



**THE COMPARATIVE STUDY OF STUDENTS' READING
COMPREHENSION BY USING SILENT READING
TECHNIQUE AND LOUD READING TECHNIQUE
AT GRADE XI SMA NEGERI 8
PADANGSIDIMPUAN**

A THESIS

*Submitted to the English Study Program Terbiyah Department STAIN
Padangsidimpuan as a Partial Fulfillment of the Requirements for the Degree of
Islamic Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY :

MUSTAINA HARAHAHAP
Reg. No. 07 340 0098

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PADANGSIDIMPUAN
2013**



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Padangsidempuan, 19 Feb 2013
Kepada Yth.
Bapak Ketua Sekolah Tinggi
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di-
Padangsidempuan

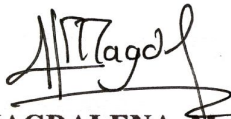
Assalamu 'alaikum wr. wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Mustaina Harahap yang berjudul "The Comparative Study on Students' Reading Comprehension by Using Silent Reading Technique and Loud Reading Technique at Grade XI SMA Negeri 8 Padangsidempuan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Wassalamu 'alaikum wr. wb.

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**KEMENTERIAN AGAMA
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PENGESAHAN

**JUDUL SKRIPSI "THE COMPARATIVE STUDY OF STUDENTS' READING
COMPREHENSION BY USING SILENT READING
TECHNIQUE AND LOUD READING TECHNIQUE AT
GRADE XI SMA NEGERI 8 PADANGSIDIMPUAN"**

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dan syarat-syarat memperoleh gelar
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In the name of Allah, the beneficent and the merciful

First of all, the researcher would like to say thank to Allah SWT who has given researcher chances in finishing my thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

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3. Mrs. Rayendriani Fahmei Lubis, M.Ag, the Dean of English Department.
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The writer realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis is better.

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ABSTRACT

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This research concerned about the comparative study of students' reading comprehension by using silent reading technique and loud reading technique. The formulation of the problem: Is there the different between silent reading technique and loud reading technique teaching on students' reading comprehension text at grade XI SMA Negeri 8 Padangsidimpuan? It intended to know the comparative both of these technique to students' reading comprehension at grade XI sma negeri 8 padangsidimpuan.

In this research, writer used quantitative method in the type of the experiment research. The population of the research was 111 students of the grade XI. Then, the sample of research was 51 students. Next, the researcher used test as instrument. The test is divided into pre-test and post-test about reading comprehension text were given to the respondent. To analysis the data, the writer used the formulation of t_{test} .

After getting the data, the writer found that the calculation score of t_0 was bigger than t_t ($5.51 > 2.68$). It is meant that the hypothesis was accepted. It was concluded that there was a differences students' reading comprehension by using silent reading technique and loud reading technique on students' reading comprehension at grade XI SMA Negeri 8 Padangsidimpuan. Then, based on the result had been obtained, mean score of the silent reading technique is higher than loud reading technique to students' reading comprehension ($72.77 > 60.62$). So, the implication of the research is the silent reading technique is better than loud reading technique to students' reading comprehension at grade XI SMA Negeri 8 Padangsidimpuan.

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APPENDIX I

THE TEST OF READING COMPREHENSION

Instruction

1. Read the following text correctly!
2. Give the sign x and choose the one best answer in “a, b, c, d, or e” to each question!

Text 1

Education is a charge a goverment, societies, and parents. They all have to be responsible for a progress and quality of education in the country. This is so for a number of reasons. First, goverment responsibility are to make national policies based on the 1945 constitution, for instance, deciding the national curriculum, providing educational and administrative staff, school buildings and other facilities.

Similarity, societies have to contribute their thought to educational instructions. For examples, helping the goverment establish a private school and readiness being foster parents for poor student whose parents can pay school fee. Finally, parents also should keep their children clever and healty such as, controlling them study especially at home and watching them their time and then providing nutritious food and drink for them.

Thus, for the reason above we can conclude that the three components have together responsibility for education in the country.

1. What is the topic of the text above?
 - a. The process of education
 - b. Education
 - c. How to done education
 - d. The improving of education
 - e. The responsibility of goverment, parents, and societies on education.
2. The main idea of paragraph 1 is about
 - a. Education is a charge of goverment, societies, and parents
 - b. They all have to be responsible for a progress and quality of education in the country.
 - c. There are an national policies based on the 1945 constituents
 - d. The quality of education in the country
 - e. The responsibility of societies on education
3. What is the function of “ pay” word in paragraph 2?
 - a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb
 - e. Pronoun
4. What is the main idea of paragraph 2?
 - a. Parents also should keep their children clever and healty
 - b. Societies have to contribute their thought to educational instutions

- c. The contribution of societies on education is helping the government establish a private school.
 - d. The role of parents is control studying children at home
 - e. The government deciding the national curriculum
5. “For examples, helping the government establish a private school... (paragraph2).” What is the antonym of the underline word?
- a. Found
 - b. Set up
 - c. Begin
 - d. Build
 - e. Disperse
6. From the text above we can conclude that....
- a. The government unable responsibility on education in the country
 - b. There are many reason why the government, societies, parents must responsibility on education
 - c. The three components have together responsibility for education in the country
 - d. There are processing education in the country
 - e. The impacts of education can improving era globalization
7. “They all have to be responsible for a progress and quality of education in the country”. Which word is the noun phrase?
- a. They

- b. Responsible
- c. Quality
- d. In the country
- e. Education

8. What are the government must done to achievement quality of education in the country?

- a. The government providing nutritions food and drink to children
- b. Parents pay school fee
- c. The government deciding the national curriculum
- d. The government do not school building
- e. The government do not providing educational.

Text 2

There are several positive and negative impacts of the internet on education. One of the positive impacts of the internet on education is that when you are curious about something, you can find out the information you need immediately from the internet to, satisfy your “hunger for learning”. If you are curious about the ants in your backyard, or if you want to know more about dinosaurs or any other prehistoric animals, there is an abundance of information at your fingertips and you can improve your knowledge.

On the other hand, some would argue that the internet degrades the quality of research, throwing people into areas where the answer they find are low

quality guesses , at best. Since the internet allows anyone to publish any kind of information, find high quality information if sometimes difficult. The internet can also be a huge distraction, like many other things that distract us from serious research

9. The topic of the passage is.....
 - a. The impacts of the internet on education
 - b. The advance of technology in education
 - c. How to access information from the internet
 - d. The distraction caused by internet
 - e. The decrease in the quality of research caused by internet
10. What is the function of “abundance” word?
 - a. Noun
 - b. Verb
 - c. Adverb
 - d. Adjective
 - e. Pronoun
11. “You can find out the information you need immediately from the internet.”

Which word is the adverb phrase?

 - a. Find
 - b. Information
 - c. Need
 - d. Internet

e. Need immediately

12. “They find are low- quality guesses, at best.” Which word is the noun phrase?

a. They

b. Quality

c. At best

d. Best

e. Low

13. What is the main idea of paragraph 1?

a. The positive impacts of the internet on education

b. When you are curious about something, you can find out the information you need immediately from the internet to, satisfy your “hunger for learning”.

c. There is an abundance of information of at your fingertips and you and you can improve your knowledge

d. There are several positive and negative impacts of the internet on education.

e. The negative impacts of the internet on education.

14. What is the mean of “hunger for learning” sentence?

a. The learning is something boring

b. The learning is something needed to everyone

c. The learning is something difficult

d. The learning is make huge distracrction

e. It can improve your knowledge

15. What is the function of “distract” word in paragraph 2 ?

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb
- e. Pronoun

16. “There are several positive and negative impacts of the internet on education”.

What is the synonym of the underline word above?

- a. Effect
- b. Can
- c. Know
- d. Improve
- e. Enter

17. “The internet also can be a huge distruction” (paragraph 2). What is the opposite meaning meaning of the underlined word?

- a. Few
- b. Less
- c. Thin
- d. Fine
- e. Small

Text 3

Let me love you

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1.000 pieces of papercranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together. Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualise any future for the both of them, so let's go their own ways there and then ... heartbroken the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends this guy had set up his own company.

“ You never fall until you stop trying.” He always told himself. “I must make it in life!”

One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realise those were his ex-girlfriend's parents. With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore, he had his own company, car, condo, etc. He had made it in life!

Before the guy can realise, the couple was walking towards a cemetery, and he got out of his car and followed them and he saw his exgirlfriend, a photograph of her smiling sweetly as ever at him from her tombstone and he saw his precious papercranes in a bottle placed beside her tomb. Her parents saw him.

He walked over and asked them why this had happened. They explained that she didn't leave for France at all. She was stricken ill with cancer.

In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle, therefore she had chosen to leave him.

She had wanted her parents to put his papercranes beside her because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

(Bahasa Inggris Kelas XI/II SMA)

18. From the text above, we may conclude....

- a. The women was really love the man
- b. The girl's parents did not allow her to marry man the man
- c. The women was hated him
- d. The man got married another girl
- e. There is backstreet love story

19. Who is the main character of the story above?

- a. a guy
- b. a girl
- c. a couple of husband and wife
- d. a family
- e. a group of people

20. Why did the guy break up with his girlfriend?

- a. He wanted to concentrate on his career
- b. The girl said that she wanted to go to Paris and would not come back
- c. The guy had found another girl for him
- d. The guy parents did not allow her to marry the man
- e. The girl's parents did not allow her to marry man

21. What is the main idea of the paragraph 1?

- a. The guy was a boring man
- b. The guy was romantic man
- c. They were choose take ways own there and then...heartbroken, they guy agreed

- d. The guy was really love his girl
 - e. The woman was going to Paris and will never come back.
22. “When he regained his confidence, he worked hard day and night, just to make something out of himself.” What is the synonym of the underlined word above?
- a. Get
 - b. Have not
 - c. Feel
 - d. Try
 - e. Give
23. “Once upon time, there was once a guy who was very much in love with this girl.” Which word is the noun phrase?
- a. A guy
 - b. Love
 - c. Girl
 - d. There
 - e. With this girl
24. What did the guy done after her heartbroken with his girlfriend?
- a. He got frustrated
 - b. He found another girl who could understand him a lot
 - c. He got married with another girl
 - d. He regained his confidence and worked very hard

e. He met the girl's parents

25. What is the function "tombstone" word?

- a. Noun
- b. Verb
- c. Adjective
- d. Adverb
- e. Pronoun

26. What did the cause of the girl died?

- a. committing suicide
- b. an accident
- c. Cancer
- d. A fire in Paris
- e. Giving birth

27. What did the girl message to his parent before she died?

- a. She had wanted her parents to put his pepercranes beside her
- b. She wanted go to Paris
- c. She wanted got married
- d. She had not want her parents to put his papercranes beside her
- e. She wanted the guy invited his

28. What is the function of "drenched" word?

- a. Noun
- b. Verb

- c. Adjective
 - d. Adverb
 - e. Pronoun
29. "They guy just wept." What is the synonym underlined word?
- a. Happy
 - b. Cry
 - c. Smile
 - d. Confusion
 - e. Dissapointed
30. Why did the girl want her parents put the papercranes next to her tomb?
- a. Because she wanted the man to know that she loved it
 - b. Because she hated the papercranes
 - c. Because her parents did not know where to put it
 - d. Because the man asked her to do
 - e. Because her parents told her to do

Text 4

Rafflesia Arnoldi is one or the rare plants in Indonesia. It can be found only in Bengkulu, one of Indonesia's provinces. It is an almost extinct plant that should be conserved. It is tremendous and high. It can be four meters high. This plant grows up in the wild area such as inthe jungle. It can not be planted by human since it grows naturally.

Rafflesia has a wide and large leaves. The leaves can be three meters length. It is usually has five big size leaves. The leaves are usually patterned and colorful. The most color is maroon and it contains white spots to make it interesting to look at. The mid part is the trunk. This part is the highest part. It can be two or three meters height. This part soars up to the sky since plant grows up following the sun's light. Actually, it can not be called as "trunk" since it is the leaf that has a form like a trunk. It is harder than the other leaves and it is only without branches. When we approach it, it has a bad smell. The smell is carrion like. It spreads up to ten meters surround. The bad smell functions to protect itself from any disturbance such as animals, insects, etc.

