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# COMPARING THE STUDENTS' READING COMPREHENSION COMPETENCE THROUGH READING ALOUD AND SILENT READING AMONG INDONESIAN EFL LEARNERS IN SENIOR HIGH SCHOOL

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**Abstract**

Reading skill has its own modes; two of them are reading aloud and silent reading. Reading aloud and silent reading modes are interrelated with each other and affecting students' reading comprehension competence. The most EFL students' common problems in the school is they do not know the appropriate techniques or modes applied in reading comprehension, therefore their reading comprehension results cannot be maximized. The researcher used quantitative research method and comparative study research design in conducting the research process. By using Reading Comprehension Test and interview, researcher collecting all the data in order to find deep information about how Indonesian EFL learners' reading comprehension are through silent reading and reading aloud, its significance, and the factors that influence students' reading comprehension score. The researcher took the samples in 34 students who divided into two groups; 17 students for silent group and 17 students for aloud group. The findings of this quantitative research indicated that there is no significance difference between reading aloud and silent reading regarding to Indonesian EFL learners reading comprehension competence and Reading Comprehension Factor (RCF) as the most factor that influence students' reading comprehension score in silent group, while Reading Factor other than Comprehension (RFOC) as the most factor that influence students' reading comprehension score in aloud group.

**Keywords**: Indonesian EFL learners, reading aloud, reading comprehension, silent reading.

## INTRODUCTION

Reading skill has its own modes; two of them are reading aloud and silent reading. Students use reading aloud and silent reading modes to improve their understanding of the given text. Yildirim et al., (2012) discovered that the fluency of reading aloud and silent reading modes are interrelated with each other and affecting students' reading comprehension competence. It means that both variables are significant indicator of reading comprehension as well. Reading aloud does not differ from

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silent reading, this statement implies that having the possibility of directing the pace of reading was not helpful (Rodicio, 2014). Reading comprehension was enhanced when students read aloud as opposed to silently, because collecting data on WCPM *(Word Correct per Minute)* requires students to read aloud, the current findings have implications for assessing comprehension following curriculum-based measurement assessment procedures (Hale, 2007).

Gibson (as cited in Jafari, 2013) showed that reading aloud could increase reading skill through linking sound and alphabetic improvement. Even though, the teacher will need more time to implement this mode and the classroom situation will be so uncontrollable. Moreover, Kragler (as cited in Jafari, 2013) demonstrated that the use of reading aloud mode in schools showed better results in reading comprehension performance than silent reading. In the other hand, silent reading is effective in increasing students' reading attitudes, it proven by the increasing of other areas of students' reading achievement, particularly when silent reading is altered (Rosseau, 2012). Nevertheless, through silent reading students' pronunciation skill is hard to increase. Therefore, it can be concluded that both silent reading and reading aloud have their positive and negative impacts to students reading comprehension competence.

According to the statements above, the study of the comparison between reading aloud and silent reading in reading comprehension competence still show various results. Some experts argued that reading aloud is the best way to improve reading comprehension, but on the other hand, some experts also supported that the use of silent reading in the learning process should be implemented (McCallum et al., as cited in Jafari, 2013).

## METHOD
### Research Design
The aim of this research is to find out how the comparison between reading aloud and silent reading toward Indonesian EFL Learners' reading comprehension. To find out the answer of research problems in this study, the researcher used quantitative method with comparative study as the research design.

### Participants
The participants were 34 EFL students around 16 to 17 years old of eleventh grade in senior high school both boys and girls. They were categorized in basic level of English proficiency who were divided into two groups, namely aloud group and silent group. For aloud group, 17 participants will be given two text of reading comprehension test in literal level and they have to read the text loudly then do the exercise. In silent group, 17 participants will also be given two similar text of reading comprehension test in literal level and they have to read the text silently then do the exercise.

