

**THE EFFECT OF REPEATED READING STRATEGY IN ENHANCING STUDENTS
READING ACHIEVEMENT**

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*Abstract: **The effect of repeated reading strategy in enhancing student reading achievement**). This study aims to improve reading comprehension skills in the students' achievement of class XI Culinary 2 Smk Sritanjung Banyuwangi.*

ability using the poster achievement technique. The action research was conducted in two classes, namely class control and experiment. Actions given to students in the form of the application of the post-test score method of students' speaking ability were analyzed using the independent sample t-test through the SPSS 25 program to improve students' reading comprehension skills. Data collection techniques in the form of observation, tests, and documentation. The data analysis technique used qualitative and quantitative descriptive analysis. Qualitative analysis is used for qualitative data in the form of interviews, field notes, and documentation of student assignments. The results of this study are in accordance with the objectives of the repeated reading strategy, namely help students explore curiosity. In addition, read over and over also aims to help students to find problems in reading, improve student skills in analyzing the content of the reading text, with making students' mind mapping easier to analyze reading. Study that conducted by Alpar Murat (2015)

score of deviation for control group is 6.086 and experimental group is 5.224. Then, the result of t-test founded 0,00 as the significant. So, the researcher continued to count the degree of freedom in order to know the data was significant or not. Afterwards, comparison between t-table and significant level 5% (0,05) indicated that $0,00 < 0,05$, which means that it was significant. that repeated reading implementation brought positive impact to the student's reading disability. It was detected by the post test score that increased in each session of the reading. However, the passage sorting process is also influence the students' reaction towards each reading session. In addition, the finding of the research shown that in the second reading session, four of eight students increased their reading score, and the other four students steady in their score. It means, the implementation of repeated reading was likely success.

English teachers use repeated reading strategies as one of them alternatives in teaching reading to their students since learning English Through repeated reading with the text is a great and enjoyable activity for them. That can improve their reading fluency in order to know more about learning English, especially in learning to read, changing their view that learning to read itself something fun and not boring and

tense. Researchers then discuss other functions of reading strategies to be applied in the teaching and learning process in the future

Keywords: Reading Comprehension Ability

Introduction

Introduction

Reading is one of the most important skills to develop knowledge along with listening, speaking, and writing. Reading is a way of using a text to understand meaning. According to Johnson (2008:3), “If there is no meaning, there is no reading taking place.” Reading in English is important because it helps the readers to think in English, build their English vocabulary and make them feel more comfortable with the language (Mickulecky&Feffries, 2003:5).

Guthrie, Wigfield, and Perencevich (2004:227) explain that reading comprehension is conceived as a process that asks the readers to construct conceptual knowledge from text through cognitive interaction and involving reader’s motivation with the text. In accordance with this statement, Antoni (2010:41) argues, “Reading comprehension as the reader activity to understand and to get information from a text with the simultaneous process. In comprehension, teachers have an important role to get students involved in the text that they are reading.

Reading ability of Indonesian students’ needs more attention. Based on some facts, Indonesian students face difficulties in reading. First, PISA result in (2012) shows that the reading ability of Indonesian students is low. Their position is on the 60th out of 65 countries. Also, World Bank report based on OECD (2011) describes that children of grade six in Indonesia have a very low reading ability (51.7). Furthermore, Progress in International Reading Literacy Study (PIRLS) (2010) shows that Indonesian students’ average scores in reading literacy is only 428. Next, the ability of Indonesian students to read English text is also very low (Syatriana, 2010:28), which is (61.09). Last, the students’ reading comprehension achievement (42.84) and reading habit (67.77) in South Sumatera are still low (Diem, 2012). From the data above, it can be concluded that reading ability must be improved without any doubt. The reading ability of Thai students remains a cause for concern. Reading for pleasure (RfP), is possible effective mechanism for improving both reading behaviour and reading ability in people with low socioeconomic status (SES) because

it was found to be more important for children's academic success than family SES (OECD, 2010; Sullivan & B Brown, 2013).

Similar problems are also faced by students at SMK Sritanjung Banyuwangi. Dissatisfied results shown from the scores gained by the students after completing the English final semester examination. The documentation of their English achievement in the first semester reflected that they did not have good reading comprehension skill. According to Han, Moore, Vukelich, and Buell (2010), children who enter school with poor vocabulary often experience difficulties in learning to read. In addition, Richards (2002:255) also describes that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. For these reasons, teachers frequently implement several strategies to help students to read successfully.

Applying reading strategies means providing the students a medium to begin improving their comprehension skill (Acosta & Ferri, 2010). Furthermore, Saeid (2014:479) mentions in his article, "Use learning strategies are important to facilitate

the learning process, recall and retention and a significant positive relationship exists between learning strategy and achievement." Repeated Reading (RR), introduced firstly by Samuels in 1979, is one of the strategies that can be used to help students to increase fluency rates, enlarge vocabulary stocks, and comprehend English text easily. Cohen (2011:120) explains that RR works as a scaffold for struggling readers by providing them with short-term, achievable mini-goals such as completing a passage in faster time (speed), increasing words read correctly (accuracy), and reading for a better understanding of the text (comprehension). It is an instructional method used to develop automaticity in reading.

The method of repeated reading 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. Cox (2016) explained that Repeated readings is when a student reads the same text over and over again until the rate of reading has no errors. Hargrave and

Senechel (2000), Wood and Salvetti (2001) also investigated that the students' activity in spelling, pronouncing the words over the times helps them to be familiar with the words and help them to memorizing the meaning of the words. This study seek to investigate the use of repeated reading have significant effect on students reading achievement the context of vocational school purposes.