31. The text tells about...

- a. Indonesia
- b. Rafflesia Arnoldi
- c. Plant
- d. Human
- e. Flower

32. What is the main idea of paragraph 1?

- a. Rafflesia Arnoldi can be found only in Bengkulu
- b. Rafflesia Arnoldi is the famous plant
- c. Rafflesia Arnoldi is one of the rare plant in Indonesia
- d. Rafflesia Arnoldi is the highest plant
- e. Rafflesia Arnoldi has bad smell

33. What is the concluding sentence of paragraph 1?
- a. It can not be planted by human since it grows naturally
 - b. Rafflesia Arnoldi is one of the rare plants in Indonesia
 - c. It is tremendous and high
 - d. It can be four meter high
 - e. This plant grows up in the wild area
34. What is the synonym of “extinct” word in paragraph 1?
- a. A live
 - b. Present
 - c. Lost
 - d. Exist
 - e. Flourishing
35. What is the main idea of paragraph 2?
- a. Rafflesia Arnoldi has wide and large leaves
 - b. The mid part is the trunk
 - c. The leaves are usually patterned and colorful
 - d. It is the expensive plant
 - e. It can be two or three meters high
36. What is the antonym of “protect” word in paragraph 2 line 14?
- a. Keep
 - b. Broke

- c. Plant
- d. Sell
- e. Grow

37. The concluding of paragraph 2 above is....

- a. It has a wide and large leaves
- b. The mid part is the trunk
- c. The bed smell functions to protect itself from any disturbance
- d. It is tremendous and high
- e. It usually has five big size leaves.

38. What is the function “tremendous” word?

- a. Noun
- b. Verb
- c. Adverb
- d. Adjective
- e. Pronoun

39. What is the function of the bed smell of *Rafflesia Arnoldi*?

- a. To protect itself from any disturbance such as animals, insects, etc.
- b. To broken itself from animals, insects, etc.
- c. To looking at beautiful of *Rafflesia Arnoldi*
- d. To filter the water
- e. To make higher

40. What is the color of *Rafflesia Arnoldi*?

- a. White
- b. Pink
- c. Green
- d. Yellow
- e. Maroon and contains white spots

APPENDIX II

Answer key of multiple choice reading comprehension items

- | | |
|-------|-------|
| 1. B | 21. B |
| 2. A | 22. A |
| 3. B | 23. E |
| 4. B | 24. D |
| 5. E | 25. A |
| 6. C | 26. C |
| 7. D | 27. A |
| 8. C | 28. B |
| 9. A | 29. B |
| 10. A | 30. A |
| 11. E | 31. B |
| 12. C | 32. C |
| 13. A | 33. A |
| 14. B | 34. C |
| 15. B | 35. A |
| 16. A | 36. A |
| 17. D | 37. C |
| 18. A | 38. D |
| 19. A | 39. A |
| 20. B | 40. E |

APPENDIX III

THE TEST OF READING COMPREHENSION

Instruction

1. Read the following text correctly!
2. Give the sign x and choose the one best answer in “ a, b, c, d or e to each question!

Text 1

Okay, do you know who or what help your body take oxygen from the air? Right, Respiratory system. Can you tell me the most important organs in the respiratory system? Yes, your nose, mouth, trachea, lungs, and diaphragm.

Respiratory system, in anatomy and physiology are organs that deliver oxygen to the circulatory system for transport to allbody cell. The respiratory and circulatory system work together to deliver oxygen to cell and remove carbon dioxide in a two phase procesess called respiration.

The first phase of respiratory begins with breathing in or inhalation. Inhalation brings air from outside the body into the lungs. Oxygen in the air more from the lungs through blood vessel to the heart, which pumps the oxygen - rich blood to all parts of the body. Oxygen then moves from the blood stream into cells, which complete the first phase of respiration. In the cells, oxygen is used in a separate energy producing process called cellular respiratory, which produces carbon dioxide as a by product.

The second phase of respiration begins with the movement of carbon dioxide from the cells to the blood stream. The blood stream carries carbon dioxide to the heart, which pumps the carbon dioxide laden blood to the lungs.

In the lungs, breathing out, or exhalation remove carbon dioxide from the body, thus completing the respiration cycle. Do you understand so far? Well sorryTime is up so see you tomorrow, bye.

1. What does the text tell about?
 - a. The most important organ in respiratory system
 - b. The effect of respiratory system
 - c. The blood stream in the body
 - d. Respiratory system
 - e. Circulatory system
2. The main idea of paragraph 2 is about.....
 - a. Respiratory system, in anatomy and physiology are organs that deliver oxygen to the circulatory system for transport to all body cells
 - b The respiratory and circulatory system work together to deliver oxygen to cells
 - c. The respiratory and circulatory system work remove carbon dioxide in a two phase process called respiration.
 - d. There are knowing about respiratory and circulatory system
 - e. How the our body take oxygen from the air.
3. What is the product of cellular respiration?

- a. Carbon dioxide
 - b. Oxygen
 - c. Oxygen rich blood
 - d. Carbon dioxide- rich blood
 - e. Blood
4. What is the main idea of last paragraph?
- a. Exhalation happen in the lungs
 - b. Exhalation completing the respiration
 - c. Inhalation completing the respiration cycle
 - d. Inhalation happen in the lungs
 - e. The closing of explanation
- 5.”...**inhalation** brings air from outside the body into the lungs”(paragraph three).
- The bold typed word may be replaced by.....
- a. Blood stream
 - b. Deliver oxygen
 - c. Exhalation
 - d. Breathing out
 - e. Breathing in
6. What is the function of “ breathing in” in paragraph 2?
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb

- e. Pronoun
7. “ The second phase of respiration begins with the movement of carbon dioxide from the cells to the blood stream”. What is the antonym of the underlined word?
- a. Stop
 - b. Go on
 - c. Proceed
 - d. Travel
 - e. Ship
8. “ In the cells, oxygen is used in a separate energy producing process called cellular respiration, which produces carbon dioxide as a by product. Which word is noun phrase?
- a. In the cells
 - b. Oxygen
 - c. Energy
 - d. Carbon dioxide
 - e. Respiratory

Text 2

Nuclear power is generated by using uranium which is a metal mined in various part of the world. The first large scale of nuclear power station was opened at Calder Hall in Cumbria, England in 1956.

Some military ships and submarines have nuclear powerplant for engine. Nuclear power produces around 11% of the world's energy needed, and produces huge amounts of energy. It because no pollution as we would get when burning fossil fuels. The advantages of nuclear plant are as follow:

- It costs about the same coal, so it is not expensive to make
- It does not produce smoke or carbon dioxide, so it does not contribute to the greenhouse effect
- It produces huge amounts of energy from small amount of uranium
- It produces small amount of waste
- It is reliable

On the other hand, nuclear power is very, very dangerous. It must be sealed up and buried for many years to allow the radioactivity to die away.

Furthermore, although it is reliable, a lot of money has to be spent on safety because if it does go can be a major accident. People are increasingly concerned about this matter. In the 1990's nuclear power was the fastest growing source of power in many parts of the world. Wrong a nuclear accident.

However, nuclear power is very dangerous because. It can damage environment and can die organism in the world when there are wrong.

9. The text discusses.....

- a. Nuclear in general
- b. Nuclear biggest station
- c. The danger of radioactive

- d. The advantages of nuclear power
 - e. The advantages and disadvantages of nuclear power
10. The main idea of paragraph 1 about.....
- a. Nuclear power station was opened at Calder Hall in Cumbria, England in 1956
 - b. Nuclear power is generated by using uranium which is a metal mined in various part of the world
 - c. Nuclear power is metal mined in various part of the world
 - d. Nuclear power is a first large scale
 - e. Nuclear power is generated by using uranium
11. Why is nuclear power very dangerous?
- a. It is cheap
 - b. It is safe
 - c. It is reliable
 - d. It is radioactive lasts long
 - e. Uranium is renewable
12. What is the advantage of nuclear power?
- a. It's reliable
 - b. It costs about the same as coal, so it's not expensive to make
 - c. It produces small amounts waste
 - d. It produces small amount of energy from small amount of uranium
 - e. It doesn't produce smoke or carbon dioxide, so it doesn't contribute to the greenhouse
13. What is the function "produces" word in paragraph 2?

- a. Noun
- b. Verb
- c. Adjective
- e. Pronoun

14. "However, nuclear power is very dangerous. It can be damage environment and can die organism in the world when there are wrong. What is the antonym of the underlined word?

- a. Destroy
- b. Injury
- c. Ruin
- d. Impair
- e. Improve

15. " People are increasingly concerned about this matter". What is the synonym of the underlined word?

- a. Interest
- b. Disintest
- c. Bore
- d. Tire
- e. Worry

16. From the text it can be concluded

- a. Nuclear power must be sealed up and buried for many years to allow the radioactivity to die away

- b. Nuclear power is very dangerous because it can damage environment and can die organism in the world when there are wrong
- c. Nuclear power is produces small amount of waste
- d. Nuclear power is costs about the same coal, so it is not expensive to make
- e. Nuclear power is reliable

Text 3

Slang is definitely a way to distinguish you as part of a group or separate from another group. Teens use slang to show their independence from their parents, give them and their friends a language they can call their own. Slang sometime allows them to communicate without outsiders understanding, or to show off that they belong to a particular group. Teens like to use slang words for several reason.

Firstly, they use slang to show their individuality. Daily teen conversation can be incomprehensible to many parents and adults. Influenced MTV, hip-hop culture and the popularity of e-mail, teenagers shorten words, stretch definition and pronounce term with a different style. The way talk shows their confidence.

Secondly, they use slang because it is easier to say. They might talk the way they do with word like “coz” for “because” and “holla” for “hello” and other expression because the words are cool and easier to use, not because they are lazy.

Finally, they use slang for speed and usefulness, and little humor of the day. Slang flows quicker than standard language. Slang can color their vocabulary and sentences, so that they don't seem boring.

Thus, from the reason above, it can be concluded that teens use slang words because using their own terms is the easiest way to make the world of their own.

17. The topic of passage above.....

- a. Teens
- b. Slang
- c. The use of slang
- d. The process of slang
- e. Teens use slang

18. The main idea of paragraph 1 is.....

- a. Slang are give them and their friend a language they can call their own
- b. Slang sometimes allows them to communicate without outsiders understanding
- c. Slang is defenitely a way to distinguish you as part of a group or separate from another group
- d. Slang to shows off that they belong to a particular group
- e. Teens like to useslang words for several reasons

19. Slang is commonly liked by.....

- a. Students
- b. Adult
- c. Teens
- d. Children
- e. Young and children

20. Why the teens using slang?

- a. Because they want their conversation to be comprehensible to others
- b. Because they do not want other people to understand what they are speaking
- c. Because teens must be different from other groups people
- d. Because teens do not like to speak usual language
- e. Because using common terms can be easily understood by other people

21. “ Slang is definitely a way to **distinguish** you as part of a group.....”

The underlined word has the same meaning as.....

- a. To make different
- b. To forgive
- c. To extinguish
- d. To give up
- e. To forecast

22. The main idea of paragraph 2 is.....

- a. Slang is to show their individuality
- b. Daily teens conversation can be incomprehensible to many parents and adults
- c. The way talk shows their confidence
- d. Influenced by MTV, hip-hop culture and the popularity of e-mail, teenagers shorten words, stretch definition and pronounce term with a different style.
- e. There are using slang for teens

23. “ Finally, they use slang for speed and usefulness and little humor of the day”. Which word is adverb phrase ?
- a. Finally
 - b. They
 - c. Slang
 - d. Speed
 - e. Of the day
24. What is the function of “flows” word in paragraph 1?
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb
 - e. Pronoun
25. Which of the following sentences is not true according to the text?
- a. Standard language flows more slowly than slang
 - b. Slang is not used by general group
 - c. Parents and adults aren't familiar with teen's slang
 - d. Teens think that it's easier to slang
 - e. Slang is way to unit some different group
26. From the text above it can be concluded.....
- a. Teens use slang words for several reason
 - b. Teens use slang to show individuality

- c. Teens use slang because it is easier to say
- d. Teens use slang for speed and usefulness
- e. Teens use slang words because using their own terms is the easiest way to make the world of their own

Text 4

Timun Mas

Long time ago, there was a farmer couple. They were staying in a village near a forest. They lived happily. Unfortunately, he hadn't had any children yet.

Every day they prayed to God for a child. One day giant passed their home. He heard what they were praying. Then the giant gave them a cucumber seed. The giant ordered them to plant the seed, he promised them a child if they would do that. But in one condition, when the children in 17th, she had to be given to the giant. The couple agreed without thinking first. Months later the baby came from the inside of the cucumber, then the couple named her Timun Mas.

Years were passing by and Timun Mas had grown into beautiful girl. Her parents were very proud of her. But their happiness turned to fear when her 17th birthday came. The giant return to ask for their promise. He was going to take Timun Mas away.

The farmer tried to calm. He had given her a little bag contains of weapons to against the giant. The weapons were the kitchen ingredients. Then he asked Timun Mas to ran as fast as she could. Timun Mas kept on running, but soon she was very tired. The giant almost caught her. Then she threw her weapon, terasi (a kind of shrimp pasta). Finally this weapon could defeat the giant. Timun Mas was very relieved.

