



**IMPROVING THE VIII-B GRADE STUDENTS' STORY READING
COMPREHENSION ACHIEVEMENT BY USING REPEATED
READING ALOUD TECHNIQUE at SMP 1 KENCONG JEMBER**

THESIS

Composed as One of the Requirements to Obtain the degree of S1 at the
English Education Program of Language and Arts Education Department of the Faculty of
Teacher Training and Education of Jember University

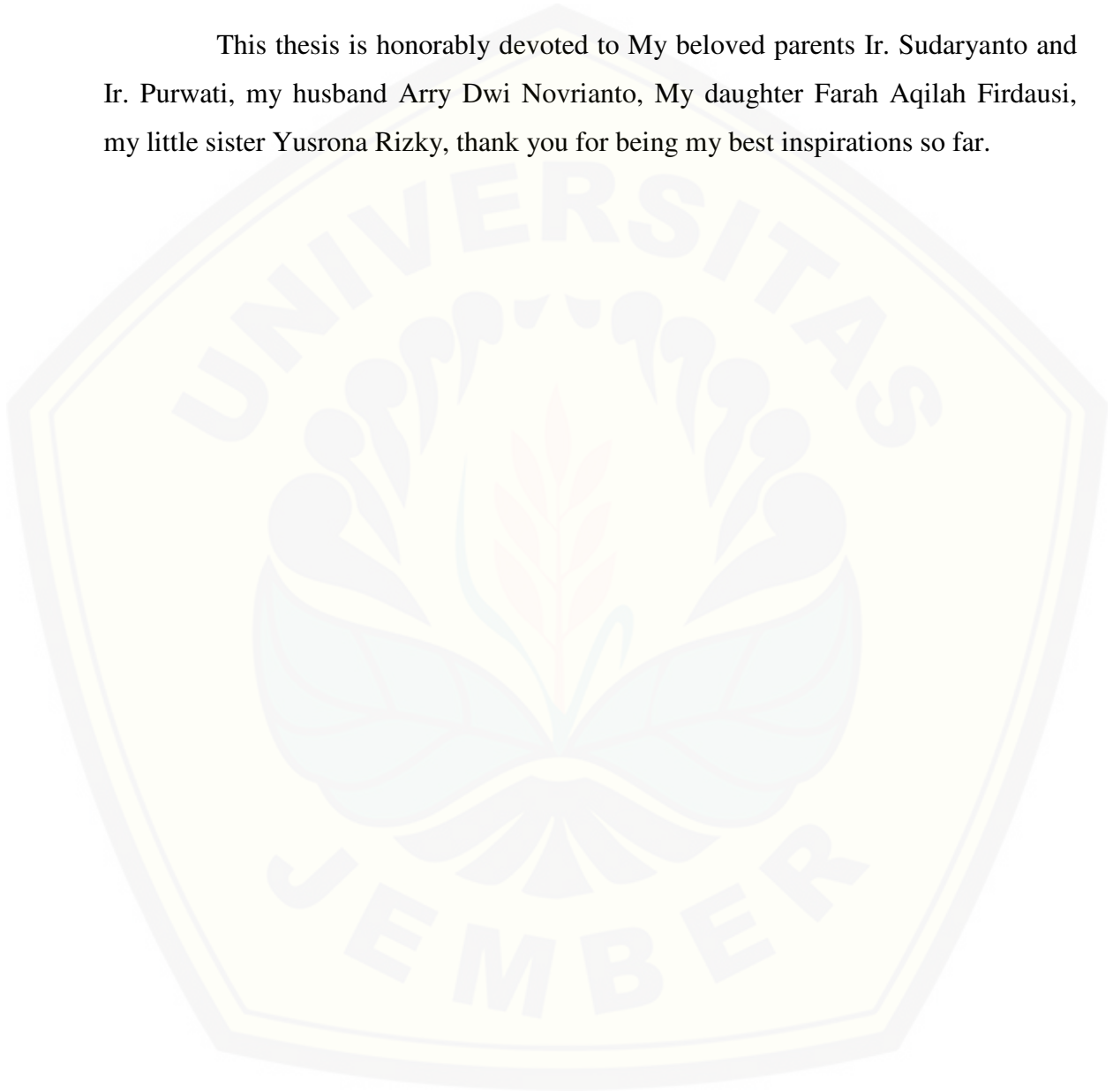
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DEDICATION

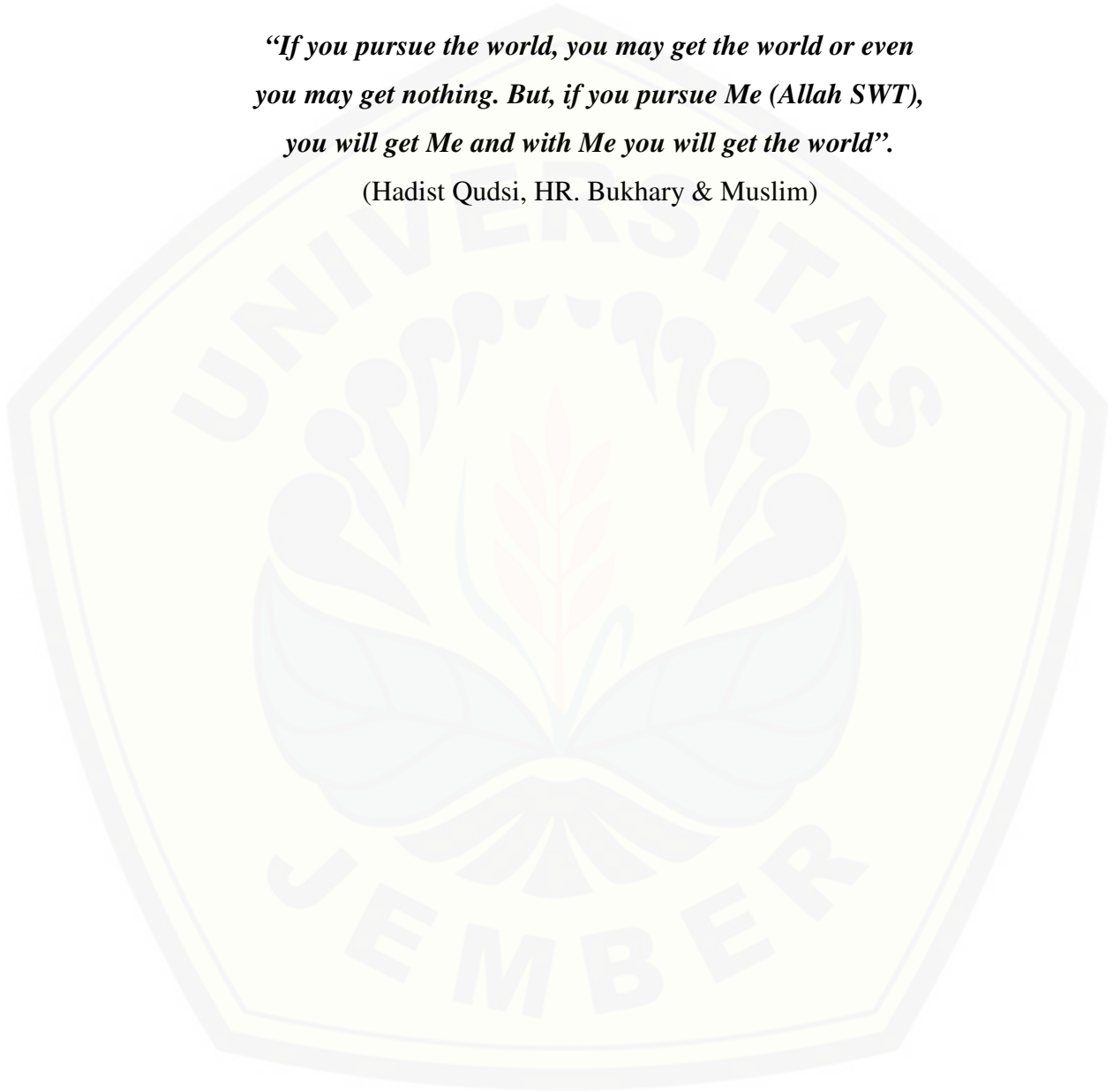
This thesis is honorably devoted to My beloved parents Ir. Sudaryanto and Ir. Purwati, my husband Arry Dwi Novrianto, My daughter Farah Aqilah Firdausi, my little sister Yusrona Rizky, thank you for being my best inspirations so far.



