

**ABSTRACT**

*Beatrix Ivannovita. 1998. "The Correlation between Mental Reading and Oral Reading." Yogyakarta: Sanata Dharma University.*

This thesis was concerning the correlation between mental reading as language competence and oral reading as language performance. Through this study, the writer tried to find out the student's competence which was represented in their reading comprehension test scores. Meanwhile, the students' performance' grades were obtained through their oral reading test. It was believed that mental reading as a receptive written skill was correlated to oral reading as a productive oral skill.

The first aim of this thesis was to find out if there is an association between mental reading and oral reading. The second aim was to find out if there is a difference in oral reading quality between those whose mental reading grades are low and the ones who have high grades of mental reading.

In accomplishing this study this, the writer carried out a correlational study which was taken by the English Language Education from Semester II who were registered in 1996. The writer based her study on English references. First, the writer designed test models of oral reading and mental reading. For mental reading, the test was taken from Barron's TOEFL (Sharte, Pamela J., 1995). For the performance test, the writer used the speech recorded from the ABC News (Australian Television). Then, the writer gave the tests to the students periodically. For the mental reading test, the students were assigned to answer the questions of the text in a highly limited time. In the oral reading test, the students were asked to read the text aloud and the writer recorded the speech to be analyzed.

The findings showed that there was positive association between mental reading and oral reading. Through analysis result, it was found that there was a difference in oral reading quality between those whose mental reading grades were

high and the ones who had low mental reading grades.

From the findings, the writer obtained that there were several problems appeared in both mental reading and oral reading. The problems in mental reading were usually caused by the lack of reading habits. The problems of oral reading were much more complex, namely: the interference of students' mother tongue as a dominant aspect, the lack of oral reading technique, and the lack of self-confidence. The result analysis, showed that there was an influence from students' mother tongue to the students' second language performance. There were seven major categories of the first language influence in the pronunciation of the second language of the second language utterance, namely:

1. The phonemes in the second language that are similar to the first language.
2. The phonemes in the second language that are absent in the first language.
3. Different phoneme distributions between the first language and the second language.
4. Different quality of consonant sounds and vowel sounds between the first and the second language.
5. Problems of spelling pronunciation.
6. Problems of overgeneralization.
7. Problems with words that show similarity in two languages.

Finally the writer suggested that mental reading difficulties can be anticipated by increasing the frequency of reading tasks through reading box, prose analysis, and book report. Meanwhile, the problems of oral reading can be coped with by the teachers from the early stages of the second language learning and through the students self-confidence development. The suggested teaching strategy has also been based on the findings the writer obtained from the data and hopefully these suggestions will be quite beneficial for English teachers and the students.