



AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING SILENT READING STRATEGY
TOWARD READING COMPREHENSION AT THE EIGHT
GRADERS OF MTS SA RAUDLOTUL HUDA AL - ISLAMY
SIDOMULYO**

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ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1434 H/ 2013 M**

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TOWARD READING COMPREHENSION AT THE EIGHT
GRADERS OF MTS SA RAUDLOTUL HUDA AL- ISLAMY
SIDOMULYO NEGERIKATON**

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**STATE ISLAMIC COLLEGE (STAIN)
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RAUDLOTUL HUDA AL- ISLAMY SIDOMULYO IN THE
ACADEMIC YEAR 2012/2013**

ABSTRACT

BY:

DENNY ETIFAH

Reading is one of the important aspects in education. By reading enhance the students' knowledge and learning experiences of students. Additionally all subjects in school have the book, so to be able to follow the lessons well, students should read because all the information required in the written form. To be able to read the students need to be trained and use appropriate strategy to make it easier and understand the read. There are many strategies that can be used in reading comprehension. Unfortunately this has not been used optimally therefore the students do not understand the readings were read.

Based on data pre survey, the problems which had been identified was the students found difficulties in reading comprehension because of have not a good strategy. In this reseach, the researcher using silent reading strategy. This research was aimed at detecting the influence of using silent reading strategy (X) toward the reading comprehension (Y) at the eight graders of MTs SA Raudlotul Huda Al-Islamy sidomulyo. The sample of the research was the eight grade students and the subjects of the research were 2 classes (65 students).

Furthermore, the writer conducted the *t-test*, by applying pretest and post-test as the instrument. In accordance with the stratgey in present research, experimental design, the data was analyzed by using *t-test* that enable to investigate the differences between the result of pre-test before treatment and the result of post-test after treatment.

Moreover, the result of data analysis illustrates that $t_{observed} = 0,62$ and is categorized into low influence. Next, $t_{observed}$ is not consulted to t_{table} of the significant level of $5\% = 1,99$ and $1\% = 2,64$. Finally, the data confirms $t_{observed}$ is lower than t_{table} . Thus, it can be inferred that the Alternative Hypothesis (H_a) is rejected. There is not positive and significant influence between the result of pre-test and post-test at the eight graders of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in academic year 2012/2013.

**THE INFLUENCE OF USING SILENT READING STRATEGY TOWARD
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ACADEMIC YEAR 2012/2013**

ABSTRACT

**By:
DENNY ETIFAH**

Berdasarkan data pra survey, permasalahan yang ditemukan dapat di simpulkan bahwa para siswa mengalami kesulitan dalam pemahaman teks karena tidak mempunyai strategi yang cocok. Tujuan utama dari penelitian ini adalah mencari pengaruh penggunaan silent reading strategy (X) terhadap kemampuan memahami teks (Y) pada kelas VIII MTs SA Raudlotul Huda Al-Islamy sidomulyo tahun ajaran 2012/2013. Populasi penelitian ini adalah siswa kelas VIII dan sampel penelitian ini berjumlah 30 siswa.

Dalam hal ini, penulis mencoba meneliti apakah ada pengaruh dari penggunaan silent reading strategi terhadap kemampuan memahami teks. Penulis melaksanakan *Experimental Design* (Penelitian Eksperimen) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Sesuai dengan metode penelitian ini, maka data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan antara hasil *pre-test* yang diberikan sebelum treatment dan hasil *post-test* yang diberikan setelah treatment.

Akhirnya, data hasil penelitian menunjukakn bahwa $t_{observasi} = 0,62$ dan ini masuk dalam kategori pengaruh yang rendah. Selanjutnya, $t_{observasi}$ konsultasikan dengan t_{table} dengan taraf signifikan 5% = 1,99 dan 1% = 2,64, data tersebut menyatakan bahwa $t_{observasi}$ lebih keil dari pada t_{table} , ini dapat di artikan bahwa H_0 ditolak. Dan dapat di artikan bahwa tidak ada pengaruh yang positif dan signifikan diantara hasil *pre-test* dan hasil *post-test* siswa pada kelas VIII MTs SA Raudlotul Huda Al-Islamy sidomulyo.



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RATIFICATION PAGE

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The Undergraduate Thesis entitled: " THE INFLUENCE OF USING SILENT READING STRATEGY TOWARD READING COMPREHENSION AT THE EIGHT GRADE OF MTS SA RAUDLOTUL HUDA AL- ISLAMY SIDOMULYO, NEGERIKATON " Written by Denny Etifah, St.N.0844937, English Education program, has been examined (Munaqosah) in Tarbiyah Departement on 8th March 2013

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MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“ In the name of Allah the beneficent and the merciful”.

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved father Zainal Abidin and my beloved mother Suprikhatin. (I know you always there when I need you should deer to rely on thanks for your prayer, support, love, and care for me).
2. My beloved husband Zaenal Arifin who always gives love, support and take care of me.
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With limitation of ability of the writer, still many mistake in this writing and presentation items. Therefore, the writer apologize hopefully this research thesis can be benefit to all of us properly.

Metro, February 2013

The writer,



Denny etifah

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CHAPTER I

INTRODUCTION

A. The Background of Study

Reading is one of the important aspects in education. By reading enhance the students' knowledge and learning experiences of students. Additionally all subjects in school have the book, so to be able to follow the lessons well, students should read because all the information required in the written form. To be able to read the students need to be trained and use appropriate strategy to make it easier and understand the read. There are many strategies that can be used in reading comprehension. Unfortunately this has not been used optimally; therefore the students do not understand the readings were read. Students still do not understand the contents of the readings were read and just do the reading.

They can acquire information and knowledge by reading all related information or knowledge through written of book, newspaper, magazine, spreading in many places or certain language courses. The act of reading facilitates them more expand their knowledge and mastery of English language proficiency without being limited by times, or other people like teacher.

The students' score can be shown on the table below:

Table I

The result of pre survey Reading Comprehension at Eight Graders
of MTs SA Raudlotul Huda Al-Islamy Sidomulyo Negerikaton in the academic year
of 2012/2013

No	Score	Frequency	percentage	Category
1.	76-85	12	12,12%	High
2.	60-75	21	30,30 %	Fair
3.	46-59	33	57,7%	Low
Total		65	100	

Source: The English Teacher document at the eight graders, on september 22,2012.

Based on the data above, reading comprehension is low as the eight graders of MTs SA Raudlotul Huda Al-Islamy sidomulyo. The students are not able to understand the text English well, so understanding of the text from the students will improve their comprehen. If the silent reading strategy have fluent in reading comprehension so their score will increase. The scope of the research is not only the basic of reading ability which is very low and strategy in reading is too. While the condition is supported by the facilities which maximal, so all the students have handbook in learning media. The more important thing for the teacher there is not creative strategy to teach the students, it mean that the strategy that use in teaching and learning process just it, but it is not interest for the students.

