

**THE USE OF ORAL AND SILENT
TECHNIQUES IN COMPREHENDING
READING TEXT AT SMPN 5 LANGSA**

THESIS

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ABSTRACT

The aim of this research was to learn whether oral or silent technique was the predictor of reading comprehension and which variable including oral and silent techniques gave more contribution or the best predictor on students' reading comprehension. The interest in doing this study came to the writer when the writer saw the students' got the difficulties in understanding reading text. The school was located in Langsa and most of the students had low and middle socioeconomic level. This study used comparative study and the population consisted of 213 at second grade students in SMPN 5 Langsa. The sample consisted of 20 students was taken by using simple random sampling. The informed consent was obtained from all participants before the study began. Technique of collecting data was using observation and test. For oral and silent assessments, an appropriate text was chosen and the writer chose a narrative text. Item test consisted of 10 multiple choice questions. The data obtained from testing process was analyzed and the findings were presented in responding of research questions. The research finding shown that oral and silent techniques had a significant comparison. It could be known from students' average scores. The students' average scores in silent technique was bigger than the students' average scores in oral technique. The data result was analyzed by using t -test and obtained the computation that was 3,961. The critical value of t_{table} at the significant level 5% was 2,02. It means that the result of t_{count} was higher than its critical value. H_a hypothesis of this research was accepted and H_o was rejected. In other words, there was a significant comparison between oral and silent techniques on students' reading comprehension. Thus, silent technique had given more contribution or the best predictor to predict students' reading comprehension than oral technique.

KEYWORDS: Oral reading technique, silent reading technique, reading comprehension.

CHAPTER I

INTRODUCTION

A. The Background of Study

Human can not be separated by language. Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. By language, we can interact and express our feeling, idea, etc to others. Language can be used as a means to control people and to influence what they think and do. Someone can develop his or her knowledge by communicating to others through social environment, such as: family, school, peer, community, mass media and etc. Language teaching is one of education program. It means that language is very important in society.

Along with economic globalization, English has increasingly become the medium of communication around the world both in local and global contexts. English is considered the most important language in the world, since English is a tool for learning and communication. It is used to develop the relationship between one country and other countries. Knowing the importance of English in the world today, students need to be sufficiently equipped with English communication skill.

English is a various domains of communication such as international business, academic conference, diplomacy, science and technology. In the information age, most of information available in foreign textbooks and the

internet is in English. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. In English, there are four skills that should be mastered, they are; listening, speaking, reading, and writing.

Reading is an important skill that all people need to have in order to be successful in accessing information. Without a good reading skill, someone can not obtain many kinds of information printed in the form of media. Furthermore, by developing the new technology, students absolutely need adequate English reading skill to extract information of various sources. English reading is an essential skill for those who speak English as a second language or as a foreign language. Students in countries where English is taught as a foreign language usually focus on information in written. Therefore, it is necessary to provide students with assessment tools that can not only help them identify their weakness in reading skill but also prepare them for future assessment, career development, and various challenges in society.

In reading, people do not only need to recognize and read the printed words on the page, but they also need to comprehend what those words mean as a whole. Reading itself holds very important role in English because a lot of media and technology devices are written in English. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress.

On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading includes many skills that require simultaneous coordination to successfully complete many reading tasks.

Strommen & Mates in Yildirim state, reading comprises a wide of skills and is not accomplished quickly or easily, so learning to read is valued by many societies and the ability to read is considered most important aim of education.¹

Thus the people can feel that how important the ability to read English in this communication era. For the students who can not read an English text accurately, it is a challenge for the teachers to apply an appropriate method, technique, and strategy to make the students be better.

In teaching and learning process, a teacher is a model for the students. The success of students in learning process is mostly determined by the teacher's ability to select and use technique and media. Teaching reading technique plays an important role for both the teachers and the learners to gain an intended achievement in teaching and learning process.

The use of appropriate teaching techniques is not only helping the teacher in delivering the subject matter, but also helping the learners in comprehending the subject matter given to them. Westwood defines that the success or failure of the process of teaching and learning is depending on how appropriate a technique

¹ Kasim Yildirim, *Silent and Oral Reading Fluency: Which One is the Best Predictor of Reading Comprehension of Turkish Elementary Student?* International Journal on New Trends in Education and Their Implication, Vol.3 Issue 4 Article 07, 2012), 79.

being selected by the teacher.² In other words that teaching technique being selected by the teachers in teaching reading has significant contributions towards learners' achievement.

Applying an appropriate technique in teaching reading is important in order to flow an interesting and interactive teaching and learning process. It is also empowering the learners to acquire the knowledge being transferred maximally. There is a strong relation between the appropriateness of teaching technique and the result of students' achievement. The more appropriate technique, the better achievement gained by the learners.

Reading technique is the most important thing to be prepared. The writer considers that there is a need to find a technique that is appropriate for students' problem regarding reading comprehension. There is accumulating research shows that there are underlying skills of reading which need to be taught to students and lead to increase in children's reading performance at school. These reading skills are stated as phonemic awareness, reading comprehension, vocabulary, and reading strategies or techniques.