### Instruments
Researcher used two types of instruments: *Test and Interview.* Testwill be in form of Reading Comprehension Test in kind of *Multiple-Choice.* The test consisted of two expository reading text adapted from McCall-Crabbs Standard Test Lessons in Reading Book D and Book F (1979). The first reading text is *The Jet Stream* which includes 191 words. The second reading text is *The Titanic* which includes 182 words. There are ten items to be answered for each passage. Moreover, the type of the questions used for these two texts is the multiple-choice format in level of literal comprehension. The writer chooses a test in form of multiple-choice since the main purpose of reading in literal is to find and to rewrite the stated information from the text and it will be ideal to asses students' reading comprehension. Therefore, the

multiple choice format is the most appropriate instrument for literal question.

In interview section, the researcher took unstructured interview (open-ended) to strengthen the analysis of the researcher. According to Alshenqeeti (2014) unstructured interview is very different with structured interview, the interviewer can ask freedom questions which is agreed by both interviewer and interviewees. The researcher will choose interviewed participants by using one-on-one interview. According to Creswell (2010) one-on-one interview is a data collection process in which the writer asked questions to and recorded the answer from only one participant in the study at the time. The questions that will be asked by the researcher in the interview will be in the topic of the factors that influence students in their reading comprehension score.

*Data Analysis*

The first step of data analysis is processed by scoring participants' examination papers and summed up the interview result of each students by gave 1 point for each true answer. The second step of data analysis technique is the researcher utilized statistical package for social sciences (SPSS) version 16 for descriptive statistics to get the central tendency scores of the silent and aloud groups from participants' test score, afterward researcher used the Minimum Criteria of Mastery Learning (KKM) in English Lesson which is 72 as a

parameter to determine students reading comprehension competence.

Researcher also used SPSS version 16 to find the result of the normality test and the homogeneity test in order to continue the data analysis procedures into independent sample t-test. In the third step, to determine whether there is a significant difference between reading aloud and silent reading the independent samples t-test is required. In the fourth step, researcher analysed the result of the interview conducting by the researcher and the participants to find out what are the factors that influence students' reading comprehension score by using the coding, then the researcher needed to analyze the data quantitatively to see the data result in percentages form.

## RESULTS AND DISCUSSIONS

This point presented the results of the current study based on the formulation of the problems posed in the study.

**1. How are Indonesian EFL learners' reading comprehensions through silent reading?**

To answer this question, the central tendency scores of silent reading group were required to determine a single score that sets the center of the distribution and to find the most specific single score or the most representative score in the group, afterward the Minimum Criteria of Mastery Learning (KKM) used as a parameter to determine the students reading comprehension competence.

**Table 1. Central Tendency Scores of Silent Group**

| N | Valid | 17 |
|---|---|---|
| | Missing | 0 |
| Mean | | 11.65 |
| Std. Error of Mean | | .528 |
| Median | | 11.00 |
| Mode | | 11 |
| Std. Deviation | | 2.178 |
| Variance | | 4.743 |
| Range | | 9 |
| Minimum | | 8 |

| Maximum | 17 |
|---|---|
| Sum | 198 |

Statistically, the total number of participants in silent group were (N=17). It means that 100% of selected participants took part in present research.

In data analysis procedure, as can be seen, there is no participant who missing in silent group.

**Table 2. Students' Reading Comprehension Test Result Score in Silent Reading Group**

| Number of Students | Test 1 (out of 10) | Test 2 (out of 10) | Mean Score |
|---|---|---|---|
| S-1 | 6 | 5 | 5.5 |
| S-2 | 6 | 7 | 6.5 |
| S-3 | 5 | 4 | 4.5 |
| S-4 | 5 | 4 | 4.5 |
| S-5 | 6 | 5 | 5.5 |
| S-6 | 7 | 7 | 7 |
| S-7 | 6 | 7 | 6.5 |
| S-8 | 4 | 6 | 5 |
| S-9 | 4 | 4 | 4 |
| S-10 | 6 | 5 | 5.5 |
| S-11 | 6 | 6 | 6 |
| S-12 | 5 | 7 | 6 |
| S-13 | 6 | 6 | 6 |
| S-14 | 5 | 6 | 5.5 |
| S-15 | 5 | 6 | 5.5 |
| S-16 | 8 | 6 | 7 |
| S-17 | 7 | 10 | 8.5 |
| Total | | | 99 |

As presented in Table below, it was found that there is only one student, students 17 with score 8.5, who got score higher than the Minimum Criteria of Mastery Learning (KKM) which is 72. Therefore, it was concluded that generally students were not competence in doing reading comprehension through silent reading since there were more students who got score lower than 72.

