

IMPLEMENTED READING TECHNIQUES ON READING COMPREHENSION FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh teknik membaca terhadap pemahaman membaca pada siswa tingkat sekolah menengah pertama negeri di wilayah Jakarta Selatan. Implementasi teknik membaca yang digunakan adalah membaca nyaring dan membaca sunyi, yang dirancang untuk menggali kemampuan alami siswa dan pengajaran dalam hal pemahaman membaca, sementara dalam membaca sunyi siswa diberikan waktu untuk membaca dalam hati bacaan yang sudah dipilih tanpa ada instruksi dari guru dan interaksi dengan teman kelasnya. Penelitian 39 siswa yang dikelompokkan kedalam 20 siswa untuk kelas eksperimen yang menggunakan teknik membaca nyaring, dan 19 siswa untuk kelas kontrol dengan menggunakan teknik membaca sunyi. Pemahaman membaca siswa diukur secara kuantitatif dengan menggunakan analisa uji t-dua kelompok untuk mengetahui perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Dari penelitian ditemukan bahwa terdapat perbedaan yang signifikan antara pemahaman membaca siswa yang menggunakan teknik membaca nyaring dengan pemahaman siswa dengan teknik membaca sunyi.

Kata kunci: membaca nyaring, membaca sunyi, pemahaman membaca.

Abstract: This study aims at determining the effect of reading techniques on reading comprehension of state Junior High School students in South Jakarta. The implemented reading techniques are Reading Aloud and Silent Reading, which are designed to explore students' natural ability and teaching in reading comprehension, while in silent reading students are given a certain amount of time to silently read the selected texts without instruction from the teacher and interaction to peers. The experiment takes samples of 39 students comprising 20 students for experiment class using the reading aloud, and 19 students for control class using the silent reading. The students' reading comprehension is measured quantitatively by using the t-test two tailed to find out the significant difference between the experiment class and the control class. Findings provide a significant difference between the implemented reading aloud in experiment class and the implemented silent reading in control class. Therefore.

Keywords: reading aloud, silent reading, reading comprehension.

INTRODUCTION

Reading plays an important role in English learning. As Brown (2004) stated that most children learn to read by the age of five or six, and even earlier since reading is a skill that is taken for granted. As concluded by Diaz-Rico (2008) that learning to read is a process on how connecting the sight of written words with the sound and meaning of words

stored in the mind. Learning to read in one's own language requires not only systemic instruction in sound-symbol connection but also acquisition of the love of reading, while learning to read in foreign language is a great challenge that acquires the sounds and meanings with initial reading instruction (Diaz-Rico, 2008). The definition of reading based on Drucker (2003) mentioned that there

are some similarities between reading in a first language and reading in a second one. Accomplished readers in their first language tend to use many of the same strategies that successful native English-language readers do for skimming, guessing in context or reading for the gist of a text; when they are reading in a second language. But it would be very different in learning to read in a second language, or even in a foreign language (Drucker, 2003). It is very clear that reading is not a single action, but a multi tasks action of seeing, connecting and understanding. All actions collaboratively end-up with reading comprehension. Reading comprehension is how understanding what a text is all about that is more than just understanding words in isolation, but also putting them together and using prior knowledge to develop meaning.

For junior high school students reading comprehension is one of the most important aspects to pass and continue higher level of education. Unfortunately, the phenomenon shows that many students still have difficulties in reading comprehension that caused by: lack of vocabulary knowledge, lack of knowledge on text comprehension, students have low motivation to read various text materials, and they also lack of confidence to get involved in real-life communication. Students also don't know how to use proper strategy to read. They use monotonous strategy to read as teacher's taught them. What's more, they still lack of reading text materials which has to be provided by themselves or by the teachers.

In the English curriculum for junior high school students particularly grade 8th, the ideal conditions for reading comprehension based on KTSP are: students understand the meaning in a simple transactional and interpersonal communication to interact with environment; students express the meaning in a simple transactional and interpersonal communication to interact with environment; and students respond the meaning in a simple transactional and interpersonal communication accurately, fluently, and acceptably to interact

with environment. In this case, implementing the use of Reading Aloud is hopefully the answer of the phenomenon.