MOTTO

“If you pursue the world, you may get the world or even you may get nothing. But, if you pursue Me (Allah SWT), you will get Me and with Me you will get the world”.

(Hadist Qudsi, HR. Bukhary & Muslim)



CONSULTANT APPROVAL SHEET

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SUMMARY

Improving the VIII-B Grade Students' Story Reading Comprehension Achievement through Repeated Reading Aloud Technique at SMP 1 Kencong Jember; Devi Fitrah Megawati; 030210401221; 2010; 60 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was meant to improve the VIII B grade students' reading comprehension achievement through Repeated Reading Aloud technique. The term Repeated Reading Aloud was used because the technique it self, involved Reading Aloud activity. This research started by conducting preliminary study in the form of interview with the English teacher of the eight grade students at SMP 1 Kencong Jember. Based on the interview, it was known that VIII B students still had difficulties in comprehending the reading text. These difficulties were caused by limited amount of vocabularies mastered by the students' of VIII B grade of SMP N 1 Kencong Jember. It was also supported by their reading comprehension achievement score in the first semester which showed that the mean score of VIII B was the lowest among the mean scores of the other grade in VIII classes. The mean score of the class was 68.7. Thus this class was chosen as the subject of this research.

Repeated Reading was an instructional technique which was used to develop automaticity in reading while reading aloud was oral reading texts. In this research, reading aloud was the activity of reading loudly by the students to their partner in order to observe the improvement of their reading ability. The technique of repeated reading aloud was combination between repeated reading technique and reading aloud activity. This technique was useful for enhancing reading fluency because it

allowed the students to practice the text repeatedly until the text becomes more familiar and they could decode the text automatically, it gave the students more cognitive capacity for comprehension. The technique of repeated reading aloud indicates transfer and training and general improvement in reading comprehension

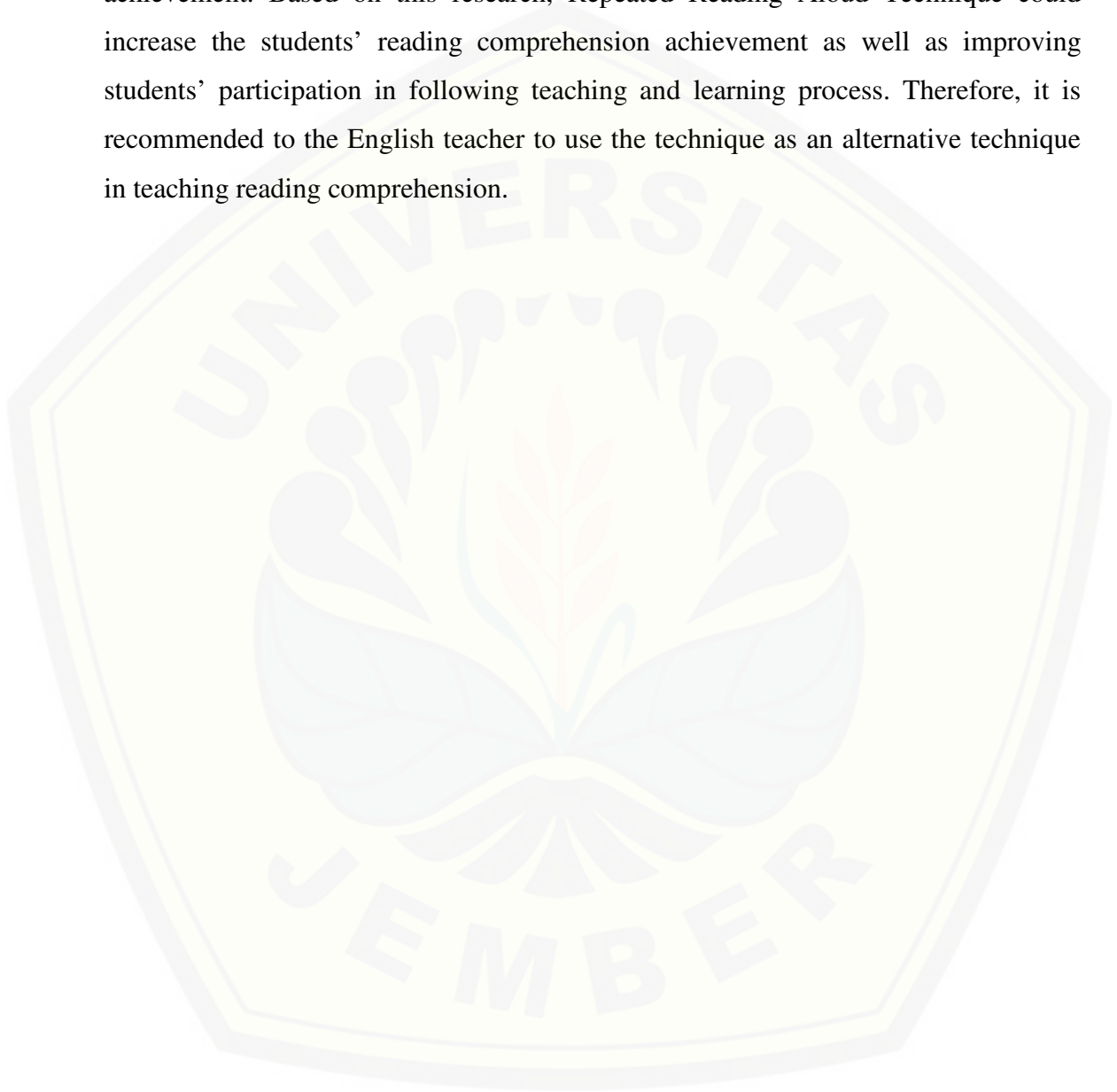
This classroom action research consisted of two cycles, in which each cycle covered the stages including: planning, implementation, observation, and reflection. Then, each cycle ran in three meetings including the test. The data about the students' reading comprehension achievement were collected through reading comprehension test. The data dealing with students' reading aloud activity was collected by the students who worked in pair by observing the numbers of words which pronounced incorrectly. The data of reading aloud activity was collected in order to support the theory stated when reading speed increased; word recognition errors decreased the condition lead to students' reading fluency which could be a bridge in reading comprehension. Observation was used to monitor the students' activities and participation in class while the teaching and learning activities were conducted. Meanwhile, the reflection was based on the finding during the implementation of the action and compared to the criteria of success, including (1) 60% or more the research participant achieved the mean score requirement was 75, (2) 75% or more of the research participant could fulfill the indicators of active students stated in the checklist.

