

THE EFFECT OF USING REPEATED READING STRATEGY TOWARD STUDENTS' READING COMPREHENSION AT 8TH GRADE

Widya syafitri
Widyasyafitri260780@gmail.com
UIN Bukittinggi

ABSTRACT

This study was intended to find out the effectiveness of repeated reading strategy toward students' reading comprehension. This quantitative research done due to some problems found during reading class. First, the teacher used the conventional strategy since the teacher acted as the center of the class. Then, the students showed a little comprehension in reading, such as finding the main idea, reference, or inference of the text. Last but not least, the teacher admitted that the students often doubt about finding out the moral value of the text, because it was not written on the text. After doing treatment by implementing repeated reading strategy, researcher found that students' reading comprehension was improved. It was showed that t -obtained was higher than t -table ($6,872 > 2,064$). Hence, there is a significant effect of repeated reading strategy toward student reading comprehension.

Keywords : *Repeated reading strategy, Reading comprehension, effectiveness*

INTRODUCTION

Reading is a useful skill needed by someone to gain the explicit and implicit meaning and many information from the text, in order to be able to get more knowledge. For example, a student needs to read more books in computer to be better in computer, a student needs to read many books in English to become good in English, and a teacher needs to read more books about teaching in order to be good in teaching.

Reading is an active process which needs attention to get the meaning of the text (Roza & Khairani, 2019) and it is also one of the skills in English language that need to be learned. Because it is a skill that helps someone to acquire information in a written form, without reading it would be impossible to do it. It is also a basic skill in any languages that can increase vocabulary, and reading can help someone to be fluent in speaking. Then the purpose of reading is comprehension about what one reads.

Goodman states reading comprehension is as an interaction between thought and language (Otto, 1979). It means that an interaction in reading, it can produce a thought and then people would understand the meaning of that text. Reading is a process in

which readers try to draw inference from the written text of passage to their own inference to get comprehension (Sya'ban & Reflinda, 2021). Reading comprehension is not just reading, it needs someone to comprehend the meaning of the text whether it is explicit or implicit information.

The teachers get difficulties in conveying their materials to the students. Bringing a long text to the class would demotivate the students to read, just by looking at that text is already boring for the students. It has impact to students related to their reading ability, for instance, hard to understand to identify topic, or/and main idea. It also influences their comprehension about the text type, such as finding moral value in a text if it is not stated in the text, and many other problems.

Concerning to the those problems above, it was found that many studies on reading have been conducted intensively to improve the reading fluency of struggling learners revealed that repeated reading intervention strategy improves the student's motivation, self-confidence, and self-esteem, to improve his fluent reading skills by utilizing repeated reading intervention strategy. Results of this study indicated repeated reading intervention strategy improves the student's reading, comprehension, automaticity, accuracy skills, motivation, and self-confidence Rasinski (2015) in (Lee & Yoon, 2017); (Bastug, M., & Keskin, 2014).

Actually, there are many strategies that are invented by teachers and researchers in order to solve the problems and to make reading easier to be learned. Reading out loud strategy, silent reading and repeated reading are some of the strategies in reading to get comprehension. Reading comprehension is the process of communication that involves students in getting information from the text (Syafitri, 2018). However the problems still stand. There was nothing wrong with the strategies. The problem is when and how a teacher uses those strategies. Before using any strategies a teacher needs to understand the characteristic of the students. For example, repeated reading is good to improve reading comprehension (Bouguebs, 2005). Thus, in this occasion researcher assumes that repeated reading strategy is appropriate to solve reading comprehension's problems above.

Repeated Reading is an instructional method used to develop automaticity in reading. This method follows the principles of the Automatic Processing Theory of La Berge and Samuels which claims that with a multiple exposure to the same orthographic

patterns, the cognitive focus of the reader is allowed to shift from decoding and encoding to meaning (S.J, 1974). In other words, the rereading of a text enables the reader to become automatic in the recognition of words, and this would free his attention to comprehend what is being read. So, this strategy was not focus on reading accuracy but it focuses on reading comprehension.

METHOD

The researcher used the quantitative research. The quantitative research is a kind of research that collects the data in the form of number. A research is called as quantitative because of the data of the research used numeric and using statistical analysis (Sugiono, 2009). The design of this research was experimental research because it has the purpose to know the effect of using repeated reading in reading comprehension.

