# CHAPTER IV

# RESULT OF THE RESEARCH

## A. Description of Data

Reading to comprehend is a dynamic process that is impacted by vocabulary, fluency, background knowledge, experience, and motivation. Any of these factors could negatively affect a student's success rate with comprehending text. As they comprehend the text, readers are interacting with information. Furthermore, they have to rely on a combination of information presented in the text, personal background knowledge, purpose for reading, and motivation to comprehend successfully. A goal of comprehension instruction in the reading classroom is to teach students several strategies from which they can draw to reach a greater understanding of various texts.

To improve reading abilities through targeted strategy use, an instructional reading strategy that has been shown to lead to gains in comprehension ability is that of repeated reading. Samuels (1997:377) was one of the first researchers to identify the usefulness of this strategy, including to improve comprehension –as described in the chapter II–. His findings encouraged others to investigate repeated reading's effect on comprehension and fluency. For example, success was found for improved comprehension and fluency after having students read a short, instructional level passage a few times, thereby confirming that students could attend to the meaning of text more easily.

The following procedures are centered on the research base for repeated reading as a practice of reading a single passage several times with modeling and error correction. Component variations in the repeated reading procedures are based varying repeated reading models, but research is limited on the individual components of repeated reading. Findings for repeated reading typically show the most support for rate and accuracy gains. Students being provided repeated reading should have their progress monitored by researcher to determine the students' response to intervention.

Repeated reading has been used by the researchers in the study at MTs Wasilatul Falah Rangkasbitung. Researcher conducted research in class 8 where in the room there were 19 students consisting of 3 boys and 16 girls. All students had the same free book in reading texts about Bogor Botanical Gardens. Short reading of several paragraphs about Bogor Botanical Garden which contains information about Bogor Botanical Gardens.

Researcher has finished collecting data and for the result it divides into three grades reading ability. As shown in the table below:

| No | Respondents | Grade |
|----|-------------|-------|
| 1  | MF          | High  |
|    | DO          |       |
|    | AR          |       |
|    | BS          |       |
|    | AK          |       |
|    | KA          |       |
|    | AA          |       |
|    | MA          |       |

| 2 | AM | Middle |
|---|---|---|
|   | KU |   |
|   | AI |   |
|   | NA |   |
|   | LY |   |
|   | GJ |   |
|   | AY |   |
|   | LY |   |
| 3 | IL | Low |
|   | DH |   |
|   | MI |   |

As a result there were eight of nineteen respondents who could immediately understand what the reading meant. The respondents are MF, DO, AR, BS, AK, KA, AA and MA. They are on the high grade level on this research because they can read the text fluent and fast. Besides that they can answer the test which contains information on text. The remaining 11 respondents have not been able to understand what information is obtained in the reading.

When researcher gave the second opportunity there were eight more students experienced increasing in reading the results. There were 16 students from 19 respondents who could understand what the reading meant. The respondents were MF, DO, AR, BS, AK, KA, and AA for the high score. Then MA, AM, KU, AI, NA, LY, GJ, AY and LY in the middle score. The last remaining 3 respondents could not understand what information was obtained in the reading.

After giving 3 opportunities, there were 3 respondents who did not succeed in the repeated reading method, while some of the unsuccessful respondents were IL, DH, and MI. Researcher sympathized with students who stumble through reading passages or pore over every word in an expressionless manner while barely comprehending. Perhaps for IL, DH, and MI must to study hard or joining English club to improve their reading ability.

Providing English language for students in eight grade at MTs Wasilatul Falah Rangkasbitung with sufficient exposure to and experience with reading can be a challenging task. In particular, students who are not yet fluent readers seldom read when it is not required and tend not to enjoy the process when they do engage in it. The opposite, however, can be said of good readers the more they read, the more they improve their reading abilities. It is probably safe to say that reading ability and reading confidence are very closely related.

