, S.Pd., M.Hum.
NIDN. 0124108804

Appendix 23 Lembar Perbaikan Ujian Skripsi



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbng.unias.ac.id> email: pbng@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

Nama : **Riswan Zega, S.Pd., M.Hum**
NIDN : 0124108804
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Erika Zalukhu**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli**

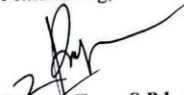
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 02 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		<i>Revise based on the notes you got</i>

Gunungsitoli, 23 Juli 2025
Pembimbing,


Riswan Zega, S.Pd., M.Hum
NIDN. 0124108804



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : Trisman Harefa, S.S., M.Pd.
NIDN : 0114028601
Jabatan : Penguji I
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Erika Zalukhu
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 02 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
	Bab - I - V	1. mobile perlu perbaikan di bagian abstrak 2. perbaiki hasil penelitian karena sepatutnya metode penelitian adalah kualitatif

Gunungsitoli, 23 Juli 2025
Penguji I,

Trisman Harefa, S.S., M.Pd.
NIDN. 0114028601



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

LEMBAR PERBAIKAN SKRIPSI

1. Penguji II

Nama : **Kristof Martin E. Telaumbanua, S.S., M.Pd.**
NIDN : 0104117202
Jabatan : Penguji II
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : **Erika Zalukhu**
NIM : 212108031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Analysis of Students' Ability in Reading Aloud at Grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 02 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		<i>Revise as suggested</i>

Gunungsitoli, 23 Juli 2025
Penguji II,

Kristof Martin E. Telaumbanua, S.S., M.Pd.
NIDN. 0104117202

BIOGRAPHY



Erika Zalukhu was born in Padang on August 17th, 2003. She is the second of seven siblings, and the daughter of Mr. Hatiaro Zalukhu and Mrs. Lili Suryani Zai. Her formal education began at UPTD SD Negeri 075017 Bogalito, where she graduated in 2015. She then continued her studies at SMP Swasta Lentera Harapan and graduated in 2018, followed by SMA Swasta Lentera Harapan, from which she graduated in 2021. After completing her secondary education, she enrolled at Universitas Nias, majoring in English Language Education at the Faculty of Teacher Training and Education. She is expected to graduate in 2025. The writer hopes that the knowledge and experience gained during her studies can be applied and developed to contribute positively to the field of education and society in general.