Especially, the English teacher is very effectively , but in teaching and learning process the teacher is not creative in give the assignment, the teacher depend on Students Work Book in learning at- the class. The practice of reading text is always done by the students in the class in order to make students' easier in reading the text. The researcher has conducted the pre survey in reading comprehension of students eight graders and the fact their ability in understanding of text is low.

B. Problem Identification

Regarding to the background of the study, the writer identified the problems as follow:

1. The students cannot associate their knowledge to the reading text well.
2. There are had difficulties to predict and guess what the text will be about.
3. There are had difficulties to identify main idea, spesific information, and understand the text's means.
4. There are most students haven't read a text effectively.
5. The students have low motivation in reading.

C. Problem Limitation

In line with the problems mentioned above the writer limits the problem only to know The Influence of Silent Reading Strategy Toward Reading Comprehension at Eight Graders of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in the Academic Year of 2012/2013.

D. Problem Formulation

Based on the problem identification above, the writer formulates the problem in this research as follows: is there any positive and significant Influence of Using Silent Reading Strategy Toward Reading Comprehension At The Eight Graders of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in the academic year of 2012/2013?.

E. Objectives and Benefits of Study

1. The Objective of the Study

The objective of this research is to find out whether there is any positive and significant Influence of Using Silent Reading Strategy Toward Reading Comprehension At Eight Graders of Mts SA Raudlotul Huda Al-Islamy Sidomulyo.

2. The Benefits of the Study

The result of this reseach are expeted to be useful for several components as follows:

a. For the Students

Give contribution to the students to improve their reading comprehension through silent reading strategy.

b. For the teacher

Give a reference and informationfor the English teacher especially in MTs SA Raudlotul Huda Al- Islamy sidomulyo that silent reading strategy can

be an alternative way in teaching and increasing student's reading comprehension.

c. For the researcher

Give a profitable description to any further researcher which want to study the same case, so this study becomes a helpful information and useful reference for the next study.

CHAPTER II

THE LITERATURE REVIEW

A. Theoretical Review

1. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

In Oxford Advanced Learner's Dictionary the word of comprehension is defined as :¹

- 1) The power of understanding
- 2) An exercise aimed at improving or testing one's understanding of a language (written spoken).

Moreover Gillet and Temple state that comprehension is understanding new information in light of what we already know.² It means that we will understand the new information according to our insight.

Additionally, comprehension involves prior knowledge, knowledge of text structure, and an interactive search for information.³

It can be inferred that comprehension is an exercise which is aimed at improving or testing one's understanding of written or spoken language depends on what we already know.

¹ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English Sixth Edition* (New Jersey : Oxford University Press) p.235

² Jean Wallace and Charles Temple, *Understanding Reading Problems*(USA, 1994)p.35

³ *op.cit*, p.34

Based on the quotation above, the writer assumes that reading comprehension is the result of the interaction among the readers perception of the graphic symbols that represent language, linguistic skill, and cognitive skills.

Reading is comprehending; it is the meaningful interpretation of the written of language.⁴ Otherwise word recognition, word meaning, and various other components of reading comprehension are considered separately simply because it is easier to do sake off discussion. They actually function in highly complex interactive ways in the reading process.

b. The Purpose of Reading

Reading process of a books, novel, newspaper are likely to be different when people read a sentence on the billboard on the street, these different skills frequently depend on what we are reading for. Furthermore, stated there are six reading purposes, as follows:⁵

- 1) To identify the topic
- 2) Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.
- 3) To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

⁴ Albert J. Harris and Edward R. Sipay, *How To Increase Reading Ability* (london, longman:1984)p 15

⁵ Harmer. J, *The Practice of English Language Teaching English* (Longman, New York:2001)p.

4) Reading for detail information

Some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.

5) Reading for specific information

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

6) Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.

c. Some Factors that Influence the Reading Comprehension

A wide range of factors can influence children's reading comprehension ability and their interpretations of what the children read.⁶ There are two factors that influence the students' reading comprehension and they are related one another, they are: internal factor and the external factor.

⁶ *Ibid.*

1. The Internal Factor

The internal factor means the factor which comes from the reader himself.⁷ Or it's usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation.⁸

Edward Deci in Brown defined intrinsic motivation, as follow:

"Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination."⁹

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.¹⁰

⁷ *Ibid*, p.66

⁸ Douglas Brown, *op.cit*, p. 75

⁹ *Ibid*, p. 76

¹⁰ *Ibid*

b) Interest

Interest is being one of the important factors in order to increasing the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.¹¹

In line with the explanation of motivation and interest above, in this study the writer interested to use silent reading strategy to build up the students' motivation and interest, and also want to see the influence of using silent reading strategy in relationship with the students' reading comprehension. Because it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a) Reading Material

The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

¹¹ Hery Yufriзал, *An Introduction to Second Language Acquisition*, Bandung : Pustaka Reka Cipta, 2008, p.111

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

d. The Levels of Reading Comprehension

The three levels of comprehension:

1. Level One

Literal: what is actually stated.

- a. Facts and details
- b. Rote learning and memorization
- c. Surface understanding only

Test in this category are objective tests dealing with true / false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

2. Level Two

Interpretive - what is implied or meant, rather than what is actually stated.

- a. Drawing inferences
- b. Tapping into prior knowledge / experience
- c. Attaching new learning to old information
- d. Making logical leaps and educated guesses

- e. Reading between the lines to determine what is meant by what is stated.

Test in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how.

3.Level Three

Applied: taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation.

- a. Analyzing
- b. Synthesizing
- c. Applying

In this level the students are analyzing or synthesizing information and applying it to other information.¹²

In this research will be used the level one. It is literal: what is actually stated. It is and the types of Test in this category are objective tests dealing with true / false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions how that appropriate with the level of islamic junior high school.

e.Indicator in Reading comprehension

- 1) The students can predict or guesses what the text will be about.
- 2) The students can predict the meaning of an unknown word from the text.
- 3) The students can memorized the specific information from the text.

It means that to measure of reading comprehension, we can use it.

¹² <http://academic.cuesta.edu/acasupp/as/303.htm> (02/09/2004)

2.The Concept of Silent Reading Strategy

a. The Definition of Silent Reading Strategy

Strategy is method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.¹³ Whereas based on Oxford Learner's Dictionary, strategy can be defined as a plan of action designed to achieve a long-term or overall aim.¹⁴

Strategy can also be defined as "general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process."¹⁵

From some definitions above, the writer can conclude that strategy is a plan that has chosen to get one goal or purpose. In this case, to get a goal in reading side.