The results of this research point to several things. Firstly, using repeated readings can improve the students' reading comprehending. Mostly of the students make improvements in reading comprehension which are influenced by the practices of using repeated readings that also involve the use of reading comprehension strategies. Secondly, the factors influencing the changes of the students' reading comprehension are providing a variety of reading materials, using appropriate reading materials, practicing reading strategies. The use repeated reading should consider these factors. Thus, it is recommended that the use of timed repeated readings should be continued.

**B. Analysis Data The Use of Repeated Reading Comprehending on English Text**

Repeated reading was intended to increase students' word recognition on the passage materials by having them read the passage repeatedly three times at least. The student read story three times while the researcher followed along on a separate copy providing error correction to the student each time.

The first step the researcher was instruct them to give the task to read the text Bogor Botanical Garden simultaneously in a loud voice. Then after that the researcher gives an opportunity to all respondents to reread the text alternately or one by one they read it in front of the class. And for the last step all respondents doing exercise that containing questions about information on the text.

Repeated reading about Bogor Botanical Garden is designed to build reading fluency and researcher is aiding them not only in their ability to accurately and automatically give them information about text, but helping them in their ability to understand meaning from reading as well. The result is that there are 8 respondents who have high grades, namely DO, AR, BS, AK, KA, AA, MA and MF

For example is DO, she was good at repeated reading method where she read well from the article the researcher gave her. She is smart and responsive in reading that text. She has enough mastery of the reading that the researcher gives and also understand the contents of the text. DO is very active student in class when she does not understand she will immediately asks the researcher. After the researcher asked the English subject teacher, DO was active and quite mastering

the English learning, she also won the class several times in his school. But when practicing she tends to be a quiet student. Not much talk and not a lot of behavior. When the practice is given English reading by practice researchers it is very nice that she practice really likes English language lessons, in addition to learning English in the practice school also attend courses at one of the course institutions in the area. And of course, researcher put her in high grade in this repeated reading research. Her participant in this research was good in fluency and reading speed so she can easily comprehend the text.

The main purpose of repeated reading is to build fluency, it is important to be able to define fluency in ways which are observable and measurable. Fluency in reading are separated into two components that are accuracy of word recognition and reading speed. While both components are important for purposes of building fluency.

While for respondents AK, she is very good in this research. AK also reads very clearly and she has mastery English vocabulary so her accuracy in reading words on text with no errors AK is very diligent in reading and she also besides studying English at school she has lived at the Pesantren where the place he lives has an extra English club. At the boarding AK is taking part in the extras and AK memorize a lot of vocabulary in English. As we know vocabulary mastery in language learning is very fundamental.

Other respondents in the same grade which are AR, BS, KA, AA, MA and MF that their reading ability was emphasized in speed. Because, emphasize speed over accuracy in speak. There appears to be a trade-off between accuracy and

speed. If word recognition accuracy is required before the students can move on to a new passage, the students becomes fearful of making a mistake and consequently the pace of reading slows down. In fact, if we overemphasize accuracy we tend to impede fluency. Therefore, for purpose of building fluency speed rather than accuracy should be stressed to students.

There are additional factors to consider regarding the use of repeated reading. So that, students will understand why rereading is done. We have involved them in a discussion about how practice makes perfect. This discussion brings out the fact that spends considerable time practicing basic skills until they develop speed and smoothness at their reading activity. Repeated reading uses this same type of practice.

Maybe, a teacher should considering using repeated reading will the students exciting by the gains they made in fluency. Similarly, in this research, researcher has found that beginning readers are very interested in working at the skills necessary for helping them to comprehend text about Bogor Botanical Garden.

As illustrated by respondent MF, in fact she was not good at mastering English, but when he practiced the repeated reading method he finally achieved good reading and was able to answer several questions about the content of information from the reading texts provided by the researcher.

Speed reading is related to accuracy and how long it takes the reader to complete the passage. Researcher believes that speed emerges concurrently with accuracy and as readers practice automatically their speed and accuracy improve.

