

**THE EFFECT OF USING REPEATED READING STRATEGY
TOWARD READING FLUENCY AT THE SECOND YEAR
STUDENTS OF SMPN 3 KABUN
ROKAN HULU REGENCY**



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1434 H/2013 M**

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Thesis

Submitted to Fulfill One of the Requirements
for the Undergraduate Degree in English Education



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In the name of Allah the most beneficent and most merciful

In the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement and the writer says peace be upon Prophet Muhammad.

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ABSTRACT

Siti Nurhidayah (2012) : The Effect of Using Repeated Reading Strategy toward Reading Fluency at the Second Year Students of SMPN 3 Kabun Rokan Hulu Regency.

Many problems in learning English included in reading especially in reading fluency are faced by some of the second year students of SMPN 3 Kabun Rokan Hulu Regency. It can be seen from the unsatisfactory reading score and some problems that students confront in reading. The students get difficulty when they read a text such as: pronunciation, intonation, rhythm, pausing and stressing. Therefore, the writer is interested in conducting this research.

The purpose of this research is to know whether student's reading fluency in descriptive text taught by using Repeated Reading Strategy is better than taught without using Repeated Reading Strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency, and to find out the significant effect of using repeated reading strategy toward students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

This research is experimental research, precisely a quasi experimental research. The sample of this research is the second year student of SMPN 3 Kabun. The instrument of this research is test. The data were analyzed by using T-test. Where, T-test was used to find out the effect of using repeated reading strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

Based on the analysis of data, the result of post-test experimental class and post-test of control class show that, mean score of experiment class is 55.47 and standard deviation of experiment class is 3.42. While, mean score of control class is 46.52 and standard deviation of control class is 2.41. It show that, mean score and standard deviation of experiment class is greater than mean score and standard deviation of control class. It means teaching reading fluency by implementing Repeated Reading Strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency is better than without implementing Repeated Reading Strategy. While, the score of t-test is 9.12, which is greater than t-table at the 5% level of significance (2.03), and at 1% level of significance (2.72). It can be stated that $2.03 < 9.12 > 2.72$. So, hypothesis null (H_0) is rejected and hypothesis alternative (H_a) is accepted. It means, there is significant effect of Using Repeated Reading Strategy toward Students Reading Fluency at The Second Year of Students of SMPN 3 Kabun Rokan Hulu Regency.

The writer concludes that using repeated reading strategy is suitable as one way in teaching reading fluency in order to increase students reading fluency at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

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CHAPTER I

INTRODUCTION

A. The Background

As a foreign language, English has become important subject. English is taught from Elementary School as the lowest level of education until University as the highest level. Every school and teacher tried to improve their students' ability in English in order to make students fluent in English.

English has four language skills, they are: listening, speaking, reading and writing. The reading skill becomes very important in the education field, where by reading students can improve their knowledge and get information. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

According to Kalayo, reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹. It means that when we read the text, there is an interaction between the reader and the text, and then the reader receives the author message.

¹ Kalayo, Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau UNRI Press, 2007), p. 114

The purpose of teaching reading is to make students are able to read the text effectively, efficiently and enable them to interpret what they are read, and also to gain information or variety existing knowledge, or in order to criticize a writer's idea or writing style.

There are vital parts to develop reading ability. One of them is reading fluency. It is the ability to read a text accurately, quickly, with expression, proper phrasing, and good comprehension². Reading fluency is an essential component of successful reader. In reading fluency, we can improve vocabularies, word identification skills, good intonation and the other component of reading fluency.

In junior high school, reading fluency is taught based on school curriculum (KTSP). Based on this curriculum students should read aloud of short functional text in descriptive and recount with utterance, stressing and good intonation which are related to environment³. This research focuses on reading descriptive text.

SMPN 3 Kabun is one of the junior high schools in Rokan Hulu Regency. English is also taught to the students as a main subject in this school. The students have English class only twice a week for two hours. In teaching and learning process, English is also taught based on school curriculum (KTSP), the expectation of teaching reading is to make students able to read text accurately, with good intonation and appropriate expression.

² Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*, (USA: Association for Supervision and Curriculum Development, 2005), p. 44

³ Department of Nasional Education, School Based Curriculum Syllabus of English Subject for Second Year Students of Junior High School

Based on the preliminary research of the researcher in SMPN 3 Kabun, the researcher found many problems in learning English faced by the second year students of SMPN 3 Kabun, include in reading fluency. The teacher of SMPN 3 Kabun said that he has taught his students by using some teaching techniques to make students able to comprehend the text and able to read the text accurately and fluently. But in fact, it is still far from the target of the curriculum. It can be seen from the unsatisfactory reading score and some problems that students confront in reading. The students get difficulty when they read a text such as: pronunciation, intonation, rhythm, pausing and stressing.

Based on the writer's temporary observation, the process of teaching and learning English, especially in reading at SMPN 3 Kabun is still having many problems. It can be described as follows:

1. Some of the students do not pronounce the words well.
2. Some of the students are difficult to read the text with appropriate intonation.
3. Some of the students are difficult to determine stressing of the word in reading.
4. Some of the students have problem with their pause in reading.

Therefore, to solve this problem needs a suitable strategy to improve students' reading fluency. In this case, the writer gives a solution by using repeated reading strategy that was found by Samuel 1979⁴. Repeated reading is a strategy that helps students to improve reading fluency. In repeated

⁴ Susan, Lenski and Jill Lewis, *Reading Success for Struggling Adolescent Learners* (New York: Guilford Press, 2008), p. 162

reading, students read short passages several time until they achieve the level of fluent reading. This strategy is effective because by reading the same passage over and over the number of word recognition errors decreases, improves oral reading expression and increase reading fluency.

Based on the explanation and problems above, the writer is interested to conduct a research entitled: **The Effect of Using Repeated Reading Strategy toward Reading Fluency at the Second Year Students of SMPN 3 Kabun Rokan Hulu Regency.**

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation in this research, the writer defines some key terms as follows:

1. Effect

Effect is change that something or somebody causes in something or somebody else, or result⁵. In this research, effect refers to the effect of using repeated reading strategy toward reading fluency at the second year students of SMPN 3 Kabun RokN Hulu Regency.

