

**THE COMPARISON OF THE STUDENTS' ABILITY IN
READING ALOUD BETWEEN THE ELEVENTH
GRADE OF IPA 2 AND IPA 3 OF
SMA NEGERI 4 LANGSA**

THESIS

Submitted by:

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**INSTITUT AGAMA ISLAM NEGERI (IAIN)
ZAWIYAH COT KALA LANGSA
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Langsa, March 16, 2015

The Writer

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ABSTRACT

This research was conducted to compare the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa. The purposes of this research are: (1) To know the students' ability of the eleventh grade IPA 2 of SMA Negeri 4 Langsa in reading aloud. (2) To know the students' ability of the eleventh grade IPA 3 of SMA Negeri 4 Langsa in reading aloud. (3) To find out the difference of the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa. This research used quantitative approach which included into a comparative non-experimental research. This research used test as an instrument to obtain data. The test gave towards forty five students of the two classes in academic year 2014/2015 on November 2014. This research used descriptive and inferential analysis to analyze data, that is, it used mean score and t-test. Based on the mean score analysis, the eleventh grade students of IPA 2 had 65.6 score. Meanwhile the eleventh grade students of IPA 3 had 60.9 score. Whereas based on the t-test analysis, it showed that $t_{\text{count}} \neq t_{\text{table}}$, that is, $t_{\text{count}} (1.59) \neq t_{\text{table}} (1.72)$. It showed that H_0 was rejected and H_a was accepted. So, there was a difference of the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa.

Key: Comparison, Reading Aloud.

CHAPTER I

INTRODUCTION

A. The Background of Research

Every working both of technological and educational need skill. If the people do something without having skill so the goal and the result are not maximal. Therefore, the skill is being important in living aspect, especially in science. There are many skills that should have by everyone. There are four skills in studying English; listening, speaking, reading and writing. The skills have relationship each other. For instance, Reading has relation with speaking.

Reading is the most crucial aspect in studying English. The receptive written language skill is called reading. It is a skill of a reader or a group of reader to interpret information transferred by a writer.¹ Each knowledge and science got by reading. If we often read both texts, pictures and clauses, we will get something. It is no one of the people in the world that has got the successes without reading. Reading can be done everywhere and whenever as much as we want. There are two types of reading that are reading aloud and reading comprehension.

In studying English, reading aloud is a base thing where all the students must be able to read the clauses or the texts one by one loudly. It has difference of reading comprehension which is read to understanding the meaning of text. There are something which be looked in reading aloud such as pronunciation, volume,

¹ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), 3.

punctuation, and intonation. So, in reading aloud we can know how their pronunciations when they read it.

Reading aloud is usually used by the children to improve their memory in remembering what they read. Reading aloud in English is easy to do by children who their native language is English. It differs in Indonesia. After English education in elementary school was disappeared as a subject, it will be difficult to children to read aloud English text. They are not habitual to listen or read English text.

Nevertheless, Katrina L. Covert, said in her thesis that reading aloud is an important topic to pursue because of all the prestigious education and reading association agree that teacher need to read to adolescents. The National Education Association (2000) states that reading aloud to students at all levels must be an essential component of any program. The National Commission On Reading agrees that reading aloud should continue throughout all the grades. Also, The International Reading Association and National Middle School Association (2002), in a joint statement about adolescents, urges teachers to read to their students to each and every day at school.²

In fact, the eleventh grade students of SMA Negeri 4 Langsa both of Social Science Program and Natural Science Program have a problem in reading aloud. The writer surveys how their speech in reading English text, there are many students misspelling. It begins from familiar word; for instance: the word 'but' by

² Katrina L. Covert, Reading Aloud In The High School Language Class: A Gateway To Culture Awareness, *Thesis of the Faculty Pacific Lutheran University* (UMI Microform ProQuest LLC, 2008), 7-8.

phonetic symbol is /b^t/. In case, some students read the word 'but' by phonetic /but/ not /b^t/. It was mispronouncing where they were not able to read correctly.

Therefore, SMA Negeri 4 Langsa has two programs in the eleventh grade, namely, Natural Science Program (IPA) and Social Science Program (IPS). The writer chose Natural Science Program to be used as object of research where the writer has assumption that the Natural Science Program students are compatible do reads-aloud than Social Science Program students. In Natural Science Program, the writer chose two classes; the eleventh grades students of IPA 2 and IPA 3 which have reads-aloud ability worse than other Natural Science Program classes.

Ideally, if the students read aloud texts or sentences, the teacher can know how their ability in reading aloud. If the students can read words by using good pronunciation, intonation and voice clearly, listener will understand what the meaning and expression of the texts or sentences which they read. Announcement, Narrative and Report text are some types of the text that may be used to read aloud. Such as 'Sleeping Beauty', 'Cinderella', and 'Pelican'.

It seen of the facts, the teacher must guide and ask the students to do reading aloud as often as possible in order to their ability improve. Read-aloud can be done by the students in their school or their house everyday. Although they just read one sentence everyday, because it can make them to have habitual of read-aloud. If they often use their tongues and mouths to read the English texts or sentences, it can help them to develop their ability in reading aloud.

It can be concluded that the ability of reading aloud is very important to our brains. It also gives effect for the pronunciation. Read-aloud make us

awareness for phonological. It is based on an article entitled 'Read aloud to children: the evidence' of Duursma, Augustyn, Zuckeman, said that children can learn about phonemes or sounds more or less informally by learning to name letters and by recognising which phoneme is critical in the name.³ If the students can not to read right, it can give effects for their skills in reading and speaking too. Reading aloud is correlating with speaking because they use oral to say something.