She was safe now. Then, she returns to her parent house and they lived happily with no fear anymore.

27. What does the farmer pray of everyday?

- a. They want to have a child
- b. They want to have a house
- c. They want to have much money
- d. They want to rich

e. They want to have a car

28. In what age Timun Mas have to be given back to the giant?

a. 10th

b. 12th

c. 17th

d. 27th

e. 7th

29. What is the moral value of this story?

a. Fearless is impossible

b. Keep your fear

c. Be a fear ful person

d. Fight your fear

e. Run away is the best solution

30. Who is the main character of the story above?

a. A farmer couple

b. God

c. Timun Mas

d. The giant

e. Beautiful girl

31. What is the main idea of the paragraph 2?

a. The farmer prayer to God to get a child

b. The giant gave them cucumber seed

c. The couple agreed without thinking first

- d. The baby come from the inside of the cucumber
 - e. The couple named her Timun Mas
32. What is the function of “ prayer ”in paragraph 2?
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb
 - e. Pronoun
33. Where does the farmer couple live?
- a. Forest
 - b. Village
 - c. Town
 - d. City
 - e. In village in a near forest
34. Where does the baby come from?
- a. Mother stomach
 - b. The inside of the cucumber seed
 - c. Bamboo
 - d. Tree
 - e. Animal
35. “ The giant almost caught her (in paragraph 4 line 6). What is the antonym the underlined word?
- a. Take

- b. Snare
- c. Grab
- d. Nab
- e. Release

36. What is the concluding of this story above?

- a. They live in fear from giant
- b. They lived happily with no fear anymore
- c. They did not get safety
- d. Timun Mas is beautiful girl
- e. The farmer couple did not have a child

Text 5

THE PROCESS OF THE FORMATION OF WEATHER

Weather is the physical condition of the atmosphere at a particular time. It includes temperature, air pressure and water content.

Weather is produced when air moves from places to place. This moving air is known as wind. Winds are caused by warm air rising and cooler air moving to replace it. Warm air is usually less dense than cool air, therefore, it creates low air pressure. Cool air is more dense and creates high air pressure.

Usually we have fine weather when the air pressure is high, and we will have clouds, rain and snow when air pressure drops.

37. The main idea of paragraph 2 is about

- a. Weather is produced when air moves from place to place

- b. Winds are caused by warm air rising and cooler air moving replace it
 - c. Cool air is more dense and creates high air pressure
 - d. The process of the formation of weather
 - e. To describe about weather
38. When do we find good weather?
- a. When air moves from place to place?
 - b. When there is no moving air
 - c. When warm air is less dense than cool air
 - d. When air pressure drops
 - e. When the air pressure is high
39. What is the function of “ rising “ word?
- a. Noun
 - b. Verb
 - c. Adjective
 - d. Adverb
 - e. Pronoun
40. “ Cool air is more dense and creates high air pressure.” What is the synonym the underlined word above?
- a. Compact
 - b. Slow
 - c. Low
 - d. Solid
 - e. Crowded

APPENDIX IV

Answer key of multiple choice reading comprehension items

- | | |
|-------|-------|
| 1. D | 21. A |
| 2. A | 22. A |
| 3. A | 23. E |
| 4. B | 24. B |
| 5. E | 25. A |
| 6. B | 26. E |
| 7. A | 27. A |
| 8. A | 28. C |
| 9. D | 29. D |
| 10. B | 30. C |
| 11. D | 31. A |
| 12. C | 32. B |
| 13. B | 33. E |
| 14. E | 34. B |
| 15. A | 35. E |
| 16. B | 36. B |
| 17. B | 37. D |
| 18. C | 38. E |
| 19. C | 39. B |
| 20. B | 40. E |

APPENDIX V

The Score of Pre Test Experiment Group

1. Score pre test Experiment Group

60	65	70	50	65	65
65	70	70	55	55	70
55	70	60	75	60	
55	65	65	65	70	
60	65	70	50	60	

2. Total = 1705

3. The high score = 75

4. The low score = 50

5. Range = 75 – 50
= 25

6. The total of classes = $1 + 3.3 \log n$
= $1 + 3.3 \log 27$
= $1 + 3.3 (1.431)$
= $1 + 4.7223$
= 5.7223
= 5

7. Interval

$$I = \frac{R}{B} = \frac{25}{5} = 5$$

8. Mean score (X)

Interval	fi	xi	Fixi
50 – 55	6	52.5	315
56 – 61	5	58.5	292.5
62 – 67	8	64.5	516
68 – 73	7	70.5	493,5
74 – 79	1	76.5	76,5
Total	27	322.5	1693.5

$$\begin{aligned} X &= \frac{\sum \text{fixi}}{fi} \\ &= \frac{1693.5}{27} \\ &= 62.72 \end{aligned}$$

9. Median

$$b = \frac{62 + 61}{2} = 61.5$$

$$p = 8$$

$$F = 8 + 5 + 6 = 19$$

$$F = 8$$

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 61.5 + \left(\frac{13.5 - 19}{8} \right) \\ &= 61.5 + \frac{(-5.5)}{8} \\ &= 61.5 + 8(-0.68) \\ &= 61.5 + (-5.44) \\ &= 56.02 \end{aligned}$$

10. Mode = 65

$$\begin{aligned} 11. \text{ Score Interpretation} &= \frac{1705}{100 \times 27} \times 100 \% \\ &= \frac{1705}{2700} \times 100 \% \\ &= 63 \% \end{aligned}$$

The table score of interpretation

Interval	Interpretation
0 % - 20 %	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

APPENDIX VI

The Score of Post Test Experiment Group

1. Score of Students Post Test Experiment Group

70	70	80	60	75	80
75	75	75	70	60	80
65	70	80	80	70	
75	75	75	70	70	
80	70	70	75	70	

2. Total = 1965

3. High Score = 80

4. Low Score = 60

5. Range = 80 – 60
= 20

6. The total of classes = $1 + 3.3 \log n$
= $1 + 3.3 \log 27$
= $1 + 3.3 (1.431)$
= $1 + 4.7223$
= 5.7223
= 5

7. Interval = $\frac{R}{B} = \frac{20}{5} = 4$

8. Mean Score (X)

Interval	fi	xi	fixi
60-64	2	62	124
65-69	1	67	67
70-74	10	72	720
75-79	8	77	616
80-84	6	82	492
	27		2019

$$\begin{aligned} X &= \sum \frac{fixi}{fi} \\ &= \frac{2019}{27} \\ &= 74.77 \end{aligned}$$

9. Median

$$b = \frac{70 + 69}{2} = 69.5$$

$$P = 10$$

$$F = 10 + 1 + 2 = 13$$

$$F = 10$$

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\ &= 69.5 + 10 \left(\frac{13.5 - 13}{10} \right) \\ &= 69.5 + 10 \left(\frac{0.5}{10} \right) \\ &= 69.5 + 10(0.05) \\ &= 69.5 + (0.5) \\ &= 70 \end{aligned}$$

10. Mode = 70

$$\begin{aligned} 11. \text{ Score Interpretation} &= \frac{1965}{100 \times 27} \times 100 \% \\ &= \frac{1965}{2700} \times 100 \% \\ &= 72.77 \% \end{aligned}$$

The table score of interpretation

Interval	Interpretation
0 % - 20 %	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

APPENDIX VII

The Score of Pre Test Control Group

1. Score of Students Pre Test Control Group

65 40 50 45 65

65 60 80 50 70

55 60 40 50 55

65 65 70 55 55

60 40 75 60

2. Total = 1396

3. High Score = 80

4. Low Score = 40

5. Range = 80 - 40

$$= 40$$

6. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 (1.38)$$

$$= 1 + 4.554$$

$$= 5.554$$

$$= 5$$

7. Interval = $\frac{R}{B} = \frac{40}{5} = 8$

8. Mean Score (X)

Interval	fi	xi	fixi
40-48	4	44	176
49-57	7	53	371
58-66	9	62	558
67-75	3	71	213
76-84	1	80	80
Total	24	310	1398

$$\begin{aligned} X &= \sum \frac{fixi}{fi} \\ &= \frac{1398}{24} \\ &= 58.25 \end{aligned}$$

9. Median

$$b = \frac{58 + 57}{2} = 57.5$$

$$P = 9$$

$$F = 9 + 7 + 4 = 20$$

$$F = 9$$

$$\begin{aligned} Me &= b + p \left(\frac{1/2 n - F}{f} \right) \\ &= 57.5 + 9 \left(\frac{12 - 20}{9} \right) \\ &= 57.5 + 9 \left(\frac{-8}{9} \right) \\ &= 57.5 + 9 (-0.88) \\ &= 57.5 + (-7.92) \\ &= 49.58 \end{aligned}$$

10. Mode = 65

$$\begin{aligned} 11. \text{ Score Interpretation} &= \frac{1396}{100 \times 24} \times 100 \% \\ &= \frac{1396}{2400} \times 100 \% \\ &= 58 \% \end{aligned}$$

The table score of interpretation

Interval	Interpretation
0 % - 20 %	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

APPENDIX VIII

The Score of Post Test Control Group

1. Score of Students Post Test Control Group

60	40	60	50	70
70	45	75	60	75
50	65	40	50	60
65	70	65	60	65
75	60	70	55	

2. Total = 1455

3. High Score = 75

4. Low Score = 40

5. Range = 75 - 40

$$= 35$$

6. The total of classes (BK) = $1 + 3.3 \log n$

$$= 1 + 3.3 \log 24$$

$$= 1 + 3.3 (1.38)$$

$$= 1 + 4.554$$

$$= 5.554$$

$$= 5$$

7. Interval = $\frac{R}{B} = \frac{35}{5} = 7$

8. Mean Score (X)

Interval	fi	xi	fixi
40- 45	3	42.5	127.5
46- 51	3	48.5	145.5
52- 57	1	54.5	54.5
58- 63	6	60.5	363
64-69	4	66.5	266
70-75	7	72.5	507.5
Total	24		1464

$$\begin{aligned} X &= \sum \frac{fixi}{fi} \\ &= \frac{1464}{24} \\ &= 61 \end{aligned}$$

9. Median

$$b = \frac{70 + 69}{2} = 69.5$$

$$P = 7$$

$$F = 7 + 4 + 6 + 1 + 3 + 3 = 24$$

$$F = 7$$

$$\begin{aligned} Me &= b + p \left(\frac{\frac{1}{2} n - F}{f} \right) \\ &= 69.5 + 7 \left(\frac{12 - 24}{7} \right) \\ &= 69.5 + 7(-1.71) \\ &= 69.5 + (-11.97) \\ &= 57.53 \end{aligned}$$

10. Mode =70

$$\begin{aligned}
 11. \text{ Score Interpretation} &= \frac{1455}{100 \times 24} \times 100 \% \\
 &= \frac{1455}{2400} \times 100 \% \\
 &= 60.62 \%
 \end{aligned}$$

The table score of interpretation

Interval	Interpretation
0 % - 20 %	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

APPENDIX IX**The Validity of Reading Comprehension Items**

Number of Items	Coefficient of Correlation	t count	t table	Decision
1	-1,416	-5,994	1,725	Invalid
2	-1,518	-4,258	1,725	Invalid
3	-1,111	-4,259	1,725	Invalid
4	-9,839	0,435	1,725	Invalid
5	1,755	4,430	1,725	Valid
6	-1,246	-4,262	1,725	Invalid
7	7,956	4,275	1,725	Valid
8	-1,959	-4,248	1,725	Invalid
9	1,310	4,251	1,725	Valid
10	7,795	4,278	1,725	Valid
11	-6,249	-4,297	1,725	Invalid
12	1,992	4,252	1,725	Valid
13	1,642	4,258	1,725	Valid
14	3,769	4,243	1,725	Valid
15	-7,884	-4,276	1,725	Invalid
16	8,068	4,275	1,725	Valid
17	-1,264	-4,25	1,725	Invalid
18	8,59	4,27	1,725	Valid

19	8,49	4,27	1,275	Valid
20	-1,231	-4,247	1,725	Invalid
21	1,755	4,26	1,725	Valid
22	1,551	4,261	1,725	Valid
23	1,022	4,256	1,725	Valid
24	8,333	4,273	1,725	Valid
25	8,935	4,269	1,725	Valid
26	7,429	4,281	1,725	Valid
27	1,551	4,261	1,725	Valid
28	1,32	4,254	1,725	Valid
29	1,060	4,26	1,725	Valid
30	1,393	4,265	1,725	Valid
31	8,855	4,269	1,725	Valid
32	1,048	4,252	1,725	Valid
33	7,307	4,282	1,725	Valid
34	9,696	4,264	1,725	Valid
35	1,499	4,255	1,725	Valid
36	1,213	4,259	1,725	Valid
37	1,34	4,262	1,725	Valid
38	1,287	4,256	1,725	Valid
39	1,104	4,252	1,725	Valid
40	1,144	4,264	1,725	Valid