There are some of reading techniques that can be applied for students in a level of junior high school. According to Barrentine (1996), stated that reading aloud is one of reading techniques that challenges students to verbally interact with texts, peers, and teacher. In addition, Jacobs and Hannah (2004) agreed that reading aloud should be two-way interaction, with students not just listening to their teacher's output but students should also be providing input to their teacher and peers. In this way, teachers are reading aloud with students, not reading aloud to students so that students can benefit from peer interaction in addition to the input they receive from teachers and the interaction they have with teachers (Jacobs & Hannah, 2004). Fisher et.al. (2004) identified some steps in investigating several assessments in Reading Aloud, namely: (1) text selection, (2) previewed and practiced, (3) clear purpose established, (4) fluent reading modeled, (5) animation and expression, (6) discussing the text, and (7) independent reading and writing. Meanwhile, another reading technique which is Silent Reading or traditional Sustained Silent Reading (SSR) is defined as an in-classroom reading activity in which students are given a certain amount of time to silently read self-selected material for pleasure or information as a way of cultivating a love of reading without assessment, skills work, monitoring, or instruction from the teacher (Goodman, et al.: 1980).

Some studies in reading techniques had been conducted previously. In China, Huang (2010) review concluded that reading aloud as the important part of language teaching, would connect the reading and oral English training. He believed that reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression. Meanwhile, Alshumaimeri (2011) had been reviewed and compared three kind of reading methods, which are oral reading,

silent reading and subvocalizing in developing students' reading comprehension in Saudi Arabian' students. He found that oral reading had the greatest effect on comprehension performance among the three reading methods examined. Oral reading was the most preferred reading method with the majority of respondents feeling the style best supported comprehension. It helps in memorizing words and texts, concentration, and practicing and pronouncing words for real world encounters.

As the students' reading materials become more diverse and challenging, students need to learn new tools and they require different comprehension strategies. Reading comprehension strategies must be refined, practiced, and reinforced continually throughout life. Therefore, the use of various reading techniques are effective to introduce students to the joy of reading while developing a better understanding of the conventions of English.

RESEARCH METHOD

The study was a quantitative experimental research. It was conducted in SMP N 175 Jakarta and engaged 39 students of eight graders. The students were distributed into two groups, 20 students for experiment class using reading aloud and 19 students for control class using silent reading. In the reading aloud, several steps were conducted as follow: (1) text selection, (2) previewed and practiced, (3) clear purpose established, (4) fluent reading modeled, (5) animation and expression, (6) discussing the text, and (7) independent reading and writing. In silent reading students are given a certain amount of time to silently read the selected texts without instruction from the teacher and interaction to peers. The research used selected short texts and a 20-questions test of multiple choice as the research instruments. The data was collected by observation, note taking, and scoring the tests.

Since the study was designed to determine the significance effect of the use of reading

techniques on reading comprehension, the data was analyzed by conducting *t-test twotailed analysis*. Before conducting the *t-test two tailed analysis*, there were two requirement tests to be analyzed: the Normality Test and Homogeneity Test. When the data showed the normal distribution and homogeny variances, the *t-test two tailed analysis* could be continued. The *t-test two tailed analysis* was conducted to find out the significant differences among each class of the sample (*simple effect*). Therefore the *t-test two tailed analysis* was conducted to find out the best result of the reading comprehension among the sample classes. The criteria of testing were achieved by seeing the value of significance (*Sig.*) as follow:

Accept Ho: if the value of significance is lower than 0.05, which means there is no significant effect between variables.

Accept H1: if the value of significance is higher than 0.05, which means there is a significant effect between variables.

Research Result

By scoring a 20-questions test of multiple choice where each question is graded 5 for a correct answer and 0 for an incorrect answer, the maximum score is 100 and the minimum score is 0. The data was calculated statistically and served descriptively as follow:

1. Descriptive Data of Experiment Class

Respondents in experiment class are 20 students who were taught by conducting reading aloud. The empirical score stated that the highest score is 95 and the lowest score is 60. Furthermore, mean is 72.00, median is 75, mode is 70, standard deviation is 9.51, and variance is 90.53. The complete result gained from calculation can be clearly seen as follow:

Table 1
Descriptive Analysis of Reading Comprehension with Reading Aloud

Descriptive Data of Experiment Data						
No.	YI	fi	fi.YI	(YI- \bar{Y})	(YI- \bar{Y}) ²	fi.(YI- \bar{Y}) ²
1	60	3	180	-12	144	432.00
2	65	4	260	-7	49	196.00
3	70	5	350	-2	4	20.00
4	75	3	225	3	9	27.00
5	80	3	240	8	64	192.00
6	90	1	90	18	324	324.00
7	95	1	95	23	529	529.00
Σ		20	1440			1720.00
\bar{Y} =	72.00					
S =	90.53	9.51				

