

CHAPTER 1

INTRODUCTION

This chapter is designated to cover the background of the present research, formulation of the problem (including thesis statement and research question), purpose of the research, scope of the research, significance of the research, and organization of the research.

1.1 Background

The present research focuses on how silent reading and reading aloud mode give effect to EFL high school students' reading comprehension. In this part, the research will firstly present introduction which includes the brief portrayal of ongoing method of teaching reading, the equivocation of silent reading and reading aloud research, the brief theories of reading aloud and silent reading mode, and the specified scope of the research. The four points stated before will be elaborated below.

In recent years, the deficit of reading skill is prevalent among learners in various grades of school. Teachers use various kinds of method to improve the deficit when delivering reading materials. One of the frequent methods used in high school is to ask the students to read silently. The students are asked to silently read the reading materials individually or in group. However, there are some teaching problems when reading materials are taught under this condition. One of the most essential problems is that the teachers cannot be sure whether the students read the entire text or not. Some students may not read the reading materials which leads them to the incompetency of reading comprehension. The reason of this occurrence is the students' lack of linguistic competencies. Therefore, the reading aloud mode is proposed to be evaluated and compare with the silent reading mode of reading.

The researches on reading aloud and silent reading mode have been seen as being equivocal (Hale, Skinner, Williams, Hawkins, Neddenriep, & Dezer, 2007, pp. 9-23). Some researches indicate that reading aloud is more effective to help students gain more understanding on texts. The others have found evidence that students understand more information after reading silently. With the contradictive results of both modes of reading, several theories suggest that both mode of reading have different impact on students' reading comprehension. Furthermore, different effect of reading mode stems from the different skill of the students (Juel & Holmes, 1981, pp. 545-568). The two contradictive results of research make it important to decide which mode of reading is more effective for students' reading comprehension.

Reading aloud is seen as an important mode of reading for EFL learners at the early stage of learning (Amer, 1997, pp. 43-47). Beginner readers tend to read word by word because of their limitation of linguistic competencies. Therefore, the reading aloud mode helps them read larger semantic units. It helps the learners to discover the unit of meaning which are phrases rather than word by word. In the EFL context, beginner learners are not always children. Adult learners in secondary school may be included into the category depending on the reading fluency of the students. In other word, every poor reader, regardless on the age, have more advantages when they read aloud. This is proven by a research conducted by Hale (2007) that said both elementary and secondary school EFL students understand more information when they read aloud the texts.

According to Rasinski (2011), expressive reading or prosodic reading or reading aloud is directly related to reading comprehension (Rasinski, 2011, p. 14). The way

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people read texts or passages shows how well they understand it. The effort of using appropriate prosodic features indicates that the readers try to make sense and understand the text. The appropriate use of prosodic features, such as intonation, word stress, phrasing and pausing, helps students to gain better understanding.

Meanwhile, some researches resulted that silent reading mode is seen as more effective for advance readers. Some research conclude that once the readers are proficient in reading, reading aloud mode will distract them as it forces the readers to be concerned with the prosodic features, such as pronunciation, of the texts (Prior, fenwick, Saunders, Oullette, O'quinn, & Harvey, 2011). The distraction caused by reading aloud mode will hinder the reader to understand more information in the text. Silent reading, in contrast, facilitates readers to read faster and have opportunity to omit some unimportant words which are not critical for the text meaning (Prior & Welling, 2001). The silent reading mode is, then, according to these researches assumed to be more effective to support students' reading comprehension on texts.

Furthermore, the reading aloud researches are mostly done in the elementary level rather than in the secondary school. The effectiveness of the reading aloud mode has been proven by many studies as being supportive toward student's reading comprehension. However, the related research which is conducted to secondary school students is very limited. Rasinski (2011) state in his research entitled *Assessing reading Fluency* that expressive reading or reading aloud mode makes students focus on the reading materials. In this case, secondary students can take advantage too as the students who get disruption is not only elementary students but also secondary school students. The present research is administered in EFL high school students to find out the actual result of both modes of reading toward the reading comprehension of EFL high school students.

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The equivocation of which mode of reading is more effective to EFL high school students to support reading comprehension makes it important to conduct a specific research regarding the effectiveness of both reading aloud and silent reading mode especially in EFL high school context. This research aims to determine the effect of each mode of reading including reading aloud and silent reading on the students reading comprehension specifically toward EFL high school students in Indonesian context. The result of the research is expected to provide better information regarding which mode of reading is more effective to support students' reading comprehension.