41	9,25	4,267	1,725	Valid
42	1,399	4,262	1,725	Valid
43	8,224	4,274	1,725	Valid
44	1,006	4,259	1,725	Valid
45	1,247	4,251	1,725	Valid
46	8,039	4,275	1,725	Valid
47	1,043	4,263	1,725	Valid
48	1,322	4,254	1,725	Valid
49	1,499	4,255	1,725	Valid
50	1,329	4,263	1,725	Valid

APPENDIX X

THE SCORE OF EXPERIMENT GROUP

XI IA 1

Number of Students (n)	Name of Students	Pre Test	Post Test	Y₁	Y₁²
1	2	3	4	5	6
1	Andreas Pasabar	60	70	10	200
2	Alberto Pujimori	65	75	10	200
3	Anggi Tapanuel	55	65	10	100
4	Denardo Pernanto	55	75	20	400
5	Erisa hrp	60	80	20	400
6	Elton Armando	65	70	5	25
7	Ester Margareta	70	75	5	25
8	Febrina Manik	70	70	0	0
9	Halimatussakdiah	65	75	10	100
10	Husni Mubarok	65	70	5	25
11	Jahrona Dalimunte	70	80	10	100
12	Jansen	70	75	5	25
13	Juventri Alparado	60	80	20	400
14	Maresina Sari	65	75	10	100
15	Marlina Siregar	70	70	5	25
16	Merna Tiurma	50	60	10	100
17	Mira Angelina	55	70	15	225
18	Nur afni Lubis	75	80	5	25
19	Nuriam Anggreni	65	70	5	25
20	Rahmad Iqbal Gunawan	50	75	25	625
21	Ratih Suselma	65	75	10	100
22	Rian Aritonang	55	60	5	25
23	Riski Maulida	60	70	10	100
24	Rohimah	70	70	0	0
25	Septiani	60	70	10	100
26	Susan Ade Irma sir	65	80	15	225
27	Yuni Esrani	70	80	10	100
Total		1705	1965	265	3775

APPENDIX XI

THE SCORE OF CONTROL GROUP

Number of Students (n)	Name of Students	Pre Test	Post Test	Y₁	Y₁²
1	2	3	4	5	6
1	Agus Salim	65	60	-5	-25
2	Ali Mahdi	65	70	5	25
3	Andriani	55	50	-5	-25
4	Anggun Ayu Ningsintia	65	65	0	0
5	Anna Sari	60	75	15	225
6	Ari Kurniawan	40	40	0	0
7	Bulan Muliani hrp	55	45	-10	-100
8	Desi Ratnasari	60	65	5	25
9	Henni Layanti	65	70	5	25
10	Iskandar Muda	40	60	10	100
11	Lia Amelia	50	60	10	100
12	Maya Lestari	80	75	-5	-25
13	Nurul Kausar	40	40	0	0
14	Puri Mutia	70	65	5	25
15	Ramadi Prasajo	75	70	5	25
16	Roy Gunawan	45	50	5	25
17	Sarinah Kholijah	50	60	10	100
18	Sri Puspita Indah	50	50	0	0
19	Sri Wahyuni hsb	55	60	5	25
20	Subuh Hanna	60	65	5	25
21	Sukri	65	70	5	25
22	Sulaiman	70	75	5	25
23	Tania Sagita Lubis	55	60	5	25
24	Yudi Hermawan	55	55	0	0
Total		1396	1455	80	650

APPENDIX XII

The Data Analyzed

The steps were started. It can be seen as follows:

1. The step of Data Analysis

There were many steps to analysis data as follows:

a. The first step, to find mean score of experiment group

$$\begin{aligned}M_1 &= \frac{\sum FX}{N} \\ &= \frac{1965}{27} \\ &= 72.77\end{aligned}$$

b. The second step, to find mean score of control group

$$\begin{aligned}M_2 &= \frac{\sum FY}{N} \\ &= \frac{1455}{24} \\ &= 60,62\end{aligned}$$

c. The third step, to find average score each group

1) The average of score experiment group

$$\begin{aligned}M_1 &= \frac{Y_1^2}{Y_2} \\ &= \frac{3775}{265} \\ &= 14,24\end{aligned}$$

2) The average of score control group

$$\begin{aligned}M_2 &= \frac{Y_2^2}{Y_2} \\ &= \frac{650}{80} \\ &= 8.12\end{aligned}$$

d. The fourth step, to find deviation score each group

1) The deviation score experiment group

$$\begin{aligned}\Sigma_{x_1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\ &= 3775 - \frac{(265)^2}{27} \\ &= 3775 - \frac{70225}{27} \\ &= 3775 - 2600,92 \\ &= 1174,08\end{aligned}$$

2) The deviation score control group

$$\begin{aligned}\Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\ &= 650 - \frac{(80)^2}{24} \\ &= 650 - \frac{6400}{24} \\ &= 650 - 266,66 \\ &= 383,34\end{aligned}$$

e. The fifth step, to use the formula of T test

Table 13
List of Score

No	Symbol	Score
1	M ₁	14,24
2	M ₂	8,12
3	X ₁ ²	1174,08
4	X ₂ ²	383,34
5	n ₁	27
6	n ₂	24

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{14,24 - 8,12}{\sqrt{\left(\frac{1174,08 + 383,34}{27 + 24 - 2}\right)\left(\frac{1}{27} + \frac{1}{24}\right)}} \\
&= \frac{6,12}{\sqrt{\left(\frac{1557,42}{49}\right)\left(\frac{2}{51}\right)}} \\
&= \frac{6,12}{\sqrt{31,78\left(\frac{2}{51}\right)}} \\
&= \frac{6,12}{\sqrt{\frac{63,56}{51}}} \\
&= \frac{6,12}{\sqrt{1,24}} \\
&= \frac{6,12}{1,11}
\end{aligned}$$

$$T_0 = 5,51$$

f. $b = (n_1 + n_2 - 2) = 27 + 24 - 2 = 49$. Next, it has decided by the table book (in appendix XIII), where $N = 49$ in significant degree 5 % is 2,68 and t_0 is 5,51. So, based on the result had obtained above $t_{\text{observation}}$ is bigger than t_{table} score ($5,51 > 2,68$)

APPENDIX XIII

Nilai persentil
 Untuk distribusi t
 NU= db
 (bilangan dalam Badan Daftar Menyatakan t)

NU	t _{0,995}	t _{0,99}	t _{0,975}	t _{0,95}	t _{0,925}
1	63,66	31,82	12,71	6,31	3,08
2	9,92	6,96	4,30	2,92	1,89
3	5,84	4,54	3,18	2,35	1,64
4	4,60	3,75	2,78	2,13	1,53
5	4,03	3,36	2,57	2,02	1,48
6	3,71	3,14	2,45	1,94	1,44
7	3,50	3,00	2,36	1,90	1,42
8	3,36	2,00	2,31	1,86	1,40
9	3,25	2,82	2,26	1,83	1,38
10	3,17	2,76	2,23	1,81	1,37
11	3,11	2,72	2,20	1,80	1,36
12	3,06	2,68	2,18	1,78	1,36
13	3,01	2,65	2,16	1,77	1,35
14	2,98	2,62	2,14	1,76	1,34
15	2,95	2,60	2,13	1,75	1,34
16	2,92	2,58	2,12	1,75	1,34
17	2,90	2,57	2,11	1,74	1,33
18	2,88	2,55	2,10	1,73	1,33
19	2,86	2,54	2,09	1,73	1,33
20	2,84	2,53	2,09	1,72	1,32
21	2,83	2,52	2,08	1,72	1,32
22	2,82	2,51	2,07	1,72	1,32
23	2,81	2,50	2,07	1,71	1,32
24	2,80	2,49	2,08	1,71	1,32
25	2,79	2,48	2,06	1,71	1,32
26	2,78	2,48	2,06	1,71	1,32
27	2,77	2,47	2,05	1,70	1,31
28	2,76	2,46	2,05	1,70	1,31
29	2,76	2,46	2,04	1,70	1,31
30	2,75	2,46	2,04	1,70	1,31
40	2,70	2,42	2,02	2,68	1,30
60	2,66	2,39	2,00	1,67	1,30
120	2,62	2,36	1,98	1,66	1,29
00	2,58	2,33	1,06	1,645	1,28

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.
 R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.
 t_{0,995} untuk test 2 ekor dengan t_{0,01}
 t_{0,975} untuk test 2 ekor dengan t_{0,05}



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

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Nomor : Sti.14 / USB/P.../2011
Lamp : -
Hal : Pembimbing Skripsi

Padangsidempuan, Oktober 2011
Kepada Yth;
Bapak/Ibu :
1. Magdalena, M.Ag
2. Eka Susri Harida, M.Pd
di-
Padangsidempuan

Assalamualaikum wr.wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut dibawah ini sebagai berikut.

Nama : MUSTAINA HARAHAP / 07.340.0098
Jurusan/ Prodi : TARBIYAH/ Tadris Bahasa Inggris-3
Judul Skripsi : **THE COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION BY USING SILENT READING TECHNIQUE AND LOUD READING TECHNIQUE AT GRADE XI SMA NEGERI 8 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II dalam penelitian dan penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama Bapak/ Ibu, kami ucapkan terima kasih.

Wassalamu 'alaikum Wr.Wb

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Alamat : Jl. Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733
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Padangsidimpuan, 08 Mei 2012

Nomor :Sti.14/I.B.4/PP.00.9/ 972 /2012

Lamp. :-

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada Yth.
Kepala SMA Negeri 8
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Mustaina Harahap
Nomor Induk Mahasiswa : 07. 340 0098
Jurusan/Prog.Studi : Tarbiyah/TBI-3
Alamat : Huta Padang Pijor Koling - Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **"The Comparative Study Of Students' Reading Comprehension By
Using Silent Reading Technique And Loud Reading Technique At Grade XI SMA
Negeri 8 Padangsidimpuan"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Dr. H. Irywan Saleh Dalimunthe, MA
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PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMA NEGERI 8 PADANGSIDIMPUAN

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Kode Pos : 22733

SURAT KETERANGAN

NO : 421.3/ 8847SMA N. 8/2012

Yang bertanda tangan dibawah ini Kepala SMA Negeri 8 Kota Padangsidimpuan Propinsi Sumatera Utara menerangkan bahwa :

Nama : **MUSTAINA HARAHAH**
NPM : 07.340 0098
Jurusan/Prog. Studi : Tarbiyah/TBI-3
Alamat : Huta Padang Pijor Koling-Padangsidimpuan

Benar telah melaksanakan Penelitian di SMA Negeri 8 Padangsidimpuan pada tanggal 16 Juni 2012, untuk keperluan penyelesaian Skripsi dengan judul :

“THE COMPARATIVE STUDY OF STUDENTS’ READING COMPREHENSION BY USING SILENT READING TECHNIQUE AND LOUD READING TECHNIQUE AT GRADE XI SMA NEGERI 8 PADANGSIDIMPUAN”.

Sesuai dengan Surat Kepala Lembaga Pembantu Ketua I STAIN Padangsidimpuan No. Stt.14/L.B.4/PP.00.9/972/2012 tanggal 08 Mei 2012.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.



MANGSUR NASUTION, S. Pd
NIP. 19651225 198803 1 005

CHAPTER I

INTRODUCTION

A. Background of the Problem

Today, English is an important language. It is widely used by most countries in the world as medium of communication for international relation. It is also widely used as the language of the printed information. A great of the world scientific, economic and technology were written and published in English.

In Indonesia the need of English is as a foreign language comparative. It is function as an instrument to transfer modern language, culture and to develop international relation. Realizing how important this language, the government has determined English as the foreign language to be taught in Indonesia. It has been as compulsory subject from elementary school until university.

It is clearly stated in the curricullum that the object of teaching English is improving students in the four skills of language namely: reading, listening, writing and speaking. In teaching process, especially in teaching reading the students must be able to read and to understand the content of reading. Because, it is item obligatory base on their curricullum was the students were able to read and understand reading text.

Reading is an activity which can not be separated from human life especially for students, because reading is an activity to take information, ideas and summarizing from the text. The students, of course, needed information to support their lesson. By reading, they will not be trouble in studying. Even though, many modern technology rise and all must be supported with reading acitvity. It is a real fact with the present of library in every school.