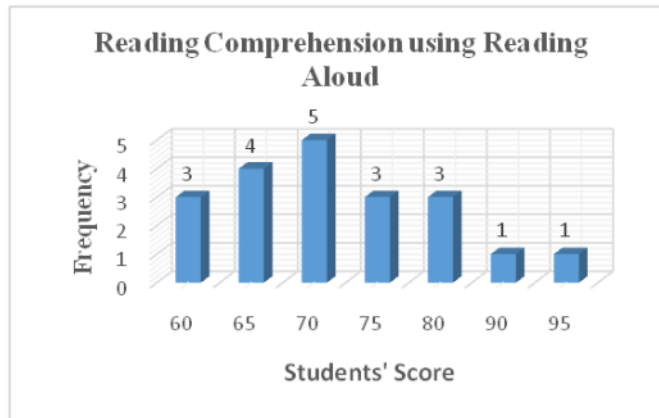


Figure 1 : Diagram of Experiment Class

2. Descriptive Data of Control Class

Respondents in control class are 19 students who were taught by conducting silent reading. The empirical score stated that the highest score is 80 and the lowest score is 50.

Furthermore, mean is 64.74, median is 65, mode is 70, standard deviation is 10.47, and variance is 109.65. The complete result gained from calculation can be clearly seen as follow:

Table 2
Descriptive Analysis of Reading Comprehension with Silent Reading

Descriptive Data of Control Class						
No.	YI	fi	fi.YI	(YI- \bar{Y})	(YI- \bar{Y}) ²	fi.(YI- \bar{Y}) ²
1	50	3	150	-14.7368	217.1745	651.5235
2	55	4	220	-9.73684	94.80609	379.2244
3	60	1	60	-4.73684	22.43767	22.43767
4	65	1	65	0.263158	0.069252	0.069252
5	70	5	350	5.263158	27.70083	138.5042
6	75	3	225	10.26	105.3324	315.9972
7	80	2	160	15.26316	232.964	465.928
Σ		19	1230			1973.684
\bar{Y} =	64.74					
S =	109.65	10.47				

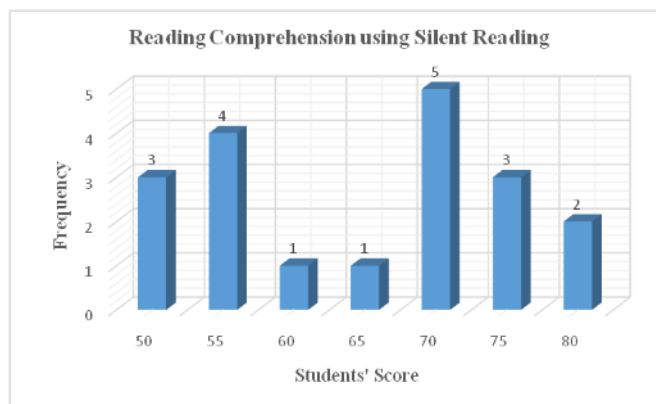


Figure 1 : Diagram of Control Class

DISCUSSION

The research investigated the differences between the variables, the implemented of reading aloud and the implemented of silent reading. The primary objectives were focused on the relevant and effective strategies for increasing junior high school students' reading comprehension. The results were shown through the students' performance in the classrooms, through their testing scores. In this research, the writer conducted the parametric analysis of t-test two tailed analysis. Previously, this analysis needs to be fulfilled by the requirement tests of normality test and homogeneity test. Based on the descriptive data above, the result of the tests are presented in the following descriptions.

1. Normality Test

The normality test is conducted to see if the population where the sample was taken had the normal distribution. In this research, the normality of the data is performed by using the Liliefors sample test with the significance level of 5%. The criteria of testing hypothesis are set as follow:

Accept H_0 : if the value of L table is higher than L observe, which means the data distribution is normal.

Accept H_1 : if the value of L table is lower than L observe, which means the data distribution is not normal.

