

Comparing Between Reading Aloud And Silent Reading In Comprehending A Text By The Eighth Year Students Of SMPN 2 Sesean

R a c h e l
Dosen UKI Toraja

ABSTRACT

The objective of the research is to find out the more effective between reading aloud and silent reading in comprehending a text by the eighth year students of SMPN 2 Sesean academic year 2012/2013. In order to achieve the objective of the study, the researcher designed a descriptive method. The population of this study was the second year students of junior high school of SMPN 2 Sesean. The sample of this research was class VIII I. It consists of 22 students. This research employed a cluster sampling method, the researcher took out all of the students in one class. Then, the researcher divided them into two groups. The first group answered the questions after reading aloud by the researcher while the second group answered the questions after silent reading by themselves. The result of this study revealed that silent reading scores were better than reading aloud scores. It could be seen by comparing their means. The mean of the silent reading scores was 62 while the mean of reading aloud scores was 43. The difference between the two means was 19. It means that silent reading is more effective than reading aloud in comprehending a text. In line with the result, the researcher concluded that silent reading is the effective way for students in comprehending a text.

Key Word : Reading Aloud, Silent Reading, Comprehending, Text, Students

INTRODUCTION

Language is the expression of human communication through which knowledge, belief, and behavior can be experienced, explained and shared, which is used to convey people's idea to the mind of the people. Through language, we can express our feeling, willingness, and ideas. We use language as key to learn science and technology such as linguistics, sociology, medicines, economics, etc. In it is proportion, English as an International language, certainly many people in the world intend to learn it, including the Indonesian people, especially students in the junior high school, senior high school, and the university. Furthermore, we should realize that we are in the technology era; certainly we have commitment that the new technology comes from the western countries that most of them are written in English.

According to Keith in Edyshon the purpose of reading is in order to obtain information. Today, people live in an information era. There is a lot of information, they should know, and they should find many kinds of information sources that are written in English. Thus to get information, people should read many kinds of information. Reading is a way of getting information. No one can get much information without reading. Actually, reading is the easiest and the cheapest way to get information because it can help to know the simple information to the more complex one. In addition, the main important thing the reader should have the ability to

comprehend what they have read. Reading is the combination of mechanics, understanding, retention, and use. In this broadest of three views, the reader should be able not only to perform mechanics and comprehend the meaning of the words, but to critically evaluate the idea expressed and apply them to his or her situation.

According to UNESCO's record in Yohana at least sixty percent of scientific books are written in English while the people who can read and understand them are limited in number. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learned because it can influence the other language skill. But in reading a text, students often find the difficulties in comprehending about what they read.

Are there differences in comprehension when students listen to a selected passage or read it silently? Do such differences exist for all readers? It is beginning to become an age old question. Does reading aloud establish the most favorable conditions for learning, or is silent reading better? There are many pros and cons to silent and reading aloud. Students are usually more responsive in discussion following silent reading; they are more eager to participate and more often draw on information from the text when responding to questions. On the negative side, however, when students read silently, the pace of instruction is slower. This is because students have to wait for the slowest reader in the group to finish reading

before discussion can begin. Related to the statement above, the researcher was interested to do this research in order to find the effective way of comprehending a text by the eighth year students of SMPN 2 Sesean. Considering the statement above, the researcher would like to conduct the research under the title: "COMPARING BETWEEN READING ALOUD AND SILENT READING IN COMPREHENDING A TEXT BY THE EIGHTH YEAR STUDENTS OF SMPN 2 SESEAN"

In relation to the background mentioned above, the problem of the research could be formulated in the following question:

Which one is more effective between reading aloud and silent reading in comprehending a text by the eighth year students of SMPN 2 Sesean?

The objective of this research was to find out the more effective between reading aloud and silent reading in comprehending a text by the eighth year students of SMPN 2 Sesean.

The result of this research was expected to give specific information to the English teacher of SMPN 2 Sesean and others in order to know about the most effective way which should be applied in comprehending a text. The researcher also hopes that this research will be advantageous to the researcher himself, the other researcher will continue this research to make it complete, and the readers as useful information.

RESEARCH METHOD

The researcher did the research of SMPN 2 Sesean in Jln.Poros Rantepao-Sa'dan Km.7 sub district Sesean, North Toraja Regency.

