

THE EFFECT OF REPEATED READING STRATEGY ON READING FLUENCY: THE CASE OF STUDENTS WITH READING DIFFICULTIES AT SMP AL-IKHLAS KEDIRI

Imam Suhaimi¹

Andik Suprayitno²

University of Kahuripan Kediri

suhaimi_yes@kahuripan.ac.id

Abstract

Reading can be said a complex endeavor that is made up of multiple components, all of which must be orchestrated and executed by the reader with the goal of making meaning from the text. Reading effectively requires the readers to make accurate sense of the text by making inferences based on connections beyond and within the current text. This study investigated the effects of a reading strategy, repeated readings on reading fluency. Three students as members of two classrooms in one junior high school participated in this 2 weeks study. The research employed a quantitative means by using pre-experimental Design. A pre – Post - test design was used. The results of this study indicate that repeated reading strategy is found to be overall effective on reading speed and reading accuracy. This study has some recommendations for teaching instructions and research. For example, teachers can use it as an instructional approach for improving the reading fluency not only for those with reading difficulties, but for all students. As for research, future studies should consider including a larger number of students who experience reading difficulties.

Key words: *Repeated reading, reading fluency, and reading difficulties*

Abstraksi

Membaca bisa dinyatakan sebagai sebuah hal yang kompleks yang terdiri dari beberapa komponen, yang semuanya harus diatur dan dijalankan oleh pembaca dengan tujuan

membuat makna dari teks bacaan itu sendiri. Membaca yang efektif memerlukan pemahaman yang akurat dari teks dengan membuat kesimpulan berdasarkan koneksi dalam dan di luar teks itu sendiri. Penelitian ini meneliti efek dari strategi membaca, membaca berulang, pada kefasihan membaca lisan. Tiga siswa dari dua kelas yang berbeda pada satu SMP berpartisipasi dalam studi ini yang dilakukan dalam 2 minggu. Penelitian ini menggunakan alat kuantitatif dengan menggunakan Desain pre-eksperimental. Sebuah pra - Post - desain tes digunakan. Hasil penelitian ini menunjukkan bahwa strategi membaca berulang didapati keseluruhan efektif pada kecepatan membaca dan akurasi membaca. Penelitian ini memiliki beberapa rekomendasi untuk instruksi pengajaran dan penelitian. Sebagai contoh, guru dapat menggunakannya sebagai pendekatan instruksional untuk meningkatkan kelancaran membaca, tidak hanya untuk para siswa dengan kesulitan membaca, tetapi untuk semua siswa. Adapun penelitian lanjutan, harus mempertimbangkan jumlah besar siswa yang mengalami kesulitan membaca.

Kata kunci: Membaca berulang, kefasihan membaca, dan kesulitan membaca

INTRODUCTION

Teaching of English in Indonesia is considered as teaching of English as fore-ign language. As we know, the English language teaching in Indonesia consists of four language skills that need to be mastered by students; one of them is reading skill.

Reading skill is important to be improved, because most student`s activities in getting knowledge both at school and out of the school are carried out through reading. Furthermore, reading skills concerns language aspect, such as: pronunciation, spelling, vocabulary, and grammar. Wanzek and Roberts (2012) stated that reading is one of the most critical and important educational skills because it influences virtually all of academic disciplines

1. Reading Fluency

In definitions about reading fluency, some experts correlate the term fluency and comprehension. Bouguebas (2007) said that fluency has to do with comprehension.

The following synthesi definition based on National Reading Panel (NRP) 2000 and The Literacy Dictionary (Harris and Hodges, 1995):

“Reading fluency refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. Fluency is manifested in

accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension”

In addition, Samuels (2002) claimed that reading fluency is the ability to perform simultaneously both understanding and decoding the written text. Then he explains that reading speed, accuracy and paper expression as indicators of fluency, in other words those indicators will determine whether someone is a fluent/ non fluent reader.