2. Repeated Reading Strategy

Repeated reading is a strategy used to increase students reading fluency⁶. This strategy is developed by Samuel in

⁵ A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English Seventh Edition*, (New York: Oxford University Press, 2005), p. 138

⁶ Susan Lenski and Jill Lewis, *Reading Success for Struggling Adolescent Learners* (New York: Guilford Press, 2008), p. 162

1974. It is effective for the students because students read the text more than one time with the same passage. In this research, this strategy is implemented to increase students reading fluency at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

1. Reading Fluency

Fluency is the ability being able to speak or write a language, especially a foreign language, easily and well⁷. In this research, reading fluency means the ability to read text quickly, accurately and with appropriate expression, especially at second year students of SMPN 3 Kabun Rokan Huku Regency.

C. The Problem

1. The Identification of the Problem

Based on the background and some phenomena above, it is clear that most of students of the second year in SMPN 3 Kabun still get difficulties in English course especially in reading fluency. So, to make clear the writer will identify the problems as follows:

- a. The students are not able to read the text fluently.
- b. The students are not able to read the text accurately.
- c. The students are not able to read the text with appropriate expressions.

⁷ opcit. p. 595

- d. The students have problem with their intonation and rhythm in reading.
- e. The effect of using repeated reading strategy towards students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

2. The Limitation of the Problem

In this research, it is very important for writer to limit and focuses the problems above, this research the writer limit the problem on students reading fluency, and this research focuses on the effect of using repeated reading strategy towards students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

3. The Formulation of the Problem

Based on the limitation of the problems above, in this research the writer would like to formulate the problems as in following question:

1. Is students' reading fluency in descriptive text taught by using repeated reading strategy better than a being taught without using repeated reading strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency?
2. Is there any significant effect of using Repeated Reading Strategy towards students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency?

D. The Objectives and Significance of the Research

1. The Objectives of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

1. To know whether student's reading fluency in descriptive text taught by using Repeated Reading Strategy is better than a being taught without using Repeated Reading Strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency.
2. To obtain the significant effect of using Repeated Reading Strategy towards students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

2. The Significance of the Research

1. Theoretically, these research findings are expected to support the existence of the theories on the second or foreign language learning and acquisition.
2. Practically, these research findings are expected to give the positive contributions and information to the researches as the researcher in conducting and acquiring knowledge, especially in the field of Educational research.
3. Fulfilling one of the requirements to finish researcher study in State Islamic University of Sultan Syarif Kasim Riau.
4. These research findings are also expected to provide the students and the teachers of English of SMPN 3 Kabun,

especially on the information of their students' reading fluency.

5. These research findings are also expected to provide the readers of those who are concerned to the process of English Language teaching and English Language learning with the information of both theories and practices informatively.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Fremwork

1. The Concept of Repeated Reading Strategy.

Repeated reading is a strategy designed to increase reading fluency and comprehension. It is develop by Samuel 1979⁸. Repeated reading is an instructional strategy used to develop automaticity, accuracy and prosody in reading. The repeated reading strategy is useful for enhancing reading fluency because it allows students to practice a text over and over until the text becomes more and more familiar and students can decode the text automatically, giving students more cognitive capacity for comprehension. Generally, this strategy is the reading of a text more than once⁹.

Reading expressively helps to hold our attention. When we read orally, we chunk words into meaningful groups, vary the pitch and the intonation patterns of our voice, place stress on some words but not on others, and punctuate our speech with pauses and rising inflections to indicate thought breaks or questions. While repeated reading emphasizes practice as a way of working on all of the areas of reading fluency:

⁸ Sharon Walpole and Michael C. McKenna, *Differentiated Reading Instruction: Strategies for the Primary Grades*, (New York: Guilford Press, 2007), p. 75

⁹ Jeanne Shay Schumm , *Reading Assessment and Instruction for All Learners*, (New York: The Guilford Press, 2006), p. 213

accuracy, rate, and prosody and is one of the most studied strategy for increasing reading fluency¹⁰.

In repeated reading students are asked to read short passages several times until they achieve a level of fluent reading. The repeated reading strategy consists of a non-fluent student orally reading a passage several times. Repeated readings provide simple, repetitive oral reading practice on a short passage until the students reaches the criterion of 100 words per minute. The teacher's role is to select the passage, keep time, note word recognition errors, and measure progress toward the criterion. Each time the students read, rate should increase and errors should decrease.

The goal of this strategy is not to manage movement toward the criterion on each individual passage; it is to increase students' reading rate by building automaticity of recognition of words that the students can decode. The writer considers that repeated reading is effective because by reading the same passage over and over the number of word recognition errors decreases, reading speed increases, and oral reading expression improves.

In conclusion, repeated reading as practiced in many settings, often offers guided phonological practice which helps segmentation and parsing of written text, thus facilitating word and phrase decoding, chunking of larger meaningful units and ultimately reading fluency and

¹⁰ Susan L. Creydt, *Increasing Reading Fluency through Repeated Readings and Fast Start* (Unpublished: University of Wisconsin Oshkosh, 2006), p. 9

comprehension. Generally, gains of repeated reading such as the discovery of the appropriate syntactic phrasing including intonation, stress, and duration, which are not explicitly represented in the written form of language.

a. Benefit of Repeated Reading Strategy

There are many benefits of repeated reading¹¹. They are:

1. Helps good and poor readers recall facts from their reading. It also aids good readers in focusing on and remembering higher level, important information.
2. Helps students remember important information, such as main ideas and important vocabulary.
3. Results in improved story comprehension and leads to more sophisticated questioning and insights when a text is presented as a “repeated read-aloud.”
4. Promotes faster reading with greater word recognition accuracy.
5. Helps strugglers break out of word-by-word reading to read with more meaningful phrasing.

b. Procedure of Teaching Reading Fluency by Using Repeated Reading Strategy

Teaching reading fluency at junior high school should be taught by suitable strategies. One of them that can be applied is repeated reading strategy. In implementation of repeated reading strategy there

¹¹ Ibid. p. 7

are several steps that must be done by the teacher in order to achieve the goal of reading fluency.