Data Sources

1. Primary Sources

The source was from the students which the researcher gave the written test.

2. Secondary Source

Beside to get the data from the students, the researcher also got the data as the information about reading aloud and silent reading in comprehending a text from the relevant book and website.

Population and Sample

Population and sample are explained below:

1. Population

The population of the research was the eighth year students of SMPN 2 Sesean academic year 2012/2013. It consists of 112 students divided into four classes.

2. Sample

In this research the researcher used cluster sampling which choose class VIII I consists of 22 students as a sample and they were divided into two groups.

Research Instrument

The researcher used one kind of instrument, namely:

Written test which was used to find out which one is more effective between reading aloud and silent reading in comprehending a text by the students.

The students score by reading aloud or silent reading in comprehending a text were measured based on the score would be classified as follows:

85-100	: classified as very good
70-84	: classified as good
60-69	: classified as fair
45-59	: classified as poor
0-44	: classified as very poor

Salaga Tana' in Fredy (1995:37)

To determine which one is more effective between reading aloud and silent reading in comprehending a text by the eighth year students of SMPN 2 Sesean, the researcher used criteria as follow:

- 1.If the mean score of students through reading aloud was higher than silent reading, it means reading aloud is more effective than silent reading .
- 2.While if the mean score of students by reading aloud was lower than silent reading, it means silent reading is more effective than reading aloud.

Data Collection

In this research the researcher used two kinds of techniques of collecting data namely: Library Research and Field Research.

Library Research

In the library research, the researcher went to the library, went on the internet to find out some books, journals, articles and relevant sources for this study.

Field Research

The field research was conducted in effort to collect the accurate data about which one is more effective between reading aloud and silent reading. This was done by using one kind of instrument namely: written test. It consists of a kind of test namely multiple choice items with purpose to find out about which one is more effective between aloud reading and silent reading.

To collect the data, the researcher did several steps, they are:

1. The researcher divided class (VIII I) into two groups. The first group was tested through reading aloud while the second group was tested through silent reading

2. Silent Reading
 - a. The researcher introduced herself and the aim of the research
 - b. The researcher explained how to read silently and answered the written test
 - c. Students read the text about 20 minutes
 - d. Students answered the written test about 25 minutes
 - e. The researcher collected the answer
3. Reading Aloud by the Researcher
 - a. The researcher asked the students to pay attention while the researcher read aloud the text
 - b. The researcher read the text about 20 minutes
 - c. The students answered the written test about 25 minutes
 - d. The researcher collected the answers from the students.

Data Analysis

The data obtained from the test were analyzed quantitatively. To know the score of the each student, the researcher applied the formula as follows:

$$\text{Student score} = \frac{\text{correct answer}}{\text{total item}} \times 100$$

To know the mean score of students, the researcher formulated as follow:

$$\bar{X} = \frac{\sum x}{N}$$

(Gay.L.R. 1981:225)

Where:

\bar{X} is the symbol for the mean.

Σ is the symbol for summation.

x is the symbol for the scores.

N is the symbol for the number of respondents.

FINDING AND DISCUSSION

Finding

The finding of the research namely the students' score obtained through the test is presented herewith. The test which has given is just one form with 20 items. The scoring system that is used is one score for one correct answer. Therefore, the highest score for each item is five and the lowest is null (0).

For the purpose of classification and tabulation of the data into percentage rate, the score of each item was firstly determined. The test consisted of 20 multiple choices items. The score of the students can be found by total correct answer divided by total number of items multiplying total score.

Table 1
The distribution of the students' score through reading aloud

Number of students	Total number of items	Number of correct answer	Score	Classification
1	2	3	4	5
1	20	12	60	Fair
2	20	14	70	Good
3	20	5	25	Very poor
4	20	8	40	Very Poor
5	20	9	45	Poor
6	20	4	20	Very poor
7	20	10	50	Poor
8	20	8	40	Very Poor
9	20	2	10	Very poor
10	20	11	55	Poor
11	20	4	20	Very poor
TOTAL		90	475	

By paying attention to the distribution of the students' score through reading aloud above the highest score is 70 and the lowest score is 10

The classification frequency of the score of the students through reading aloud can be seen in the table 2.