2. Repeated Reading

Repeated Reading Strategy is an instructional strategy originally created by Dhal and Samuels (Snow et al., 1998). It motivates prosody improvement through prompting phrase boundaries and the accurate teaching of the strategies that fluent readers use (Chard et al., 2002)

Repeated Reading will be effective because by reading the same passage repeatedly, reading speed increases, the word number identification errors declines, and oral reading expression improves (Samuels, 2002). Since the 1970s, the repeat reading intervention has been implemented with many variations with positive result. Chard, et all (2002) reviewed an intervention number programs and concluded that repeated reading strategy significantly improves student’s reading fluency and comprehension.

There are two instructional approaches related to improving reading fluency. The first approach, monitored and repeated reading, involve students reading passages aloud several times whilst receiving guidance and feedback from the teacher. The second, independent silent reading, involve students reading extensively on their own. Research that has explored the effect of these two approaches on the improvement of reading fluency shows that students who read and reread passages orally as they get feedback, get to be better readers. Repeated oral reading generously enhances word identification, speed, and accuracy as well as fluency (National Reading panel Report, 2000).

3. Reading Difficulties

Students with reading difficulties may have an experience a difficulty in mastering some of reading skills like reading fluency, which is most often defined as the ability to read text quickly, accurately, and with appropriate expression (National Reading Panel, 2000).

Duke and Pressley (2005) claim the complex nature of reading difficulties when they point out those reading difficulties include the spectrum from trouble decoding words to problems retaining information. Identifying areas of reading problems for remediation has led to research into areas including inappropriate phrasing (Hudson, et al 2005).

METHOD

This study uses Pre-experimental design. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post-test scores.

This research, the researcher has a single case that observes at two time points, one before the treatment and after the treatment. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed. It can be explained in table 3.1 below.

Table 3.1 The experimental design (One-Group Pretest-Posttest Design)

<i>Pretest</i>	<i>Independent Variable</i>	<i>Posttest</i>
Before intervention	During intervention	After removal of Intention

1. Subject of the Study

The subject in this research is the students with reading difficulties at SMP Al-Ikhlas Kediri which consists of 3 students.

2. Research Instrument

This study focused on the first two components, accuracy and automaticity, as prosody is mainly relates to comprehension rather than fluency.

Automaticity refers to the reading rate of reading (speed) which is determined in Words per Minutes (WPM) or Words Correct per Minute (WCPM) (Learning Point Associates, 2005). Accuracy focuses on a reader's ability to identify correctly words on the first attempt. To measure the reading fluency of the participants (reading rate and accuracy) 100 -word passages were used in this study as recommended by previous researchers to examine oral reading fluency (e.g., Weinstein & Cooke, 1992; Samuels, 2002). The reading passage was selected by the resear-

cher from the K13 curriculum after deciding that K13 is the students’ instructional level. In addition, the students had no prior exposure to these reading passages.

In administering the assessing reading rate and word accuracy would be explained with scoring guideline. Here (table3.2) the scoring guideline in assessing reading rate and word accuracy.

Table 3.2. Scoring Guideline in Assessing Reading Rate and Word Accuracy (CWPM)

Scored as Correct	Scored as Error
Correct pronunciation: The word must be pronounced correctly	Mispronunciation/word – substitution: e.g: the dog ate the bone WRC=5 read as: the dig ate the bone” WRC=4WRE=1
Repetitions: repeat words are continued as correct e.g: ted reads a letter (WRC=4) read as: “ted reads ...ted reads a letter”(WRP=4)	Omission: each word omitted is an error e.g: ted climed the oak tree (WRC=5) read as: “ted climbed the tree” WRC=4 WRE=1
Self corrected word: word misread initially but corrected within 3s (seconds) are counted as correct e.g: the river was cold WRC=4 read as:”the river was cold... (2s)..cold” WRC=4	Hesitations: when the students hesitates fails to read the word within 3 seconds e.g: Mario saw an elephant WRC=4 read as: “Mario saw an el....” WRC=3 WRE=1
Insertions: when a word is added it isn’t counted as correct word not as reading errors e.g: sue was happy WRC=3 read as: “sue was very happy” WRC=3	Reversals: when two or more word are transposed, those words not read in the correct order are errors e.g: Charlie ran quickly WRC=3 Read as: “Charlie quickly ran” WRC=1 WRE=2
Dialect/articulation : variations in pronunciation that are explained by local language norm are not error	

3. Data Collection

The process of gathering data and valid information in this research, the researcher uses some phases to collect the data as follows:

a. Pretest

The pre-test was administered on September 20, 2016 using reading fluency test considering reading rate and word accuracy assessment to

know their reading ability for fluency prior to treatment of experimentation. Students were primarily tested through CWPM test to know their reading fluency score related to reading rate and word accuracy.

b. Treatment Process

The treatment delivers to the students are given treatment of repeated reading technique in teaching English reading to know that can affect the students' reading fluency.

