

ABSTRACT

THE DIFFERENCES IN READING ALOUD SKILL OF ENGLISH TEKS THROUGH UTILIZATION OF AUDIO AND SOUND SLIDE INSTRUCTIONAL MEDIA FOR PRIMARY IV STUDENTS IN SD *PALM KIDS* BANDAR LAMPUNG

By

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The aims of this reseach are to analize: 1) the interaction between instructional media and student initial competence toward reading aloud skill; 2) the differences in reading aloud skill for students who utilizing audio and sound slide instructional media; 3) the difference in reading aloud skill through utilization of audio and sound slide instructional media for high initial competence student; 4) the difference in reading aloud skill through utilization of audio and sound slide instructional media for low initial competence student.

The population of this research are primary IV students in SD *Palm Kids* Bandar Lampung which amount to 40 students. This reaseach designed by 2 x 2 factorial design and analized with Anova and t test.

The result shows that: 1) there is interaction between instructional media and student initial competence toward reading aloud skill, it shown by the value of $F_{\text{value}} (8,781) > F_{\text{table}} (4,11)$; 2) sound slide instructional media provide better benefit than audio in increasing reading aloud skill, it shown by the value of $F_{\text{value}} (4,150) > F_{\text{table}} (4,11)$; 3) audio and sound slide instructional media provide same benefit in increasing reading aloud skill for high initial competence students, it shown by the value of $t_{\text{value}} (0,535) < t_{\text{table}} (2,101)$; 4) reading aloud skill by utilizing sound slide instructional media is higher than audio for low initial competence students, it shown by the value of $t_{\text{value}} (3,350) > t_{\text{table}} (2,101)$.

Key words: audio, reading aloud skill, sound slide.