# ABSTRACT

**Mochammad Adlan Hamdani (2026).** The Effect of Using Microsoft Immersive Reader's Read Aloud Feature on Students' Oral Reading Fluency. A Research Paper of the Department of English Education, the Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung, 2026.

Many tenth-grade students still experience difficulties in reading English texts accurately, maintaining an appropriate reading rate, and reading with natural expression. These problems indicate the need for technology-assisted reading instruction that can provide students with accurate pronunciation models and opportunities for repeated oral reading practice. Therefore, this study aimed to investigate the effect of using Microsoft Immersive Reader (MIR)'s Read Aloud feature on students' Oral Reading Fluency (ORF). This study employed a quantitative method with a quasi-experimental pre-test and post-test design involving an experimental and a control class. The participants were the students of classes X-7 and X-8 at SMAN 26 Bandung selected through non-random assignment. Data were collected through pre-test and post-test ORF tasks administered before and after four treatment sessions using MIR's Read Aloud feature. The collected data were analyzed using descriptive statistics, the Shapiro–Wilk normality test, the Paired Samples t-test, and N-Gain analysis. The findings revealed that students in the experimental class showed improvement in their ORF after the implementation of MIR's Read Aloud feature. The mean score increased from 62.50 in the pre-test to 68.50 in the post-test. Furthermore, the paired samples t-test showed a significance value (Sig. 2-tailed) of 0.001, which was lower than the significance level of 0.05. Therefore, the null hypothesis ($H_0$) was rejected, and the alternative hypothesis ($H_1$) was accepted. In addition, the N-Gain score of 13.58 indicated a low level of improvement. These findings suggest that the use of MIR's Read Aloud feature contributed positively to the improvement of students' ORF, particularly in terms of reading accuracy, reading rate, and prosody.

**Keywords:** Microsoft Immersive Reader, Read Aloud Feature, Oral Reading Fluency, Technology-Assisted Reading Instruction, EFL Learners