Table 3
Normality Test of Liliefors for Experiment Class

No.	Y_i	f_i	f_{kumul}	Z_i	Z_{table}	$F[Z_i]$	$S[Z_i]$	$F[Z_i] - S[Z_i]$
1	60	3	3	-1.26	0.3962	0.1038	0.15	-0.046
2	65	4	7	-0.74	0.2703	0.2297	0.35	-0.120
3	70	5	12	-0.21	0.0832	0.4168	0.6	-0.183
4	75	3	15	0.32	0.1255	0.6255	0.75	-0.125
5	80	3	18	0.84	0.2995	0.7995	0.9	-0.101
6	90	1	19	1.89	0.4706	0.9706	0.95	0.021
7	95	1	20	2.42	0.4922	0.9922	1	-0.008
Σ		20						
	$L_0 =$	0.183						
	$L_{table} =$	0.190						

Table 4
Normality Test of Liliefors for Control Class

No.	Yi	fi	fkum≤	Zi	Ztable	F[Zi]	S[Zi]	F[Zi] - S[Zi]
1	50	3	3	-1.41	0.4207	0.0793	0.157895	-0.079
2	55	4	7	-0.93	0.3238	0.1762	0.368421	-0.192
3	60	1	8	-0.45	0.1736	0.3264	0.421053	-0.095
4	65	1	9	0.03	0.012	0.512	0.473684	0.038
5	70	5	14	0.50	0.1915	0.6915	0.736842	-0.045
6	75	3	17	0.98	0.3365	0.8365	0.894737	-0.058
7	80	2	19	1.46	0.4279	0.9279	1	-0.072
Σ		19						
L_o =		0.192						
L_t table =		0.195						

Based on the above data and by comparing the score of Ltable and Lobservewith the significance degree $\alpha = 0.05$; in experiment class we can see that L table = 0.190 and L observe = 0.183 and in control class the L table = 0.195 and L observe = 0.192. These data showed that the calculated data both in experiment class and in control class have Ltable > Lobserve. It means that the data in experiment class either in control class have normal distribution.

2. Homogeneity Test

The homogeneity test is conducted to find out the homogeneity of the variances of the data. It is necessary to measure the homogeneity of the taken population. This Homogeneity Test is performed by using Fisher test by determining the value of significance (Sig.) of 5%. The criteria of testing hypothesis are set as follow:

Accept H0 : if the value of F table is higher than F observe, which means the data is homogeny.

Accept H1 : if the value of F table is lower than F observe, which means the data is not homogeny.

Table 5
“Fisher” Homogeneity Test

Control Class				Experiment Class			
No.	X _A	(X _i -X _A)	(X _i -X _A) ²	No.	X _B	(X _i -X _B)	(X _i -X _B) ²
1	50	-14.74	217.17	1	60	-12.00	144.00
2	50	-14.74	217.17	2	60	-12.00	144.00
3	50	-14.74	217.17	3	60	-12.00	144.00
4	55	-9.74	94.81	4	65	-7.00	49.00
5	55	-9.74	94.81	5	65	-7.00	49.00
6	55	-9.74	94.81	6	65	-7.00	49.00
7	55	-9.74	94.81	7	65	-7.00	49.00
8	60	-4.74	22.44	8	70	-2.00	4.00
9	65	0.26	0.07	9	70	-2.00	4.00
10	70	5.26	27.70	10	70	-2.00	4.00
11	70	5.26	27.70	11	70	-2.00	4.00
12	70	5.26	27.70	12	70	-2.00	4.00
13	70	5.26	27.70	13	75	3.00	9.00
14	70	5.26	27.70	14	75	3.00	9.00
15	75	10.26	105.33	15	75	3.00	9.00
16	75	10.26	105.33	16	80	8.00	64.00
17	75	10.26	105.33	17	80	8.00	64.00
18	80	15.26	232.96	18	80	8.00	64.00
19	80	15.26	232.96	19	90	18.00	324.00
Σ	1230		1973.68	20	95	23.00	529.00
				Σ	1440		1720.00
	X_A = 64.74				X_B = 72.00		
	S_A² = 109.65				S_B² = 90.53		

From the data above and dbpembilang = 19-1 = 18 and dbpenyebut = 20-1 = 19, we can calculate the homogeneity test of sample as follow:

$$F \text{ observe} = \frac{SA^2}{SB^2}$$

$$= \frac{109.65}{90.53} = \mathbf{1.21}$$

F table can be calculated as follow:

$$C = C_0 + \frac{(C_1 - C_0)}{(B_1 - B_0)} (B - B_0)$$

$$C = C_{16} + \frac{(C_{20} - C_{16})}{(20 - 16)} (18 - 16)$$

$$C = 2.21 + \frac{(2.15 - 2.21)}{4} \cdot 2$$

$$C = 2.21 + (-0.03)$$

$$C = \mathbf{2.18}$$

By comparing the score of F table and F observe with the significance degree $\alpha = 0.05$, we can see that the calculated data has F observe < F table, which is F observe = 1.21 < F table = 2.18. It means that the data in experiment class and in control class are homogenous.