The result of the action in the first cycle indicated that the students' reading comprehension achievement test was 72, 9. In addition there was 31% (14) out of the students having reading comprehension achievement score ≥ 75 . Concerning with the activeness, based on the class room observation that was done in the first cycle, it was found that the students' participation in reading comprehension teaching and learning process using Repeated Reading was 40% (18) students. In other words, the result of the action in the first cycle did not achieve the target of this research. Therefore, the action was continued by revising the teaching technique in the first cycle. In the Second cycle the revisions from the first cycle were as follows:

1. Most of the students could comprehend the information from the text. It could be seen from the result of Reading Comprehension achievement test in cycle II
2. The use of Indonesian language after English in explaining the rules of Repeated Reading Aloud activity made the students easier to understand the explanation from the teacher or the researcher, since in the previous cycle, the explanation was delivered in English.
3. The interaction between the teacher and the students in discussing difficult word session together with the class was accomplished. It means that either the students or the teacher actively participated when they knew the meaning of difficult words.
4. The repetition of difficult words modeled by the teacher made the students' pronunciation improved, since some experts believe that a better pronunciation will lead the students to have better reading comprehension.
5. The collaboration between the researcher and the teacher of class VIII B helped the teacher in observing the class activities and assisting the students.

The result of action in cycle II showed improvement. It was indicated by the mean score of reading comprehension test in cycle II was better ($M=77.54$) than in cycle I ($M=68.79$). The percentage of the students who got score ≥ 75 in cycle II were also better (61.36%) than cycle I (31.81%). Besides, the students' participation in reading comprehension teaching learning process improved from 40.9% in the first cycle up to 81.8% in the second cycle. It means that both students' reading test score and students' participation in teaching and learning process of reading comprehension through Repeated Reading Technique Aloud had improved in the second cycle and fulfilled the target of this research.

Finally the finding in both cycles lead to the conclusion that Repeated Reading Aloud Technique could improve the students' reading comprehension achievement. Based on this research, Repeated Reading Aloud Technique could increase the students' reading comprehension achievement as well as improving students' participation in following teaching and learning process. Therefore, it is recommended to the English teacher to use the technique as an alternative technique in teaching reading comprehension.



I. INTRODUCTION

This research investigated the use of Repeated Reading Aloud Technique to improve reading comprehension of the VIII B grade students of SMP Negeri 1 Kencong. Research indicated that to improve the students' reading text the teacher could apply Repeated Reading Aloud Technique.

This chapter highlights aspects dealing with the topic under study. They were research background, research problems, research objectives, the significance of the research and operational definition. Those will be presented in the following sections respectively.

I.1 Research Background

English as an international language is widely used in every sector. Crystal (1999:135) describes the roles of English as international relations, the media, international travel and tourism, international safety (especially air and maritime traffic control), education, and communication. Considering its roles, English as the first foreign language that is taught in Indonesia as compulsory subject. It applies to students of junior and high school. Moreover, English stands as a local subject to the students of elementary school.

The objective of teaching English based on the institutional level of 2006 Curriculum is to develop English communicative competence in the four language skills namely; listening, speaking, reading and writing. These skills as well as language components; vocabulary, grammar, and pronunciation should be taught in integrated way with the language skills.

Reading is one of the keys getting knowledge or information. Reading has an important role in English as second language learning. It almost dominates all activities in teaching and learning. During teaching and learning activities, reading activity involves although in a form of reading a word or a sentence. Therefore, reading comprehension skill is a basic skill in learning English because its activities in class always involves reading (Grellet, 1996:8). According to Henning (1997:4)

reading is a basic skill of communication, it is used most effectively when it supplements and enriches the material in other ways. Carrel et al (1998: 1) also stated that many students think that reading is the most important skill of the four skills in a second language, particularly when English is learned as a second language or foreign language. In other words, reading is one of language skills that almost dominant in teaching learning process especially in comprehending the message or getting information from the materials.

The role of English in language teaching must be emphasized, because it is the important factor to be successful in the target language. Krashen (1983: 131) stated that reading contributes to general language competence that underlies both spoken and written performance. This competence is implemented in Junior High School in Indonesia where the aim of reading is to comprehend the meaning of the text.

For Indonesian students, reading is a bridge to understand the book they read, since in English classes the compulsory books are written in English. Here, reading comprehension deals with the students' ability in comprehending reading text. Harrison (2002: 49) says that the purpose of reading is to gain the meaning. In line with Harrison's idea, Grellet (1996) stated that reading is a process of understanding the text. It means that when the readers read the material, he/she has to get the message from the material. The readers are expected to make connection between what they have read and how the meanings are made from the text. Based on the previous studies, there are experts who state that reading without getting any comprehension means nothing. Nuttal (1998:2) explained that comprehension focuses on understanding and interpreting meaning sense. It can be concluded that reading comprehension means understanding about what we have read, knowing the meaning and the contents of the text. Since reading is a complex active process activity to understand the meaning from the printed words. In other word, the students are expected to comprehend its context after reading the text.

Dealing with reading comprehension for the students where English is learned as a foreign language, they face difficulty in comprehending the text. According to Simanjuntak (1988: 9) many EFL students are fluent readers in the native language, however, what tend to happen is they cannot often transfer this skill to reading English text. They often fail working with the text because of some factors such as lack of vocabularies. As the result, they cannot comprehend the text well.

Regarding the interview with the eight grade English teacher of SMP 1 Kencong Jember, which done as preliminary study, it was found that 60% of the students were not successful in grasping idea in the reading text because of their problem in vocabulary and most of the students were not fluent enough in reading. Consequently, the students only guess the content of the text if they have to answer the questions that require implicit information. It supported by the average score of reading that was 68. This score was lower than the standard score level used in that school (75). Some factors that might cause the failure were the students did not have adequate background knowledge of English, which has different system of structure and vocabulary to their mother tongue, beside that they might also lack of motivation and concentration in reading English text since they rarely read English outside the classroom. Most important, students' shortage in reading might also caused by they did not know how to read the text using a certain technique for example at SMP 1 Kencong Jember, the students never practiced Repeated Reading loudly in the school hours.