William state that there are eight Steps to involve with Repeated Reading Strategy¹²:

1. Students' pair up and gather their reading material. Materials consist of the reading passage (100- to 200-word passages) at the instructional level, a copy of the passage or a transparency and dry-erase marker, and a data sheet.
2. One student begins as the reader and the other student acts as the counter. The student who is the counter may also be the timer, depending on whether the teacher starts the timing for the group or has the students time each other.
3. When the timer begins, the reader reads and the counter marks incorrect or missed words on the reading passage. Should a reader hesitate on a word for 3 s or more, the counter should provide the word and have the reader repeat it and continue reading. If using a transparency, the reader puts the transparency over her copy of the passage and places an X on missed words with the dry-erase pen.

¹² William j. Therrien and Richard M. Kubina, *Developing Reading Fluency with Repeated Reading* Vol. 41, no. 3, January 2006 (p. 156–160)

4. After the timer or teacher indicates the 1-min interval has ended, the counter provides feedback and has the reader repeat the correct pronunciation for words she missed.
5. The counter records the number of words read, errors, and correct words per minute on the data tracking sheet.
6. The student engages in another repeated reading by rereading the passage and receiving feedback. Students can reread a passage up to 4 times per session (Rashotte & Torgesen, 1985).
7. Students switch roles, and Steps 2 through 5 are repeated.
8. The teacher and students end the repeated reading procedure on a positive note.

Other expert states that the procedure of teaching repeated reading involves six steps¹³. There are:

1. The teacher may select an interesting passage that is 50 to 100 words long from a book that is slightly above the student's independent reading level.
2. The teacher has the student read the selection orally while he or she times the reading and counts the number of words that are pronounced incorrectly.
3. The teacher then records the reading time and the number of words pronounced incorrectly. If desired, the teacher and student can set a realistic goal for speed and number of errors.

¹³ Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Interventions* (New Jersey: The Guilford Press, 2009), p. 62

4. The teacher may use two different color pencils for recording time and errors, or a circle to indicate points on the line for time and an X or a square to indicate points on the line for errors. When the student is ready, he or she rereads the same passage.
5. Once again, the teacher times the reading and records the time and number of errors.
6. The student repeatedly practices reading the selection as the teacher charts progress after each trial until a predetermined goal is reached or until the student is able to read the passage fluently with few mistakes.

According to Carol et al, the procedure of repeated reading involve three steps, there are¹⁴:

1. The instructor selects a passage that is about 100 to 200 words long.
2. The student is asked to read the passage. If the student misreads a word or hesitates, he or she is asked to read the word aloud and to repeat the word.
3. Once the student has read the passage, the teacher asks the student to read the passage again, for a total of about four readings.

The other procedures of repeated reading strategy, adopted from Jeanne's book, there are¹⁵:

¹⁴ Carol S. Beers James and W. Beers Jeffrey O. Smith, *A Principal's Guide to Literacy Instruction* (New York: The Guilford Press, 2010), p. 13

1. Select a brief passage (50–200 words) at the student's instructional level and have the student read it orally.
2. Note the student's miscues and time (in seconds) it took to read the passage. Ask the student to retell the story (to monitor comprehension).
3. To determine the words per minute (wpm), multiply the number of words in the passage by 60 and then divide by the time (in seconds).
4. Encourage the student to practice rereading the passage independently for the next few days and then repeat this process, checking for improvement.

According to the expert above, the writer interested to use Carol's book as guide in teaching procedure of repeated reading strategy to increase reading fluency at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

2. The Concept of Reading Fluency

Reading is an activity with the purpose. A person may read in order to gain information or variety existing knowledge, or in order to criticize a writer's ideas or writing styles. A person may also read for enjoyment, or to enhance knowledge of the language being read.

Many experts have given their definition about what reading really means. According to Longman, reading is the activity of looking at and

¹⁵ Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners* (The Guilford Press: New York, 2006), p. 213

understanding written word¹⁶. Then, according to Kalayo (2007), reading is an interactive process that goes on between the reader and the text, resulting in comprehension¹⁷. The texts represent letters, word, sentence, and paragraph that encode meaning. The reader uses knowledge, skill, and strategies to determine what the meaning is.

In addition, Reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

Based on the explanation above, the writer concludes that reading is the complex process of constructing meaning of the text. By reading, the reader will know what they read and challenge to respond the ideas of the author.

Reading has some components that should be mastered by students. As students learn to read they must develop skill in all five of these areas in order to become successful reader¹⁸:

¹⁶ Longman, *Longman Active Study Dictionary*. (England: Pearson Education, 1998)

¹⁷ Kalayo, Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau UNRI Press, 2007), p. 114

¹⁸ Department of Education U.S, *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically based Reading Research for Teachers* (Naperville: Learning Point Associates, 2004), p. 1

a. Phonemic awareness

Phonemic awareness is the understanding that words are made up of small parts called phonemes. These phonemes can be segmented to break words apart, or blended with other phonemes to create new words. For example, the word “b/a/c/k” have five letters and three phonemes: /b/, /æ/, and /k/. The word “cat” has three letters and three phonemes: /k/, /æ/, and /t/. The first phoneme can be taken away and replaced by another phoneme /b/ to create the word b/a/t/. It is imperative to remember that phonemic awareness relies strictly upon aural skills and does not involve printed letters. Working with oral language and sounds in this way provides a foundation for success in learning how to read and spell.

b. Phonics

Phonic is the connection between sounds and letter symbol. It is also the combination of these sound-symbol connections to create words. Without phonic, words are simply a bunch of squiggles and lines on a page.

c. Fluency

Fluency is defined as “the ability to read the text quickly, accurately and with expression.

d. Vocabulary

Vocabulary refers to words we need to know to communicate with others. Vocabulary is important for reading to learn as well as learning to read.

e. Comprehension

Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension is to understand what text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

As one of the aspects in reading, fluency is an essential component of successful reader. According to Samuels, fluency is the ability to read a text accurately, smoothly, and quickly, with expression, proper phrasing, and good comprehension¹⁹. Fluency is also defined as the ability of readers to read quickly, effortlessly, and efficiently with appropriate, meaningful expression or prosody²⁰. From the statement above, the writer concludes that fluency is a reader's ability to read sentence quickly, accurately and with expression.