The researcher used the quasi experimental design because in this design, the researcher would be able to find out the effect of repeated reading toward reading comprehension variables which influence the process of the experimental. Pre-test - post-test control design where the experimental group is exposed to a treatment (Suryabrata, 1990).

Table 1. The design of the research

Class	Pre-test	Treatment	post-test
Experimental class	T1	X	T2

Where:

- T1 = The pre-test for experimental
- T2 =The post-test for the experimental
- X = The treatment that is given to the experimental group by using repeated reading strategy

Based on the research design above, special treatment has given to the experimental class. The post-test was administrated after the implementation of repeated reading strategy as the special treatment for the students in the experimental class. It has been given in order to observe students' reading ability.

The population and sample was all students at the eighth grade.

Table 2. The population of second grade

Class	Total Students
8 th Grade	28
TOTAL	28

The population from this research was 28 students that are the total of the students in the 8th grade. The sample of this research was the students' of eighth grade.

Instrumentation

The instrument used in this research was test that was given as pre-test and post-test by using narrative text, narrative text is a story with complication or problematic the scene where and when the story happened and introduces the participants of the story. It consists of a moral lesson, advice or teaching from the writer events and it tries to find the resolutions to solve the problems. Complication tells the beginning of the problems which leads to the crisis (climax) of the main participants a closing remark to the story and it is optional (Hastuti et al., 2020).

The test question of 30 items, which were formulated in multiple choice items with four alternatives. This research used the pre-test to determine a student's baseline knowledge or preparedness for an educational experience. After that, the researcher collected the data based on the score of students' reading test. The data was collected after the post-test of students. The post-test was given in order to know the significant effect of students' reading comprehension after giving the treatment to the experimental group.

To find whether there is significant difference and whether repeated reading is better than conventional strategy using formula as follows:

$$T = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{n_A S_A^2 + n_B S_B^2}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}}$$

Where:

For the hypothesis

T = the score of t- calculated (obtained)

\bar{x}_A = mean score of the post-test of the experimental class

S²A = variance post-test of the experimental class

n_A = Number of students in experimental class post-test

Technique of the Data Analysis

This research was done by using the t-test in analyzing the data. There are four formulas that used to analyze the data in this research. The first is used to find the average score of each group. The second is sum of square or variance. The third calculate standard deviation. The last calculate t-test formulate.

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Where:

For the hypothesis

T = the score of t- calculated (obtained)

\bar{x}_A = mean score of the post-test of the experimental class

S²A = variance post-test of the experimental class

n_A = Number of students in experimental class post-test

The researcher then compared the t-obtained with the t-table. The result is the t-obtained is bigger than the t-table (6,872 > 2,064).

From the data it means that there is a significant effect of repeated reading strategy toward student reading comprehension which is alternate hypothesis (H_a) is accepted or there is significant effect of repeated reading strategy toward student reading comprehension which is null hypothesis (H₀) is rejected because the t-obtained is bigger than the t-table. So, it can be concluded that there is a significant effect of repeated reading strategy toward student reading comprehension.

FINDINGS AND DISCUSSION

Finding

Pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using repeated reading. Furthermore, the post-test was administrated after the implementation of

repeated reading strategy as the special treatment for the students in the experimental class.