In order to solve the students' reading comprehension problems, the English teacher has done great efforts. He used once a while various materials in teaching reading. For instance, he tried to use textbooks published by different publishers and work sheet (LKS). Beside that, he also used various simple authentic reading materials taken from any sources. However, these effort need to be enriched since the students' reading comprehension achievement was not reached the standard score target yet. In other words, giving various materials is not the only one way to

overcome that problem. He said that an appropriate technique for teaching reading is also required.

Dealing with the students' problem in reading comprehension, a teacher as an instructional expert should choose appropriate materials and technique in helping students to comprehend the information from the reading text. The technique should encourage students to engage and to process the text so that they could understand it well.

Some methods used to increase students' reading comprehension were SQ3R, mapping technique, jigsaw and many others. Moreover, one of a method that the teacher can use to improve the students' comprehension was Repeated Reading. This technique rose because of the students' problem in comprehending texts. In the basic research, repeated reading applied in order to increase students' reading fluency. Repeated reading is a technique developed by Samuel (1979). It defined that the reader re-reads the same short passage numerous times until a particular criterion found.

What might become question is the relation between fluency and comprehension. The National Reading Panel report defines reading fluency as "...the ability to read text quickly, accurately, and with proper expression." All three dimensions appear critical to a full definition of reading fluency (Dowhower: 1991). It seems that fluency is essential as word recognition and oral reading phenomenon, and the importance of oral reading pales dramatically in comparison to that of silent reading comprehension.

The correlation between fluency and reading comprehension clearly established by a large-scale analysis of data from National Assessment of Educational Progress in Reading (Pinnel et al. 1995). In that study, 44 percents of the subjects found to be diffluent when reading graded level appropriate material that they had previously read silently; the study also showed a significant positive relationship between oral reading fluency and reading comprehension achievement.

In order to measure and to observe the students' reading improvement, reading aloud activity in this research was done. The improvement here covered time spent in reading a text and the numbers of pronouncing words incorrectly. Reading aloud in this research has finished to the research target before and after the treatments using Repeated Reading. In conclusion, this research was the combination between the application of Repeated Reading Technique and Reading Aloud activity to optimize the achievement of reading comprehension.

Being aware of the importance of students' achievement in reading comprehension, Repeated Reading Aloud technique expected to overcome the reading comprehension problems. Since, in this technique, students were allowed to read the text five times that covered three times silent reading individually, and twice for reading aloud activities.

Based on the interview with the English teacher, Repeated Reading text loudly has never been used by the English Teacher in teaching and learning activities at English Classroom of SMP Negeri 1 Kencong Jember. Therefore, a classroom action research entitled "Improving the Eight Grade Students' Story Reading Comprehension Achievement by Using Repeated Reading Aloud Technique at SMP 1 Kencong Jember" was conducted.

I.2 Research Problems

Based on the background of the study, the problem of the study formulated as follows:

1. How can the grade VIII-B students' reading comprehension achievement of English story text be improved through Repeated Reading Aloud Technique at SMP Negeri 1 Kencong Jember in the 2009/2010 Academic Year?
2. How can the grade VIII-B students' participation be improved when they are thought reading story by using Repeated Reading Aloud technique?

I.3 Research Objectives

The objective of the study formulated as follows:

1. To improve students' reading comprehension achievement of the VIII B grade students at SMP Negeri 1 Kencong Jember in the 2009/2010 academic year by using Repeated Reading Aloud Technique.
2. To improve the grade VIII-B students' participation in class when they are thought reading story by using Repeated Reading Aloud Technique

I.4 The Significance of the Research

The results of this research were expected to be useful for the English teacher, students, and other researchers:

a. For the English Teacher

The result of the study were expected to be useful to the English teacher of SMP N 1 Kencong Jember in conducting the teaching of reading, particularly by applying Repeated Reading Aloud technique as an alternative to help students cope with their reading problem.

b. For the Students

The actions of this study were expected to give the students new experience to improve the VIII B students' reading comprehension achievement of English story text at SMP N 1 Kencong Jember.

c. For the researchers

The results were hopefully useful for other researchers as information or a reference to conduct a further research dealing with other reading techniques or the same technique but with different research design such as descriptive study or experimental research to improve reading comprehension achievement.

I.5 Operational Definitions of the Terms

Operational definitions of the terms in this study are essential to avoid misunderstanding between the researcher and the readers about the concept used in the title. The terms that were necessary defined operationally in this research were story text, repeated reading technique and students' reading comprehension achievement.

a. Story Text

Story text in this research refers to the text in the form of narrative that was given to the students during the research conducted. Story text itself were anything told or recounted; more narrowly, and usually, something told or recounted in the form of a causally-linked set of events; account; tale,; the telling of a happening or connected series of happenings.

b. Repeated Reading Aloud Technique

Repeated Reading Aloud technique is a technique that allows the students read through a passage repeatedly, silently and aloud, and receives help in finding difficult words. In this technique, the teacher has to manipulate the reading passage by selecting the most interesting one. That is why this research action chosen the story text for the main activity. The students were given chance to read the passage silently at the first reading, and to monitor their reading improvement, they had to read loudly to their partner while their partner was observing the improvement of reading which was documented on the checklist provided.

While Reading Aloud was a planned oral reading of the text provided based on theme or topic of study. This activity included in the research procedures as a step which the goal was to get information about the numbers of words which was pronounced incorrectly by the students in the learning process.

Repeated Reading Aloud Technique was a combination between Repeated Reading Technique and Reading Aloud activity. This research consisted of some

activities dealing with reading aloud activity, which the students worked in pair in order to monitor each other the numbers of words that pronounced incorrectly in the text.

c. Reading Comprehension

Reading comprehension deals with the ability of the students to understand the context of the text that the students read. Reading comprehension in this research deals with the ability of the students to construct meaning from the text by practicing and enriching their vocabulary.

d. Reading Comprehension Achievement

Reading comprehension achievement refers to the students' score obtained from their reading comprehension test. The test had given after they were taught reading by using Repeated Reading Aloud technique.

II. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter concerns with reviewing the theories related to the research problems. It covers reading comprehension, reading comprehension achievement, Repeated Reading Technique, reading aloud in repeated reading technique, story for teaching reading, and the procedure of teaching reading comprehension by using Repeated Reading technique, the advantages of teaching reading story aloud by using Repeated Reading technique, and research hypothesis.

2.1 Reading Comprehension

Reading is an important skill in learning English. In line with this idea, Carrel (1988:39) stated that reading is an essential language skill in teaching learning English. In addition, S, Pang(2003: 6) defined that reading is complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Further, Grellet (1996:8) defined that reading is an active process, which consists of some activities in guessing, predicting, checking own self question. Further, Carrel et al (1988:56) mentioned that reading known as tentative process. In this case, textual information combined with reader's information that brought or conducted to the text. Concern with the explanation above, it assumed that the reader interacts with the text, and match his/her prior knowledge with the new information in the text.

