

# READING ALOUD AND SILENT READING EFFECTS TO EFL HIGH SCHOOL STUDENTS' READING COMPREHENSION

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## ABSTRACT

The present study entitled "Reading Aloud and Silent Reading Effects to Senior High School Students' Reading Comprehension" aims to determine which mode of reading gives better effects to high school students' reading comprehension. The equivocation of research related to which mode of reading gives better effect to senior high school students' reading comprehension is the main reason why the present research was administered. Quantitative method with *expost facto* design was applied to look for the data. 80 11<sup>th</sup> grade students were involved in the research. They were assigned to answer 10 comprehension questions after reading 3 exposition texts with certain mode of reading. 40 students were asked to read the texts silently while the other 40 students were assigned to read aloud. The findings of the research revealed that silent reading mode gave better effects on the students' reading comprehension. Statistical calculations including central tendency and independent T-test signaled the superiority of silent reading mode over reading aloud. The mean of reading aloud mode group was 5.73 while the silent reading group reached 7.03. The independent T-test sig. value result was 0.0 which is lower than 0.05. It declined the null hypothesis and showed that there is significant difference between two means of the two modes of reading.

Keywords: Reading Comprehension, reading aloud, silent reading.

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