As people or students learning English, they are learning about the language skills. In reading a certain text, someone should have prior knowledge, interest and awareness to understand the messages or ideas displayed in the written text. The way someone reading also determines his or her proficiency or comprehension. Someone should keep in his or her mind that reading as his or her

² P. S., Westwood, *Reading and learning difficulties: approaches to teaching and assessment* (Australia: Acer Press, 2001), 198.

need because without reading they will be poor in information, ideas, news, stories, and also in thinking quality.

As a matter of fact, there are several good strategies or techniques can be done to solve reading problem. The writer decides to choose oral and silent techniques since these techniques will give good challenge to the teachers in applying an appropriate technique in teaching and learning process and also can encourage students to be good readers and enhance their comprehension. In this case, the writer concerns with the effect of oral and silent technique toward students' reading comprehension.

As identified, reading skill is the ability to extend meaning from text accurately and effectively. Becoming good reader requires both the ability to recognize words and the ability to comprehend text. However, in writer's experience (based on my observation at school such as at SMP Negeri 5 Langsa), the writer found that many students get problem in reading. The students encounter problems about finding main idea, topic and summarizing information. This might be caused by several factors such as limited vocabulary, low reading interest and motivation, poor reading strategy or technique, etc.

The school was located in Langsa and most of the students' families had low and middle socioeconomics level. The students' classes were classified into men class and woman class. They were separated each others because of some reasons. One of them was to keep the school's orderliness and also to obey and endure the government regulation which prevail in this area.

In this research, the writer used comparative study, and the aim was to find out the comparison across variables. So, for this research, I tried to find out the comparison of oral and silent techniques on students' reading comprehension. From the above research problems, the writer thought that reading technique was the most important problem to be researched, so the writer made a thesis about: *“The Use of Oral and Silent Techniques in Comprehending Reading Text at SMPN 5 Langsa.”*

B. Research Question

Based on the problem, the research question of this research are:

1. Does oral or silent technique can improve students' reading comprehension at SMPN 5 Langsa?
2. Does oral or silent technique provide more contribution to predict students' reading comprehension at SMPN 5 Langsa?

C. The Purpose of Study

Based on the research questions, the purpose of this research are as follow:

1. To find out the impact of oral and silent techniques on students' reading comprehension at SMPN 5 Langsa.
2. To explore whether oral or silent technique provide more contribution to predict students' reading comprehension at SMPN 5 Langsa.

D. Significance of Study

1. Theoretically

Theoretically, the significance of this research are:

1. To add and give contribution in science, especially for English Department in developing the science in its field of education. It can be as a reference for the teacher or other researcher who wants to study about oral and silent techniques intensively in teaching reading.
 2. The result of this study is expected to be able to widen the skill of teachers in using oral and silent techniques to improve student's reading skill.
2. Practically

There are three significances of the study in practically. Those are:

1. To the teacher: it gives choice for teacher to use one of appropriate reading techniques in teaching reading, so it can improve students' reading comprehension.
2. To the students: it can help the students to improve their reading comprehension.
3. To the writer: it gives new information and add writer's knowledge about reading, so the writer can also improve her/his reading comprehension.

E. Hypothesis

There are two hypotheses used in this research. Those are:

1. Ho: There is no differences or comparison between oral and silent techniques on students' reading comprehension at SMPN 5 Langsa.
2. Ha: There is differences or comparison between oral and silent techniques on students' reading comprehension at SMPN 5 Langsa.

F. Terminology

1. Oral Technique (Reading Aloud)

Reading aloud is meant to train the students in order that they can read with clearly intonation and pronunciation. Reading with loud voice is a purpose to be able to pronounce words, phrases and sentences correctly.³

2. Silent Technique

Silent reading is meant to train the students to read without voice in order that the students can concentrate their attention or thought to comprehend the texts.⁴

3. Reading

Nuttal in Eliza & Jufri says that reading is a communicative process of where the writer and the reader interact via text. The text presents letters, words, sentences and paragraphs that encode meaning.⁵

4. Reading Comprehension

Harris in Eliza and Jufri defines reading comprehension as a result of the interaction between the perception of graphic symbols that represent language and the reader language skill and knowledge of the world.⁶

³ K. Suyanto, *English For Young Learner: Melejitkan Potensi Anak Melalui English Class Yang Fun, Asyik dan Menarik* (Jakarta: Bumi Aksara, 2007), 64. Retrieved from <http://www.soaldankuncijawaban.co.id/2013/4/reading-techniques/reading>. Accessed on August, 25th 2015, at 11.43 A.M.

⁴ K. Suyanto.

⁵ Maithel Eliza, & Jufri, *Teaching Reading Comprehension Trough Group Presentation at Senior High School*. Journal of English Language Teaching, Vol. 1, No. 1, serie C, 2012), 212.

⁶ Maithel Eliza, & Jufri.,213.