According to advocates, silent reading has been shown to lead to gains in several literacy domains, including comprehension, spelling and increased vocabulary.¹⁶ One reasonable definition of silent reading is the ability to read with sustained attention and concentration, ease and comfort, at adequate reading rates (for various grade levels) and with good understanding. To better understand the nature of fluency in silent reading and the sub-skills that

¹³ <http://www.businessdictionary.com/definition/strategy.html>

¹⁴ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University press, New York, 2010, p.854

¹⁵ <http://www.managementstudyguide.com/strategy-definition.html>

¹⁶ <http://www.sustainedsilentreading.com>

must be adequately developed for meaningful levels of fluency to emerge, consider the following:

- 1) Adequate vision (at near-point)
- 2) Attention and concentration
- 3) Visual/functional proficiency (binocular coordination and vergence, ocular motility, and accuracy in tracking)
- 4) Perceptual accuracy and word recognition automaticity (accuracy in perceiving letters and letter order, instant recognition, and visual memory)
- 5) Information processing efficiency (rapid and sequential recognition of word impressions)
- 6) Comprehension capability
- 7) Language experience and Experiential background.¹⁷

It means that to better understand the nature of fluency in silent reading and the sub-skills we can use the seventh above.

b. The Strategies for Reading Comprehension

To get a good comprehension in reading Brown explains ten strategies for reading comprehension, such as: identify the purpose in reading, use grapheme rules and patterns, use efficient silent reading techniques, skim the text for main ideas, scan the text for specific

¹⁷ www.ta-comm.com (28-10-102)

information, use semantic mapping, guess when you aren't certain, analyze on discourse markers to process relationships. Furthermore, the explanations of the strategies for reading comprehension are as follow:¹⁸

1) Identifying The Purpose In Reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can we out potential distracting information.

2) Using Grapheme Rules and Patterns

In many cases, learner have become acquainted with oral language and have some difficulties learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities. While they can often assume that one-to-one grapheme- phone correspondences will acquired with ease, other relationship might prove difficult.

3) Using Efficient Silent Reading Technique for Relatively Rapid Comprehension

The readers intermediate-to-advanced level students not be speed readers, but it is suggested to increase efficiency by teaching a few silent reading rules.

- a) The readers don't need to "pronounce" each word to the teacher.
- b) Try to visually perceive more than one word at a time, preferably phrase.

¹⁸ Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy* (Addison Wesley, Newyork, 2001)P.306

- c) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

4) Skimming The Text for Main Ideas

Skimming consist of quickly running one's eyes across a whole text(such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.

5) Scanning The Text for Specific Information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

6) Using Semantic Mapping Or Clustering

The strategy of semantic mapping, or grouping ideas into meaningful cluster, helps the reader to provide some order to the chaos.

7) Guessing When The Readers aren't Certain

Teachers can help learner to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.

8) Analyzing Vocabulary

One way for learners to make guessing pay off when they don't immediately recognize it in terms of what they know about it.

- 1) Look for prefixes (co-, inter-, etc.) that may give clues.
- 2) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
- 3) Look for roots that are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the semantic context (topic) for clues.

9) Distinguishing Between Literal and Implied Meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

10) Capitalizing on Discourse Markers to Process Relationship

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learner's reading efficiency. Types of discourse markers are:

- a) Enumerative: firstly, secondly, finally, etc.
- b) Additive : again, then again, moreover, well, etc.
- c) Logical sequence: so far, as a result, consequently, etc.
- d) Explicative: namely, in other words, etc.
- e) Illustrative : for example, for instance
- f) Contrastive : by contrast, for all that, yet, etc.¹⁹

Silent reading is the ability to read with sustained attention and concentration, ease and comfort, at adequate reading rates (for various

¹⁹ Ibid p.306-310

grade levels) and with good understanding. Several benefits of silent reading have been highlighted. for example, argues that silent reading offers learners opportunities to read texts at their own speed. In addition, silent reading can also build learners' confidence in their abilities to work through and understand a text independently.²⁰

In this sense, silent reading is seen as a strategy that prepare learners for life-long reading.

A report by the National Institute of Child Health & Human Development (NICHD 2000), however, concluded that it was not clear from the evidence available whether silent reading helped to improve reading fluency. Although hundreds of studies have shown that the best readers read silently to themselves more frequently than do poor readers, the report concludes that "these studies cannot distinguish whether independent silent reading improves reading skills or that good readers simply prefer to read silently to themselves more than do poor readers". The report recommended that if silent reading is used as a classroom technique, intended to develop reading skills and fluency, it should be done in combination with other types of reading instruction, such as guided oral reading.²¹

²⁰ www.fluencysilentreading.com 22-10-2012

²¹ www.report.national.institut.child.human.development.com 22-10-2012

According to Tarigan, the key of improving comprehension skill is silent reading. There are consists of two steps in silent reading:²²

1. Intensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading calls students attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship and the like. intensive reading also may be a totally content-related reading initiated because of subject-matter difficulty.

2. Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc).

Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding.²³

From that reason, that students must have comprehension ability in understanding text quickly. Not only word, language structure, and vocabulary but also silent reading comprehension ability will help students' reading in understanding text.

²² Tarigan. *Membaca Sebagai Suatu Keterampilan Bahasa*. Angkasa, Bandung. 1979. p

²³ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English Sixth Edition* (new jersey : oxford university press) p.312-313

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is silent reading strategy and dependent variable (Y) is reading comprehension.

Silent reading is the ability to read with sustained attention and concentration, ease and comfort, at adequate reading rates (for various grade levels) and with good understanding.

Then, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. It can be inferred that reading comprehension is the activities that require the reader to understand the passage of the text, understand the total meaning of the text, both implicit and explicit meaning. Furthermore, reading comprehension can require the readers to read meticulously in order to understand the total meaning of the functional text form.

Students' reading comprehension is influenced by the learning strategy. If the strategy is good, it means that the students will get good reading comprehension too. So students need and choose good strategy to increase students' reading comprehension. So, here the writer tries to using silent reading strategy to help the students to increase the students' reading comprehension.

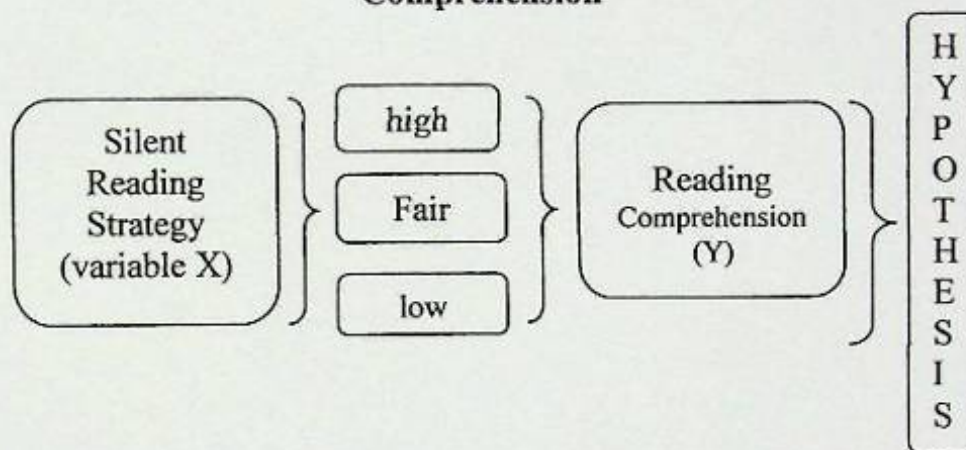


2. Paradigm

Paradigm means the way of irrespective which is need by someone or group to watch indication or events based on the paradigm, so that someone or group can with on indication.²⁴

Based on theoretical framework above the writer describes the paradigm as follows:

Figure 1
The Influence of Silent Reading Strategy toward Reading Comprehension



C. Hypothesis Formulation

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

1. Alternative Hypothesis (H_i) :

Ha : "There is any positive and significant influence of silent reading strategy toward reading comprehension at eight grade of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in Academic Year 2012/2013."