The Effect of Repeated Reading toward Reading Comprehension

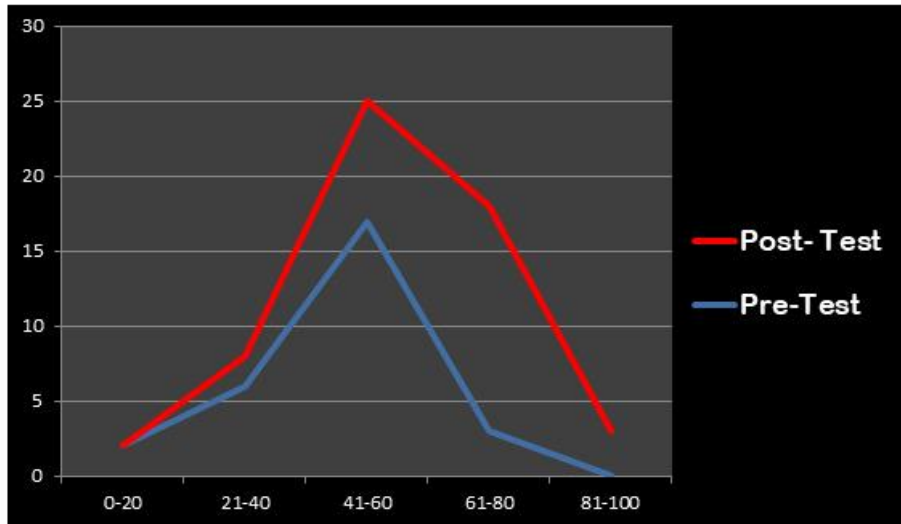


Figure 1. Pre-test and Post-test score repeated reading toward reading comprehension.

Based on the graphic above by given treatment repeated reading to the students could increase their reading comprehension. It proved by score post-test that higher than pre-test of the students.

The result of the calculation pre-test and post-test of the experiment class can be viewed on the table below:

Table 3. Descriptive Statistic from Pre-test of Experiment Class

Class	Mean Score	Min Score	Max Score
Experiment	53	47	70

Table 4. Descriptive Statistic from Post-test of Experiment Class

Experiment	76	66	93
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The researcher used the formula to find whether H_a is accepted or rejected, the value of the t obtained is compared with the value of the t table. If the value of the t obtained is bigger than the value of the t table or t obtained located between $-t$ table and $+t$ table, the hypothesis (H_a) is accepted.

Table 5. Hypothesis (t-test)

		T	Df
Hypothesis	Equal variances assumed	6,872	28
	Equal variances not assumed	6,872	19,672

Based on the table above, the t -obtained is 6,872. Meanwhile, the t -table for $df=28$ is 2,064. The researcher then compared the t -obtained with the t -table. The result is the t -obtained is bigger than the t -table ($6,872 > 2,064$).

Discussion

The main data of this research was the score reading comprehension of the eighth grade students. The researcher used the narrative text instrument which totals 30 items. Before get the score of post-test, the researcher gave the pre-test test to the students. There was significant score between pre-test and post-test. The researcher used Kolmogorov-Smirnov formula to find out the score of post-test.

After finding the mean score and the value of the t obtained by using t -test of the both classes, the hypothesis is tested. The hypothesis in this research, there is any significant effect of repeated reading strategy toward student reading comprehension.

From the data it means that there is a significant effect of repeated reading strategy toward student reading comprehension which is alternate hypothesis (H_a) is accepted or there is significant effect of repeated reading strategy toward student reading comprehension which is null hypothesis (H_0) is rejected because the t -obtained is bigger than the t -table. The result is the t -obtained is bigger than the t -table

(6,872>2,064). So, it can be concluded that there is a significant effect of repeated reading strategy toward student reading comprehension.

In line with research that conducted (Harmiati, 2010.) by the title “The Application of Choral and Repeated Reading Strategy to Improve The Reading Ability”. The result of this study, there was correlation between repeated reading to improve students’ reading ability. The researcher also found out that repeated reading has significant effect to students’ reading ability, especially to the students’ reading comprehension for found out like topic, main idea, supporting details and moral value.

The others research that conducted (Dotson-Shupe, 2017) by the title “The Impact of Repeated Reading on the Comprehension Level of Eight Eighth Grade Students at the Middle School Level”. The result of this study there was Frequent commonly expressed thoughts, behaviors, and actions of the participants merged along with commonalities in comprehension evaluation.

CONCLUSION AND SUGGESTION

In conclusion, from the result of research analysis statistically, there is a positive correlation between repeated reading and reading comprehension for the eighth grade students, it can proved by the score of pre-test and post-test. After the researcher give the treatment all the students have increase their comprehension like topic, main idea, supporting details like place of the story, time of the story, events of the story. The students are also able to determine moral value of the narrative text. At last the students can get implicit and explicit meaning at the narrative text.

Based on the findings of the research, the researcher would like to propose some suggestion as following; the English teacher is recommended and hoped to use repeated reading as a strategy to improve students reading comprehension. Further researchers are suggested to conduct a study on the same variables using skill such as speaking, listening, or reading.

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