Discussing about comprehension, Grellet (1996:3) explained that comprehension is a process in understanding a written text means extracting the required information from it. In line with this idea, Hennings (1997:245) stated that comprehension means interacting and constructing meaning with the text. Further, Nuttal (1998:2) also explained that comprehension focuses on understanding and interpreting meaning sense. Thus, it concluded that reading comprehension means understanding about what we have read and known the meaning based on the

contents of the text. The goal of reading comprehension ultimately targeted at helping a reader to understand the written materials, evaluating it, and using it for one's need (Microsoft Encarta Reference Library, 2003). In addition according to 2006 Competence Based Curriculum the target of reading skill in Junior High School is to enable the students to comprehend all sorts of meanings (interpersonal, ideational, and textual) into various functional written texts and simple short essay especially in the form of descriptive, narrative and recount related to the closest environment. Therefore, after reading, the reader should understand the writer's message or important information stated in the text.

2.2 Reading Comprehension Achievement

Based on Pang (2003: 6), reading is about understanding written text, which contains complex activities that involves both perception and thought. He also states that comprehension itself is defined as a process deriving meaning from connected text (Pang, 2003: 14). Boss and Vaughn (1991:144) state that reading comprehension is a process of constructing meaning by integrating the information said by the author and the reader's knowledge.

In brief, reading is the process of understanding information from text in order to construct meaning. It is clear that in reading activity a reader should be able to catch and understand the ideas conveyed by the author through thinking process. To understand ideas, therefore, a reader should have comprehension.

In relation to achievement, Hughes (2003:12) defines that achievement relates to test that focused to discover how successful students have been in achieving the objective of a course of study. Achievement itself is defined as result of doing something. Based on the explanations, the conclusion is that reading comprehension achievement is the result of reading activity to gain comprehension. Further, reading comprehension achievement is not merely reading words but it needs human's brain to extract the presented meaning in the text with bringing knowledge to suit with full comprehension.

In measuring students' reading comprehension achievement, teachers firstly have to define the specific elements of reading comprehension achievement they wish to assess. McWhorter (1989:90) suggests that reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The first step in reading comprehension is to comprehend word meaning, students need to comprehend most of the words in each sentence. Then, they combine the words into a sentence and they try to understand what the whole sentence means. By understanding the meaning of the whole sentence by sentence, they will be able to comprehend the paragraph. Finally, by understanding the paragraphs, students will be able to comprehend the text.

2.3 Repeated Reading Technique

Repeated Reading is an instructional technique used to develop automaticity in reading. The technique of Repeated Reading is useful for enhancing reading fluency because it allows students to practice the text repeatedly until the text becomes more familiar and students can decode the text automatically, giving the students more cognitive capacity for comprehension. In his classic article on the technique of Repeated Reading, Samuels (1979: 377) indicated that when reading speed increase, word recognition errors decreased. As the student continued to use this technique, this initial speed of reading each new selection was faster than initial speed on the previous selection. Also the number of re reading required to fact that starting rate was faster with each new selection and fewer re reading was necessary to reach goal indicates transfer and training and general improvement in reading fluency.

The technique of Repeated Reading was developed to help non-fluent readers improve fluency and, ultimately, reading comprehension. Initially, Repeated Reading for students with reading and learning disabilities was designed as one-to-one clinical intervention (Hacklemen, 1969; Samuel, 1979). In observing students' reading improvement , it is impossible for the teacher to do all by himself in the limited time

in school hours. Concerning with the condition, it would be easier if the students worked in pair in order to observe the reading improvement each other. To observe the improvement of students' reading activity, each student had to read loudly to their partner, so that the partner would able to observe the improvement.

This technique of reading instruction does enhance fluency. Research by O'Shea , Sindelar, & O'Shea (1985) as cited in Wilcut in 2004, indicated that four repetition of a text is usually sufficient for a reader to reach automaticity. Another contribution to the field of Repeated Reading was made by Carol and Chomsky(2003:7). Chomsky contributions to Repeated Reading theory was different from that of Samuels' in that Chomsky had students listen to a tape recording of the texts they asked to read repeatedly, whereas in Samuels' approach students simply read a text repeatedly.

Meanwhile, some experts also state about the theory of Repeated Reading in order to facilitate the students to gain success in reading activities. The procedures proved to be facilitating for slow and halting readers, increasing fluency rapidly and with apparent ease. The work provided in addition a heightened sense of confidence and motivation.

In teaching and learning process, using Repeated Reading means giving the students who have problems in reading more time to read the passage, so that their fluency is increased. As stated in the previous chapter, fluency and comprehension have very close relationship. Pikulski and Chard (2003) stated that fluency manifested in accurate, rapid, expressive oral reading and applied during, and makes possible silent reading comprehension.

In this research, Repeated Reading technique was applied by asking the students to read story texts five times which consisted of two times reading aloud activity and three times silent reading activity. The activity of reading aloud in Repeated Reading Technique was conducted in order to observe the students improvement in reading. Therefore, the theory of Reading Aloud is presented below.

2.4 Reading Aloud Activity

Reading Aloud is an oral reading of a book or texts. A definition of Reading Aloud provided at www.esiponline.org stated that Reading Aloud is a planned oral reading of a book or print excerpt, usually related to a theme or topic of study. In the same article, the researcher found information that Reading Aloud could be used to model the use of reading strategies that aid in comprehension.

As stated in the 2006 English Curriculum, the students' needs to be given an opportunity to read the text aloud with the correct pronunciation. This involved an activity of reading aloud. This activity used in order to monitor the students' reading improvement consisting of time spent in reading the text once and the numbers of words pronounced incorrectly.

2.5 Teaching Reading through Repeated Reading Technique Involved Reading Aloud Activity.

Repeated reading in this research was a group and individual activities which the learners reads aloud the text with their partner in order to observed the reading improvement each other and then re read the text alone until they get better fluency which lead them to have better comprehension to the text. The teacher in the classroom takes role as a modeled reader at the beginning of reading activity before the students applying Repeated Reading technique involved reading aloud in the steps of the technique. The teacher in the classroom took role as the fluent reader. The steps to apply repeated reading technique explained below, as proposed by Rashotte & Togersen in 1985, Dowhower, 1987, and Herman in 1985:

1. The teacher selects a passage of about 100 to 200 words in length.
2. The teacher demonstrates and models to the students how to use repeated reading technique. Include behaviors that might characterize a first reading, such as stopping to focus on difficult words.
3. Then the students read the passage and wrote down some difficult words they found in the passage.
4. After reading for the first time, teacher leads a discussion to discuss difficult words found by the students.

5. When the students have completed the passage once, have them read the passage again. The teacher can choose to have the students read the passage repeatedly until the students have read the passage as many as of 4 times repetitions.