In this steps, researcher given greeting to the students in front of the class first and asked to the students' condition. And then researcher given the narrative text. After that, The researcher asked the students to reads the same passage for 100 words by multiples times (5 times). The last, researcher counted the number of word correctly per minute (WCPM).

c. Posttest

Post-test is given to the students after repeated reading technique treatment deliverd by students. The result of post-test was compared with the result of pre-test. In Post-test the researcher also gave the students certain situation same as in a pre-test.

4. Data Analysis

To compute the students score, researcher multiplied the number of words in the passages by 60, and divided this by the number of seconds it took to read the passage. This result in a WPM score (Caldwell, 2008: 166)

$$\text{students reading rate} = \frac{\text{number of word in the passage} \times 60}{\text{number of seconds it took to read the passage}}$$

FINDINGS AND DISCUSSIONS

Results of the Study

The purpose of this study was to investigate the effect of repeated reading strategy on reading accuracy and reading speed on students with reading difficul-ties drawn from SMP Al-Ikhlal Kediri.

The results in relation to the participant's reading accuracy and reading rate. Reading accuracy is represented in words read per minute (WPM), correct word read per minute (WCPM). While reading rate (speed) is represented by the durati-on measured in minutes and seconds, which is spent to read a story and measured

in minutes and seconds. The research results will be discussed separately.

The effects of repeated reading strategy on reading accuracy of SMP Al-Ikhlal Kediri students with reding difficulty.

Accuracy means the number of correct words (CW) the number of incorrect words (ICW), the number of correct words read per minute (CWPM) and words read per minute. Results of number of correct words and number of correct words are shown in the figures. See Figure2 and Figure 3.

Figure 2: Result of correct words (CW) of all Students

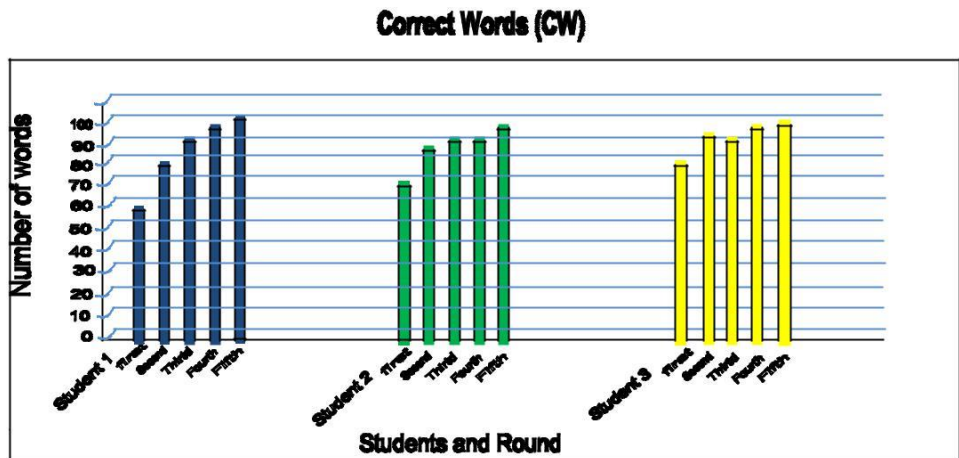


Figure 2 displays reading attempts and results of the number of correct words read per each attempt, it is noticeable that correct words have increased over reading attempts for the story. Starting from the first student, when the number of correct words was 56 in the first reading, 77 in the second reading, 88 in the third reading, 92 in the fourth reading, and 96 in the last reading; in which the partici-pant achieved the criterion of this study which is to read a passage with no more than 10 errors.

