

**THE INFLUENCE OF SILENT READING AND ORAL READING
TOWARD STUDENT'S ABILITY IN STORYTELLING AT THE
SECOND GRADE OF SMPN 5 LANGSA**

THESIS

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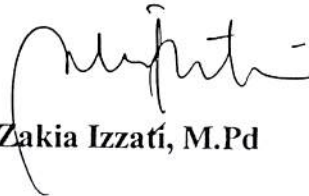
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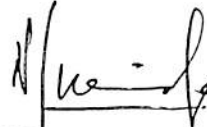
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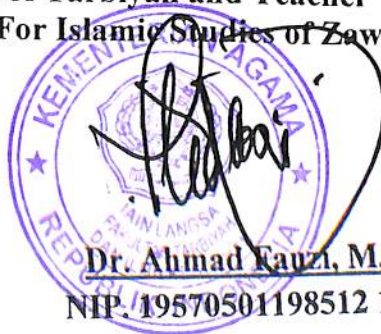
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Abstract

The title of this research is the influence of silent reading and oral reading toward students ability in storytelling at the second grade of second grade at SMPN 5 Langsa. The objectives of this study are to find out the influence of using oral reading and silent reading toward students ability in storytelling and know student ability in storytelling after using oral reading and silent reading. The population in this study are all of the second grade students of SMPN 5 Langsa. Meanwhile the sample of this study are two classes of second grade students namely experimental class and control class. The subject was chosen based on purposive sample. The instrument of data collection in this research is test of a text. This thesis used statistical procedure namely statistic descriptive and use the T test to measure the truth and the false of H_0 (null hypothesis) which define that between sample mean get randomly of same population. From testing hypothesis on silent reading, the writer find the result $t_{\text{calculation}} 2,08 <4,960> 2,83$ mean H_a (alternative hypothesis) is accepted and H_0 (null hypothesis) is rejected. Therefore there is influence of using silent reading technique toward students ability in storytelling at the second grade of SMN 5 Langsa. From testing hypothesis oral reading technique the writer find $t_{\text{calculation}} 2,08 <6,629> 2,83$ mean H_a (alternative hypothesis) was accepted and the H_0 (null hypothesis) was rejected. Therefore, there is influence of using oral reading technique toward students ability at the second grade of SMPN 5 Langsa.

Key words : Silent Reading Technique, Oral Reading Technique and Storytelling

CHAPTER I

INTRODUCTION

A. Background of The Study

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we use to express ourselves and to communicate to others. It is a system for communicating ideas and feeling using sounds, gestures, sign or marks. A language is the written and spoken methods of combining words to create meaning used by particular group of people.

English is one of language in the world which many countries use it to communicate with other countries. English had been known as an international language that is spoken by almost millions people all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English is considered as the first foreign language and taught formally from elementary school up to the university level. At this time, English one subject that students need to study. Students can study English not only in formal places such as schools or universities but also in another places such as courses or they can learn it by themselves through using internet or just read the books.

Mastering English is important in this globalization era. Most people , especially students should master it. Predictably, those are who able to communicate well using English language will get a lot of advantages in their

future. The phenomena shows that English as a foreign language has important role in our life. So that is why improving the quality of teaching English is very important to prepare the learners of English as a foreign language can be competitive as the human resources in their life.

David said that “English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel , you see English signs and advertisements. Wherever you enter a hotel, or restaurant in a foreign city, they will understand English and there will be an English menu.¹

English lesson is a subject that must be learned by students at junior high school up to universities level. The ability of English is needed in order to help the students to participate in developing of their science, technology, culture and communication among nations.

Mastering English is absolutely is not easy because we have to master four skills, they are listening, speaking, reading and writing. Every skills absolutely important and the four skill should be practiced to improve our English.

The one of important skill in English is reading. Reading is an active process that depends on both an author’s ability to convey meaning using words and ability to create meaning from them.² In other words, reading is an interaction between the reader and writer through what the author write. In

¹ David Cristal. *English as a Global Language* (New York : Cambtidge University Press, 2003),2.

² Deborah, Nancy. *Critical Reading for College and Beyond* (New York : The McGraw-Hill Company,2004), p.5

reading skill there is a story telling technique. Story telling technique is the activity in reading has purpose to make students directly experience the power of narrative, creating meaningful connection with each other. In other word story telling is to exercise student to express their thought base on the story what they have read.

Story telling means expressions, experiences, emotions and ideas in different forms of transfer and dating back to ancient times despite all the modern innovations. The attraction of the art of story telling has not really been lost, particularly in the field of education where is still becoming a major importance.³

Barzaq defined story telling as a knowledge management technique, a way of distributing information, targeted to audience and a sense of information. It is a unique method of communication skill and student express their thoughts and ideas in their own unique ways.⁴

Ideally, if the students do the story telling, the students must be able tell the story correctly, using good pronunciation, the clarity of sound, and good expression. For example when the student tell a story of Pinocio, the story teller must be able convey the story of Pinocio correctly, using good pronunciation, clarity of sound and good expression.