In order to make the students easier to follow the teaching and learning process there were some modifications to the procedure made by the researcher collaborating with the English teacher. It was based on suggestion given by the English teacher which assumed that the original steps would make the student faced difficulty in comprehending the text. As the result, that modification to the original steps designed as follows:

- 1 The teacher selected a passage of about 200 to 300 words in length.
- 2 The teacher pair the students with their desk mate.
- 3 The teacher modeled reading the story text to the students including the behaviors that might characterize a first reading, such as stopping to focus on difficult words.
- 4 The teacher asked the students to read the passage once individually and listing the difficult words found in the text for the first time.
- 5 The students read aloud each other in order to observe the reading improvement of their partner for the first time. The observer (the students who had turn to observed the reading aloud activity) counted how many mistakes they made and write down the result in checklist provided.
- 6 After silent reading for the first time and read aloud to their partner, the teacher leads a discussion to find the meaning of difficult words found by the students.
- 7 The teacher modeled to the students to pronounce the difficult words that had been already discussed in the class in the previous activity.
- 8 The teacher gave a chance to the students to read the passage individually for the second time.
- 9 Then the teacher gave another chance for the students to read the text silently for the third time.

- 10 When the students have completed the passage, the teacher asked them to read aloud each other for the second time. This observation was meant to observe the reading improvement after they had assistance from the teacher in finding meaning and pronouncing the difficult words.
- 11 The teacher moves from pair to pair observing the student's progress and providing assistance only when needed.
- 12 The teacher assigned the student with exercise

In this research, the technique used was Repeated Reading Technique combined with Reading Aloud activity, so the students were required to read 5 times, which consist of three time of silent reading and twice for reading aloud. That is why, this technique called Repeated Reading Aloud Technique.

2.6 Story Text for Teaching Reading

In this research, the researcher used story as the passage of teaching reading through Repeated Reading process combined with Reading Aloud activity. The question arises, then, why we have to use story text. Ellis and Brewster (1991: 1-2) give several reasons why teacher should use story:

1. Stories can enrich the pupils' learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language.
2. Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world.
3. Reading to stories in class is a shared social experience.
4. Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced.
5. Reading to stories develops the child's listening and concentrating skills.
6. Stories create opportunities for developing continuity in children's learning (among others, school subjects across the curriculum)

A teacher could use several criteria for selecting a story that would be accessible and relevant for her learners. The successful choice, however, is not enough to ensure the good use of a story in class. The activities designed for each story and the exploitation of the rich material in the story itself are very important also. Loukia

(2006:27-28) states there are several criteria to choose stories to use in teaching and learning process as follows:

1. Appropriate language level including vocabulary, structure, notions/functions.
2. The content has to be interesting, fun, motivating, memorable, encourages participation
3. Language learning potential (skill development and language practice)
4. Potential in terms of learning other subjects, target/other culture, metacognition

In this research, short stories used as the reading material for the students. Since, short stories fulfill the criteria stated above and match with the curriculum applied.

2.7 The Advantages of Teaching Reading through Repeated Reading Aloud Technique

There are some experts proved that repeated reading aloud can improve reading fluency and comprehension. Martens (1997) found that reading comprehension enhanced through repeated reading yet claimed it to be the result of better prediction.

Another research has shown that Repeated Reading aloud is an effective way to pupils to develop reading fluency. When reading the same passage repeatedly, the number of words error decreases, reading speed increases and oral reading expression improves. Samuels compares the reader to athlete and musicians in training. He points out that coaches and music teacher take a complicated activity and break it into sub-skills until they could finish automatically. This is akin to the repeated reading of a passage for a reader in training.

When the pupils are having difficulty at the decoding level, they do not have enough attention available for comprehension. Samuels (2002) wrote, “The problem facing by the beginning reader is that any given moment that is a limited amount of processing or attention available for decoding and comprehension, and each task by itself”. Hughes (2003:12) defined that achievement related to test that is done to

discover how successful students have been in achieving the objective of a course of study

2.8 The Teaching of Reading at SMP N 1 Kencong Jember

Based on the interview with the English teacher of SMP 1 Kencong Jember on November 15 2009 and July 24, 2009, known that the school used 2006 Institutional level Curriculum. However, there were some factors such as limitation of understanding of the teacher to the curriculum that made the curriculum of 2006 it did not run as well. In fact, the teacher himself confessed that those limitations make the application of the 2006 Curriculum has not been optimal yet.

The English teacher used the sources of teaching and learning process of English from textbooks from various publishers. The teacher applied it in order to make variations in teaching and learning activities, but he did not ask the students to have book as many as he had. He said that using books from various publishers was possible to do as long as the textbooks fulfill the standard competence of teaching and learning process.

There were also some techniques that used by the teacher such as drilling and three-phase reading. In drilling techniques students face difficulties to grab the whole idea of the text because they are too busy finding the meaning of each word. However, the three-phase reading raises new problem that the students concentrate only to the process without enriching their vocabularies.

2.9 Action Hypotheses

Based on the research problem and review of related literature, the action hypotheses of the research formulated as follows:

- a. The Use of Repeated Reading Aloud Technique can improve the grade VIII-B students' story reading comprehension achievement at SMP N 1 Kencong Jember"

- b. The application of Repeated Reading Aloud technique can encourage the participation of the grade VIII B students of SMP N 1 Kencong Jember in reading classes.



III. RESEARCH METHODOLOGY

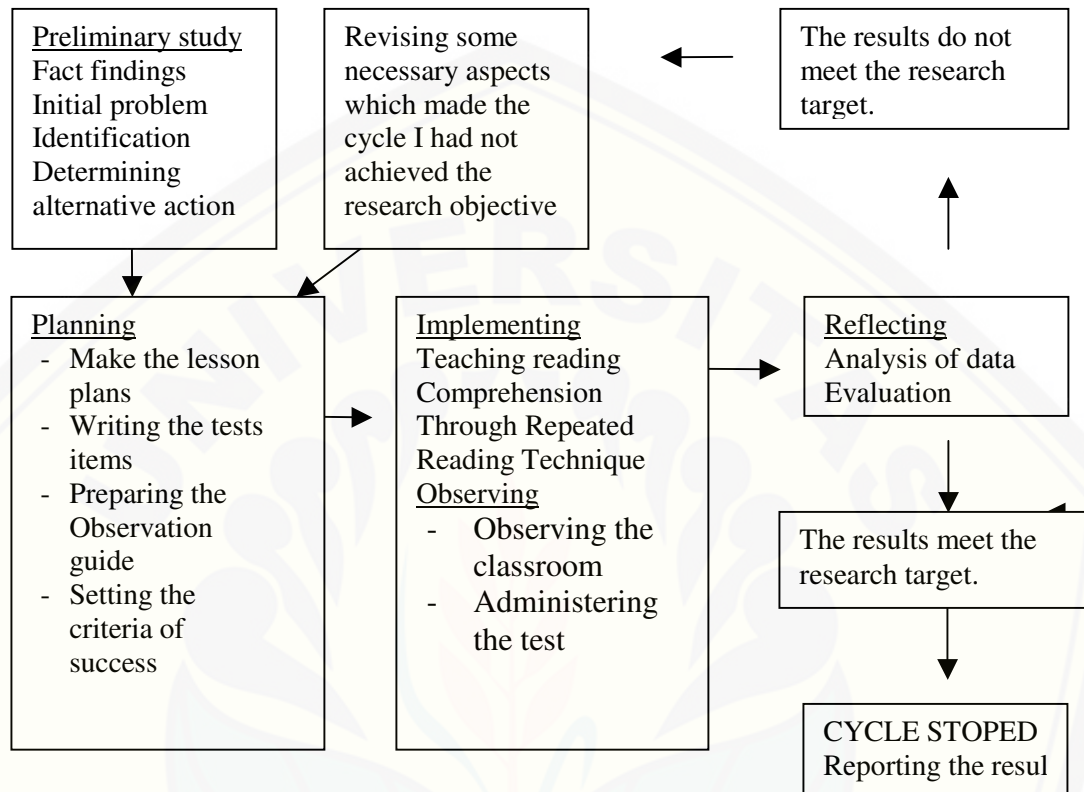
This chapter presents the research methods applied in this research. It covers the research design, research subject determination method, data collection method, research procedures, and data analysis method.