Many students like reading, even they find trouble in understanding content of text. So, they were not get something in reading text. It caused by many problems, such as certain reading habitual, moving eyes, motivation, lazy, lack of vocabulary, backround knowledge, unable to integrate text and context. It is very important if the method or techniques reading which efective and efecient were not be achieved. So, in their thinking reading activity is boring lesson for students and they will be lazy if the lesson is reading. With this case, it will effect to their result of reading comprehension.

In the fact, at SMA Negeri 8 Padangsidempuan has found most of the students get the result of understanding the content of reading was low. It found in the tenth, eleventh, and twelveth grade. It had been got from the data of students in reading comprehension which taken from their English teacher. The value of students was got 60,55 to 65.

For the objective stated above, it can be seen that the English teacher should develop their ability, especially in reading comprehension. The teacher

can use some techniques like; silent reading, loud reading, Survey Question Read Recite Review (SQ3R), skimming and scanning and others. From the techniques mentioned the researcher interest to choose silent reading techniques and loud reading technique. As known that in reading comprehension, there is two techniques which have contrast ways but both of them have same purpose to get information, message, ideas, and summarize from the reading text. Therefore, in this researching the researcher wanted to compare both of these techniques; silent reading technique and loud reading technique.

Silent reading techniques is the reading technique used by reader without voice and only used visual memory. The aim of silent reading technique to get information from the text. Silent reading technique is the key of knowledge, because by using this technique the student will be more attention or more concentration to reading text. So, they are easier to understand the stories and answer the question from the text. After using silent reading, the teacher can ask and motivate students to express what they has been read. In this case, it will be easier test growing, comprehension and their appreciation.

Loud reading technique is the reading technique used by reader with raising sound or voice to reading text. In loud reading technique, a reader uses visual, memory, auditory memory, and motor memory. The aim of loud reading is to get and understand information, ideas, and feel of an author. The

activity of loud reading is nearer to pronunciation instead to comprehension. For this case, reading text must easier to understand. In senior high school, it is often used by the teacher order one student and another students listen and try to understand text. Then, the teacher checked a pronunciation of students.

According to researcher both of these techniques are more suitable if it was used in SMA Negeri 8 Padangsidempuan. Because both of them have same purpose, but it is impossible to use both of them. The researcher hope with the result comparing both of these techniques got concluding about suitable technique and the technique will be used in senior high school. For this matter, it can change ability students' reading comprehension from low to high.

So, this researcher is done at SMA Negeri 8 Padangsidempuan in eleventh grade. Their based competence must be able in reading comprehension correctly. In this thesis the researcher is interest to search about THE COMPARATIVE STUDY OF STUDENTS' READING COMPREHENSION BY USING SILENT READING TECHNIQUE AND LOUD READING TECHNIQUE AT GRADE XI SMA NEGERI 8 PADANGSIDIMPUAN.



B. Identification of the Problems

Based on the title and background of the problems, the researcher has identified many problems. Many students got difficulties to comprehend reading. The problems was caused by certain reading habitual, moving eyes, motivation, lack of vocabularies, lazy, and backround knowledge. The problem also the use of techniques that was not suitable.

C. Limitation of the Problems

From the identification of the problem have been found above. They were very effect to the students' reading comprehension. The researcher limited the problems on using techniques in reading. For this matter, there was many reading techniques which be used. However, these techniques imposible to use all of them. So, the researcher limited only to Silent reading and Loud reading. In this research, the researcher only compared two elements that was students' reading comprehension by using silent reading technique and students' reading comprehension by using loud reading technique.

D. Formulation of the Problem

From the identification and limitation of the problem have made above, so the formulation of this research was: “Was there the difference of students’ reading comprehension by using silent reading technique and loud reading technique at grade XI SMA Negeri 8 Padangsidempuan?”

E. The Aim of the Research

From the formulation of problem has made above so, the purpose of research is: “ To know the differences on the comparisons between students’ reading comprehension by using silent reading technique and loud reading technique at grade XI SMA Negeri 8 Padangsidempuan.”

F. Significances of the Research

According to background of the problem, so significance of the research were :

1. The English teacher, to improve their quality in reading comprehension.
2. The headmaster, to help him/her give suggestion to English teacher to improve learner’s ability in English especially in reading comprehension.
3. To add experience and knowledge of the researcher.
4. To anoter researcher to do further researcher used same topic to get researching better again.

G. Defenition of Operational Variable

To avoid misunderstanding of this research, the writer will explain as follows:

1. "Reading comprehension is knowledge about the world as well as on knowledge of language print".¹ Next, David Nunan say" reading comprehension is the goal of reading."² Thus, Reading comprehension means understanding what has been read. It is an active or process that depended not only on comprehension but also the student's experience and prior knowledge.
2. "Silent reading technique is actual reading, after language learners learn the words and how to pronounciation".³ Next, "silent reading means reading completely silently, without even moving lips".⁴ Whereas, the chief purpose of silent reading is to enable him to read with both comprehension and speed. Thus, silent reading technique is understand reading text without raising voice.

¹J. Michael Omalley Vaidez Pierce Wesley, *Authentic Assesment For English Language Learners* (USA: Publishing Company,1996), p. 94

²David Nunan, *Practical English Language Teaching* (New York: Mc. Grow Hill, 2003), p. 68.

³Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 67

⁴Umi Procuest. *Disertation and Thesis by Borjess Jewell in http: www. Procuest. Html com access on 16 may 2012.*

3. “Loud reading technique is an approach which can satisfactory and have many purpose and developing many skill.⁵” Next, “reading aloud is an effective device for quick testing of reading comprehension and for improving pronunciation”.⁶ Whereas, the chief purpose of reading aloud is to improve the word recognition of the learner. Thus loud reading technique is understand reading text with raising voice.

H. Outline of the Thesis

The systematic of this thesis is divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one is about introduction, consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the research, used of the research, definition of operational variables, and outline of the thesis.

Chapter two is the theoretical description, which explain about: 1.) reading comprehension consist of: types of reading, the aspect of reading comprehension and the principles of reading comprehension. 2.) Silent reading technique consist of: defenition of silent reading, principles of using silent reading, the procedures of silent reading and the advantages of using silent reading. 3.) Loud reading technique consist of: defenition of loud reading, the procedures of loud reading, and the advantages and

⁵Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan* (Bandung: Angkasa, 1990), p. 22

⁶Umi Procuest, Op.Cit.,

disadvantages of loud reading. In chapter two also discussed about review related finding, conceptual frame work, and hypothesis.

In the chapter three, it is consisted of research methodology. It consists of time and place of the research; This research had been done from since wrote proposal until finished this research. Population and sample; The Population of Grade XI Students of SMA Negeri 8 Padangsidempuan and the sample is XI IA¹ and XI IA². Instrument collecting data is test. Procedure of the research is pre-test, treatment, post-test. And the last the techniques of data analysis is t_{test} .

In the chapter four, it is the result of the research concerned about description of data before using silent reading technique and loud reading technique and description of data after using silent reading technique and loud reading technique to students' reading comprehension, hypothesis testing, discussion and threats of the research.

Chapter five was the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Description of Reading Comprehension

a. Defenition of Reading Comprehension

Reading comprehension is highest process from reading activity. According to H. Douglas Brown reading comprehension is primarily matter of developing appropriate, efficient comprehension strategies.¹ Next, Kasihani said the goal of reading comprehension is to get information from the text or content of reading. Because of that, the students' really to be train to read with the aim get information about content of reading text. Usually to know if the students' have understood content of reading, the teacher will give question about reading text.²

Further, Goodman in Wayne Otto say "reading comprehension was interaction between though and language and based evaluation of

¹H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Paedagog* (New Jersey: Prentice Hall, Inc Englewoods Cliffs, 1994), p. 291.

²Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008), p. 65.

success in comprehension on the extent to which the reader's reconstructed messages agrees with the writers and emphasis word."³

Minto Rahayu added, reading comprehension include understand simple definition, understood simple significance, evaluated the content of reading and speed reading flexible. To achieve this skill reading needed silent reading activity.⁴ Therefore, it can be concluded that reading comprehension is complex process of a reading activity which the aim to get information from the reading text.

b. Types of Reading

There are three types of reading as follow:⁵

1) Developmental Reading

- a) Skill in the mechanics of reading; developing of large sight vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pitch, volume, pronunciation.
- b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of units Of

³Wayne Otto, *How to Teach Reading* (America: Addison Wesley Publishing, 1979), p. 161

⁴Minto Rahayu, *Bahasa Indonesia di Perguruan Tinggi* (Jakarta: Grasindo, 2007), p. 112-113.

⁵Albert J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3.

increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow directions accurately, ability to evaluate what one reads, ability to remember what one has read.

2) Functional Reading

a) Ability to locate needed reading material; use of index, use table of contents, use of dictionary, use of encyclopedia, use of skimming in reach for information.

b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select the material needed, ability to organize what is read; ability to summarize, ability to out line.

3) Reactional Reading

a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interests and tastes through reading.

b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature

reading interest, achievement of personal development through reading.

- c) Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to seek for deeper symbolic messages.

From the explanation above, it can be concluded that the types of reading include are; ability to find state topic, ability to understand main ideas, ability to understand supporting ideas, ability to understand concluding ideas, ability to grasp the meaning of units of word, phrase, sentence, paragraph, ability to answer the specific question, and ability to evaluate what one reads.

c. The Aspects of Reading Comprehension

There are many aspects in Reading Comprehension, they were divided into four:

- a) Understand the simple definition which include were :
1. Ability to understand words or terms with lexical and grammatical in reading text.
 2. Ability to understand the patterns of sentence, forms and arranging of sentence.
 3. Ability to guessing symbols in reading text.
- b) Understood the significance or meaning which include were ;

- 1) Ability to understand main ideas of reading text.
 - 2) Ability to applicate the content of reading text.
 - 3) Ability to guessing reactions which may be raise from reader.
- c) Can evaluate the content and reading form.
- d) Can adaptation speed reading with the purpose which must be achieve.⁶

d. The Principles Strategies for Reading Comprehension

There are some principles strategies in reading comprehension, they were divided into ten:

1. Identified your purpose in reading text.
2. Apply spelling rulers and conventions for bottom-up decoding.
3. Used lexica analysis (prefixes, roots, suffixes, etc.) to determine meaning
4. Guess at meaning (of words, idioms, etc.) when you aren't certain.
5. Skim the text for the gist and for main ideas..
6. Scanned the text for specific information (names, dates, key words).
7. Used silent reading techniques for rapid processing.
8. Used marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalized on discourse marks to process relationships.⁷

2. Description of Silent Reading Technique

a. Defenition of Silent Reading Technique

Henry Guntur Tarigan said silent reading is reading the text without voice. Silent reading is to training students to really pay

⁶Henry Guntur Tarigan, *Op.Cit.*, p. 11-12.

⁷H. Douglas Brown, *Op.Cit.*, p. 291-296

attention to can understand text. Reading is primarily a silent activity.⁸ Then, David Nunan stated “silent reading is generally focus in the classroom should be on getting meaning from print when comprehension was the goal of reading.”⁹ Further, Henry Guntur Tarigan said the aim of silent reading was to get information. Silent reading, it was used only visual memory. By silent reading, the students to be train really can understand material of text. So, they can got and understand ideas. Silent reading was the key to all of knowledge.

In silent reading the students achieved speed in phrases comprehension, to richest vocabulary and got advantage in a case near with good sastra. After silent reading, the teacher can order and give support to students express what has been their read. In this case, it will more easy evaluated of grow comprehension and their about appreciation. Silent reading was economis and eficiencie, can done in all of place.¹⁰

From the explanation above, it can be concluded that silent reading technique is reading the text without voice. It was done by pay attention to reading text. So, the reader will be easier to understand information from the reading text.

⁸Henry Guntur Tarigan, *Op.Cit.*, p. 29.

⁹David Nunan. *Op. Cit.*, p. 69.

¹⁰Henry Guntur Tarigan. *Op. Cit.*, p. 30.

b. Principles of Using Silent Reading Technique

Brown added for intermediate to advanced level students need not be speed readers, but it can help them to increase efficiency by teaching a few silent reading rules:

1. You don't need to "pronounce" each word to yourself
2. Try to visually perceive more than one word at a time, preferably phrases
3. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.¹¹

In the other hand, in consider subdividing your techniques into pre-reading, during reading, and after reading phase. It is tempting, especially intermediate and advanced levels, to tell students, "Okay now, class, read the next two pages silently." No introduction, no hints on anything special to do while reading, and nary a thought about something to follow the silent reading period. A good rubric to try to keep in mind for teaching reading is the following three part framework:

1. Before your read. Spend some time introducing a topic, encouraging skimming, scanning, and activating schemata. student can bring the best of their knowledge and skill to a text when they have given a chance to "ease into" the passage.
2. While you read. Not all reading is simply extensive global reading.
3. After your read. Comprehension question are just one form of activity appropriate for post reading.¹²

From the explanation above, it can be concluded that a silent reader must through phase of reading was pre reading, during reading, and post reading. The activity which done in pre reading was introducing topic some time, make a draft difficult words, encouraging skimming, scanning and activated schemata and gave time and chance

¹¹H. Douglas Brown, *Op. Cit.*, p 292.

