

STUDENTS' PERCEPTIONS ON REPEATED READING AND READING FLUENCY IN ENGLISH CLASS

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ABSTRACT

As one of the main skills in English, reading is needed for the students. By having reading fluency, students can comprehend reading passage. In order to be fluent in reading, it is needed to have frequent practices. Repeated reading is as the main technique to have reading fluency. The students practice reading passages several times. The aim of this study is to discover students' reading fluency through repeated reading. This study was a survey research. This study used a questionnaire consisting of closed-ended questionnaire and open-ended questionnaire. The results of this study were students got more fluent in reading by having several practices on repeated reading. The students read accurately the words and sentences in English with correct intonation. They also became more fluent in the pronunciation. While having repeated reading, the students improved vocabularies and understood the meaning of the words. Their comprehension of reading also increased.

Keywords: English Class, Reading Fluency, Repeated Reading, Students' Perceptions

ABSTRAK

Sebagai salah satu keterampilan utama dalam bahasa Inggris, membaca sangat dibutuhkan oleh para siswa. Dengan memiliki kefasihan membaca, siswa dapat memahami teks bacaan dengan baik. Untuk mencapai kefasihan membaca, diperlukan latihan yang sering dan berulang. Repeated reading (membaca berulang) merupakan teknik utama untuk melatih kefasihan membaca. Dalam teknik ini, siswa membaca teks beberapa kali. Tujuan dari penelitian ini adalah untuk mengetahui kefasihan membaca siswa melalui teknik repeated reading. Penelitian ini merupakan penelitian survei. Instrumen yang digunakan adalah angket yang terdiri dari pertanyaan tertutup dan pertanyaan terbuka. Hasil penelitian ini menunjukkan bahwa siswa menjadi lebih fasih dalam membaca setelah melakukan latihan berulang melalui repeated reading. Para siswa dapat membaca kata dan kalimat dalam bahasa Inggris dengan akurat dan intonasi yang tepat. Mereka juga menjadi lebih fasih dalam pengucapan. Selama melakukan repeated reading, siswa juga meningkatkan kosa kata dan memahami makna kata-kata dalam teks. Pemahaman mereka terhadap isi bacaan juga meningkat.

Kata Kunci: Kelas Bahasa Inggris, Kefasihan Membaca, Membaca Berulang, Persepsi Siswa

INTRODUCTION

English has four skills and three components. Those four skills namely reading, writing, listening, and speaking (Virdaus & Rifa'i, 2021). The three components were pronunciation, vocabulary, and grammar. Students need to have good English skills and components. Each of English components support the English skills. English is taught until university level (Astiantih et al., 2022).

Reading as one of important skills (Ayuba & Kadir, 2022). In the classroom, the students read the passage and they pay attention to the pronunciation for each word, intonation, and accuracy to be more fluent in reading the passage. Intonation focuses on rhythm, punctuation, and rise and fall of the voice related to the word meaning (Karma, 2017). While reading the passage, the students also need to understand how to read the passage with correct intonation. Intonation brings different meaning of the sentence comparing if it is read without intonation. In order to be able to read with correct intonation, the students need to understand the meaning of words and sentences. When they read with correct intonation, the meaning of the passage is conveyed well. Whereas accuracy of reading means reading with correct sound, using mental resources for reading, parsing the sentences, and reading with expression in prosody (Ja'afar, 2016). Accuracy is "quick reading without making addition, subtraction and inversion mistakes in reading sounds, syllables, and words" (Gedik & Akyol, 2022). Accurate reading of connected text is one of indicators of fluent reading (Karma, 2017). Inaccurate reading leads to misinterpretation of the text (Karma, 2017).

The right pronunciation is needed in reading the passage. The students who are familiar with the right pronunciation are more fluent in reading since they have less revision. By having the right pronunciation, the students also know the meaning of those words since inappropriate pronunciation leads to different meaning of the words. The criteria of reading fluently are having many sight words, strategies to analyze new words, and focusing on meaning (Karma, 2017). Frequent reading practice leads to reading fluency since there are many recognition of sight words and identified inside brain (Karma, 2017). Sight words are accuracy and automaticity of reading the words that have been known (Karma, 2017). The students also get more knowledge on vocabulary and grammar while reading. Vocabulary growth is based on accuracy and comprehension (Fabillaran, 2024). Reading fluency relates to vocabulary development and comprehension (Molapisi, 2024). Word decoding can improve based on practice of phonics (Wymer, 2022). The words that are

pronounced accurately relate to phonic knowledge of letter and sound (Paige & Magpuri-Lavell, 2014). The students are more fluent in reading passages when the students understand the right pronunciation.

Furthermore, the students also need to read the passage accurately, the students pay attention to the word affixes, and have to read clearly. If the word affixes are not read clearly, it will lead to different tenses and meaning. Basic elements of reading are “sound awareness, phonemic awareness, word recognition, reading comprehension, and fluent reading” (Bessette, 2020). One of the difficulties is reading words, phrases, and sentences correctly and automatically (Bessette, 2020). The sentences also must be read accurately in each word.