3.1 Research Design

This research is intended to give an action to improve the grade VIII-B students' reading comprehension achievement by applying Repeated Reading Technique which combine with Reading Aloud activity. Therefore, classroom action research with cycle model was used in this research. According to McMillan (1992: 69) classroom action research is a type of applied research in which its purpose is to solve a specific classroom problem or make a decision at a single local site.

This research was conducted collaboratively with the English teacher of SMP Negeri 1 Kencong Jember at class VIII B. Furthermore, this action research was conducted in cycles in which each cycle consisted of four stages activities. They were planning of the action, implementing of the action, the classroom observation, evaluation and the reflection of the action. In the planning stage, the lesson plans designed and instructional materials were prepared as well as the test material and the observation guide. Then, in the implementing stage, the activities arranged in the lesson plans implemented and doing the observation which then be followed by administering the test. Finally, reflection was made to know whether or not the teaching learning process and the learning result achieve the expected outcome. The research continued to the second cycle if the criterion of success has not been achieved in the first cycle. The design of the action research is illustrated in the following diagram.

The Model of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991: 70)

The preliminary activities of the research were conducted based on the following procedures:

1. Interviewing the VIII grade English teacher for finding out the problem that would be investigated.
2. Finding out the class which has the most problem in reading comprehension (from the information of English the teacher and the school document)
3. Determine the problem that would be investigated.

The activities of the research conducted as the following procedures:

1. Planning the action (constructing lesson plans for the first cycle meeting 1 and meeting 2) collaboratively with the teacher and constructing the test, determining the aspect to observe and setting the criteria of success.
2. Implementing the first cycle, that was teaching reading using Repeated Reading Technique.
3. Observing the teaching and learning activity the first cycle.
4. Administering reading comprehension test after the action done on the first cycle (meeting 3).
5. Analyzing the result of reading comprehension test quantitatively.
6. Reflecting the result of the observation and the results of reading comprehension achievement.
7. The target of the research has not been achieved, the action would be continued to the second cycle.
8. Constructing the lesson, plan for the second cycle by revising the lesson plan in the first cycle.
9. Implementing the second action cycle that was teaching reading through Repeated Reading technique.
10. Observing the classroom activities of the second cycle.
11. Administering reading comprehension test after the action the second cycle.
12. Analyzing the result of reading comprehension test quantitatively and then classify the result based on the score level.
13. Reflecting the result of the classroom observation and reading comprehension achievement test in the second cycle, the result had not been achieved yet, the action would be continued, However, if the target had achieved the action would be stopped.
14. Drawing a conclusion to answer the research problem.

3.2 Area Determination Method

Area determination method is a method in determining the area or place, where the research was conducted. The area of this method was determined using purposive method. Frankie and Wallen (1996:101) stated that purposive method is a method employed in choosing a research area based on certain purpose or reason. In other words, purposive method has a function to determine the research to gain a certain goal. This research was conducted at SMP Negeri 1 Kencong Jember because of some considerations. First, based on the teacher's information the VIII grade students the class VIII B students still have problem in comprehending the text. Second, in the school, Repeated Reading technique which was combined with reading aloud activity has never been used by the English teacher in teaching reading in class VIII B at SMP N 1 Kencong Jember. Finally, the headmaster and the teacher gave permission to conduct the research in that school, which enable the researcher to obtain the data for this research

3.3 Research Subject Determination Method

Purposive method was used to determine the research subject. Research subjects were the persons who gave responds or answer to the researcher's questions orally or the written form (McMillan, 1992: 217). Respondent was the person who is able to respond or answer the question or research instrument, whether it is written or oral form (Arikunto, 1998: 144). The respondents of this research were the students of class VIII B in SMP Negeri 1 Kencong Jember. This class was chosen based on teacher's information that this class has problem with their comprehension in reading which was needed to be improved. The average reading score of this class was 68, while the mastery score level of reading comprehension was 75 (Appendix 11).

3.4 Data Collection Method

In this classroom action research, there were two kinds of data that collected. They were primary data and supporting data. The primary data was collected from reading test and observation, while the supporting data was collected from interview and documentation. The research method of data collection used was discussed in detail in the following part.

3.4.1 Primary Data

a. Reading Test

The reading comprehension test was used to measure the reading comprehension achievement of the students to set primary data. Heaton (1991: 5) stated that a test is a device to reinforce learning and motivate the students of as means of assessing the students' performance in the language. It is a device to asses the students' ability. Furthermore, Hughes (2003:11) classified test into four kinds, they are proficiency test, diagnostic test, achievement test and placement test.

Achievement test was applied in this research in order to know how successful the individual students have achieved the goal of teaching activities of reading. The achievement test was used to measure how successful individual students, group of students or the course themselves achieving the objective (Hughes: 2003:11). The achievement test was given in the form of objective test type of multiple choice formats and true false questions.

The test material was conducted based on the 2006 curriculum (KTSP) for Junior High school and was consulted to the English teacher and the consultant before the test was given to the research subject. The research used story texts taken from several websites of stories in the internet, for the example: The Beauty and The Beast (Source: Wikipedia.com). Some stories text used in the exercise were taken from several sources from the internet. There were some reasons using story text. First, the type of the text in theme chosen was appropriate to the curriculum and the level of the

difficulty of the text difficulty was appropriate for the eighth grade of Junior High School.

The reading comprehension exercise was done in the end of each cycle after the action given. Its intention was to observe how did the reading comprehension achievement improved in finding information in the reading text. The test consisted of 20 items, which covers 10 items for objective test and 10 for true false item. Dealing with the scoring, each items, is scored 5 points. So the total score of the test items is 100 points. The time allocation for doing the test is 15 minutes.

The reading comprehension test was done in the end of each cycle (meeting three). Its purpose was to measure the students' reading comprehension achievement in finding the meaning of the text. It consisted of 10 objectives test, 10 true false questions, and 5 questions in the form of essay. Each item was scored 4 point, so the total score of the test was 100. The time allocation for doing the test was 30 minutes.

b. Observation

Observation was used to get the primary data about the teaching and learning process in the classroom as well as looking at the students' participation in following teaching and learning process to note the changing or improvement. In this action research, an observation guide in the form of checklist was used in observing the students' participation when they are being taught reading using Repeated Reading Technique combined with Reading Aloud activity. According to Elliot (1991: 81) checklist is basically set of questions which structured observation by indicating the kinds of information needed to answer questions.