Theoretical framework

The researchers presents the theoretical basis of the research that relates with the research problem. Repeated reading is a strategy designed to increase reading fluency and comprehension

Definition of Repeated Reading Strategy

Repeated reading is a strategy designed to increase reading fluency and comprehension (Walpole and McKenna, 2007:75). 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 once (Schumm, 2006:213).

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: accuracy, rate, and prosody and is one of the most studied strategy for increasing reading fluency (Creydt: 2006:9).

Hypothesis Formulation

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

1. *Kasnila (2009)*

The Effect of the Teacher

Modeling and Guide Repeated Reading (TMgRR) on Reading Comprehension of the Second Year at SMAN 01 Kubu Rokan Hilir. 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. 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. *Debbie Barnes (2013)*

The Effect of Repeated Readings on Reading Fluency of First

Graders. 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.

3. *Hasri Wahyu Ningsih (2018)*

Ningsih conducted a research about The Influence of Using Choral Reading Towards Students' Reading Comprehension on

Descriptive Text at The Tenth Grade of The First Semester at SMAN 1 Bangunrejo Central Lampung in Academic Year of 2017/2018. The writer had analyzed the data statistically. Based on the statistically analysis, there is a significant influence of using choral reading towards students' reading comprehension at the first semester of the tenth grade of SMAN 1 Bangunrejo Central Lampung in the Academic Year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.009. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Research Design

This research is a quasi – experimental research because the samples are taken from two classes out of four classes that are present in that school. The design of this study is the static – group comparison or *intact group – single control* and this research analyzed the data quantitatively. Those are two out of four classes are took as the respondents by purposive

sampling method. Then, by lottery, XI Tata Boga I was determined to be the experimental group and XI Tata Boga II was determined to be the control group. The experimental group is give four times treatments. It is teach reading through repeated reading strategy. On the other hand, the control group is teach by using Question and answer technique. The post – test is give after treatments both experimental group and control group The design of this research can be described as follows:

Table 1.

	Treatm ent	Po st Te st Te
Experime ntal Group	X	Te
Control Group		Tc

Note :

X = Treatment

T2e = Post – Test of the Experimental Group

T2c = Post – Test of the Control Group

Test

In this research, the reading test will use to examine the students' reading ability

improvement. Hughes (1994:4) says that test needs to provide information about the ability of groups. The form of the test is a reading test. The test is gave for the students based on the topic that give by the teacher.

To know whether the test was valid and reliable or not, the researcher needs to know the validity and reliability of the test. In this research, the researcher applied the content validity of the test. According to Mc Millan (2000:101), content validity is a type of validity demonstrates the extent to which the sample of items of the test is representative of some appropriate universe or domain of content.

Data Analysis

The primary data that collected from the reading test in form of scores that analyzed statistically by using formula of *t* – test. It is use to know whether the mean difference of Experimental group and Control group is significant or not. The formula of the *t* – test is as follow:

$$\frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_x^2 + \sum X_y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

M x = Mean of the Experimental group

M y = Mean of the Control group

$\sum X_x^2$ = Total individual square score deviation of the Experimental group

$\sum Y_y^2$ = Total individual square score deviation of the Control group

N x = The number of respondent of the Experimental group

N y = The number of respondent of the Experimental group *sUntag Banyuwangi*

Degree of freedom:

$$DF = (N_x + N_y) - 2$$

Significant level: 5%

(Adapted from Hadi, 1990:443)

The significant level of 5% means that the result of the *t* – test formula is 95% believable and 5% is not (Butter, 1995:80). When the *t* – statistics is bigger than the *t* – table, it means that the null hypothesis is reject.

The hypothesis Verification

Independent sample *t*-test formula has applied to investigate wheter or not

students who were taught by using repeated reading technique got better score in reading than those who are not. The value of independent sample t-test was consulted with the significant level of 5%.

The data analysis found that the stastically t-vallue of independent sample test was 0,00 while the value of 5% significant level was 0,05. It indicated that the value of t-statistic was lower than 5% significant level ($t=0,00 < p=0,05$). It means that teaching reading using repeated reading technique give a significant effect. The null hypothesis (H_0) that is formulated “There is no significant effect repeated reading technique on students’ reading Achievement” was rejected.

Conclusion

After analyzing the result of the study, the writer concluded that:

1. The pretest mean score in the control group was higher

than experimental group. The control group was XI TATA BOGA 1 and experiment group is XI TATA BOGA 2. So the authors decided to choose class XI TATA BOGA 2 as an experimental group. The posttest mean score of the experimental group is higher than control group. This suggests that repetitive reading strategies can be improved achievement of students' reading fluency. It can be seen from The data in the independent sample t-test showed a significant effect differences in student scores in the pretest to posttest in the experiment group. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted..

2. The test results show that the reading strategy is repeated can be used as an alternative strategy in teaching reading. The results of the questionnaire showed 17.42% of students strongly agreed strategies help them generate reading comprehension, gain information on the text, and reading fluency, 81.72% stated it agreed that the repetitive reading strategy helped them to understand the text well, but only 1.67% of students doubt that this strategy helps them in improving reading fluency. In other words it can be said that repeated reading strategies help students to improve their reading fluency achievement.

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