¹²*Ibid.* p.299-300.

to students asked some time about the text. The activity which done in during reading was gave time and chance to silent reader pay attention to reading text without sound, voice, and pronunciation. The activity which done in post reading was gave some question about reading text.

It was done to students easier understood reading text.

c. The Procedure in Silent Reading.

There are four procedures in Silent Reading, they are divided into four:

- 1) If the students were silent reading, account the reading time.
- 2) Must be attempted the time is more efficient.
- 3) Must not be avoid moving lips in silent reading because in this case is not good.
- 4) Must be explained especially purpose reading to students'. They must can find the answer from the reading text, answer of many question, many words, ide, opinion, and main ideas.¹³

d. The Advantage of Silent Reading Technique.

There are many advantages in Silent Reading, they are divided into six:

1. Give proper attention to different kinds of reading material.
2. Determining the most important ideas of reading text.
3. Grasping main ideas with minimum eye fixations.
4. Tying together closely related ideas in the text.
5. Achieving comprehension of the text without difficult.
6. And subconsciously determining what might be best for recollection later.¹⁴

¹³Henry Guntur Tarigan, *Op. Cit.*, p. 15.

¹⁴Umi Procuest, *Op.Cit.*,

3. Description of Loud Reading Technique

a. Defenition of Loud Reading Technique

Kasihani said loud reading technique is to train students' able to read with good pronunciation or speak. The aim of loud reading technique is able to spoke good words, frase, and sentence of English.¹⁵

Next, Henry Guntur Tarigan said loud reading is a activity which as tool for teacher, students and reader together with another people or listener to catch and understand information, thinking, and feeling of a writer.¹⁶

Further, Ag. Bambang Setiyadi says "choral reading is relatively uncommon in modern language classes. This type of reading was stiiil important in improving learners pronunciation. Working in groups will make language learners fell confident to pronounce words in foreign accent and practiced is really recomended in this method. This is really helpful for language learners who were reluctant and shy to imitate the teacher expressions individually."¹⁷ Added by Juel Holmes state "oral reading is may follow bottom up process, meaning that readers may stopped processing after achieving phonological process."¹⁸

Generally, loud reading is a oral matter. Therefore, especially in teaching foreign language, loud reading activity was more depended to pronunciation instead of reading comprehension. For this case, reading

¹⁵Kasihani K. E. Suyanto, *Op.Cit.*, p.64.

¹⁶Henry Guntur Tarigan, *Op. Cit.*, p.22.

¹⁷Ag. Bambang Setiyadi, *Op. Cit.*, p. 67.

¹⁸Umi Procuest, *Op.Cit.*,

text must be choose which the content and language was easier to understand.

The people who done loud reading firstly the reader must understand meaning and feeling which there in reading text. He is also study ability to guessing and written symbols so arranging the words and pronunciation good. In loud reading, reader used eyes, memory, auditory memory and motor memory. A good reader by loud reading must have higher speed eyes and far see eye, because he must see reading text to keep eye with listener.¹⁹

From the explanation above, it can be concluded that loud reading technique is reading the text with voice. The aim of loud reading technique is get information from the reading text and it is still take care improving pronunciation.

b. The Procedures in Loud Reading Technique

A good loud reader usually want give something important to listener. It can include new information, interest experience, character which heart interest, funny story or poetry. Without support like that so, loud reading activity will not life. To can loud reading with good, a reader must have ability perception so, he understand the words with speed and correct.

¹⁹Henry Guntur Tarigan, *Op. Cit.*, p. 23.

To help listener catch and understand purpose of writer, there are many procedure can be used, they are:

- a) The readers must depend to new ideas by using clearly pressing words.
 - b) The readers must explain change one idea to another idea.
 - c) The readers must explain one thinking in one sentence by arranging word correct and good.
 - d) The readers must integrating ideas which relate with keep voice higher until final and the purpose.
 - e) The readers must explain climax with style and express with correct.
- c. The Advantage and Disadvantage Loud Reading Technique.

Occasionally, you will have reason to ask a students to read orally. At the beginning and intermediate levels, oral reading can:

- a) Serve as an evaluative check on bottom-up processing skill.
- b) Double as a pronunciation check.
- c) And it can serve to add some extra student participant if you want to highlight a certain short segment of a reading passage.

For advanced levels, usually only the latter advantage c) can be gained by oral reading. As a rule of thumb, you want to use oral reading to serve these three purposes because disadvantage of too much oral reading can easily come into play:

- a) Oral reading was not a very authentic language activity

- b) While one student was reading, others can easily lose attention
- c) It may have the outward appearance of “student participant” when in reality it was mere recitation.²⁰

From the explanation above, it can be concluded that the advantage of loud reading technique not only concerned on teaching reading comprehension but also concerned on teaching pronunciation. Then, the loud reading technique also make a reader easier lose attention on reading text.

B. Review of Related Findings

This research was a beginner, because researcher has not ever read the thesis that same with title. However, the researcher has read some thesis that relevant with this research, they are

The first, “ The Comparative study between SQ3R and Discussion Method to the Grade XI Madrasah Aliyah Ittihadul Mubalighin Ujung Gading Students Comprehending Narrative Text Ability in 2010-2011 Academic year” by Lindayanti (2010). The result of her research said that the students are better in comprehension narrative text by using SQ3R method based on mean scores 70, discussion method that have the mean score is 68,75 so that, SQ3R better than discussion method.²¹

²⁰H. Douglas Brown, *Op. Cit.*, p. 297.

²¹Lindayanti. The Comparative study between SQ3R and Discussion Method to the Grade XI Madrasah Aliyah Ittihadul Mubalighin Ujung Gading Students Comprehending Narrative Text Ability in 2010-2011 Academic year (UMTS: Padangsidempuan), p. 63.

The second, research done by Dewi Rita in 2009/2010 academic year which title “The Correlation Between Reading Strategies Ability and Their Ability in Summarizing Text (a study on the grade XI Students of SMA Negeri I Tambangan in 2008/2010 academic year)”. The result was there was significant correlation between reading strategies in summarizing text.²²

The third, research done by Nur Misbah in 2009/2010 academic year which title “The Correlation Between the Eight Grade Students’ Sentences Mastery and Reading Comprehension at MTs Subulussalam Kotanopan in 2009/2010 Academic Year”. The result was there was significant correlation sentences mastery and reading comprehension.²³

Based on related finding above, the researcher can conclude that the method, technique or strategy can increase ability students in reading comprehension. So, the researcher wanted to do a research on the other topic it is about The Comparative Study of Students’ Reading Comprehension by Using Silent Reading Technique and Loud Reading Technique at Grade XI SMA Negeri 8 Padangsidempuan.

C. Conceptual Framework

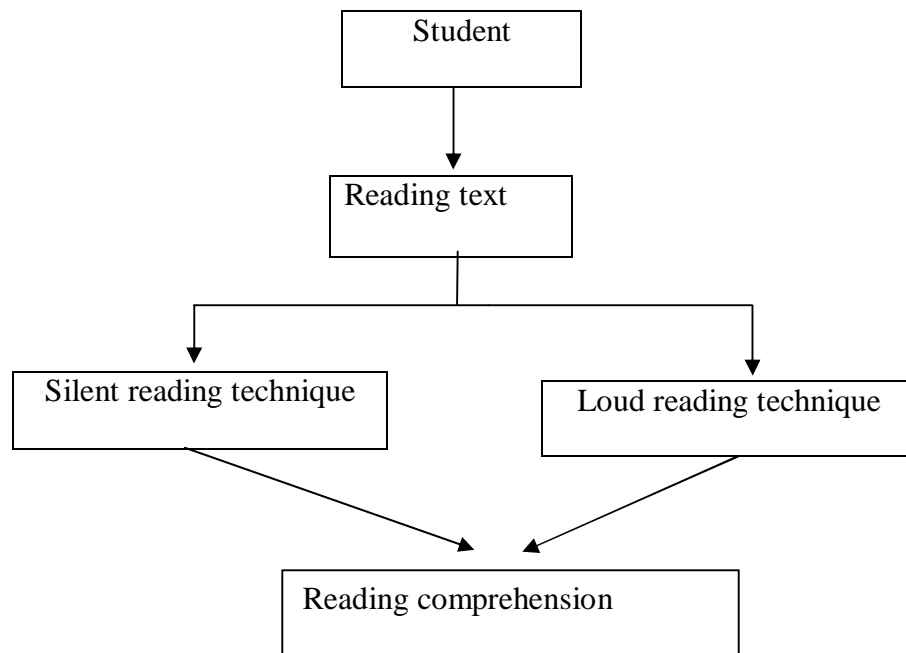
The general aim of teaching English is able comprehended fours skill that was: reading, writing, speaking, and listening. Actually in reading, it is

²²Dewi Rita. The Correlation between Reading Strategies Ability and Their Ability in Summarizing Text a study on the Grade XI Students of SMA Negeri I Tambangan in 2008/2010 Academic year (UMTS: Padangsidempuan), p.62

²³Nur Misbah. The Correlation between The Eight Grade Students’ Sentences Mastery and Reading Comprehension at MTS Subulussalam Kotanopan in 2009/2010 Academic year (UMTS: Padangsidempuan), p. 62.

very important to our life to get information from written text. Especially to students' to support their studying and to make their high intelligent. In senior high school, reading is very important because the students always surrounded with reading text English. Reading can help them for every material. To get better comprehending to reading text there were two technique can be used that is silent reading technique and loud reading technique.

As known that silent reading technique is a reading technique which can be used to get message, ideas, summarize from the reading text by without voice or sound. The aim of silent reading technique is to get full comprehend from the text. While loud reading technique is a reading technique which can be used to get message, information, ideas, summarize from the text by raise voice or sound. Both of these techniques have same purpose, but both of them have different ways. So, in this case the researcher interested to comparing both of the technique to students reading comprehension.



D. Hypothesis

Hypothesis is the idea that suggested as a possible explanation of facts.²⁴ From the statement above, so the hypothesis was There was differences between students' reading comprehension by using silent reading technique and loud reading technique.

²⁴ A. S Hornby, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 1995), p.218.

CHAPTER III

RESEARCH METHODOLOGY

A. Schedule and Location of the research

This research has been done at SMA Negeri 8 Padangsidimpuan. It located in Raja Imbang Desa Street, Padangsidimpuan at North Sumatera. SMA Negeri 8 Padangsidimpuan lies on Pulo Bauk. It was situated about 10 kilometres from the central town Padangsidimpuan. This subject of research on XI grade of student of SMA Negeri 8 Padangsidimpuan in 2011 academic year. This research has been done since wrote proposal until finish.

B. Research Design

The kind of this research was Quantitative research. It can be classified to experimental research. L.R. Gay says, "Experiment research is the only type of research that can test hypothesis to establish cause and-effect relationship."¹

S. Margono said experimental research was research which done the test to experiment group, experiment group was given specific ways with control condition.² Next, Ibnu Hajar said, Experiment research was research designed scientific which more careful and appropriate to do research the

¹L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application* (America: Prentice-Hall, Six Editions, 2000), p.367.

²S. Margono, *Metode Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2004), p. 10.

effect of something variable and another variable.³ Moreover, Sumadi Suryabrata stated, experiment research was the research using a test which have been special design to know the important data to answer the researcher question.⁴ So, the researcher can conclude that, experimental research was the research using a test which have been special design to experimental group with condition which able control.

The research design used by giving pre-test and post-test control to experiment class and control class. In this case, both of these classes given different treatment, to experiment class was given silent reading and control class was given loud reading. It was done to know the comparative of experiment both of these techniques to students' reading comprehension at Grade XI SMA Negeri 8 Padangsidempuan.

Table I
Table of Design of Instrument

Class	Pre-test	Treatment	Post-test
Experiment class	√	Silent reading technique	√
Control class	√	Loud reading technique	√

³Ibnu Hajar, *Dasar-dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan* (Jakarta: Raja Grafindo Persada, 1999), p. 321.

⁴Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Grafindo Persada, 2005), p. 91.

