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CHAPTER I INTRODUCTION

A. Background of the Study

Reading is a receptive skill because it is an activity to get information, ideas and knowledge. Harmer (2003, p.199) also stated receptive skills are the ways in which extract the meaning from discourse they see. For English learners, reading is not only they can read but also they should comprehend about what they read. Richard and Schmid (2010, p.483) define reading is the processes by which the meaning of a written text is understood and reading comprehension is as the understanding that results.

As one of the language skills, Reading becomes an important position in language learning process. Almost of all kinds of examination are done by reading. Besides, reading is an activity that makes serious efforts to look for information and knowledge. In relation to the idea above, Hasibuan and Anshori (2007) stated: “reading is an activity with purpose. Reading helps persons to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in texts” (p.144). In short, reading is one of the basic skills in English that should be developed by students.

In teaching and learning process, reading comprehension is done in various ways. Richard and Schmidt (2010, p.483) defined two categories of reading activities, oral reading is saying a written text aloud (also known as reading aloud). Whereas silent reading, it is done silently. Both of them give

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advantages to comprehend the reading. According to Dorn and Carla (2005, p.44), “Reading aloud helps readers regulate their actions and amplify their thoughts as they use sensory data to assist with the analysis of the text information” in short, oral reading is helpful when readers get difficult to read a text. Seyit et al. (2014, p.4011) Stated that most research reveals relationship between reading comprehension and oral reading different grade levels. While, silent reading is done completely silent without producing sound of the words so the reader will get a concentration in reading. Patel and Praveen (2008, p.116) also argue that silent reading is helpful to develop quick comprehension.

MTs PP Assalam Naga Beralih is one of the Islamic Junior High Schools in Kampar Utara. As a formal educational institution, it provides English course to the students especially reading comprehension. English is taught twice a week, where the subject is taught from the first until the third grade. Based on School Based Curriculum or KTSP on MTs, the basic competence of reading English refers to the ability of students in responding the meaning and rhetorical stages of simple essay using a variety of written language accurately, fluently and acceptably related to narrative and recount text.

From the statements above, it is clear that reading comprehension requires many aspects that must be mastered by the students, it means that if students are not able to master the aspects that are necessary in reading as

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what is required by the curriculum, so learning reading process is not effective.

Pertaining to preliminary study of the researcher in MTs PP Naga Beralih, distinctly, teacher had taught how to read and implemented several strategies, techniques and various activities of reading such as reading using pictures, reading a text individually, discussion and others. Ideally, reading comprehension processed by both using oral and silent reading had a good improvement after getting the various activity in reading given by the teacher. But in the reality, they were still in problematic with their reading comprehension. Some of the students still faced problems and difficulties in learning English especially in reading. They were still difficult to comprehend the text that they had read. It was proven from their score of reading, lower than the minimum passing grade, 76. It was very far from the expectation of the curriculum.

The problems faced by the students are as follows:

1. Some of the students were not able to comprehend the meaning of words or sentences from the text especially narrative text that have been read.
2. Some of students were not able to identify the specific information of the narrative text.
3. Some of students were not able to identify the topic of the narrative text

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4. Some of students were not able to identify the communicative function of the narrative text.
5. Some of the students were not able to answer the questions based on the narrative text.

Based on the problems described, thus, it was necessary to the researcher to investigate the problem above into a research entitled **The Comparison on Students' Reading Comprehension between Using Oral Reading and Silent Reading at Second Year of Islamic Junior High School PP Assalam Naga Beralih Kampar.**

B. The Problems

1. Identification of the problem

Based on the background of the problem and the phenomena above, there are some problems that can be identified in this research:

- a. What makes some of students unable to comprehend the meaning of words or sentences in narrative texts?
- b. What makes some students unable to identify the information in narrative texts?
- c. What makes some of students unable to identify the topic in narrative texts?
- d. What makes some students unable to identify the communicative function in narrative texts?

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- e. What causes some of the students unable to answer the questions in narrative texts?

2. Limitation of the Problem

In this research, it was necessary to limit the problems. Oral reading, Silent reading and reading comprehension covered many issues that deserve to be investigated. Based on identification of the problems above, the researcher limit the problem, because there is consideration such as fund, capabilities, and limited times. In this research, the problem focused on students' reading comprehension between using oral and silent reading especially on narrative text of the second year students at Islamic junior high school PP Assalam Naga Beralih Kampar Utara then researcher compared both of them. Both of oral and silent readings are the types of reading related to the technique and the activity in reading.

3. Formulation of the Problem

Based on the limitation of the study, the writer formulates the problem on the study as follows:

- a. How is students' reading comprehension by using oral reading?
- b. How is students' reading comprehension by using silent reading?
- c. Is there any significant difference between students' reading comprehension by using oral reading and silent reading?

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C. Objective and the Significance of the Research

1. The objective of the Research

Based on the formulation of the problem, the objective of the research are:

- a. To find out students' reading comprehension by using oral reading at the second year of Islamic junior high school PP Naga Beralih.
- b. To find out students' reading comprehension by using silent reading at the second year of Islamic junior high school PP Naga Beralih.
- c. To find out whether there is or not a significant difference on students' reading comprehension between using oral and silent reading at the second year of Islamic junior high school PP Naga Beralih?

2. Significance of the Reseach

By this study, the researcher hopefully that it will give contribution to:

- a. The students in order to improve their ability in reading a text.
- b. The teacher to get information about how to teach their students.
- c. The future researchers, they can learn this study and get motivation to look for the similar topic and how to get problem solving in any problem that comes in second language class.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out the research. These are:

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1. The title of the research is relevant to the researcher status as a student of English education department.
2. The problem in the title of this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting this research.

Definition of the Term

To avoid misunderstanding and misinterpretation, it is necessary to define the operational terms comprised in this research as follows:

1. The Comparison

Comparison is the activity that looks for some categories and some items especially two items that will be compared by looking for some aspects both similarities and differences. According to Tavakoli (2012, p.78), comparative refers to the activity that writers will discuss about the differences or similarities between two set of items. In this study, comparison related to research design where the researcher would compare two items that are oral and silent reading at second year of MTs PP Naga Beralih Kampar.

2. Reading Comprehension

Reading comprehension is an activity where the student will get the information or knowledge in written text, Students not only read but also understand about what they have read. According to Richard and

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Schmid (2010, p.483), reading is the processes by which the meaning of a written text is understood and reading comprehension is the understanding that results.

As the second year students, they should be able to comprehend to read the text. The advance level will face more complex text. Moreover they find reading text in summative assessment or their semester examinations that consists of English subject. So, they should be able to comprehend a text because most of the form of that examination is reading. In this case, researcher focused on reading comprehension of the second year students of MTs PP Naga Beralih.

3. Oral Reading

Oral reading is type of reading technique that the students will read a text orally. By doing this activity the students will pay attention to the words or sentences. It is also benefit to get students extra participation to the text (Brown, 2000). Actually, this type will help students to remember about the words or sentence because they will hear about the words that they pronounce. Therefore, oral reading in this paper means the type of reading technique at MTs PP Naga Beralih especially for the second year student to read aloud.

4. Silent Reading

Silent reading is also one type of reading that the students will read silently (Richard and Schmid, 2010, p.483). To achieve the meaning of the text sometimes students need to read silently especially when they

read a long text because will read more words than they read orally especially for senior high school. For this level, they should master to read faster. It is just supported by doing silence. Therefore, silent reading in this paper means the type of reading technique at MTs PP Naga Beralih especially for the second year students to read silent.

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