Reading fluency develops through practice. With practice a students move from being a hesitant, word-by-word reader who reads with

¹⁹ Tankersley , Karen. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*, (USA, Association for Supervision and Curriculum Development, 2005), p. 44

²⁰ Rasinski, T. V. (2003). In Susan Lenski and Jill Lewis. *Reading Success for Struggling Adolescent learners*. A Division of Guilford Publications, Inc. New York. 2008, p. 156

considerable difficulty to a fluent, expressive, automatic reader who understands what he or she reads. When developing oral reading fluency, students make the essential link between word analysis and comprehension.

Reading fluency is comprised of three component skills, or fluency indicators²¹:

1. Accuracy

Accuracy is determined by the percentage of words a reader can read correctly. Accuracy refers to the ability to correctly generate a phonological representation of each word, either because it is part of the reader's sight-word vocabulary or by use of a more effortful decoding strategy such as sounding out the word. In this case, accuracy means that correct pronunciation when read text or passage.

2. Automaticity

Automaticity means that the student is quick and has an accurate recognition of the letters and words. They are free cognitively to process meaning. This automaticity is achieved through corrected practice.

3. Prosody

Prosody is reading smoothly and effortlessly with appropriate phrasing and expression. Prosody is a compilation of spoken

²¹ Marcie Penner-Wilger, *Reading Fluency: A Bridge from Decoding to Comprehension* (Canada: AutoSkill International Inc, 2008), p. 2

language features that includes stress or emphasis, pitch variations, intonation, reading rate, and pausing. Fluent readers use pitch, stress, and timing to convey meaning when they read the text. This embedding of prosody shows that the reader is trying to make sense of or comprehend the text. Expressive reading happens once a degree of automaticity is established, and expression is one way in which a reader constructs meaning while reading.

There are three key elements in prosody which are stress, intonation and duration²². First, Stress is the emphasis placed on words or word parts. It is important because stress can change the meaning and part of speech among words with identical spellings. For example, r/e/c/o/r/d/ can be pronounced with stress on the first syllable which is R/E/C/o/r/d/. This word is a noun that means the best performance in a sport or a document that contains information. However, if the stress is put on the second syllable, the word is pronounced as r/e/C/O/R/D/ which is a verb that means to take note of or write down. Unless one has extensive knowledge of English, it is easy to put stress on the wrong syllable of the word when reading which creates a sentence that is unintelligible.

The second is Duration which relates to the timing between words and phrases. Pauses in oral language are essential to understanding the phrase boundaries between words. Most of the

²² <http://red6747.pbworks.com/w/page/8522964/Prosody> Retrieved on April 2012

meaning in sentences is found in phrases, not in individual words. Through repeated exposure to oral language, children learn speech patterns which they can transfer to oral reading. In written text, pauses are usually indicated by punctuation marks. However, this is not always the case. Thus, the reader has to draw upon previous experience with oral language to decipher where the phrase boundaries in the sentence are. Reading fluently requires the reader to chunk words together into syntactically appropriate phrases.

The third is Intonation which refers to the variations in pitch produced by the voice when speaking and reading. When asking yes or no questions, the pitch of the voice goes up at the end of the question. If *Wh* questions are asked, the intonation rises and then falls at the end of the question. In order to read fluently, there must be appropriate intonation which makes reading sound like speaking. The pattern of intonation, or intonation contour, that occurs as a sentence is spoken or read aloud, helps the listener to determine its meaning.

In conclusion, fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech. When reading out loud, students read the text accurately expressively and naturally. The students can decode accurately and rapidly, automatically group words appropriately, and scan ahead for cues such as punctuation. For students to know where to pause and when to

change voice pitch, they need to decode while also scanning ahead to see how the sentence ends. The ability to read fluently allows students to understand and interact with what they read.

B. The Relevant Research

Syafii states that relevant research is required to observe some previous researches conducted by other research in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, inform the designs, and find the conclusion of the previous research²³.

There are some previous researches which have relevancy to this research, they are:

1. The Effect of the Teacher Modeling and Guide Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 Kubu Rokan Hilir²⁴. This research was conducted by Kasnila and her design was a classroom action research. This research found that the use of teacher modeling and guide repeated reading in the first cycle achieves the fluency mastery well and can achieve the criteria of success that have been determined. She concludes that the use of teacher modeling and guide repeated reading can increase student's reading comprehension. She also suggested that it is better for the teachers to prepare an appropriate media, technique or approach in teaching in order to make the lesson interesting and understandable.

²³ M, Syafi'i, *from Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), p. 122

²⁴ Kasnila, *The Effect of the Teacher Modeling and Guide Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 Kubu Rokan Hilir*, Unpublished Undergraduate Thesis, Pekanbaru, 2009

One of them is by using teacher modeling and guide repeated reading to increase students' reading comprehension and make them more enthusiastic, then she also suggested that teacher needs to recognize what the students need for learning English to make it easier and better.

2. The Effect of Repeated Readings on Reading Fluency of First Graders²⁵. This research was conducted by Debbie Barnes and his design was an action research project. The purpose of this study was to determine if repeatedly reading the same story for one week would increase the students' fluency in reading. He concludes that the use repeated reading can increase student's reading fluency. She also suggested, in order being fluent, the student must not only read accurately, but read with expression and with few errors. Once this is obtained, comprehension should naturally increase because the student will have more energy to devote to paying attention to what they read. Increasing fluency in the early grades will help a student be successful throughout their education experiences. Therefore, it is important that educators use the best means possible of increasing student's fluency in reading. This is what led the teacher to research the effect of repeatedly rereading a story to increase fluency.

²⁵ Debbie Barnes, The Effect of Repeated Readings on Reading Fluency of First Graders an Action Research Project Submitted in Partial Fulfillment of the Requirements of the Master of Education Degree, Unpublished Undergraduate Thesis, Georgia, 2009

C. The Operational Concept

Operational concept is the concept used to clarify about theoretical framework in order to avoid misunderstanding and misinterpretation. In this research, there are two variables, they are variable X which refers to the using repeated reading strategy and variable Y which refers to the students' reading fluency.

The indicators of repeated reading strategy²⁶ (X variable)

1. Teacher select materials consisting of the reading passage 50 - 200 word passages.
2. The teacher asks the students to practice orally the passage.
3. The teacher marks incorrect or missed words on the reading passage. If the students misread words or hesitates on a word for 3 s or more, the teacher reads the word loudly and has the reader repeat it and continue reading.
4. The teacher gives feedback and has the reader repeat the correct pronunciation, stressing, pausing, intonation and rhythm for words she missed of the text.
5. The teacher and students end the repeated reading procedure on a positive note.