Based on the description above, the researcher is interested in conducting a research entitled **“The Comparison of The Students’ Ability in Reading Aloud Between The Eleventh Grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa.”**

B. The Problem of Research

Based on the problem above, the problem of research can be formulated as the following:

1. How is the students’ ability of the eleventh grade of IPA 2 of SMA Negeri 4 Langsa in reading aloud?
2. How is the students’ ability of the eleventh grade of IPA 3 of SMA Negeri 4 Langsa in reading aloud?
3. Is there any difference the students’ ability in reading aloud between the eleventh grade students of IPA 2 and IPA 3 of SMA Negeri 4 Langsa?

³ Duursma, Augustyn and Zuckeman, Read aloud to children: the evidence, *Arch Dis Child* 2008, 93(7), 554.

C. The Purpose of Research

The main purposes of this research are intended:

1. To know the students' ability of the eleventh grade IPA 2 of SMA Negeri 4 Langsa in reading aloud.
2. To know the students' ability of the eleventh grade IPA 3 of SMA Negeri 4 Langsa in reading aloud.
3. To find out the difference of the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa.

D. The Significance of Research

This research is the comparison the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa, so this research is expected can give benefit as:

1. The English teachers will know how their students' ability until the teacher can make this research as a reference to improve English competency of their students, especially in Reading Aloud.
2. This research can add motivation of students to arouse their competency in Reading Aloud.
3. The research can give contribution for the writer to evaluate this problem when the writer becomes a teacher.
4. For the reader, this research can be used as a reference and reading which help them to do similar research and add knowledge.

E. The Limitation of Research

In this part, the writer focuses to obtain comparison of the students' ability in reading aloud. In this research, the writer takes the eleventh grade students of IPA 2 and IPA 3 of SMA Negeri 4 Langsa of students 2014/2015 academic year. The writer will test their performance to looking for their abilities in reading aloud of Narrative text. The writer chose narrative text as a read-alouds test for students, because it is including into syllabus of the eleventh grades students at SMA Negeri 4 Langsa. After the students performed how they read the text loudly, the writer will compare their abilities both of classes.

F. Hypothesis

H_a: There is difference of the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa.

H_o: There is no difference of the students' ability in reading aloud between the eleventh grade of IPA 2 and IPA 3 of SMA Negeri 4 Langsa.

G. Terminology

1. Comparison

Comparators—terms like *compared to*, *in contrast*, *differ*, *like*, *unlike*, *related to*—occur in a great variety of forms.⁴ Comparison is a 'noun' which formed by the word 'compare' (verb) which means to examine people or things to see how they are similar and how they are different. Meanwhile comparison is the

⁴ Steven G.D., *Understanding the Language of Science First Edition* (USA: University of Texas Press, 2003), 213.

process of comparing two or more people or things.⁵ So, comparison here is an equal for students' ability in reading aloud between the two classes.

2. Ability

Ability is base of word "able", it is a suffix used to form nouns to adjectives in-able. Based on Oxford Advance Learner's Dictionary, able /'eɪbl/ is an adjective which means to have the skill, intelligence, opportunity. Ability /'ɒbɪləti/ is the fact that somebody is able to do something.⁶ Furthermore, John Nicholls said that ability as capacity we imply something about the nature of effort; namely, that the effect of effort on performance is limited by one's capacity.⁷ In that sense, the researcher exposes that ability is power or skill required by students to read something loudly.

3. Reading

Deborah and Nancy said that there are five terms of reading; these are: reading is a form of communication, using written language or symbols (text); reading is two-way communication between an author and a reader; reading is interpretation and understanding; reading is a process (processes); and reading is thinking.⁸ Kridalaksana said that reading is a competency to know and understand the written in the graphic symbols and its change become a speech has meaning both silence or aloud teaching.⁹

⁵ Hornby, *Oxford Advanced Learner's Dictionary International Student's Edition: Sixth Edition* (Oxford University Press, 2000), 259.

⁶ Hornby, 2.

⁷ John G. Nicholls, *The Competitive Ethos and Democratic Education* (USA: the President and Fellows of Harvard College, 1989), 44.

⁸ Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond* (New York: Mc Graw-Hill, 2003), 5.

⁹ Bukhari, *Keterampilan Berbahasa (Membaca dan Menulis)* (Banda Aceh: Yayasan PeNA, 2010), 2.

4. Reading Aloud

Aloud is a noun of word 'loud'. Loud as an adjective have three meanings, these are: making a lot of noise; (of person or their behaviour) is talking very loudly, too much and in a way that is annoying; (of colours patterns, etc.) is too bright and lacking good taste. Whereas loudly is the usual adverb from adjective. It can also mean 'in a loud voice'¹⁰ that other people hear.¹¹

Subvocalizing, or reading aloud, is a part of literacy process attempts to encourage student's oral and written production. In this sense it agreed with the basic concept that literacy is mastery of the written and oral language forms.¹² Based on the terms above, the writer concludes that reading aloud is a strategy to read orally in a loud voice so that other people can hear what his/her read.

¹⁰ Hornby, *Oxford Advanced Learner's*, 796.

¹¹ Hornby, 35.

¹² Jose Aldemar Alvarez Valencia, Reading aloud activities as a way to determine students' narrative template, *Universidad Pedagogica Nacional*, 2003, 85. Retrieved November 7, 2014 from https://www.academia.edu/attachments/3387440/download_file?s=regpath