In order the students need to be more fluent in reading, the students need to have repeated reading. “Repeated reading helps establishing reading fluency by letting students recognize high-frequency words” (Canuto et al., 2024). While (Bessette, 2020) states that “repeated reading, the re-reading of short, meaningful paragraphs until student reaches a satisfactory level of fluency”. The students repeat reading the text and the words that are needed revisions until they have proper pronunciation and intonation and understand the meaning of those words while reading the text. When the students have repeated reading, they memorize the appropriate pronunciation, intonation, and vocabulary. Five areas in reading instructions are fluency, vocabulary, phonemic awareness, phonics, and reading comprehension (Duffy et al., 2024). Vocabulary and structures of language are needed in language comprehension (Duffy et al., 2024). However, when the students sometimes make mistakes in reading and are not fluent, revision is needed. The lecturer teaches the appropriate pronunciation and the students repeat the correct pronunciation. When they remember those words, they are more fluent in reading by either the same passages or different passages.

Fluent reading is needed while reading the text. “Fluent reading is the ability of the student to read the text at an appropriate speed, without pausing when he/she sees the sound, syllable, and word, as if he/she speaks in his/her daily life in an emotional and harmonious way” (Gedik & Akyol, 2022). Word recognition is needed to be fluent in reading (Gedik & Akyol, 2022). It relates to letters, symbols, sound, and spelling. Repeated reading increases word recognition to be automatic and leads to reading fluency (Gedik & Akyol, 2022). The passage is read several times and wrong pronunciation is corrected until fluent in reading.

Three criteria of fluent reading are accuracy, word decoding, and prosody (Kuswardani et al., 2023). Accuracy leads to phonology. Word decoding relates to decoding the previous words. Prosody relates to pitch, stress, and phrasing of passage (Li & Doyle, 2021). Reading fluency means fast reading and accurate reading with correct intonation (Hulu et al., 2023). Reading fluency also relates to speed, accuracy, prosody (Spenda & Sandravelis, 2023). It also relates to pronunciation and expression (Fabillaran, 2024).

Automaticity means recognizing the words with less effort (Duffy et al., 2024). Decoding words relates to identify letter-sound relations (Li & Doyle, 2021) and accurate phonological of words (Kocaarslan, 2017). Reading speed leads to automaticity of word recognition in the passage (Kocaarslan, 2017). Automaticity of word recognition brings to higher level of reading comprehension (Clemens et al., 2017). Vocabulary knowledge is as the basis for reading comprehension (Clemens et al., 2017). Reading comprehension understand the meaning and information in the passage (Astiantih et al., 2022).

Reading comprehension means understanding the content of the passage (Ibrahim et al., 2024). Reading fluency indicates reading comprehension (Karma, 2017). This makes the students have efforts to understand the meaning of the words and sentences. Processing the words effortlessly is the indicator of good reader (O'Connor, 2018). Repeated reading can improve fluency, speed, accuracy, and word recognition (Wymer, 2022). Repeated reading can be done individually or in a group (Wymer, 2022). "A repeated reading containing the current instructional phonics pattern will allow students to apply decoding and word recognition skills to reading a meaningful text" (Wymer, 2022). Decoding word can lead to automaticity (Wymer, 2022). Repeated reading can improve reading rate, expression, accuracy, and automaticity (Wymer, 2022). Repeated reading trains word recognition until it achieves automaticity (Hidayat, 2013). Reading fluency relates to accuracy and automaticity of word recognition (Ostovar-Namaghi et al., 2015). "Fluency encompasses an integration of automatic word recognition and features stretching beyond words to phrase and sentence level" (Ostovar-Namaghi et al., 2015).

There were seven previous studies. The first was the study on enhancing repeated reading through repeated reading and big books in which it increased reading achievement (Canuto et al., 2024). The second was the study on the influence of repeated reading to reading fluency for elementary school students in which it increased reading fluency (Hidayat, 2013). The third was the study on fluency, vocabulary, and comprehension in which it was needed integrated ways to increase reading proficiency (Fabillaran, 2024). The fourth was the study on increasing reading fluency by choral reading (Kelzang, 2024).

The fifth was the study on correlation of reading fluency and reading comprehension in which there was no correlation (Prameswari & Akhiriyah, 2023). The sixth was the study on repeated reading for struggling readers in which there was improvement of reading fluency (Ja'afar, 2016). The seventh was the study on repeated reading to increase reading fluency for elementary school students in which it increased reading fluency (Wymer, 2022). From those previous studies, there were no studies that discussed repeated reading and reading fluency for university students yet. Hence, this study focused on this area of students' perceptions in the university on repeated reading and reading fluency by using survey research.

RESEARCH METHOD

This study was a quantitative research with survey research. A survey is “procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population” (Creswell, 2012). This study discovered the students' perceptions on repeated reading and reading fluency. The respondents of this study were the students that learned English II. There were 89 respondents in this study. This study used questionnaire. The questionnaire consisted of 15 closed-ended questions and 2 open-ended questions. The questionnaire was collected through Google Forms. The questionnaire was analyzed through percentage for closed-ended questionnaire and descriptive for open-ended questionnaire.