The indicators of reading fluency²⁷(Y variable)

1. The students are able to read text with automaticity (rhythm).

²⁶ *Loc.cit*, p. 13

²⁷ *Loc.cit*, p. 2

2. The students are able to read text with good accuracy (pronunciation).
3. The students are able to read text with prosody (stress, intonation, pausing).

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the result of this research shows that there is significant effect of repeated reading strategy to improve students' reading fluency.

2. The Hypothesis

Ho: There is no significant effect of using Repeated Reading Strategy towards students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

Ha: There is significant effect of using Repeated Reading Strategy towards students' reading fluency in descriptive text at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. The Location and Time of the Research

This research was conducted at SMPN 3 Kabun, especially at the second year students. The reason why the writer choose this location because reading course is also taught in this school as one of the skills in English subject and some of the students in this school are not able in reading fluency. The research was conducted from September to November 2011.

B. The Subject and Object of the Research

1. The Subject of the Research

The subject in this research was the second year students of SMPN 3 Kabun in 2011-2012 academic years. The teacher was included as a participant of this research.

2. The object of this research

The object of this research was the effect of using Repeated Reading toward Reading Fluency at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

C. The Population and Sample

1. The Population of the Research

The population of this research was the second year students of SMPN 3 Kabun Rokan Hulu Regency. They consisted of two classes. Class 2A consisted of 19 students and 2B consisted of 19 students. The total of the

population was 38 students. The specification of the data can be seen on the table below:

Table III.1

No	Class	Population		Total
		Male	Female	
1	2A	8	11	19
2	2B	8	11	19
	Total	16	22	38

2. The Sample of the Research

The writer used total sampling as the technique sampling of the research. The writer took all of the population as the samples of this research. Class 2A was experimental class, while 2B was control class.

D. The Research Design

The method used in this research is experimental research. According to Jhon, W. Creswell, “experimental is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”²⁸. The design of this research is quasi experimental design. There are two variables in this research. The first is repeated reading strategy (X) and the second is students reading fluency (Y).

²⁸ Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Nebraska: University of Nebraska, 2008), p. 299

In this research, the writer involved two groups as samples, namely experimental group and control group. The experimental group means the students who are given the treatment by using repeated reading strategy, while the control group is a group of students who are not given repeated reading strategy. Before performing the treatment, the writer administered pre-test for both classes, and at the end of the treatment, the writer administered post-test for both sample group. The research design is described as follows:²⁹

Table III.2
The Research Design

<i>Group</i>	<i>Pretest</i>	<i>Independent Variable</i>	<i>Posttest</i>
<i>E</i>	Y_1	X	Y_2
<i>C</i>	Y_1	-	Y_2

E : Experimental group

C : Control group

Y_1 : Pre-test

X : Treatment

Y_2 : Post-test

E. The Technique of Collecting Data

In this research, the writer used test to collect the data. The test was used to find out the students' reading fluency in descriptive text.

²⁹ Donald Ary *at all*, *Introduction to Research in Education: Third Edition*, New York: Holt, Rineheart and Winston, p. 283.

In collecting data for this research, the writer used test as the instrument. The test was divided into two types:

1. Pre-test was given to the students in the experimental class and control class. This test was used to know the early background of students in reading text.
2. Post-test was given to the students after giving the treatment of the strategy to the experimental class and to the control class which was not given the treatment. The post-test was conducted in order to know the development of students' reading fluency after practicing repeated reading strategy.

F. The Technique of Analysis Data

In this research, the data were analyzed by using statistical method. To analyze the data, the writer use score of posttest of the experiment class and control class. The writer analyzed the data by using t-test³⁰ to know whether the result of the research is statically significant. The data were analyzed by using formula bellow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

³⁰ Hartono, *Statistik untuk Penelitian* (Yogyakarta : Pustaka Pelajar, 2008), p. 178

Where:

t_o : The value will be found

M_x : Mean X

M_y : Mean Y

SD_x : Standard Deviation X

SD_y : Standard Deviation Y

N : The number of the students

After computing t-test, it is necessary to obtain the degree of freedom that is used to determine whether the t-score is significant or not. The obtained value is consulted with the value of t-table by using degree of freedom. The formula of degree of freedom is as follows:

$$df = (N_1 + N_2) - 2.$$

Where:

df : the degree of freedom

N_x : the number of students in experimental class

N_y : the number of students in control class

G. The Validity and Reliability of the Test

1. Validity of the Test

The test must aim at providing a true measure of the particular skill which is intended to measure. Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it.³¹ There are four kinds of validity that consist of

³¹ J. B. Heaton, *Writing English Language Test*, London, Longman Group Publisher, 1991, p. 159

content validity, face validity, and construct validity and empirical validity.

Content Validity is used to compare content of the test to the domain being measured. Content validity depends on careful analysis of the language being tested and of the particular course objectives.³² Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.³³ It means that to determine the validity using such validity is by referring to the material given to the students based on the curriculum.

In this research, the writer used content validity. Because the materials used were taken from the school's curriculum and students' textbook.

2. Reliability of the Test

The validity and reliability is relation. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable.

Reliable test is consistent and dependable. If the same test is given to the same student or matched students on two different occasions, the test should yield similar result.³⁴ Gay says that to know the reliability of the test such as essay tests, short-answer tests, performance and product tests, and projective test, we are concerned with interjudge or intrajudge

³² *Ibid.*

³³ L. R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, New Jersey, Prentice-Hall, Inc, 2000, p. 164

³⁴ H. Douglas Brown, *Language Assessment; Principles and Classroom Practice*, San Francisco State University; Longman, 2003, p. 20

reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability. Gay said that inter-judge reliability can be obtained by having two or more judges independently score of the test and then compare the score of each judge gave to each test taker. The score of judge 1 can be correlated to judge 2. The higher the correlation, the higher the interjudge reliability³⁵.

In this research, the writer used inter-rater reliability because the writer had two raters in order to scores the students' ability in reading fluency in descriptive text.