²⁴ Kartini Kartono, *Pengantar Riset Sosial*, Jakarta: Bina Aksara, 1985, p. 89

2. Null Hypothesis (Ho)

Ho : “There is not any positive and significant influence of silent reading strategy toward reading comprehension at eight grade of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in Academic Year 2012/2013.”

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The focus of the research is the influence of using silent reading strategy toward reading comprehension and it uses experimental design include the pre — experiment. The experimental design there are two types experiment and control class. Such as Daniel Mujis said that there are two main types of quantitative research design, experimental design and non - experimental design. Basic from experimental design is the experiment, which can be defined as: a test under controlled condition that is made to demonstrate a known truth or examine the validity of the hypothesis. The key element of this definition is control, and that is where experimental research different from non — experimental quantitative research.²⁵

The researcher will use experiment quantitative research. Such as Suharsimi defines quantitative research as "appropriate with the name, this research is much demand by using number, beginning from collecting data, interpretation toward data , and the result".²⁶ According to Bambang Setiyadi "true experimental design has three basic characteristics (1) the existing of control group(or group), (2) the sample are randomly selected and assigned to the groups,

²⁵ Daniel, MuiJs, *Doing Quantitative Research in Education*(New Delhi: Thousand Oak, 2004) P. 13

²⁶ Suharsimi, arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*(Jakarta: rineka cipta, 2006) p.10

and (3) a pretest is administered to capture the initial differences between the group.”²⁷

Since it is true experimental research with applying pretest posttest control group design, the researcher administered pretest and posttest to both experimental and control group. The group that will receive the treatment called experimental group and the group that will not receive a treatment called control group. According to Daniel, the influence of treatment had formulated as follow²⁸:

	1. Pretest	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

B. Population and Sampling Technique

1. Population

Suharsimi Arikunto defines population as the whole subject in the research. There are 65 students' in this research only takes the students at the VIII.A and VIII.B class of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in Academic Year of 2012 / 2013.

²⁷ Ag Bambang setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing* (Graha Ilmu, Yogyakarta, 2006) P.141

²⁸ ibid

2. Sample and Sampling Technique

Sample is the part of population that will be research²⁹. So sample is number of individual which is represented population to research. To technique sampling in this research the writer use the cluster random sampling. Cluster random sampling is the act of determining samples depend on the group of population which has the same characteristic.³⁰

Thus to determine the samples number, the writer refers to the Suharsimi Arikunto's opinion that " if the subject of the research is less 100 people, it 's better taking all, but if that subject is more than 100 people. It's better take about 10 — 15 %, or 20 — 25% or more from the number off population.³¹

This research would be held at eight grade students of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in the academic year 2012/2013.

C. The Operational Definitions of Variables

Operational definition is the definition which based on characteristic of the things will be defined.³² Based on quotation above, the operational definition of variables as following:

²⁹ Edi, Kusnadi, *Metode Penelitian*, (Bandar Lampung: Gunung Pesagi, 2002) p.84

³⁰ Donald Ary. *Introduction to Research in Education op cit.* p. 129

³¹ Suharsimi Arikunto. *Op.cit* p.120

³² Edi Kusnadi. *Op.cit* p.75

1. Independent Variable

Variables of the research must be defined operationally and clearly in order to create multiple interpretation³³. Operational definition of variable is an indication how to measure a variable.³⁴

Based on the statement above, the operational definition of variables as following:

a. Independent Variable

Independent variable is the major variable which you hope to investigate, it is the variable which is selected manipulated, and measured by the researchers³⁵.

The independent variable of this research is silent reading strategy as X variable. Theoretically, independent variable has impact or influence to dependent variable. Here, the writer wants to know the students' ability in reading a text.

There are the indicators of silent reading strategy:

- 4) The students can predict or guesses what the text will be about.
- 5) The students can predict the meaning of an unknown word from the text.
- 6) The students can memorized the specific information from the text.

(based on the syllabus)

³³ Aswarni Sudjud, dkk, *Pokok-pokok Usaha Penelitian/Proposal Penelitian*, Yogyakarta, UNJ: 2001, p.1

³⁴ *Pedoman Penulisan Karya Ilmiah*, STAIN Jurai Siwo Metro : 2010, p.40

³⁵ *Ibid*, p.15

b. Dependent variable

Dependent variable is the variable which you observe and measure to determine the effect of the independent variable³⁶. And dependent variable is a variable that is affected or that become due to, because of the independent variable³⁷.

The dependent variable of this research is students' reading comprehension which is symbolized as Y variable. The dependent variable, reading comprehension, is one of the language skills that must be mastered by students. Reading comprehension can be defined as the ability of students to get information from the print page in order to the meaningful message, knowledge, suggestion which is sent by the writer.

There are the indicators of students reading comprehension as follows:

- 1) Students can understand the unknown word.
- 2) Students can answer the question from the text.

(based on syllabus)

D. Data Collection Method

Here, the researcher takes the data by some techniques as follows:

1. Test

The valid data can be reached through several techniques of data collection technique, one of them is test. According to Edi Kusnadi, "test is a

³⁶ *Ibid*, p.17

³⁷ *Ibid*

series of questions or statement used to measure the skills, knowledge, intelligence or talent abilities possessed by individuals or groups.³⁸ This research uses a quasi experiment design research with using pre-test and post-test group design. So, the researcher uses test as data collection technique to measure both of the variable. The researcher measures teaching reading comprehension toward silent reading strategy by pre-test, treatment, and post-test.

The pre-test will give to the students in the first meeting in order to find out students' comprehension in the beginning before silent reading strategy is used. Whereas, the post-test will be given in the last meeting after treatment in order to find out whether the treatment gives the contribution on the students' score or not.

2. Documentation

Documentation as the method which is used to get information from written language or documentation, for instant, book, magazine, rule, note, etc.³⁹ Easy to say, that documentation is note of information in the form of documentation. Moreover, the writer uses the documentation method to get the data about the history of the school, the sum of teacher, official employed and the students of MTs SA Raudlotul Huda Al-Islamy Sidomulyo.

³⁸ Ibid, p.105

³⁹ Ibid, p.119

E. Research Instrument

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument for the experimental class and the control class.

The instrument is designed and compiled with the indicator which have been specified.