3.4.2 Supporting Data

a. Interview

Interview is a form of collecting data by asking some questions orally. Arikunto (1998:144) stated that interview is a dialogue conducted by the interviewer to get information from the interviewee. In this action research, interview was

conducted with the VIII grade English Teacher, in the preliminary study to obtain the data about the teaching technique of reading, the students' of VIII B grade had problems in comprehending the reading material and the textbooks being used by the English teacher in teaching English. In the process of interview, the guide in the form of a list of questions provided. This kind of interview used in this study based on some considerations it was simpler, more practical and easier to do. The interview applied as preliminary study as well as in the research itself to clarify there were some unfamiliar occurrences happened during the research

b. Documentation

Documentation in this research was used to get the supporting data. Arikunto (1998: 202) stated that documentation is used to find out the supporting data in the form of notes, transcript, books, newspaper, etc. The data obtained from the documentation in this research were the names of respondent and the students' reading score obtain from the test daily. The supporting data was not analyzed; they were used as the primary information to improve the students' reading achievement.

3.5 Research Procedures

As stated before, in this research design that the action implemented in the form of cycles in which each cycle consisted of four stages of activities. They were planning of the action, implementation of the action, observation and reflection. The following parts describe the activities in detail.

3.5.1 The Planning of the Action

What is meant by planning here were all of the steps that should be prepared before implementing the action of the research in order to get the test score. In this action, the researcher collaborated with the English teacher in all stages of activities. The following were the activities done before conducting the actions:

1. Choosing the appropriate reading materials based in the form of story on the 2006 English Curriculum (KTSP) for the VIII grade students of Junior High School.
2. Constructing the lesson plans for the cycle I and the test (meeting 1 and, meeting 2 meeting 3), and the test material.
3. Implementing the action in the cycle.
4. Constructing observation guide containing the indicators that was observed in the form of checklist, who and how the observation was done.
5. Preparing the students' worksheet based on the reading exercises.
6. Setting the criteria of success.

3.5.2 The Procedures of Teaching Reading by Using Repeated Reading Technique which Combined with Reading Aloud

The procedures of teaching reading by using Repeated Reading technique which combined with reading aloud activity explained below:

1. The teacher selected a passage of about 200 to 300 words in length.
2. The teacher paired the students with their desk mate.
3. The teacher modeled reading the story text to the students which include behaviors that might characterize a first reading, such as stopping to focus on difficult words.
4. The teacher asked the students to read through the passage once individually and listing the difficult words found in the text.
5. The students read aloud each other in order to observe the reading improvement of their partner. The observer (the students who had turn to observed the reading aloud activity) counted how many mistakes they made, and write down the result in checklist provided.
6. After silently reading for the first time and read aloud to their partner, the teacher leads a discussion to find the meaning of difficult words found by the students.

7. The teacher modeled to the students to pronounce the difficult words that already discuss in the class in the previous activity.
8. The teacher gave two more chances to the students to read again the passage individually.
9. When the students completed the passage, the teacher asked them to read aloud each other for the second time. This observation was meant to observe the reading improvement after they had assistant from the teacher in finding meaning and pronouncing the difficult words.
10. The teacher moved from pair to pair observing the student's progress and provided assistance only when needed.
11. The teacher assigned the student with exercise.

The procedures above indicated that there were five times repetitions of reading activity. They were reading aloud twice and three times for silent reading. Reading aloud activities were done before and after the discussion of finding meaning difficult words, this activities was used to measure the improvement of students' reading ability concerning with the number of words pronounce incorrectly. The data obtained was aimed to prove whether there were a connection between the decreasing of the numbers of words pronounce incorrectly and reading comprehension achievement.

3.5.3 Implementation of the Action

The implementation of the action was completely finished during the school hours adjusted with the schedules of the English lesson of class VIII B at SMP N 1 Kencong Jember. The action given was teaching reading using Repeated Reading technique which involved Reading Aloud activity. The implementation of the action in the first cycle was based on the lesson plan 1 for the first meeting and lesson plan 2 for the second meeting. In the third meeting the students were completed the reading comprehension achievement test to measure their reading comprehension

achievement. The activities were continued to the second cycle if needed by modifying some procedures.

3.5.4 Observation and Evaluation

a. Observation

Observation was important step in classroom action research. It was used to monitor whether or not the teaching learning process of reading trough Repeated Reading was able to develop the students' reading comprehension ability. The instrument was used to observe the class activity in teaching reading process was a checklist containing the indicators observed. Checklist is a list of criteria for evaluating performance or end product and its function is to determine the presence of absence of specific characteristic performance (Cooper, 1999: 316). Observation was focused on the indicators of the performance of students' involvement passively or actively during applying the Repeated Reading technique in teaching and learning process. The indicators observed were the students' activities in the class by using Repeated Reading Technique covering reading aloud using repeated reading, finding difficult words, finding the meaning of the difficult words in dictionary, enthusiasm in following the lesson, and doing the test.

b. Evaluation

Evaluation was carried out in order to know whether the use of Repeated Reading technique combined with reading aloud activity could improve the students' reading comprehension achievement in finding information of the story text and the criteria of success of the research was the evaluation done in the classroom action research. The process evaluation was done in each cycle while the students were being taught reading by using Repeated Reading technique combined with reading aloud activity. Meanwhile the product evaluation was accomplished at the end of the cycle by applying reading comprehension test. The action in this research was

considered successful if 60% of the students achieved average score that is 75, and 75% students participated actively in the teaching and learning process of reading using Repeated Reading Aloud Technique.

3.5.5 Data Analysis and Reflection

a. Data Analysis

The data analysis used in this research was in the form of quantitative and qualitative analysis. The collected data from observation in each cycle analyzed qualitatively based on the fact of the students' condition when the teaching learning process was in progress. While the data from the students' reading comprehension test in each cycle calculated quantitatively. Afterwards, the result of this data analyzed qualitatively to answer the research problems.

The quantitative formulation in analyzing students' reading comprehension test can be seen as follow:

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

Notes:

M = Mean score

$\sum X$ = the total scores of the students' reading comprehension achievement test.

N = the total number of the students doing test.

(Taken from Hadi, 1989:37)

To analyze qualitatively the student active involvement obtained from the observation, the data analyzed using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students' active involvement

n = the total score of each indicator

N = the total maximum score of all indicators. (Adapted from Ali, 1993:186)

b. Reflection

The researcher and the English teacher finished the reflection after analyzing the obtained data in each cycle. The reflection was done in order to know whether the previous action had weaknesses or problems as well as the strength of the action. After that, the researcher collaborated with the English teacher drawn the conclusion based on the reflection and the result of the analysis in Cycle 1. Afterward, the information used as a consideration whether the action would be continued or stopped. Since the result of the reflection indicates that Cycle 1 had not achieved the criteria of success yet, the action was continued by revising some aspects, which made the research target had not achieved yet.