C. Population and Sample

a. Population

According to Sugiono in Ruslan that Population was generalization area consist of object / subject has special quantity and characteristic which determined by researcher to get concluding.⁵ From the statement above, the researcher decided to choose population of grade XI of SMA Negeri 8 Padangsidempuan which consisted of 111 students from five class. It can be seen in the following table:

Table II
The population of the grade XI SMA Negeri 8 Padangsidempuan in 2010/2011

No	CLASS	TOTAL
1	XI IA1	27
2	XI IA2	24
3	XI IA3	27
4	XI IS	33
	Total of students	111

b. Sample

Sample was the representatives of the total population that should be researched directly. As stated by Syukur kholil "Sample adalah suatu bagian dari populasi yang akan diteliti yang dianggap dapat

⁵Sugiyono, *Statistik Untuk Penelitian* (Jawa Barat: IKAPI, 2006), p. 55.

menggambarkan populasinya atau sebagian dari jumlah atau karakteristik yang dimiliki oleh populasi”⁶. It meant that sample was part of population to be researched assumed can draw population or part of number or characteristic who has been had by population.

In this research, the writer has decided to choose two classes as sample. In the selecting sample, the writer used clustersampling because both of these classes had similarity characteristic. S. Margono said cluster sampling was used when the population is big enough and only a part of population which researched⁷. To use the cluster sampling must do right and follow the ways which can to responsibility. So, it can be concluded that sample which taken can believed and representative characteristic of population.

So, the researcher took two classes from the population by cluster sampling are XI IA 1 consisted of 27 and XI IA 2 consisted of 24 students. So the total sample were 51 students. The reason is chose sampling based on their backround of knowledge were same they were low in reading comprehension.

D. Instrument

A research must have an instrument in this research because a good instrument can go guarante for taking the valid data. Suharsimi

⁶Syukur Kholil, *Metodologi Penelitian Komunikasi*(Jakarta: Cipta Pustaka Media, 2006), p. 68.

⁷S. Margono, *Op. Cit.*, p.125.

Arikunto say “Instrument of the research was a tool of facility was used by the writer in collecting data.”⁸ So that, the process was easier and better with the more careful, complete and systematic.

In this research, the writer gave the pre test and post test to experiment and control class. It can see from the table below:

Table III
Table of the Design of instrument

Class	Pre-test	Treatment	Post-test
Experiment class	√	Silent reading technique	√
Control class	√	Loud reading technique	√

Further, in this process instrument to collected the data by test. The test was used by multiple choice. The test consisted of 50 items. This test had been given to experiment class and control class which have same item. It was done to know differentiation or comparing between two technique to students reading comprehension. The indicator of reading comprehension can be seen as table below:

⁸Suharsimi Arikunto, *Manajemen Pendidikan* (Jakarta: Rineka Cipta, 1995), p. 134.

Table IV
The Indicator of Reading Comprehension

No	Indicator of reading comprehension	Item	Number of Item	Score
1	Ability to state topic	3	1,9,31	7,5
2	Ability to find main idea	6	2,4, 13,21,32,35	15
3	Ability to understand function of word	5	3,10,15,25, 28	12,5
4	Recognize grammatical words classes	5	7,11,12,23, 38	12,5
5	Ability to to guessing of the meaning of the key words,sentence, phrase and paragraph.	8	5,14,16,17, 22,29,34,36	20
6	Ability to find conclude of ideas reading text	4	6,18,33,37	10
7	Ability to find answer to specific question	8	8,19,20,24, 26,27,30,39, 40	22,5
Total		40	40	100

T
h

ere were 40 items, for each items had been given 2,5 and 100 for all items correctly answer.

E. Validity of Instrument

Suharsimi Arikunto stated validity was the chance which show the level of instrument about measurement something.

There were two validity of instrument:

1. Logical validity was the instrument which done by analysis logically; it was comfort to the content.

2. Empirical validity was the instrument had comfortable to aspect empirically.

In this research, the researcher used the logical validity and empirical validity. The logical validity was done by divided variable to be sub-variable and indicator of variable. The empirical validity was done by external validity and internal validity. The external validity was the data had resulted from instrument. It was suitable with information of variable. Then, the data was correlated with external information. And the internal validity was done by test of variable.

In this case, the writer used reading comprehension test. The reading comprehension test meant to analyze the items of the test comprehensively. The process analysis has showed the validity of the test. In the other word, the writer concluded that the reading comprehension test has been valid. So that, the instrument used by researcher was valid.

To know what the items of instrument were valid. The researcher guided to Suharsimi's opinion, who said that the instrument must be analyzed by product moment formula. Then, the result of product moment was compare with t count and t table to know the items of instrument too. If $t_{\text{count}} > t_{\text{table}}$, so the items were valid. But if $t_{\text{table}} < t_{\text{count}}$, so the items were not valid.

F. The Result of the Validity of Instrument

From the table of validity of instrument about reading comprehension, the researcher had 50 items. Then, the researcher got the result 40 items only was valid and 10 item was not valid they are; 1,2,3,4,6,8,11,15,17,20(Appendix IX). So, in this case the researcher only used 40 item.

G. Procedure of Research

To get the data from the students, the writer collected by giving test. Test was some of question or view and other tool was used for measure skill,knowledge,and intelegence ability.The test applied to the experiment class and the control class. The test was given same test to both of classes. The form of test was multiple choice. Then, the result of this test was used as the data of research. The process data collected done by pre- test and post- test as ways below:

1. The researcher prepared the test
2. For the first meeting day, the researcher did pre test for one time to experiment to class and control class
3. For the second meeting day, the researcher did treatment for two times to experiment class are XI IA¹ by using silent reading technique and for the third meeting day, the researcher did treatment for two times for class control are XI IA² by using loud reading technique.

4. For the fourth meeting day, the researcher did post test for one times one times to experiment class and control class.

So, in this case the researcher did four times enter to classes in this researching from start until final. To make clearer this researching, the researcher explained as follow:

- a. Pre-test

In the process pre test, firstly the researcher prepared the test. Secondly, the researcher distributed the test to experiment class and control class. Thirdly, the researcher gave time and chance to answer the question of reading text. Fourth, the researcher controlled the ways of test for experiment class and control class collect after finish. And the last, the reseacher gave scoring by answer the students.

- b. Treatment

The experiment class and the control class were giving some material, which was consisted of reading comprehension aspects that will be taught by the teacher in different ways. In this case, the researcher gave two times treatment for the experiment class was taught by using the silent reading technique and two times for the control class was taught by the loud reading technique.

- c. Post-test

After giving treatment, the researcher revised the process pre test in post test from start until final. Firstly, the researcher started

from prepared the test. Secondly, the researcher distributed the test to experiment class and control class. Thirdly, the researcher gave time and chance to experiment class and control class to answer the question. Fourth, the researcher controlled the ways of test and collected after finish. And the last, the researcher gave scoring by answer the students.

H. Technique of Data Analysis

To analyze the data, the researcher use “t” test. Anas Sudjiono said “t” test was one of statistic examine which be used in comparative research which done comparing between two variable, that was: Was there compare significant two variable.⁹ After, the researcher got the data, it will be enter in frequency table with the formula as follows:

The formula of test “t” is as follows:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T : The value which the statistical significance

M₁ : The average score of the experiment class

M₂: The average score of the control class

X₁ : Deviation of the experiment class

⁹Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1987), p. 78.

X_2 : Deviation of the control class

n_1 : Number of experiment

n_2 : Number of control

Interpretation score

The table of interpretation score

Interval	Interpretation
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High

CHAPTER IV

THE RESULT OF RESEARCH

To get the data from the respondent, the researcher give pre test and post test to students. It is done to know whether there was differences of students' reading comprehension by using silent reading technique and loud reading technique at grade XI SMA Negeri 8 Padangsidimpuan. Applying quantitative analysis, the researcher used formulation of t_{test} . Next, the writer described the data as stated below:

A. Description of Pre Test Data

In this part, the researcher describes about the result of research about students' reading comprehension at grade XI SMA Negeri 8 Padangsidimpuan before using silent reading technique in experiment group and loud reading technique in control group.

1. The Score of Pre Test Experimental Group

The students' score of test before using silent reading teaching in experimental group can be seen in the table belows:

Table V
The score of Pre test in Experimental Group

Total	1705
The Highest	75
The Lowest	50
Mean	62,72
Mode	65
Median	56,02

Based on the table, the sum of score in experimental group was 1705, mean was 62,72 mode was 65, median was 56,02, the highest score was 75 and the lowest score was 50. Next, the calculation of how to get it can be seen in the appendix V. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows

Table VI
The Frequency Distribution of Students' Score Pre-Test in Experiment group.

Interval	Frequency
74-79	1
68-73	7
62-67	8
56-61	5
50-55	6

Based on the table above, it can be drawn at histogram as follows:

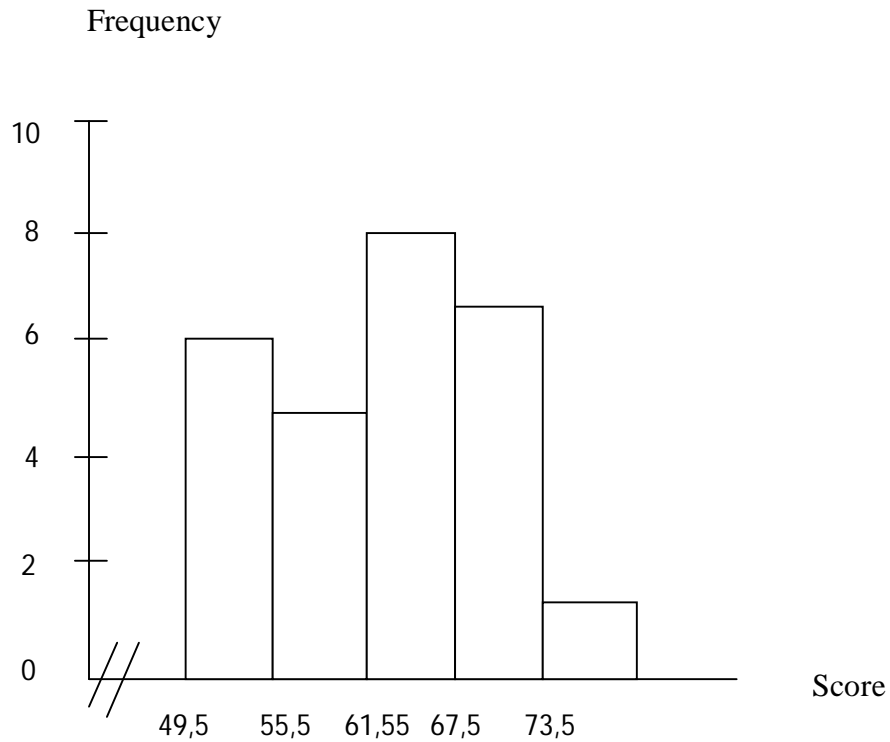


Figure 1: Histogram Student Score in Experiment Group

From the calculation in appendix V the score of interpretation of the test experiment group is 63%, it is categorized high.

2. The Score of Pre Test Control Group

The students' score of test before using loud reading teching in control group can be seen in the table belows:

Table VII
The Score of Pre test control group

Total	1396
The Highest	80
The Lowest	40
Mean	58,25
Mode	65
Median	49,58

Based on the table above, the sum of score in control group was 1396, mean was 58,25 mode was 65, median was 49,58. The highest score was 80 and the lowest score was 40. Next, the calculation of how to get it can be seen in the appendix VII. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table VIII
The Frequency Distribution of Students' Score Pre-Test in Control group.

Interval	Frequency
76-84	1
67-75	3
58-66	9
49-57	7
40-48	4

Based on the table above, it can be drawn at histogram as follows:

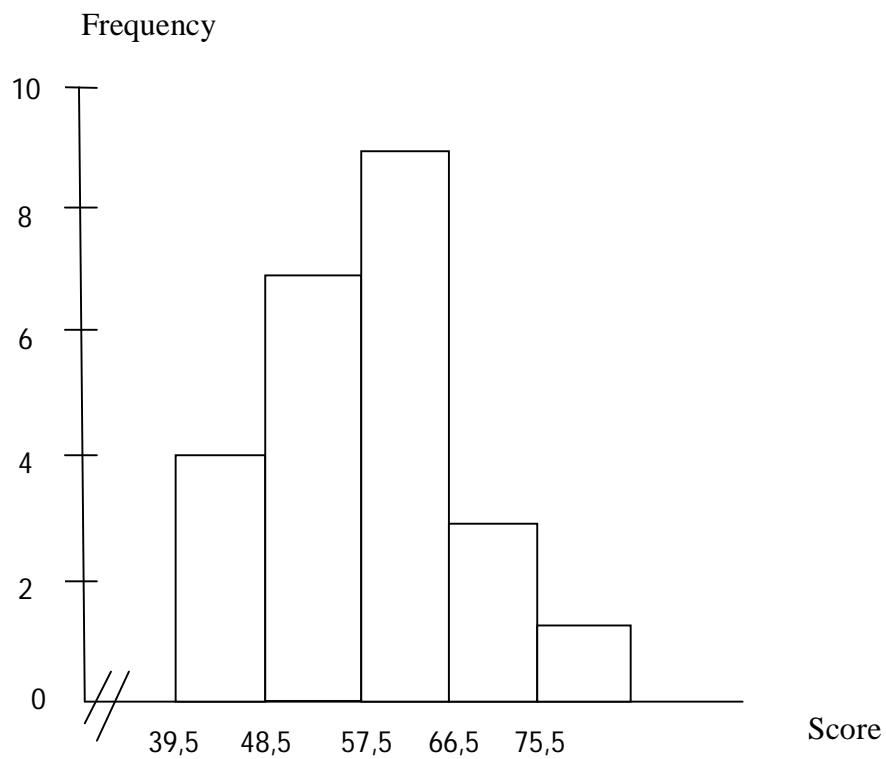


Figure 2: Histogram Student Score in Control roup

From the calculation in appendix VII the score of interpretation of the test control group is 58%, it is categorized enough.