³⁵ L. R. Gay and Peter Airasian, **Op.Cit**, p. 175

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Research Instrument

The aim of this research is to find out the effect of using repeated reading strategy in teaching reading fluency at SMPN 3 Kabun Rokan Hulu Regency. To collect the data, the writer gave Test to the students of SMPN 3 Kabun. There are two tests in this study, they are pre-test and post-test for experimental and control class. The test was adapted from English on sky book. The data of this research were the score of students' post-test. The data were obtained by giving post test to the experimental and control class. The result of reading fluency test was evaluated by concerning five components: pronunciation, intonation, rhythm, pausing and stress.

B. The Data Presentation

The data from the test in this research were gained from the students' post-test score. The data were collected through the following procedures:

- a. Both classes (experimental and control class), at pre-test and post-test, were asked to read a descriptive text based on topic.
- b. Students' reading performance was recorded by using mobile phone. Then it was replayed to be evaluated by the readers to evaluate students' pronunciation, intonation, rhythm, pausing and stress.
- c. The readers evaluated sentence by sentence of students' reading performance. The readers put the score for aspects of reading fluency that consist of pronunciation, intonation, rhythm, pausing and stress.

1. Description of Students' Scores of Experimental Class

a. Description of Students' Pre-test Scores of Experimental Class

The description of students Pre-test Scores of experimental class can be seen at the table below:

TABLE IV.1
The Students' Pre-Test Scores
(Experiment Class)

Students	Pronunciation	Intonation	Rhythm	Pausing	Stress	Score
Student 1	40	40	40	60	40	44
Student 2	40	50	40	50	50	46
Student 3	40	50	40	60	50	48
Student 4	40	50	60	60	40	50
Student 5	40	40	40	40	40	40
Student 6	40	50	50	50	50	48
Student 7	40	40	40	50	40	42
Student 8	40	40	40	50	40	42
Student 9	40	40	50	60	50	48
Student 10	40	40	40	40	50	42
Student 11	40	50	50	60	50	50
Student 12	40	40	40	50	40	42
Student 13	40	40	40	60	40	44
Student 14	40	50	50	60	40	48
Student 15	40	40	50	50	50	46
Student 16	40	50	40	50	40	44
Student 17	40	40	40	40	40	40
Student 18	40	40	40	40	40	40
Student 19	40	40	40	60	50	46
Total	760	780	830	990	840	850
Mean	40	41.0526316	43.68421	52.10526	44.2105	44.7368

The table above shows that the total score of pre-test from experiment class is 850 and mean score is 44.7368, while the highest score is 50 and the lowest score is 40.

b. Description of Students' Post-test Scores of Experimental Class.

TABLE IV.2
The Students' Post-Test Scores
(Experiment Class)

The description of students Pre-test Scores of experimental class can be seen at the table below:

Students	Pronunciation	Intonation	Rhythm	Pausing	Stress	Score
Student 1	50	60	50	60	40	52
Student 2	50	50	60	70	60	58
Student 3	40	60	60	70	50	56
Student 4	60	60	60	60	50	58
Student 5	50	50	50	60	40	50
Student 6	40	50	60	70	50	54
Student 7	40	60	60	60	40	52
Student 8	50	50	50	70	50	54
Student 9	60	60	50	60	50	56
Student 10	50	50	50	60	60	54
Student 11	60	60	60	80	60	64
Student 12	40	50	60	60	50	52
Student 13	40	60	60	70	50	56
Student 14	60	60	60	70	50	60
Student 15	50	50	50	60	50	52
Student 16	60	60	50	70	60	60
Student 17	40	60	60	60	50	54
Student 18	60	60	60	60	50	58
Student 19	50	50	50	70	50	54
Total	950	1060	1060	1240	960	1054
Mean	50	55.7894737	55.78947	65.26316	50.5263	55.4737

The table above shows that the total score of post-test from experiment class is 1054 and mean score is 55.4737, while the highest score is 50 and the lowest score is 64.

2. Description of Students' Scores of Control Class

a. Description of Students' Pre-test Scores of Control Class

TABLE IV. 3
The Students' Pre-Test Scores
(Control Class)

Students	Pronunciation	Intonation	Rhythm	Pausing	Stress	Score
Student 1	40	40	40	50	40	42
Student 2	40	40	40	50	40	42
Student 3	40	40	40	50	40	42
Student 4	40	50	40	50	40	44
Student 5	40	40	40	40	40	40
Student 6	40	40	40	50	40	42
Student 7	40	40	40	40	40	40
Student 8	40	40	40	40	40	40
Student 9	40	40	50	60	40	46
Student 10	40	40	40	50	40	42
Student 11	40	40	40	50	40	42
Student 12	40	40	40	50	40	42
Student 13	40	40	40	50	40	42
Student 14	40	40	40	50	40	42
Student 15	40	40	40	50	50	44
Student 16	40	40	40	50	40	42
Student 17	40	40	40	50	40	42
Student 18	40	40	50	60	40	46
Student 19	40	40	40	40	50	42
Total	760	770	780	930	780	804
Mean	40	40.5263158	41.05263	48.94737	41.0526	42.3158

The table above shows that the total score of pre-test from control class is 804 and mean score is 42.3158, while the highest score is 46 and the lowest score is 40.

b. Description of Students' Post-test Scores of Control Class

TABLE IV.4
The Students' Post-Test Scores
(Control Class)

Students	Pronunciation	Intonation	Rhythm	Pausing	Stress	Score
Student 1	40	40	40	60	50	46
Student 2	40	50	50	60	40	48
Student 3	40	50	40	60	40	46
Student 4	40	60	40	60	50	50
Student 5	40	50	40	60	40	46
Student 6	40	40	40	60	40	44
Student 7	40	60	50	50	40	48
Student 8	50	50	40	50	40	46
Student 9	50	40	40	60	40	46
Student 10	40	40	40	60	40	44
Student 11	40	60	40	60	50	50
Student 12	40	40	40	60	40	44
Student 13	40	50	50	60	40	48
Student 14	40	40	40	60	40	44
Student 15	50	60	40	50	50	50
Student 16	40	40	40	60	40	44
Student 17	40	60	40	60	40	48
Student 18	50	50	50	60	40	50
Student 19	40	40	40	50	40	42
Total	800	920	800	1100	800	884
Mean	42.10526316	48.4210526	42.10526	57.89474	42.1053	46.5263

The table above shows that the total score of post-test from control class is 884 and mean score is 46.5263, while the highest score is 50 and the lowest score is 42.