1.2 Statement of Problem and Research Question

As stated by Frankel and Wallen (2009), Research problem is the problem that the researcher tries to find out the answer. Research question stems from research problem. Research problem can be anything such as something which the researcher wants to know deeper, change or even eliminate (Fraenkel & Wallen, 2009, p. 27).

Similar to what has been stated at the background of the research, the present research is intended to find out which mode of reading is more effective to support EFL high school students' reading comprehension. It is expected that after receiving both modes of reading, the result of the research can provide actual information regarding which mode of reading should be applied in the classroom to support students' reading comprehension.

The equivocation of which mode of reading should be used to improve high school students' reading comprehension is the research problem which the researcher wants to examine. This research tried to find out which mode of reading gives better effects on the high school students' reading comprehension.

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Based on the thesis statement above, the research is conducted to answer the following question.

- What are the effects of reading aloud and silent reading toward EFL high school students' reading comprehension on texts?

1.3 Aims of the Study

After elaborating the background and the statement of problem above, the purpose of the study will be presented below to answer the research question.

There is only one objective of the conduct of the research. This research is aimed to find out the effect of reading aloud and silent reading mode toward the students' reading comprehension. Further, after the result of the research is gotten, the decision of which mode of reading supports more in term of reading comprehension can be gained. It is expected that the research can contribute to provide empirical evidence toward both modes of reading in Indonesian context. In a short statement, the purpose of the present research is as follow.

- 1.3.1 Find out the effect of reading aloud and silent reading toward EFL high school students' reading comprehension on texts.

1.4 Scope of the Study

This study focuses on finding out the effect of reading aloud and silent reading toward EFL high school students' reading comprehension on texts in Indonesian context. This research is conducted in one of senior high school in Bandung.

1.5 Significance of the Study

As stated before that the use of inappropriate mode of reading in the classroom has been resulted in the students' incompetency to understand the texts. This research is expected to give some contributions in term of theory of reading and teaching practice in Indonesian context. In the theory of reading, the result of this research is expected to give actual information regarding the comparison between the two modes of reading. The equivocation of the information about the effectiveness of both modes of reading especially in Indonesian context is expected to be diminished. Further, in term of teaching practice, the research is expected to give significance to the teachers in order to choose more effective way to teach reading comprehension.

1.6 Clarification of Key Terms

In order to avoid misunderstanding, some frequently used terms need to be clarified in this study, as follow.

1. Reading aloud

Reading aloud is a part of teaching activity where students are allowed to read aloud the text which will be discussed in the classroom (Spencer, 2011). In this research, the reading aloud mode was conducted by asking the students to read 3 texts with clear articulation and pronunciation without any interruptions and then, they are given 10 comprehension question in different sheet.

2. Silent reading

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Silent reading is a part of teaching activity where students are allowed to read silently and independently without any interruption (Sullivan, 2010, p. 5). In this research, the students were asked to read 3 different texts silently without any interruption and then, they are give 10 comprehension questions about the texts which they already read.

3. Reading comprehension

Reading comprehension is the ability of the readers to elicit the meaning of written text or passage after the interaction between the readers and the texts has been conducted (Alyousef, 2005, pp. 143-154). In this research the reading comprehension was examined using 10 comprehension questions which were made identified using Barnett Taxonomy of reading comprehension. The texts used were adapted from Indonesia National Examination.

1.7 Paper Organization

This research paper will be organized into five chapters as follow:

Chapter I is introduction. It covers the background of the study, statement of problem, research questions, research aims, significance of the study, scope of the study, clarification of terms, and paper organization.

Chapter II is theoretical foundations. It provides the theoretical foundation of the research. This chapter covers definition of reading, reading purposes, reading model, reading comprehension, theory of silent reading and reading aloud.

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Chapter III is the research methodology. It includes research design, research site and participants, instrument, techniques, and the procedure of data analysis.

Chapter IV is findings and discussion. It aims to answer research questions and problems. The discussion will provide the analysis of the findings based on the data analysis procedure selected.

Chapter V is conclusion and recommendation. It will summarize and concludes the whole research findings and make recommended research to follow up the current research.