Although there is general consensus about the critical elements of reading fluency, varying degrees of evidence have been placed on speed, accuracy, and proper expression. Some define reading fluency as skilled reading that allows one to read and comprehend at the same time. Within this perspective, speed and accuracy are indicators of fluency as opposed to fluency itself. Commonly to both views of reading fluency is the emphasis on skilled reading that allows one to focus on the meaning of text.

In the middle grade in this research there are eight participants which are AM, KU, AI, NA, LY, GJ, AY and LY. Researcher put them in middle grade because mostly of the respondents could read the English text fluency but did not really understand in meaning. So they could comprehend about text perhaps just a little bit. And also for the test they could answer the questions not much like the other respondents in the high grade.

AM is an active student but there are some subjects that she is not well-versed in such as this English subject, AM is also not very proficient in mastering the English language but she understands the repeated reading method a bit and reads quickly but she did not really understand in the reading on English text. She passed the repeated reading very good but did not understand in depth the contents of the text and also she did not appropriate in answering some questions related to the text given by the researcher.

And for the next respondent that is KU, when researcher gave her opportunity in this repeated reading strategy was unclear and troubled by reading it. So KU kept repeating the reading text until finally KU was able to read fast but

she also did not understand the contents of the text. She was only able to read quickly but not able to understand the contents of the text so that she could not give the right answer the question that given by the researcher, because KU did not understand what the text meant. She can only read quickly without stumbling.

With practice, whole word recognition, and hence single word and text reading becomes progressively faster, seemingly automatic and reflex-like. So for the students who want mastering in reading English must to much practice their tongue in order to get the abilities. Like respondents AM, KU and AI.

Next, respondent AI when reading text can read it quickly and the vocabulary is good and correct but AI is only able to master the reading without mastering the contents of the text. AI was also a bit confused about answering the question about the reading because she did not master the content of the reading, there were many incorrect answers given by her on the answering the questions.

And for the low grade there are IL, DH and MI. Actually they did not success in this repeated reading strategy because their reading might involve issues with fluency, comprehension, accuracy, prior knowledge, purpose of text, or a combination of any these.

IL respondents are not too fluent in reading, there are still many shortcomings of IL's vocabulary and she did not understand the learning provided by researchers. In this research she was reading the text very slowly and stammered, IL seemed not to understand what the researcher was saying and did not understand the contents of the text that was given. Already reading repeatedly,

IL still could not get it well and fast and she was not able to answer the questions about the text that the researchers gave to her.

Also for the respondent namely DH, one of the students who did not understand the English learning. He was often lazy to read when reading texts by the researcher. DH also read very haltingly and he also lacked vocabulary in this regard. DH did not understand what the researcher explained and also he understand what was meant by the text given by the researcher when the researcher gave a question related to the text and he was a lot of incorrect answers

For the last respondents was MI. She very quiet students and did not talk much sometimes when researchers gave reading texts to his MI read it very slowly, slowly and stammered. Lots of English vocabulary that has not been mastered, MI does not understand the reading texts given by researchers, even when reading repeatedly MI is still not clear. Other than that MI cannot answer well the questions given by the researcher

There are five major components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Comprehension is another essential component of reading. Comprehension is a process in which a reader comprehends sentences and then links ideas from one sentence to the next. The reader also uses prior knowledge and experiences to expand and interpret the meaning of texts. When readers use metacognition, the reader understands himself or herself as a reader. The respondents understand the reading task they face and strategies they can employ to complete the task.

Reading with comprehension depends on rapid and accurate literal and inferential interpretation of written language, integration of ideas in the text with one's existing background knowledge. Therefore, improving automaticity in word recognition should improve comprehension as well. An improvement in comprehension will support the main goal in academic reading: for students to learn concepts from the text and thereby gain new knowledge or enhance their existing knowledge.

For all respondents at eight grade of MTs Wasilatul Falah Rangkasbitung that amount 19 student upper average successfully in this research. There are 8 respondents get high score and 8 respondents more get middle score both comprehending in text using repeated reading and understand the information about it. For the 3 last respondents has failed to improve reading comprehending using repeated reading method on this research.