Table 2

The Instrument Blueprint of the Test

N o	Variable	Indicators	Item	Form of Test
1.	Variable X: Silent Reading Strategy	a. The students can predict or guesses what the text will be about. b. The students can predict the meaning of an unknown word from the text. c. The students can memorized the specific information from the text	5,10, 11, 4,21, 22,23, 1-3 6-9 12-17	Multiple choise Multiple choise Multiple choise
2.	Variable Y: Reading Comprehension	a.Students can understand the unknown word b.Students can answer the question from the text (the indicators based on syllabus)	24,25 18,19, 20	Multiple choise Multiple choise
	Total		25	

2. Instrument calibration

Instrument calibration uses to know the validity and reliability instrument degree.⁴⁰ Validity has three distinct aspects; they are content validity, creation validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the researcher tries measure.⁴¹

In this research the writer uses content validity based on the syllabus and materials at MTs SA Raudlotul Huda Al-Islamy Sidomulyo in the academic year of 2012/2013.

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of silent reading strategy toward reading comprehension at the eight grade of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in academic year 2012/2013, the researcher uses the quasi experiment in the form of paired by using control group pre-test and post-test design and here is the formulation of t-test:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

⁴⁰ Ibid, p.123

⁴¹ Daniel Muijs, op.cit, p.66

M_y : Mean Sample Experiment

M : Mean Sample Control

N_x : Number Study Control

N_y : Number Study Experiment

X : Deviation X^2 and X^1

Y : Deviation Y^1 from the Mean Y^{1s} .⁴²

⁴² Suharsini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT.Rineka Cipta, Jakarta, 2006, p. 311-312

CHAPTER 1V

RESULTS OF THE RESEARCH

A. Description of Data

1. Research Setting

a. A Profile of MTs SA Raudlotul Huda Al-Islamy

The Name of School : MTs SA Raudlotul Huda Al-Islamy

Adress : The street : Jl.Bustamil karim

Kec. : Negri katon

Kab. : Pesawaran

No.Telp/Hp : 085380309000

NSS/NSM/NDS : -

Acreditaion : C

The Year of Building : 2008

The Year of Operation : 2008

The Large of land : 1,5 Ha

The large of Building : -

b. Vision and Mission MTs SA Raudlotul Huda Al-Islamy

1) Vision

Responsible, Populist, Islamic, Jaya, Rindang. (Incandescent)

2) Mission

- 1) Discipline and high sense of responsibility.
- 2) And equitable education can play an active role in society.
- 3) Forming a formidable Islamic man, exemplary in attitude and behavior.
- 4) Establish generation of intelligent, accomplished, thorough and accurate in action.
- 5) Implement madrasah based management.
- 6) The creation of environmentally conscious people.
- 7) Making madrassa clean, beautiful and comfortable.

c. The Purpose

- 1) Having sufficient knowledge and understanding of the Islamic religion.
- 2) Having the ability to observe analyze and solve problems in a professional manner.
- 3) Convinced with the deepest truth muntlak Islam, according to the faith and charity can generation of people to become qualified.
- 4) Ability to communicate in Arabic and English.
- 5) Ability operation of computer.

Table 3
The astate of learning facilities Mts SA Raudhatul Huda Al-Islamy
academic year 2012/2013

No.	Kinds of Rooms	Total
1.	Room of Headmaster	1 local
2.	Room of Vice of Headmaster	1 local
3.	Room of Official Staff	1 local
4.	Room of teacher	1 local
5.	Classroom	10 local
6.	Laboratory	1 local
7.	Computer practicum room	1 local
8.	Library	1 local
9.	Room of UKS	1 local
10.	Mosque	1 local
11.	Centre room of school	1 local
12.	Kitchen	1 local
13.	Room of warehouse	1 local
14.	Toilet of teacher	2 local
15.	Toilet of student	2 local
Total		26 local

Based on the data above , the types of facilities and infrastructure owned by the school in good condition, in which the whole building structure is needed for the activities of the learning process.

Teachers and state employees MTs SA Raudhlatul Huda Al-Islamy Sidomulyo. Teachers and Staff Council Administrative MTs SA Raudhlatul Huda Al-Islamy Sidomulyo Academic Year 2012/2013, totaling 26 people, consisting of 4 people PNS group IV (DPK), 22 teachers from the foundation, 2 administrative staff, 1 security guard and 1 gardener.

Table 4**List of Names Teacher and Staff MTs SA Raudhatul Huda Al- Islamy****Sidomulyo Academic Year 2012/2013.**

No	Name	Sex	Occupation
1	M. Jawahir, A. Ma	Male	Headmaster
2	Sukirno, A.Ma.Pd	Male	Waka of students
3	Saiful Anam	Male	Waka of infrastructure
4	Musinah S.Pd.I	Female	Waka of curriculum
5	Agus Widodo S. Pd	Male	Teacher
6	Hayatun Amanah S.Ag	Female	Teacher
7	Ahmad Safingi S.Pd.I	Male	Teacher
8	Muhtadun S.Pd.I	Male	Teacher
9	Sutio S.Pd.I	Male	Teacher
10	Mudrikatul Khoeriyah S.Tp	Female	Teacher
11	Mujiyah S. Pd	Female	Teacher
12	Sri Wahyudi S.Pd	Female	Teacher
13	Ahmad Sanusi	Male	Teacher
14	Supriatun S. Pd	Female	Teacher
15	Desi Retnowati	Female	Teacher
16	Endang Sunarti A.Ma	Female	Teacher
17	Josontori S.Th.I	Male	Teacher

18	Husen Pramono S.Pd	Male	Teacher
19	Sugiono S.Pd	Male	Teacher
20	Shohibul Kharomah	Male	Teacher
21	Denny Etifah	Female	Teacher
22	Mutamimah	Female	Teacher
23	Ais Puspita S.Kom	Female	Teacher
24	Ahmad Badroni	Male	Official Staff
25	Aziz Yahya	Male	Official Staff

Table 5
The students state MTs SA Raudhlatul Huda Al-Islamy Sidomulyo
Academic Year 2012/2013

No.	Class	Class total	Total students
1.	VII (seven)	3	103
2.	VIII (eight)	2	65
3.	IX (nine)	2	61
	Total	7	230

With a considerable number of students that require extra attention from teachers that the quality and quantity of graduation can still be maintained, and improved better from year to year with complete facilities