³ Sanchez-Gerard-Judy, *Storytelling as an Effective Strategy in Teaching Character Education in Middle Grade Social Studies* vol. 6 no. 4(2003)P.16

⁴ Dee H. Andrews, *Storytelling as an Instructional Method : Descriptions and Research Question* . vol 3, no.2(2009)P. 22

The reality the students could not do the storytelling well. They found the difficulty to express the story of the text. The another difficulty is the students could not speak because they have little English Vocabulary. The writer also found that they have a trouble when they stand up in front the class as a storyteller, they often said that they did not remember about the story.

In this case the writer assumes that this discrepancy caused by several factors, one of them is the teacher seldom ask them about the meaning of vocabulary which they did not know and the teacher seldom use expression when they give example as storyteller.

Therefore, the writer want to offers solution with different way in increasing the student's ability in story telling through oral reading and silent reading technique. Oral reading is the activity of reading use loud voice and expression when the reader read the text has purpose to memorize words, phrase and sentence. Hopefully, through oral reading technique it may help to solve of students on remember a story and make student use good expression when they are as a story teller. The another technique is silent reading. Silent reading has purrpose to exercise students to provide concertration or thought in order to undertsand the meaning. It can help the student to remember the text.

Based on the researchers observation was done on September 2013 at SMP Negeri 5 Langsa when the researcher as a training teacher , it showed that many students of SMP Negeri 05 Langsa got problems in story telling. They found the difficulties in story telling, remembering about the story in reading

material. They did not know what should they say when they asked to tell about the story in front of the class.

The another difficulty is the students are not confidence when they did the retelling in front of the class.

Based on the phenomena mentioned above, the writer is interested in doing the researcher entitled "*The Influence of Silent reading and Oral Reading toward Student's Ability in Storytelling SMP N 5 Langsa at second grade.*"

B. Problem of the Study

Based on the background of the research, the problems of this study are :

1. Is there any influence of using oral reading and silent reading toward students ability in story telling .
2. How is the student's ability in story telling after using oral reading and silent reading ?

C. Purpose of The Study

The main purposes of this study are :

1. To find out the influence of using oral reading and silent reading toward student's ability story telling.
2. To know students ability in story telling after using oral reading and silent reading.

D. Significances of The study

The writer wishes that this research result can be significance not only for the writer but also for teachers and students namely theoretically and practically.

1. Theoretically

a. For Researchers

For researchers to increase knowledge about the influence of using oral reading and silent reading toward student's ability in storytelling .

b. For Readers

readers to increase knowledge about student's ability in story telling using oral reading and silent reading. This research also can become input for next researchers.

2. Practically

a. For Students

For students to provide knowledge and create intrinsic motivation of students to learn story telling by using oral reading and silent reading .

b. For Teachers

For teachers can develop teachers creativity in teaching story telling. Teacher can use oral reading and silent reading.

E. Hypotesis

In this study the writer takes the hypothesis as follow :

H_1 : There is influence of using oral reading and silent reading toward student's ability in story telling at the second grade of SMP negeri 5 Langsa.

H_0 : There is not influence of using oral reading and silent reading toward student's ability in story telling at the second grade of SMP Negeri 5 Langsa.

F. Terminology

1. Oral Reading

Oral reading is a method of reading book loudly to help student have concern. It is the activity of reading using loud voice and using "look and say" technique has purpose to memorize words, phrase and sentence.

The using of loud voice and using expression, gesture and intonation is important in order the another student as audience interested in giving their attention for student who did the oral reading.

Hence, in this research the researcher will explain to student that the oral reading must use good use expression, gesture and intonation. Previous the teacher will gave example how is the way do oral reading well.

2. Silent Reading

Silent reading is an activity to exercise student to provide concentration in order to understand the meaning of the text. It necessary to help student who need more comfortable situation because in silent reading there is no loud voice when they do reading activity.

3. Storytelling

Storytelling is the art form of using vocal skills of language, gesture, facial expressions, physical movement, and artifacts to effectively relate a historical account in order to promote the listener's visual imagery. It is also a co-creative process that engages the listeners personal experiences and beliefs.⁵

In other word storytelling has the element of art must shown by storyteller. It has purpose to entertain the audience. The storyteller must understand the whole of story systematically. Systematically mean storyteller tells a story must appropriate with the sequence of a story.

⁵ Sanchez-Gerard-Judy, *Storytelling as an Effective Strategy in Teaching Character Education in Middle Grade Social Studies spring*,no.13.(2009)P. 14