The second student, the number of correct words was 64 in the first reading, 82 in the second reading, 87 in the third reading, 87 in the fourth reading, and 91 in the fifth.

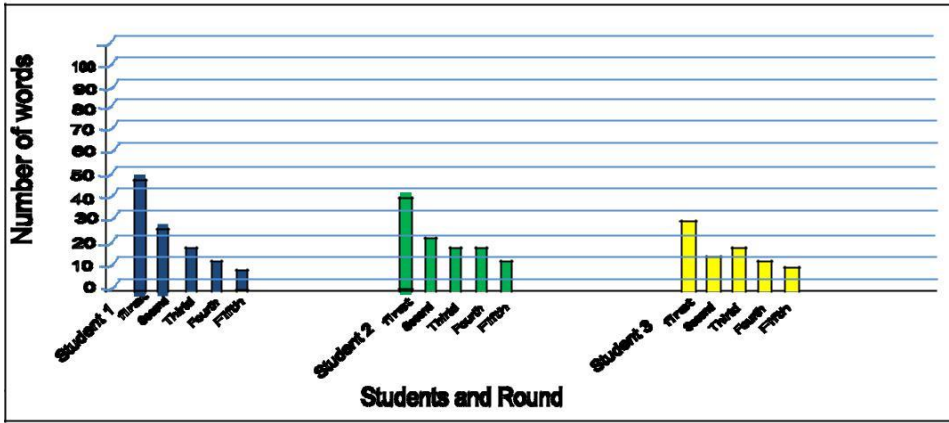
The third student, the number of correct words was 74 in the first reading, 90 in the second. 88 in the third reading, 92 in the fourth reading, and 96 in the fifth.

The participants repeated this story five times to reach the required criterion 90 correct words. Because of the constant increase of the number of correct words

read per reading attempt, the number of incorrect words decreased over all the reading attempts. The results are displayed in Figure 3.

Figure 3: Result of Incorrect words (IW) of all Students

Incorrect Words (IW)



For correct word read per minute and word read per minute, each student will be discussed separately. All results are displayed on Figures 4 and Figure 5.

Figure 4: Words Per-minute (WPM) of all students

Words per-minute (WPM)

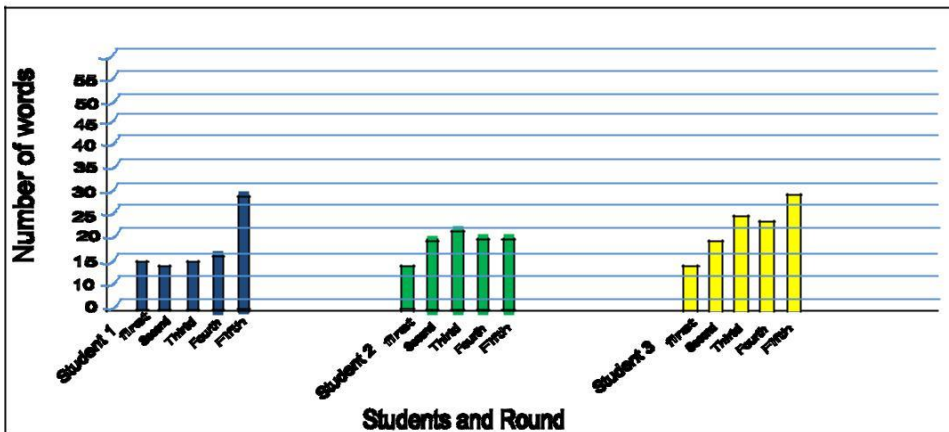
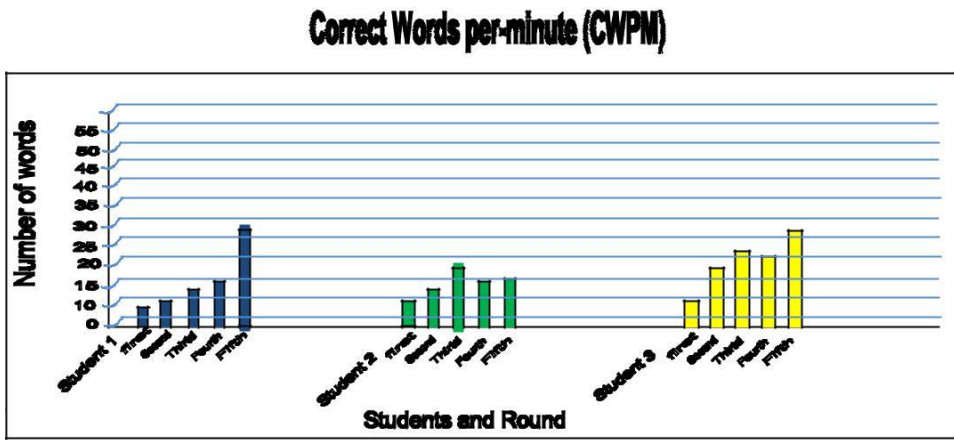