**2. How are Indonesian EFL learners' reading comprehensions through reading aloud?**

To answer this question, the central tendency scores of reading aloud group were required to determine a single score that sets the center of the distribution and to find the most specific single score or the most representative score in the group, afterward the Minimum Criteria of Mastery Learning (KKM) used as a parameter to determine the students reading comprehension competence.

## Table 3. Central Tendency Scores of Aloud Group

| N | Valid | 17 |
|---|---|---|
| | Missing | 0 |
| Mean | | 10.82 |
| Std. Error of Mean | | .577 |
| Median | | 11.00 |
| Mode | | 10[a] |
| Std. Deviation | | 2.378 |
| Variance | | 5.654 |
| Range | | 8 |
| Minimum | | 7 |
| Maximum | | 15 |
| Sum | | 184 |

a. Multiple modes exist. The smallest value is shown

Statistically, the total number of participants in aloud group were (N=17). It means that 100% of selected participants took part in present research.

In data analysis procedure, as can be seen, there is no participant who missing in aloud group.

## Table 4. Students' Reading Comprehension Test Result Score in Reading Aloud Group

| Number of Students | Test 1 (out of 10) | Test 2 (out of 10) | Mean Score |
|---|---|---|---|
| S-1 | 5 | 4 | 4.5 |
| S-2 | 4 | 4 | 4 |
| S-3 | 7 | 5 | 6 |
| S-4 | 6 | 5 | 5.5 |
| S-5 | 6 | 4 | 5 |
| S-6 | 7 | 4 | 5.5 |
| S-7 | 6 | 4 | 5 |
| S-8 | 7 | 7 | 7 |
| S-9 | 8 | 7 | 7.5 |
| S-10 | 3 | 4 | 3.5 |
| S-11 | 5 | 4 | 4.5 |
| S-12 | 7 | 5 | 6 |
| S-13 | 6 | 7 | 6.5 |
| S-14 | 6 | 7 | 6.5 |
| S-15 | 5 | 8 | 6.5 |
| S-16 | 6 | 4 | 5 |
| S-17 | 3 | 4 | 3.5 |
| | Total | | 92 |

As presented in Table 4.12, it was found that there was only one student, student 9 with score 7.5, who got score higher than the Minimum Criteria of Mastery

Learning (KKM). Therefore, it was concluded that generally students were not competence in doing reading comprehension through reading aloud since there was only one student who got score higher than 72.

3. **Is there any significant different between reading aloud and silent reading regarding Indonesian EFL learners' reading comprehension competence?**

To answer this question the independent sample t-test was applied to compare the mean scores of the groups to determine any significant difference between students' reading comprehension competence of silent reading group and reading aloud group, nevertheless the normality and homogeneity test were needed.

### Table 5. Test of Normality of the Data Distribution

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Silent Group | .148 | 17 | .200[*] | .951 | 17 | .479 |
| Aloud Group | .114 | 17 | .200[*] | .965 | 17 | .724 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Table 5 indicated that the test administered to both silent group and aloud groups were quite normal since there was no significant difference between them in terms of the distribution of scores. According to output above, the value of Shapiro-Wilk is significance both for silent group and aloud group (Sig. > 0.05), therefore it can be concluded that the data is distributed normally.