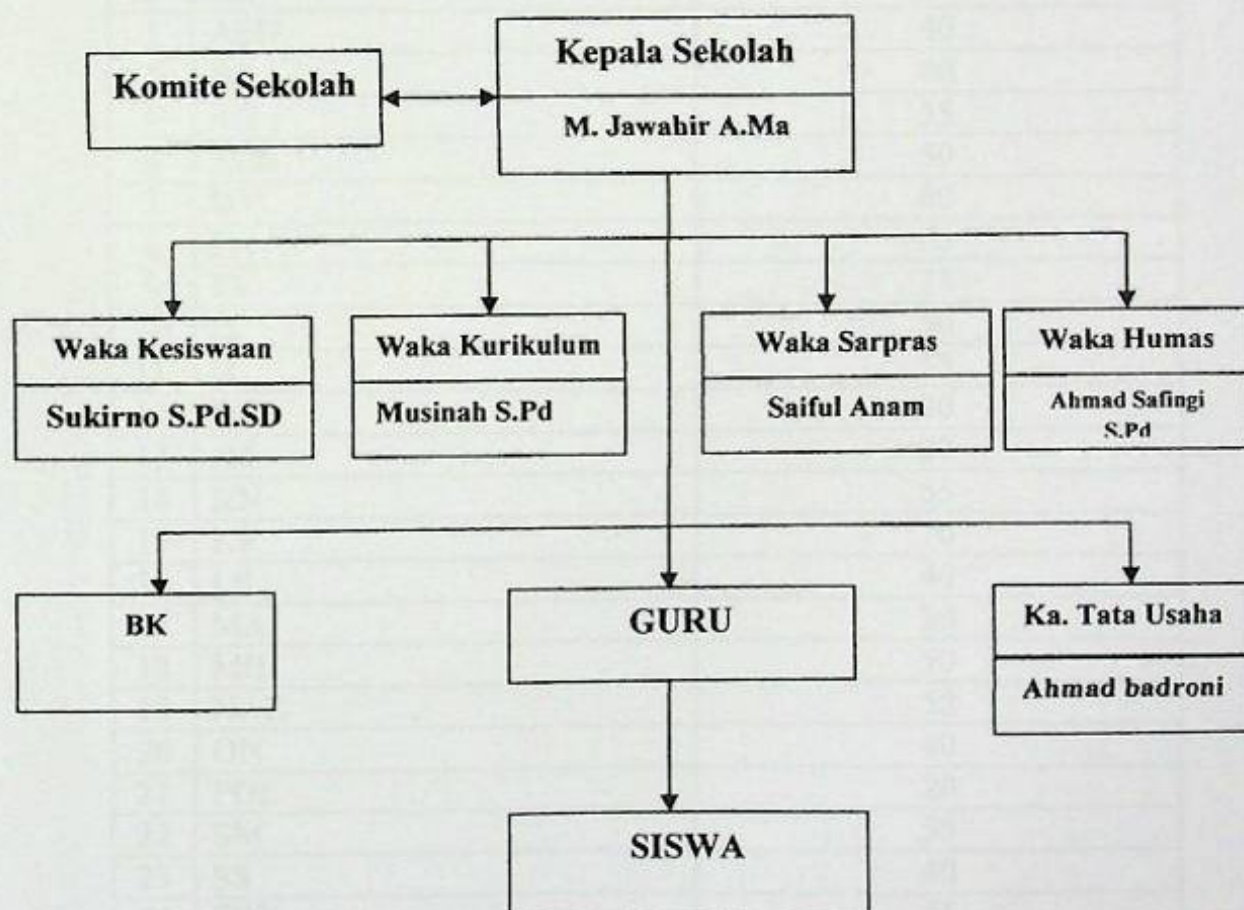
and infrastructure are adequate and appropriate to the needs of students and the demands of the times.

d. Organizational Structure MTs SA Raudhatul Huda Al-Islamy Sidomulyo.

Figure 2

ORGANIZATION STRUCTURE MTS SA RAUDLOTUL HUDA AL-ISLAMY SIDOMULYO

IN THE ACADEMIC YEAR 2012 / 2013



2. Research Data

a. Result of Pre – Test

The Purpose of pre test is to know the student's reading comprehension before treatment.

Table 6

The result of Silent Reading Strategy Pre-test at the eight graders Students (Experiment Class) toward Reading Comprehension of MTs SA Raudlotul Huda Al-Islamy

No.	Students Name	The Grade of Pretest
1	AS	50
2	AK	40
3	ASD	40
4	AA	40
5	AH	35
6	APS	50
7	DY	60
8	FH	65
9	FV	35
10	IS	50
11	IJ	55
12	IM	30
13	JM	20
14	KN	55
15	KF	70
16	LF	40
17	MA	30
18	MH	50
19	NAZ	55
20	ON	40
21	PDL	20
22	SM	55
23	SS	40
24	SRY	55
25	TS	30
26	YJ	20
27	YA	50

28	ZA	55
29	ZM	50
30	ZH	60
Total		1345
Average		44,83

Source : The result of silent reading strategy pre test (experiment class) toward reading comprehension on december 04, 2012.

Based on the table above, the writer measured the class interval using the formula according to suharsimi Arikunto, as follows:

R = The Highest Score – The Lowest Score

$$= 70 - 20 = 50$$

K = $1 + 3,3 \log^n$

$$= 1 + 3.3 \log^{30}$$

$$= 1 + 4.874$$

$$= 5.874$$

$$= 6$$

P = $\frac{R}{K}$

$$= \frac{50}{6}$$

$$6$$

$$= 8.3$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 7
Frequency distribution as the result of pre test
(Experimental Class) among the eight graders of MTs SA Raudlotul Huda Al-Islamy

Class Interval	Frequency	Percentage %
20-24	3	10
25-29	-	-
30-34	3	10
35-39	2	6.7
40 – 44	6	20
45 – 49	-	-
50 – 54	6	20
55 – 59	6	20
60 – 64	2	6.7
65 – 69	1	3.3
70 – 74	1	3.3
Total	30	100

Based on the table of frequency distribution above, it can be inferred that most of 26 students (86 %) got the scores below the minimum Mastery Criteria (KKM), which are 60 . Therefore, can be inferred that the students' reading comprehension in pre – test was low.

Table 8
The result of silent reading strategy Pre-test at the eight graders (Control Class) toward Reading Comprehension of MTs SA Raudlotul Huda Al-Islamy

No.	Students Name	The Grade of Pretest
1	AD	45
2	AG	40
3	AH	55
4	ADA	40
5	DP	45

6	DL	70
7	EN	65
8	EA	45
9	FS	50
10	IW	60
11	IA	55
12	KF	40
13	LK	75
14	LM	55
15	MN	55
16	MY	55
17	MA	60
18	MY	65
19	NAW	75
20	NH	55
21	NS	55
22	PH	70
23	RC	50
24	RN	55
25	SF	55
26	SM	50
27	ST	80
28	SF	55
29	SY	75
30	TM	70
31	UK	55
32	YE	60
33	YA	40
34	RG	70
35	RI	40
Total		1985
Average		56,71

Source: result of silent reading strategy Pre-test at the eight graders (Control Class) toward Reading Comprehension on december, 04 2012.

Based on the table above, the writer measured the class interval using the formula according to suharsimi Arikunto, as follows:

$$R = \text{The Highest Score} - \text{The Lowest Score}$$

$$= 70 - 40$$

$$= 30$$

$$K = 1 + 3,3 \log^n$$

$$= 1 + 3.3 \log^{35}$$

$$= 1 + 5.082$$

$$= 6.082$$

$$= 6$$

$$P = \frac{R}{K}$$

$$= \frac{30}{6}$$

$$= 5$$

Table 9

Frequency distribution as the result of pre test (Control Class) among the eight graders of MTs SA Raudlotul Huda Al- Islamy

Class Interval	Frequency	Percentage %
40 – 44	5	14
45 – 49	3	8.6
50 – 54	3	8.6
55 – 59	11	31.5
60 – 64	3	8.7
65 – 69	2	5.7
70 – 74	4	11.4
75 – 79	3	8.6
80 -84	1	2.8
Total	35	100

The result of pre test can be indentified to show that 22 students (62,7 %) have score lower than 60. The creteria of the students who are sucessful in mastering the material are the students who get minimum standard (KKM) that is 60. The average of score pretest is 56.7. It shows that the result of the students' reading comprehension in pre -test was not same the result of Pre-test of the experiment class.

b. Result of Post-test

After applying, two times treatment by using silent reading strategy for the experiment class then the Post-test given both of experiment and control class. The type of Pre-test and Post-test was the same.