Figure 5: Correct Words Per-minute (CWPM) of all students



Student 1:

The accuracy of the student’s reading has increased over the five readings. The correct words per minute in the first reading was 7.17 while in the fifth reading attempt improved to 26.7 WCPM, and words read per minute WPM increased from the first reading of 12.8 WPM to 27.9 WPM in the last reading.

Student 2:

There were also five reading attempts for the student 2. During these attempts, the number of WPM was 12.2 then it kept increasing to reach 17.5 WPM. Regarding the number of CWPM, it also significantly improved from 7.8 words in the first reading to be 15.9 words in the last reading attempt.

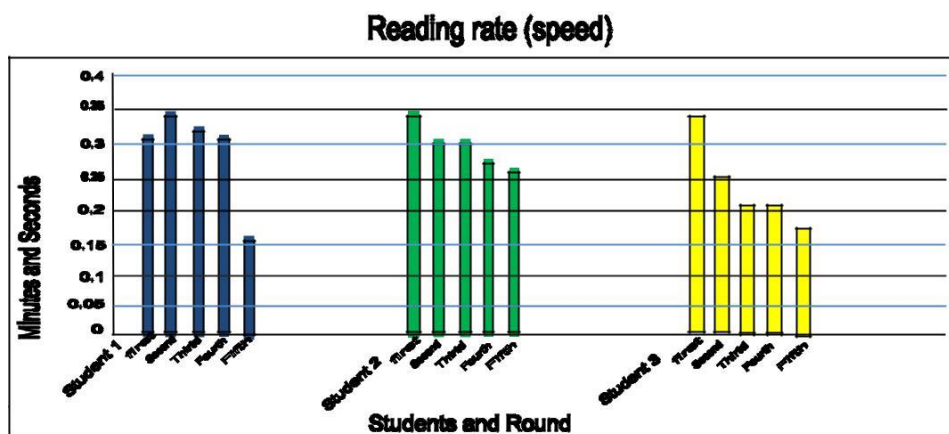
Students 3:

As the data shown in regards to the last student, it would be apparently noticed that the number of WCPM also has increased over the five readings from 9 words in the first reading to be 26.7 correct words per minute in the last reading attempt. The same applies for the number of WPM, which also showed a significant progress from the first reading with 12.5 words read per minute to be 27.9 words in the fifth reading, which is the last reading attempt.

The effect of repeated reading strategy on reading rate (speed) of SMP Al-Ikhlās Kediri students with reading difficulties

The answer for the second research question for this study is shown in the data displayed in Figure 6 and following explanation about each students’ reading rate results

Figure 6: Results of reading rate (speed) for reading attempts



Student 1:

the student needed 7 minutes and 48 seconds to read the 100 –words story in the first reading attempt. Whereas, in the fifth reading he only needs 3 minutes and 35 seconds.

Student 2:

Reading rate has improved, the student needed 8 minutes and 10 seconds to read the 100 – words story in the first reading attempt, whereas in the fifth reading he only needs 5 minutes and 42 seconds, with 3.67 seconds difference than the first reading attempt, to reach the criterion of the study.