After all the data have been collected and the data is normally distributed, then the t-test can be used. Nevertheless, before the t-test can be used, the researcher will conduct a homogeneity test of two variances to determine whether the data has a homogeneous variance or not. If the variance is homogeneous, then the data will proceed to the t-test. According to statement above, homogeneity test of two variances hypothesis can be formulated as follows:

$H_0$ : Both of variances are homogenous ($V_1 = V_2$)

$H_a$ : Both of variances are not homogenous ($V_1 \neq V_2$)

$$F_{hitung} = \frac{変化する1}{変化する2} = \frac{(2.378)^2}{(2.178)^2}$$

$F_{hitung} = 1.19$

$F_{tabel}$ = df (N1) = K − 1, df (N2) = N − K

= df (N1) = 2 − 1 = 1, df (N2) = 17 − 2 = 15

According to the result above which connected with $F_{tabel}$, we can conclude that:

$F_{tabel}$ = 4.54

Where:

df = Degree of Freedom

N = Total Participants

K = Total Variables

Referring to result above we can concluded that the data:

$F_{hitung} \leq F_{tabel}$ = 1.19 ≤ 4.54 which means both of variances are homogenous $V_1 = V_2$ (Accept $H_0$ decline $H_a$).

After all the data distributed normally and the homogeneity test result showed the data were homogeny, the independent sample t test can be done.

**Table 6. Independent samples t-test of Silent Group and Aloud Group**

| | | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Lower | Upper |
| Value | Equal variances assumed | 1.053 | 32 | .300 | .824 | .782 | -.769 | 2.416 |
| | Equal variances not assumed | 1.053 | 31.756 | .300 | .824 | .782 | -.770 | 2.417 |

Table 6 indicated that the difference between the performance of the two groups is not significant since (Sig. = 0.300 ≥ 0.05, t-value=1.053). Therefore, as a result of the third research question, researcher has been revealed that there is no statistically significant difference between silent reading group and reading aloud groups regarding students' reading comprehension competence.

Where:
P = factor percentage
F = frequency
n = number of respondents

**4. What are the factors that influence students' reading comprehension score?**

To answer this question the interview result of silent and aloud group were required. The data was interpreted based on the frequency of the students' answer in interview with the formula as follow:
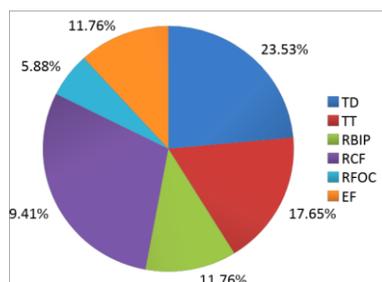
$$P = \frac{F}{n} \times 100\%$$

Here are the percentages results of all factors that influence students' reading comprehension score in silent group:
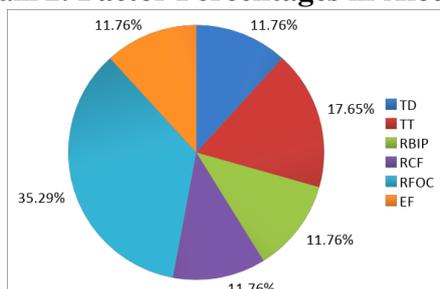
**Diagram 1. Factor Percentages in Silent Group**



As can be seen in diagram 1, the most factor that influence students' reading comprehension score in silent reading group is Reading Comprehension Factor (RCF) which is 29.41%

**Diagram 2. Factor Percentages in Aloud Group**

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As can be seen in Diagram 2, the most factor that influence students' reading comprehension score in aloud reading group is Reading Factors Other than Comprehension (RFOC) which is 35.29%.

**CONCLUSION**

The researcher has conducted reading comprehension test which followed by 34 students as the respondents. Based on the findings, students were not competence in doing reading comprehension trough both silent reading and reading aloud, since there is no statistically significant difference between silent reading group and reading aloud groups regarding students' reading comprehension competence. Researcher has interviewed the students one by one by using *open-ended* unstructured interview and found the most factor that influence students' reading comprehension score in silent reading group was *Reading Comprehension Factor* (RCF), while the most factor that influence students' reading comprehension score in reading aloud group was *Reading Factors Other than Comprehension* (RFOC).

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