3. Hypothesis of Analysis

Since the data of the sample shows the normal distribution and the homogeneity, the analysis of t-test two tailed can be continued. The t-test two tailed is calculated statistically and performed as follow:

$$S^2_{gab} = \sqrt{\frac{(n_A - 1)SA^2 + (n_B - 1)SB^2}{n_A + n_B - 2}}$$

$$= \sqrt{\frac{(20 - 1)90.53 + (19 - 1)109.65}{20 + 19 - 2}}$$

$$= \sqrt{\frac{1720.07 + 1973.7}{37}}$$

$$= \sqrt{99.8046} = \mathbf{9.99}$$

With the criteria of the t-test two tailed hypothesis as follow:

Accept H₀ : if the value of t table is higher than t observe, which means there is no effect of using reading aloud in students' reading comprehension.

Accept H₁ : if the value of t table is lower than t observe, which means there is an effect of using reading aloud in students' reading comprehension.

Conducting the t observe with the calculation as follow:

$$t = \frac{\bar{X}_A - \bar{X}_B}{S_{gab} \sqrt{\left(\frac{1}{n_A} + \frac{1}{n_B}\right)}}$$

$$= \frac{72 - 64.74}{9.99 \sqrt{\left(\frac{1}{20} + \frac{1}{19}\right)}}$$

$$t = \frac{7.26}{3.1968}$$

$$t = \mathbf{2.27}$$

The calculation performs the value of t observe = 2.27. The next step is conducting the calculation of t table with the significance degree $\alpha = 0.05$, and dk = n₁ + n₂ - 2 = 20 + 19 - 2 = 37.

The t table is calculated as follow:

$$C = C_0 + \frac{(C_1 - C_0)}{(B_1 - B_0)} (B - B_0)$$

$$C = C_{30} + \frac{(C_{40} - C_{30})}{(40 - 30)} (37 - 30)$$

$$C = 2.042 + \frac{(2.021 - 2.042)}{10} (7)$$

$$C = 2.042 + (-0.0147)$$

$$C = \mathbf{2.0273}$$

Based on the calculation above, the result performs that the value of t observe is higher than t table, which is t observe = 2.27 > t table = 2.0273. It means that the null hypothesis is rejected and the research hypothesis is accepted. In other words, it means that in the significant value of 95% the result score for students' reading comprehension by using reading aloud has a significant effect than the result score of students' reading comprehension by using silent reading.

CONCLUSION

Based on the data performance and the significant degree $\alpha = 0.05$, the value of t observe = 2.27 higher than t table = 2.0273. This result shows that H₀ is rejected and H₁

is accepted. It means that the first hypothesis: there is no significant effect of reading techniques towards reading comprehension is rejected; and the research hypothesis: there is a significant effect of reading techniques towards reading comprehension is accepted. It proves that the difference mean between students' reading comprehension by using reading aloud (\bar{X}_B) = 72.00 and students' reading comprehension by using silent reading (\bar{X}_A) = 64.74, are significantly different. It can be concluded that there is a significant effect of using reading aloud towards reading comprehension, rather than using silent reading.

By comparing the results score of the experiment class to the results score of the control class, the statistical analysis above shows that the implemented reading aloud gives a significant effect on students' reading comprehension. Reading aloud is benefit for students as a contribution to the improvement of their reading comprehension. Particularly, the results are the guidance for students in fostering reading ability and basic skill and improving oral expression. It also helps students in memorizing words and texts, concentration, and practicing and pronouncing words for real world encounters. Meanwhile, the silent reading is also benefit for students by self-selected material for pleasure or information as a way of cultivating a love of reading without assessment, skills work, monitoring, or instruction from the teacher.

It is indeed that the students need to learn new tools and they require different comprehension strategies. Reading comprehension strategies must be refined, practiced, and reinforced continually throughout life. Therefore, the use of various reading techniques are effective to introduce students to the joy of reading while developing a better understanding of the conventions of English.

The results of the research are also give an important insight as well as valuable information for those interested in investigating the theoretical underpinnings of

teaching strategy mainly for the use of reading aloud and silent reading. Moreover, hopefully the results of the study can be used as a reference for further researchers who are interested in applying the reading techniques especially the one in the educational field.

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