Student 3:

Reading rate has noticeably improved over the fifth readings. Starting with 8 minutes for the first reading attempt, which dropped, in the last reading attempt to 3 minutes and 35 seconds.

So as Therrien (2004) concluded improvement in reading fluency can be obtained through repeated reading intervention. This study also indicates an improvement in reading fluency in both components (accuracy and rate).

Discussion

The study found that the participants reading accuracy and reading rate have

improved significantly over the 3 students and 15 reading rounds, as previously shown in Figures 2 - 6. All students, starting from the first reading and ending with the last round of reading witnessed a significant increase of the correct words.

Another occurred after a consistent improvement in accuracy while reading of the first student from 12.8 WPM to 27.9 WPM in the last reading these were the only two falls happened among 15 reading attempts (all students). In regards to the reading rate which is represented in duration, there was an increase of the duration to read the second student from the third round to the fourth round. Another increase was in the third student from third round to fourth round with 54 seconds.

Chafouleas et al. (2004) studying the effects of repeated reading, the result showed that the oral reading fluency of one student with learning disabilities progressively increased and a gradual decrease in error rate for all three conditions. This study is also consistent with the result found by Therrien (2004) that the students with learning disabilities in the repeated reading group significantly improved their reading fluency on last passage readings, which compared the effects of repeated reading and question generation.

CONCLUSION AND SUGGESTION

All study results indicate that improvement in reading accuracy as shown in figures 2 – 5 and improvement in reading rate as shown in figure 6. And Word miscues have no specific pattern, like addition, omission, substitution, or any other types of miscue.

The results of all reading rounds indicate that repeated reading strategy has an obvious impact on reading rate and reading accuracy.

The researcher hopes the further research into the role of fluency in the primary, middle and secondary Grades and will inspire primary, middle and secondary teachers, regardless of their content specialty, to attempt to make reading fluency an integral part of their reading instruction

REFERENCES

- Bouguebs, R. (2007). *The Effect of Repeated Reading on Reading Fluency: The case of StudentYear University EFL students at the English Department, ENS . Constantine 2005. Mentouri University. Constantine: Published*

Disertation. Accessed on March 2016

- Chalfouleas, S. M., Martens, B. K., Dobson, R. L., Weinstein, K. S., & Gardner, K. B. (2004). *Fluent reading as the improvement of stimulus control: Additive effects of performance – based interventions to repeated reading on students' reading and error rates*. *Journal of Behavioral Education*, 13 (1), 67-81.
- Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). *A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities*. *Journal of Learning Disabilities*, 35, 386–406.
- Duke, N., & Pressley, M. (2005). *How can I help my struggling readers? Instructor December*. Search for answers at: <http://www.scholastic.com/teachers/article/how-can-i-help-my-strugglinreaders>. (Accessed 18/05/2016)
- Harris, T.L, and Hodges, R.E. (1995): *The Literacy Dictionary: The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.
- Hudson, R.F, Pullen, C.P and Lane, H.B. (2005). *Reading Fluency Assessment and Instructional What? Why? And How?*(Online) No. 8, Vol. 58 (Accessed on Friday 03 March 2016)
- National Reading Panel. (2000). *Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on Reading and its Implementations for Reading Instruction (National Institute of Health Pub. No. 004767)*. Washington, DC: National Institute of Child Health and Human Development.
- Samuels, S.J. (2002). *Reading fluency: Its development and assessment*. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction*(3rd ed., pp.166 –183). Newark, DE: International Reading Association.
- Snow, C.E., Burns, M.S. & Griffin, P. (1998). *Preventing reading difficulties in young children: Intellectual property in the information age*. Washington, DC : National Academy Press.
- Therrien, W. (2004). *Fluency and comprehension gains as a result of repeated reading*. *Remedial and Special Education*, 25(4), 252-261
- Wanzek, J., & Roberts, G. (2012). *Reading interventions with varying instructional emphasis for fourth Graders with reading difficulties*. *Learning Disabilities Quarterly*, 35 (2) pp.90 -101.

Weinstein, G., & Cooke, N.L. (1992). *The effects of two repeated reading interventions on generalization of fluency*. *Learning Disability Quarterly*, 15, 21-28