Table 2
The classification frequency and percentage of students' test through reading aloud

No	Classification	Score	Frequency	Percentage
1	Very good	85-100	0	0
2	Good	70-84	1	9.1
3	Fair	60-69	1	9.1
4	Poor	45-59	3	27.2
5	Very poor	0-44	6	54.6
Total			11	100

From the data shown in the table 2 above, it's clear that from 11 respondents none students got very good score. 1(9.1 %) students got good score. 1(9.1%) students got fair score. 3(27.2 %) students got poor score, and 6 (54.6 %) students got very poor score. It can be concluded that students' achievements in reading aloud falls into very poor category. It shows that out of 9 students got bad score. The mean score of the students in test is:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} is the symbol for the mean.

Σ is the symbol for summation.

x is the symbol for the scores.

N is the symbol for the number of respondents.

The result of the test was tabulated and analyze into percentage. The formula used in tabulating and analyzing the percentage is as follow:

$$P = \frac{F}{Q} \times 100$$

Where:

P= Percent

F= Frequency

Q= Total of Sample

Calculation :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{475}{11}$$

$$\bar{X} = 43$$

Table 3
The distribution of the students' score through silent reading

Number of students	Total number of items	Number of correct answer	Score	Classification
1	2	3	4	5
1	20	12	60	Fair
2	20	14	70	Good
3	20	10	50	Poor
4	20	14	70	Good
5	20	13	65	Fair
6	20	10	50	Poor
7	20	9	45	Poor
8	20	12	60	Fair
9	20	15	75	Good
10	20	12	60	Fair
11	20	9	45	Poor
Total		133	690	

By paying attention to the distribution of the students' score through silent reading above the highest score is 75 and the lowest score is 40

The classification frequency of the score of the students through silent reading can be seen in the table 4

Table 4
The classification frequency of students' test through silent reading

No	Classification	Score	Frequency	Percentage
1	Very good	85-100	0	0
2	Good	70-84	3	27.2
3	Fair	60-69	4	36.4
4	Poor	45-59	4	36.4
5	Very poor	0-44		
Total			11	100

From the data shown in the table 4 above, it's clear that from 11 respondents none students got very good score. 3(27.2 %) students got good score. 4(36.4 %) students got fair score. 4 (36.4 %) students got poor score, and none students got very poor score. It can be concluded that students' achievements in silent reading falls into fair and poor category. They have same frequency or percentages {4(36.4 %)=4(36.4 %)}. It shows that out of 4 students got bad scores. The mean score of the students in test is:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} is the symbol for the mean.

Σ is the symbol for summation.

x is the symbol for the scores.

N is the symbol for the number of scores.

Calculation :

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{690}{11}$$

$$\bar{X} = 62$$

Mean score of students through reading aloud is 43 while mean score of students through silent reading is 62.

Comparing the mean score through reading aloud and silent reading, it is shown that 43: 62. So, the different is 19 It can said also that mean score of silent reading is greater than mean score through reading aloud.

Table 5
Comparing the classification percentage and frequency of students' score between reading aloud and silent reading

No	Reading aloud		Score classification	Silent reading	
	%	F		%	F
1	0	0	Very good	0	0
2	9.1	1	Good	27.2	3
3	9.1	1	Fair	36.4	4
4	27.2	3	Poor	36.4	4
5	54.6	6	Very poor	0	0
Total	100	11		100	11

Discussion

By paying attention in the comparison of mean score between reading aloud and silent reading, it can be seen that mean scores through reading aloud is 43 while the mean score of students through silent reading is 62. By comparing the mean score (43: 62), it is found that the different is 19.

By observing and analysis of the data collected through reading aloud and silent reading through the written test, it can be inferred that from 11 respondents, 1(9.1 %) students got good score in reading aloud, while in silent reading 3(27.2 %) students got good score, students' achievements in reading aloud falls into very poor category {6(54.6%)} . while students' achievements in

silent reading falls into fair and poor category. They have same frequency or percentage {4(36.4 %) = 4(36.4 %)}. There are no students in silent reading fall into very poor category. Based on the gain mean scores and percentage between reading aloud and silent reading above, it shown that mean scores of silent reading is greater than reading aloud.