B. Description of Post Test Data

In this part, is the description about the result of research about students' reading comprehension at grade XI SMA Negeri 8 Padangsidimpuan after using silent reading technique for classes XI IA¹ and loud reading technique for XI IA² in experiment group and control group.

1. Description Data of Experimental Group

The students' score of test after using silent reading teaching in experimental group can be seen in the table below:

Table IX
The Score of Post test experimental group

Total	1965
The Highest	80
The Lowest	60
Mean	74.77
Mode	70
Median	70

Based on the table above, the sum of score in experiment group was 1965, mean was 74.77 mode was 70, median was 70. The highest score was 80 and the lowest score was 60. Next, the calculation of how to get it can be

seen in the appendix VI. Then, the computed of the frequency distribution of the student's score of group can applied in to table frequency distribution as follows:

Table X
The Frequency Distribution of Students' Score Post-Test in Experimental group.

Interval	Frequency
80-84	6
75-79	8
70-74	10
65-69	1
60-64	2

Based on the table above, it can be drawn at histogram as follows:

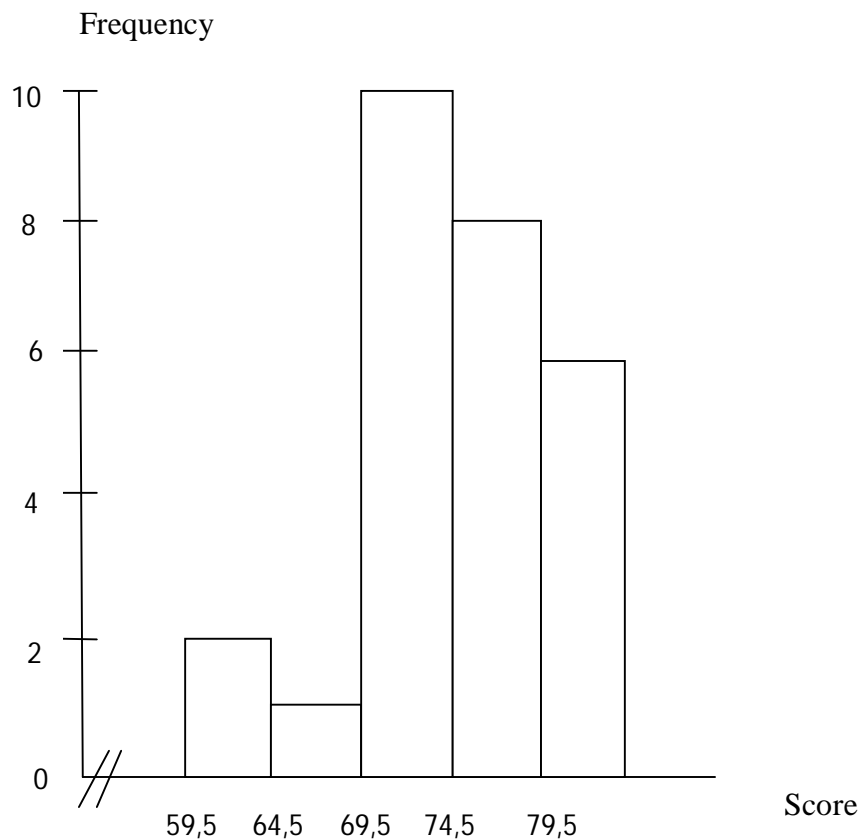


Figure 3: Histogram Student Score in Experiment

From the calculation in appendix VI the score of interpretation of the test control group is 72.77%, it is categorized high.

2. Description Data of Control Group

The students' score of test after using loud reading teaching in control group can be seen in the table below:

Table XI
The Score of Post test Control Group

Total	1455
The Highest	75
The Lowest	40
Mean	61
Mode	70
Median	57.53

Based on the table above, the sum of score in control group was 1455, mean was 61 mode was 70, median was 57.53. The highest score was 75 and the lowest score was 40. Next, the calculation of how to get it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table XII
The Frequency Distribution of Students' Score Post-Test in Control group.

Interval	Frequency
70-75	7
64-69	4
58-63	6
52-57	1
46-51	3
40-45	3

Based on the table above, it can be drawn at histogram as follows:

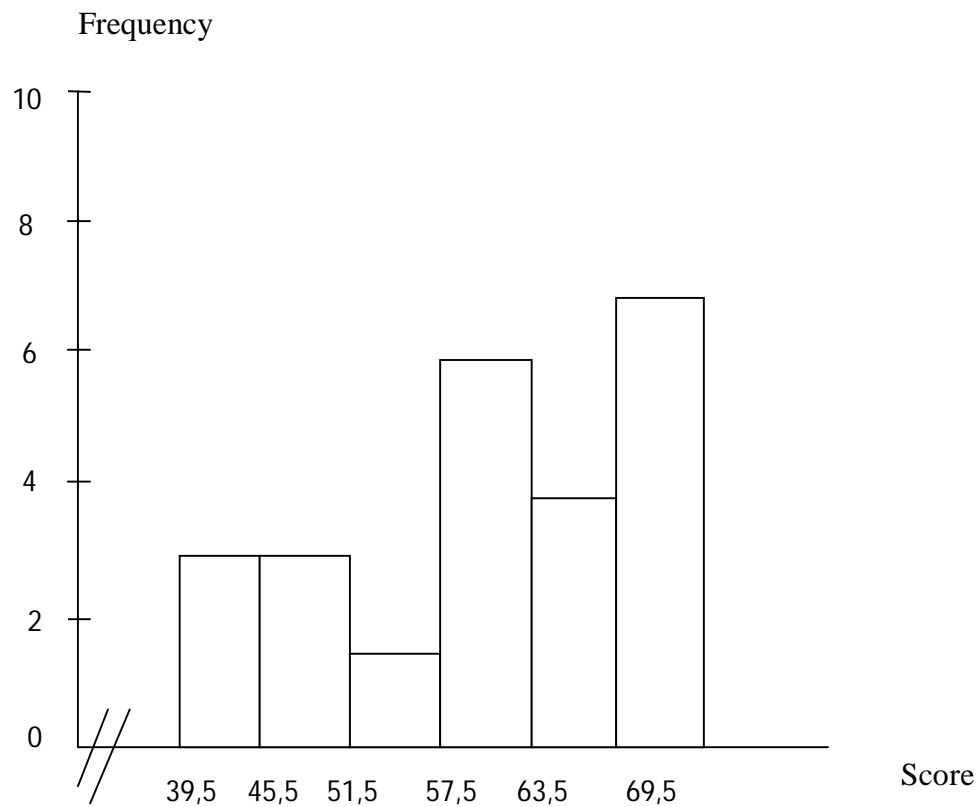


Figure 4: Histogram Student Score in Control Group

From the calculation in appendix VIII the score of interpretation of the test control group is 60.62% it is categorized high.

C. Testing Hypothesis

The hypothesis of research "there was differences students' reading comprehension by using silent reading technique and loud reading technique at grade XII SMA Negeri 8 Padangsidempuan". The hypothesis can be accepted if the calculation score (t_o) is bigger than the table score (t_t) or ($t_o > t_t$) in this case to it said the calculation score (t_t) which has significant degree of 5 %.

In turn, the hypothesis is rejected if the calculation score (t_o) is lower than the table score (t_t) or ($t_o < t_t$). Based on the data collected, the data had been analyzed to prove hypothesis by using formula of t-test.

From the statistical result had been obtained t_o was 3,57 and the degree of freedom (df) = 49 (see Appendix X), it is known from the table score or t_t is 2,68 on 5 % significant degree. It means that the score of t_o was bigger than t_t the score ($5.51 > 2.68$). Based on hypothesis above, if $t_{count} > t_{table}$, there is the different both of treatment ($5.51 > 2.68$).

Next, the result mean score of students' reading comprehension by using silent reading technique is 72.77 and students' reading comprehension by using loud reading technique is 60.62. It means the students' reading comprehension by using silent reading technique is higher than students' reading comprehension by using loud reading technique (72.77 > 60.62). So, the implicaton of the reseach is

students' reading comprehension by using silent reading technique is better than students reading comprehension by using loud reading technique.

It is supported by some researchers have found evidence that individuals comprehend more information after reading silently when compared to reading aloud (Jones & Lockhart, 1919; Mead, 1915, 1917; Pinter, 1913). To explain these findings, some researchers contend that the process of oral reading requires the reader to allocate a portion of their limited cognitive resources to pronunciation, intonation, and emphasis of words.

The result of the reader's cognitive resources being focused, in part, on the dynamics of reading aloud, reduces cognitive resources available for comprehension (Jones & Lockhart, 1919). Juel and Holmes (1981) suggest that oral reading may follow a "bottom up" process, meaning that readers may stop processing after achieving phonological recordings.¹

So that, from the calculation above, it was concluded that there was the differences between silent reading technique and loud reading technique to students' reading comprehension. Then, the silent reading technique is better than loud reading technique to students' reading comprehension. The hypothesis was accepted.

¹<http://www.Proquest.com>

D. Discussion

In this research, the researcher wanted searched students' reading comprehension. The researcher wanted to know the comparison students' reading comprehension by using silent reading technique and loud reading technique on XI grade students' of SMA Negeri 8 Padangsidempuan.

Based on principles and the purpose of the silent reading technique and loud reading technique in the chapter II said that the primary skills to developed in silent reading technique are able to understand content of reading without raising voice, loud reading technique are able to understand content of reading by take care pronunciation of reading text. Then, both of these techniques has same purpose but both of these technique has different ways to comprehening text. The fundamental purpose of teaching the target language through the silent reading technique and loud reading technique is to get information reading text.

So, from the calculation above, the writer appropriated that there was differences students' reading comprehension by using silent reading technique and loud reading technique at grade XI Sma negeri 8 Padangsidempuan. In the fact can be seen from the different value calculation score (t_o) is bigger than t_{table} score ($5.51 > 2.68$).

Then, based on the result had been obtained mean score of the silent reading technique is higher than loud reading technique to students reading comprehension ($72.77 > 60.62$). So, the implication of the research is the silent

reading technique is better than loud reading technique to students' reading comprehension.

E. Threats of the research

The writer felt that research was still far from perfect. This research was still limited. There were many mistakes and weaknesses caused by limitation of the writer's time, the original answer of the students. The writer cannot control seriously of the students in answering the test if they are serious or not.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the writer got the conclusion that there was differences students' reading comprehension by using silent reading technique and loud reading technique at grade XII SMA Negeri 8 Padangsideimpuan. It was provided by the statistical result had been obtained t_{count} is bigger than t_{table} ($5.51 > 2.68$). Then, based on the result had been obtained mean score of the silent reading technique is higher than loud reading technique to students reading comprehension($72.77 > 60,62$).

So, the implication of the research is the silent reading technique is better than loud reading technique to students' reading comprehension.

B. Suggestion

Based on the conclusion of the research, we can get several suggestion that are useful for improving the students' reading comprehension later, they are:

1. Both of silent reading technique and loud reading technique seems to be effective in teaching reading comprehension. But, both of these technique has specific ways in reading comprehension. So, it is suggested to English Teacher use the silent reading technique if the students' must get full

comprehend from reading text. Then, the Teacher English can use the loud reading technique if it is needed of students' pronunciation and comprehending reading text.

2. There are many techniques in studying reading comprehension. These techniques itself is not enough to increase the students' reading comprehension, so it suggested to English teachers to be careful in allocating the lesson of reading comprehension.
3. In applying the teaching and learning process they should make a good preparation.

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