Table 10

The Result of silent reading strategy Post – Test at the Eight graders Students (Experiment Class) toward Reading Comprehension of MTs SA Raudlotul Huda Al-Islamy in the academic year 2012/2013

No.	Students Name	The Grade of Post test
1	AS	55
2	AK	50
3	ASD	60
4	AA	60
5	AH	65
6	APS	50
7	DY	60
8	FH	65
9	FV	55
10	IS	60
11	IJ	70
12	IM	60

13	JM	50
14	KN	75
15	KF	60
16	LF	60
17	MA	60
18	MH	55
19	NAZ	55
20	ON	60
21	PDL	60
22	SM	60
23	SS	70
24	SRY	65
25	TS	60
26	YJ	55
27	YA	65
28	ZA	65
29	ZM	60
30	ZH	85
Total		1830
Average		61

Source: The result of silent reading strategy post test (experiment class) toward reading comprehension on December 7, 2012.

Based on the table above, the writer the measured class interval using the formula according Suharsimi Arikunto as follows:

$$\begin{aligned}
 R &= \text{The Highest Score} - \text{The Lowest Score} \\
 &= 85 - 50 \\
 &= 35
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log^n \\
 &= 1 + 3.3.8 \log^{30} \\
 &= 1 + 4.874 \\
 &= 5.4874
 \end{aligned}$$

$$\begin{aligned}
 &= 6 \\
 P &= \frac{R}{K} \\
 &= \frac{35}{6} \\
 &= 5.8 \\
 &= 6
 \end{aligned}$$

Table 11

Frequency distribution as the result of Post – Test (Experimental Class)
among the eight graders of MTs SA Raudlotul Huda Al- Islamy

Class Interval	Frequency	Percentage %
50 – 54	3	9.9
55 – 59	5	16.5
60 – 64	13	42.9
65 – 69	5	16.5
70 – 74	2	6.6
75 – 79	1	3.3
80 – 84	1	3.3
Total	30	100

The result of post test in the experiment class can be indentified and it shows that 8 students (26,5 %) have score lower than 60. The criteria of the students who are succesful in mastering the material are the students who get minimum standard (KKM) that is 60 the average score of post-test is 60. It shows that the result of the students reading comprehension in post-test was satisfactory.

Table 12

The result of silent reading strategy Post - Test at the eight graders (Control Class) toward Reading Comprehension of MTs SA Raudlotul Huda Al-Islamy in the academic year 2012/2013

No.	Students Name	The Grade of Pretest
1	AD	45
2	AG	65
3	AH	55
4	ADA	40
5	DP	65
6	DL	75
7	EN	65
8	EA	50
9	FS	55
10	IW	70
11	IA	60
12	KF	60
13	LK	70
14	LM	55
15	MN	60
16	MY	65
17	MA	60
18	MY	65
19	NAW	75
20	NH	60
21	NS	55
22	PH	70
23	RC	60
24	RN	65
25	SF	55
26	SM	70
27	ST	70
28	SF	75
29	SY	75
30	TM	70
31	UK	60
32	YE	60
33	YA	65

34	RG	75
35	RI	65
Total		2205
Average		63

Source: The result of silent reading strategy pre test (control class) toward reading comprehension on December 7, 2012.

Based on the table above, the writer the measured class interval using the formula according Suharsimi Arikunto as follows:

$$\begin{aligned}
 R &= \text{The Highest Score} - \text{The Lowest Score} \\
 &= 70 - 40 \\
 &= 30
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3,3 \log^n \\
 &= 1 + 3.3 \log^{35} \\
 &= 1 + 5.082 \\
 &= 6.082 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{30}{6} \\
 &= 5
 \end{aligned}$$

Table 13

Frequency distribution as the result of post - test (Control Class) among the eight graders of MTs SA Raudlotul Huda Al- Islamy Sidomulyo.

Class Interval	Frequency	Percentage %
40 – 44	1	2.8
45 – 49	1	2.8
50 – 54	1	2.8
55 – 59	5	14
60 – 64	9	25.2
65 – 69	8	22.4
70 – 74	6	16.8
75 – 79	4	11.2
Total	35	100

The researcher has done post – test to the control class too. The result of post-test can be indentified and it shows that 8 students (22.4 %) have score lower than 60. The creteria of the students who are successful in mastering the material are the students who get minimum standard (KKM) that is 60. The average score of post-test is 63. It shows that the result of the students' reading comprehension in post-test was satisfactory.

Based on the data above, it shows that silent reading strategy is not influence in the learning reading and it can't improve students' reading comprehension. It can said that the result in experiment class not satisfactory than control class.

B. Hypothesis Testing

1. Preparing in order to prove whether there any difference of experiment class and control class at the eight graders of MTs SA Raudlotul Huda Al- Islamy in the academic year 2012/2013

Table 14

The Table at the Authentication of the Difference of Experiment and Control Class at the Eight Graders in the Academic Year 2012 /2013

Subject	Pre-Test (X1)	Post-Test (X2)	Gain (X)	Subject	Pre-Test	Post-Test	Gain
AS	50	55	-5	AD	45	45	0
AK	40	50	-10	AG	40	65	25
ASD	40	60	-20	AH	55	55	0
AA	40	60	-20	ADA	40	40	0
AH	35	65	-30	DP	45	65	20
APS	50	50	0	DL	70	75	5
DY	60	60	0	EN	65	65	0
FH	65	65	0	EA	45	50	5
FV	35	55	-20	FS	50	55	5
IS	50	60	-10	IW	60	70	10
IJ	55	70	-25	IA	55	60	5
IM	30	60	-30	KF	40	60	20
JM	20	50	-30	LK	75	70	5
KN	55	75	-20	LM	55	55	0
KF	70	60	-10	MN	55	60	5
LF	40	60	-20	MY	55	65	10
MA	30	60	-30	MA	60	60	0
MH	50	55	-5	MY	65	65	0
NAZ	55	55	0	NAW	75	75	0
ON	40	60	-20	NH	55	60	5
PDL	20	60	-40	NS	55	55	0
SM	55	60	-5	PH	70	70	0
SS	40	70	-30	RC	50	60	10
SRY	55	65	-10	RN	55	65	10
TS	30	60	-30	SF	55	55	0