C. The Data Analysis

1. The Students' Reading Fluency in Descriptive Text Taught by Using Repeated Reading Strategy is Better than Taught without Using Repeated Reading Strategy at the Second Year Students of SMPN 3 Kabun Rokan Hulu Regency.

a. Students' Scores of Experimental Class

TABLE IV.5
The Distribution of Frequency of Students' Pre-Test Scores of Experimental Class

Score	Frequency	Percentage
40	3	15.79%
42	4	21.05 %
44	3	15.79%
46	3	15.79 %
48	4	21.05 %
50	2	10.53%
Total	19	100 %

Based on the table above, it can be seen that there were 3 students who got score 40 (15.79%), 4 students who got score 42 (21.05 %), 3 students who got 44 (15.79 %), 3 students who got score 46 (15.79%), 4 students who got score 48 (21.05%), 2 students who got score 50 (10.53%). The highest frequency was 4 at the score of 42 and 48. The total frequency was 19.

TABLE IV.6
The Distribution of Frequency of Students' Post-Test Scores of Experimental Class

Score	Frequency	Percentage
50	1	5.26 %
52	4	21.05 %
54	5	26.32 %
56	3	15.79 %
58	3	15.79 %
60	2	10.53 %
64	1	5.26 %
Total	19	100

Based on the table above, it can be seen that there were 1 student who got score 50 (5.26%), 4 students who got score 52 (21.05 %), 5 students who got 54 (26.32%), 3 students who got score 56 (15.79%), 3 students who got score 58 (15.79%), 2 students who got score 60 (10.53 %), 1 student who got score 64 (5.26%). The highest frequency was 4 at the score of 52. The total frequency was 19.

TABLE IV.7
Table Mean and Standard Deviation of Experimental Class

NO	NILAI		X	y	x2	y2
	Pre-test (X)	Post-Test (Y)				
1	44	52	-0.74	-3.47	0.5476	12.0409
2	46	58	1.26	2.53	1.5876	6.4009
3	48	56	3.26	0.53	10.6276	0.2809
4	50	58	5.26	2.53	27.6676	6.4009
5	40	50	-4.74	-5.47	22.4676	29.9209
6	48	54	3.26	-1.47	10.6276	2.1609
7	42	52	-2.74	-3.47	7.5076	12.0409
8	42	54	-2.74	-1.47	7.5076	2.1609
9	48	56	3.26	0.53	10.6276	0.2809
10	42	54	-2.74	-1.47	7.5076	2.1609
11	50	64	5.26	8.53	27.6676	72.7609
12	42	52	-2.74	-3.47	7.5076	12.0409
13	44	56	-0.74	0.53	0.5476	0.2809
14	48	60	3.26	4.53	10.6276	20.5209
15	46	52	1.26	-3.47	1.5876	12.0409
16	44	60	-0.74	4.53	0.5476	20.5209
17	40	54	-4.74	-1.47	22.4676	2.1609
18	40	58	-4.74	2.53	22.4676	6.4009
19	46	54	1.26	-1.47	1.5876	2.1609
Total	850	1054			201.6844	222.7371
Mean	44.7368	55.47368421				

Based on the table above, the calculation of pre-test of Experimental class we can know that:

$$N = 19$$

$$\sum X = 850$$

The Mean of pre-test of Experimental Class (X)

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{850}{19}$$

$$M_x = 44.74$$

Standard deviation (SD_x) of experimental group (X):

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{201.6844}}{19}$$

$$SD_x = \sqrt{10.61}$$

$$SD_x = 3.26$$

Based on the table above, the calculation of post-test of Experimental class we can know that:

$$N = 19$$

$$\sum y = 1054$$

The mean of post-test of experimental group (Y):

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1054}{19}$$

$$M_y = 55.47$$

The standard deviation (SD_y) post-test of Experimental group (Y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{222.7371}}{19}$$

$$SD_y = \sqrt{11.72}$$

$$SD_y = 3.42$$

From the data above, the mean score pre-test of experimental class (M_x) is 44.74 and standard deviation (SD_x) is 3.26, while the mean score post-test of experimental class (M_y) is 55.47 and standard deviation (SD_y) is 3.42.

b. Students' Scores of Control Class

TABLE IV. 8
The Distribution of Frequency of Students' Pre-Test Scores of Control Class

Score	Frequency	Percentage
40	3	15.79%
42	12	21.05 %
44	2	15.79%
46	2	15.79 %
Total	19	100

Based on the table above, it can be seen that there were 3 students who got score 40 (15.79%), 12 students who got score 42 (21.05 %), 2 students who got 44 (15.79 %), 2 students who got score 46 (15.79%). The highest frequency was 12 at the score of 42. The total frequency was 19.

TABLE IV.9
The Distribution of Frequency of Students' Post-Test
Scores of Control Class

Score	Frequency	Percentage
42	1	5.26 %
44	5	26.32 %
46	5	26.32 %
48	4	21.05 %
50	4	21.05 %
Total	19	100 %

Based on the table above, it can be seen that there were 1 student who got score 42 (5.26%), 5 students who got score 44 (26.32 %), 5 students who got 46 (26.32%), 4 students who got score 48 (21.05%), 4 students who got score 50 (21.05%), the highest frequency was 5 at the score of 44 and 46. The total frequency was 19.