CONCLUSION AND SUGGESTION

Conclusion

In connection with the data analyses, the researcher concluded that silent reading is more effective then reading aloud in comprehending a text by the eighth year students of SMPN 2 Sesan.

Suggestion

In relation to the conclusion above, the researcher would like to put suggestion for the sake of optimal of teaching and learning process in English generally and reading comprehension in particular. The suggestion is as follows:

1. In comprehending a text, students have to read text silently in order they can concentrate to the text.

2. Teachers have to apply silent reading when they teach reading aspect especially in reading comprehension.
3. The students have to be active in reading books especially English.

BIBLIOGRAPHY

- Alderson, J. C., A. H. Urquhart. (1984). *Reading in a Foreign Language*. U.S of America. Longman.
- Biu', Yusuf, Fredy. (2010) *The Difficulties Encountered by the Eleventh Class Students of SMA Pelita Rantepao in Using Passive Sentence*. Skripsi S1 Pendidikan. Universitas Kristen Indonesia Toraja
- Cambridge. (2008). *Cambridge Advanced Learner's Dictionary, Third Edition*. Cambridge: University Press.
- Cooze, A. (2006). *100 Ideas For Teaching English*. London: Continuum International Publishing Group
- Henderson, E. C., Twila, L. H. (1965). *Learning to Read and Write*. New York: Holt, Rinehart, and Winston.
- Holly B. Lane & Tyran L. Wright. (2007). *Maximizing The Effectiveness of Reading Aloud*. Accessed November 02, 2012. from http://westlake.k12.oh.us/powpak/data/archer/files/Maximizing_the_Effectiveness_of_Reading_Aloud.pdf
- Kada'di, Edyshon. (1999). *The Reading Comprehension Ability of the Third Year Students of SMU Kristen Rantepao*. Skripsi S1 Pendidikan. Universitas Kristen Indonesia Toraja
- Liling, Yohana. (2008). *Using Communicative Approach to Reading Comprehension Ability of the First Year Students of SMPN 2 Buntao' Rantebua*. Skripsi S1 Pendidikan. Universitas Kristen Indonesia Toraja
- L.R. Gay. (1981). *Educational Research. Competence for Analysis and Application* Second Edition. USA: Charles E. Merrill Publishing.
- Malto, Julita. (2012). *Using the Behaviorism Method to Stimulate the Tenth Year Students of SMK Kristen Pelangi Makale in Learning Passive Voice*. Skripsi S1 Pendidikan. Universitas Kristen Indonesia Toraja
- Mangewa, Yulianus., Rachel, Dan Mangoki', Nehru Pongsapan, Selvi Panggua. (2011). *Pedoman Penulisan Skripsi*. English Department FKIP Universitas Kristen Indonesia Toraja.
- Measures of Central Tendency: The Mean, Median, and Mode*. Accessed November 02, 2012. from <http://www.fgse.nova.edu/edl/secure/sta/lesson1.htm>
- Nuttal, C. (1996). *Teaching English Skill in a Foreign Language, New Edition*. Hongkong: Macmillan Heinemann.
- Patel, M.F., Praveen. M. Jain. (2008). *English Language Teaching*. Jaipur: Sunrise Publisher Distributors.
- Saones, C. (2003). *Oxford Compact English Dictionary*. New York.
- Saso', P. (2009). *The importance of Picture in Teaching Reading Comprehension to the Second Years Students of SMPN 4 Saluputti*. Skripsi S1 Pendidikan. Universitas Kristen Indonesia Toraja
- Tarigan, H.G. (1987). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Yulistha. (2009). *Developing Students Speaking Ability Through Group Discussion To The Second Year Students of SMK Iggnatius Makale*. Skripsi S1 Pendidikan. Universitas Kristen Indonesia Toraja.
- What is reading aloud*. Accessed November 02, 2012. from: <http://myweb.stedwards.edu/mikekb/ReadStrong/readaloud.html>
- Zaini, H., Bermawy, M., Sekar, A.A. (2008). *Strategi Pembelajaran Aktif*. Pustaka Insan Madani. <http://myweb.stedwards.edu/mikekb/ReadStrong/readaloud.html>