YJ	20	55	-35	SM	50	70	20
YA	50	65	-15	ST	80	70	10
ZA	55	65	-10	SF	55	75	20
ZM	50	60	-10	SY	75	75	0
ZH	60	85	-25	TM	70	70	0
				UK	55	60	5
				YE	60	60	0
				YA	40	65	20
				RG	70	75	5
				RI	40	65	25
Total	1345	1830	-485		1985	2205	220

3. Putting the data above and into the formula of t_{test} in order to get t_{observed} .

$$\begin{aligned}
 Mx &= \frac{x}{N} \\
 &= \frac{-485}{30} \\
 &= -16,17
 \end{aligned}$$

$$\begin{aligned}
 \Sigma x &= \Sigma x^2 - \frac{(\Sigma x)^2}{Nx} \\
 &= (-485)^2 - \frac{(-485)^2}{30} \\
 &= 235225 - 235225/30 \\
 &= 235225 - 7840,83
 \end{aligned}$$

$$\Sigma x^2 = 227384,17$$

$$\begin{aligned}
 \Sigma x &= \sqrt{227384,17} \\
 &= 476,85
 \end{aligned}$$

$$\begin{aligned}
 My &= \frac{y}{N} \\
 &= \frac{220}{35} \\
 &= 6,3
 \end{aligned}$$

$$\begin{aligned}
 \Sigma y^2 &= \Sigma y^2 - \frac{(\Sigma y)^2}{N_y} \\
 &= (220)^2 - \frac{(220)^2}{35}
 \end{aligned}$$

$$\begin{aligned}
 \Sigma y^2 &= 48.400 - 48.400/35 \\
 &= 48.400 - 1382.86 \\
 &= 47017.14
 \end{aligned}$$

$$\begin{aligned}
 \Sigma y &= \sqrt{47017.14} \\
 &= 216.83
 \end{aligned}$$

$$\begin{aligned}
 t &= \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\
 &= \frac{(16.17) - (6.3)}{\sqrt{\left(\frac{(227384.17 + 47017.14)}{30 + 35 - 2} \right) \left(\frac{1}{30} + \frac{1}{35} \right)}} \\
 &= \frac{9.87}{\sqrt{\left(\frac{274401.31}{68} \right) \left(\frac{35 + 30}{1050} \right)}}
 \end{aligned}$$

$$= \frac{9.87}{\sqrt{249.81}}$$

$$= \frac{9.87}{16}$$

$$= 0.62$$

Therefore, $t_{\text{observation}}$ is as the result of the counting by T-test formula. To know critical value of t_{test} ($t_{\text{observation}}$) the researcher firstly counted df (degree of freedom). The formulation of $df = Nx + Ny - 2 = 65$, but 65 did not found out in t_{table} , so researcher must do interpolation as follows:

Table 15

Interpolation	5 %	1 %	0,1 %
df 60 + df 120/2	2,000 + 1,980/2	2, 660 + 2,617/2	3,460 + 3,373/2
	1,99	2,64	3,42

To df 63 with df 5 % is 1,99, and 1 % is 2,64 the data confirmed that $t_{\text{observation}} 0,62 < t_{\text{table}}^2$, because $t_{\text{observation}}$ is lower than t_{table} both df 5 % = 1,99 and 1 % = 2,64.

C. Interpretation

The writer has formulated the alternative hypothesis (H_i) and null hypothesis (H_o) as follows:

1. Alternative Hypothesis

There is significant influence of using silent reading strategy toward reading comprehension at the eight graders of MTs SA Raudlotul Huda Al-Islamy sidomulyo in the academic year 2012 / 2013.

2. Null Hypothesis

There is no significant influence of using silent reading strategy toward reading comprehension at the eight graders of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in the academic year 2012/2013.

After H_1 and H_0 were formulated the writer consulted $t_{\text{observation}}$ to t_{table} , as follows :

1. If $t_{\text{observation}}$ is bigger than t_{table} , it means that H_1 is accepted and H_0 is rejected.
2. If $t_{\text{observation}}$ is smaller than t_{table} , it means that H_1 is rejected and H_0 is accepted.

Finally, the data confirmed that $t_{\text{observation}}$ is lower than t_{table} . It is $0,62 < 1,99$. Therefore, it can be inferred that H_1 is rejected and H_0 is accepted. There is no significant influence of using silent reading strategy toward reading comprehension at the eight graders of MTs SA Raudlotul Huda Al-Islamy Sidomulyo in the academic year 2012/2013.

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D. Limitation of the Research

Fortunately, there are some face difficult problems in doing this research because of the reasons, as follows:

1. The students at MTs SA Raudlotul Huda Al-Islamy have low motivation in the learning English.
2. There are some teacher do not know about this strategy. So, if this strategy to be used the other school is not the effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis on the chapter 4, it can be concluded that most of 26 students (86 %) got the scores below the minimum Mastery Criteria (KKM) is 60 . After the researcher doing the treatment in class experiment and give the post-test can be inferred that the students' reading comprehension in pre – test was low too, but not all of the student has score low. The result of post test in the class experiment can be indentified and it shows that 8 students (26,5 %) have score low. So, from the result of pre-test and post-test can be identified 59,5 % or 18 from 36 students has increased the score.

After considering the t-test table by using df.63, the writer not found it in the table. So it's done interpolation because 63 is higher than 60 and lower than 120, and as the result, from interpolation by using df 63, it can be known that the critical value of t_{table} for the 5% level is 1,99, the critical value of t_{table} for the 0.01% level is 3,42. From those all of the data analysis, it can be seen that $t_{observed}$ (0,62) is lower than t_{table} (5% = 1,99, 0.01% = 3,42).

The data confirm that $t_{observed}$ is lower than t_{table} , therefore it can be inferred that H_1 is rejected and H_0 is accepted. It means that there is no significant influence of using silent reading strategy toward reading comprehension at the eight graders of MTs SA Raudlotul Huda Al-Islamy Sidomulyo.

B. Suggestion

A. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

The teacher should choose the suitable technique in teaching English especially in reading class in order that the student can understand the material delivered by the teacher, because by an interesting technique in teaching learning, it can automatically improved the student motivation in learning process and it can make them try the best effort to accepting the material taught by the teacher.

2. For the students

- a. Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teace students are suggested to improve their reading comprehension.

3. For the writer

The writer greatly expects that this study can give contribution for the school, such as a reference for further studies in learning reading subject. The school is recommended to make the further studies in using many strategy to deliver reading comprehension subject.

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CURRICULUM VITAE



Denny Etifah as the writer was born at village Sidomulyo, July 26, 1990. She is the daughter of the happy family of Zainal Abidin and Suprikhatin couple.

When She was child, She used to play with her friends, then, She began her study at MI Islamiyah Sidomulyo, since 1996-2002. Then, She wanted to be continued her education in Junior High School (SMP) N 1 Negerikaton Pesawaran in 2002 and graduated at 2005. Then, She continued Senior High School (SMA) N 1 Negerikaton, Pesawaran in 2005 and graduated at 2008. STAIN Jurai Siwo Metro has become the last choice for her in study. In academic year 2008/2009, She was registered as the student of English Education Program of STAIN Jurai Siwo Metro up to now.