TABLE IV.10
Table Mean and Standard Deviation of Control Class

NO	NILAI		X	y	x2	y2
	Pre-test (X)	Post-Test (Y)				
1	42	46	-0.32	-0.53	0.1024	0.2809
2	42	48	-0.32	1.47	0.1024	2.1609
3	42	46	-0.32	-0.53	0.1024	0.2809
4	44	50	1.68	3.47	2.8224	12.0409
5	40	46	-2.31	-0.53	5.3361	0.2809
6	42	44	-0.32	-2.53	0.1024	6.4009
7	40	48	-2.32	1.47	5.3824	2.1609
8	40	46	-2.32	-0.53	5.3824	0.2809
9	46	46	3.68	-0.53	13.5424	0.2809
10	42	44	-0.32	-2.53	0.1024	6.4009
11	42	50	-0.32	3.47	0.1024	12.0409
12	42	44	-0.32	-2.53	0.1024	6.4009
13	42	48	-0.32	1.47	0.1024	2.1609
14	42	44	-0.32	-2.53	0.1024	6.4009
15	44	50	1.68	3.47	2.8224	12.0409
16	42	44	-0.32	-2.53	0.1024	6.4009
17	42	48	-0.32	1.47	0.1024	2.1609
18	46	50	3.68	3.47	13.5424	12.0409
19	42	42	-0.32	-4.53	0.1024	20.5209
Total	804	884			50.0593	110.737
Mean	42.3158	46.5263				

Based on the table above, the calculation of pre-test of control class we can know that:

$$N = 19$$

$$\sum X = 804$$

The Mean of pre-test of Control Class (X)

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{804}{19}$$

$$M_x = 42.32$$

Standard deviation (SD_x) of control class (X):

$$SD_x = \frac{\sqrt{\sum x^2}}{N}$$

$$SD_x = \frac{\sqrt{50.0593}}{19}$$

$$SD_x = \sqrt{2.6347}$$

$$SD_x = 1.62$$

Based on the table above, the calculation of post-test of control class we can know that:

$$N = 19$$

$$\sum y = 884$$

The Mean of post-test of control group (Y):

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{884}{19}$$

$$M_y = 46.52$$

The standard deviation (SD_y) post-test of control group (Y):

$$SD_y = \frac{\sqrt{\sum y^2}}{N}$$

$$SD_y = \frac{\sqrt{110.737}}{19}$$

$$SD_y = \sqrt{5.82}$$

$$SD_y = 2.41$$

From data above the mean score pre-test of control class (M_x) is 42.32 and standard deviation (SD_x) is 1.62, while the mean score post-test of experimental class (M_y) is 46.52 and standard deviation (SD_y) is 2.41.

In conclusion, the result of post-test experimental class and post-test of control class show that, mean score and standard deviation of experiment class is greater than mean score and standard deviation of control class. It means that teaching reading fluency by using repeated reading strategy is better than taught without using repeated reading strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

2. The Significant Effect of Using Repeated Reading Strategy in Descriptive Text.

To analyze the data, the writer used the statistical formula T-test to find out the effect of using Repeated Strategy.

Table IV.11
The Students' Post-test Scores

Students	Experiment (X)	Students	Control (Y)
Students 1	52	Students 1	46
Students 2	58	Students 2	48
Students 3	56	Students 3	46
Students 4	58	Students 4	50
Students 5	50	Students 5	46
Students 6	54	Students 6	44
Students 7	52	Students 7	48
Students 8	54	Students 8	46
Students 9	56	Students 9	46
Students 10	54	Students 10	44
Students 11	64	Students 11	50
Students 12	52	Students 12	44
Students 13	56	Students 13	48
Students 14	60	Students 14	44
Students 15	52	Students 15	50
Students 16	60	Students 16	44
Students 17	54	Students 17	48
Students 18	58	Students 18	50
Students 19	54	Students 19	42

- a. The formula of T-test as follows:

After finding mean score and standard deviation score, the writer analyzed t-test as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{55.47 - 46.53}{\sqrt{\left(\frac{3.42}{\sqrt{19-1}}\right)^2 + \left(\frac{2.41}{\sqrt{19-1}}\right)^2}}$$

$$t_0 = \frac{55.47 - 46.53}{\sqrt{\left(\frac{3.42}{\sqrt{18}}\right)^2 + \left(\frac{2.41}{\sqrt{18}}\right)^2}}$$

$$t_0 = \frac{8.94}{\sqrt{\left(\frac{3.42}{4.24}\right)^2 + \left(\frac{2.41}{4.24}\right)^2}}$$

$$t_0 = \frac{8.94}{\sqrt{(0.80)^2 + (0.57)^2}}$$

$$t_0 = \frac{8.94}{\sqrt{0.64 + 0.3249}}$$

$$t_0 = \frac{8.94}{\sqrt{0.9649}}$$

$$t_0 = \frac{8.94}{0.98}$$

$$t_0 = 9.12$$

The degree of freedom:

$$df = (N_1 + N_2) - 2$$

$$= (19 + 19) - 2$$

$$= 36$$

From the data analysis, it can be decided that the result of t-test is 9.12. To prove whether there is significant effect of Repeated Reading Strategy or not, the writer gives interpretation of $t_{\text{observation}}$ (9.12). The degree of freedom is 36. The mark of 36 in t_{table} , at the level of significance of 5 % is 2.03 and level of significance of 1% is

2.72. It can be stated $2.03 < 9.12 > 2.72$. So, $t_{\text{observation}}$ is higher than t_{table} at level significance of 5% and 1%. It means that null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted.

Based on the score obtained, the writer can conclude that H_0 is rejected and it means that there is no significant effect of repeated reading strategy toward students reading fluency at the second year of students of SMPN 3 Kabun Rokan Hulu Regency, while H_a is accepted and it means that there is significant effect of repeated reading strategy toward students reading fluency at the second year of students of SMPN 3 Kabun Rokan Hulu Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After the writer conducted post-test, the writer found that students reading fluency in descriptive text after being taught by using repeated reading strategy in experimental class increases 23.98 %. It means that the result of students' score on post test is better than on pre-test. While at control class the increasing of students' post-test score is fewer than at experimental class. It can be said that teaching reading fluency by using repeated reading strategy at the second year students of SMPN 3 Kabun Rokan Hulu Regency is better than taught without using repeated reading strategy.

Based on the data analysis in chapter IV, the writer found that $t_{\text{observation}}$ is greater than t_{table} . It means that hypothesis null (H_0) is rejected and hypothesis alternative (H_a) is accepted. It means that there is significant effect of using repeated reading strategy toward students reading fluency at the second year of students of SMPN 3 Kabun Rokan Hulu Regency.

So, the writer concluded that repeated reading strategy is suitable as one way in teaching reading fluency in order to increase students reading fluency at the second year students of SMPN 3 Kabun Rokan Hulu Regency.

B. SUGGESTION

Based on the research result and conclusion, the writer would like to give some suggestions as follows:

1. The students should retain the score that has been accomplished in reading Fluency.
2. For the English teacher, repeated reading strategy can be used as one way in teaching reading fluency. .

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