FINDINGS AND DISCUSSION

The results are divided into two namely closed-ended questionnaire and open-ended questionnaire. The result of closed-ended questionnaire is as follows.

Table 1. The Result of Closed-Ended Questionnaire

No	Statements	1	2	3	4	5
1	I often practice reading English texts in class.	0%	0%	17%	26%	57%
2	I practice reading each English word with proper pronunciation.	0%	0%	9%	44%	47%
3	I practice reading each English word with the right intonation.	0%	1%	22%	48%	28%
4	I try to pronounce English words correctly after receiving revisions from the lecturer.	1%	0%	3%	34%	62%
5	When I get a revision of an incorrect pronunciation of an English word, I remember the correct pronunciation.	1%	0%	4%	40%	54%
6	I pay attention to the details of the pronunciation	1%	0%	11%	43%	45%

	of each English word.					
7	I notice punctuation when reading English text.	0%	0%	12%	37%	51%
8	I understand English vocabulary by practicing reading English texts frequently.	1%	1%	24%	45%	29%
9	I ask if there are any problems with the improper pronunciation of English words.	0%	1%	26%	40%	33%
10	I can read English text fluently.	1%	0%	29%	42%	28%
11	I am conscious of reading correctly on English words that have been revised.	0%	0%	9%	35%	56%
12	I try to read the English text correctly.	0%	0%	7%	29%	64%
13	I become more fluent in reading English texts after practicing reading English texts frequently.	1%	1%	9%	44%	45%
14	I am fond of practicing reading English texts frequently.	1%	0%	21%	37%	40%
15	I understand English texts by reading frequently.	1%	0%	18%	40%	40%

Source: Authors' results

Based on the result above, it can be explained as follows. The first was the respondents strongly agreed (57%) that they often practiced reading English texts in class. It was as stated by (Besette, 2020) that repeated reading is re-reading the paragraphs. The second was the respondents strongly agreed (47%) that they practiced reading each English word with proper pronunciation. It increased sound awareness and phonemic awareness (Besette, 2020). The third was the respondents agreed (48%) that they practiced reading each English word with the right intonation. It was as stated by (Besette, 2020) that repeated reading involved reading until certain satisfactory level. The fourth was the respondents strongly agreed (62%) that they tried to pronounce English words correctly after receiving revisions from the lecturer. The fifth was the respondents strongly agreed (54%) that when they got a revision of an incorrect pronunciation of an English word, they remembered the correct pronunciation.. It was as stated by (Kocaarslan, 2017) that word recognition led to automaticity. The sixth was the respondents strongly agreed (45%) that they paid attention to the details of the pronunciation of each English word. The seventh was the respondents strongly agreed (51%) that they noticed punctuation when reading English text. The eighth was the respondents agreed (45%) that they understood English vocabulary by practicing reading English texts frequently. It was as stated by (Molapisi, 2024) that reading fluency improved vocabulary. Reading fluency could be achieved by repeated reading. The ninth was the respondents agreed (40%) that they asked if there were any problems with the improper pronunciation of English words. The tenth was the respondents agreed (42%) that they could read English text fluently. The eleventh was the respondents strongly agreed (56%) that they were conscious of reading correctly on

English words that had been revised. It was as stated by (Karma, 2017) that recognition of sight words could improve. The twelfth was the respondents strongly agreed (64%) that they tried to read the English text correctly. The thirteenth was the respondents strongly agreed (45%) that they became more fluent in reading English texts after practicing reading English texts frequently. The fourteenth was the respondents strongly agreed (40%) that they were fond of practicing reading English texts frequently. The fifteenth was the respondents were between strongly agreed and agreed (40%) that they understood English texts by reading frequently. It was as stated by (Astiantih et al., 2022) that reading comprehension meant understanding the meaning in the text.

There were also two open-ended questions. The first was about the respondents' experiences with practicing reading English text frequently. The responses were the students gained new understanding of vocabulary, made them easier to read, became more fluent in reading text, found the right pronunciation, improved ability to understand the reading text, understood sentence structures, increased confidence, became more accustomed to read English text, and got better speaking. The respondents became fluent in reading in several aspects. It was as stated by (Spenda & Sandravelis, 2023) that reading fluency related to speed, accuracy, and prosody. The second was about the improvements that the respondents had experienced after practicing reading English texts frequently. The responses were the students improved the pronunciation and understanding of reading text, got more confident in speaking, understood the proper reading, expanded vocabulary, became more fluent in reading, became aware of new vocabulary, understood sentence structures, understood how to read correctly, fluent in pronouncing since the words were often seen in the text, and understood the right intonation. It was as stated by (Wymer, 2022) that repeated reading can improve reading rate, expression, accuracy, and automaticity.

Based on the result above, the students as the respondents practiced repeated reading in which they often practiced reading in the class. The respondents also practiced proper pronunciation in which they were familiar of the proper pronunciation and improved their pronunciation. It was as stated by (Wymer, 2022) that repeated reading related to intructional phonics. Then, the respondents practiced with proper intonation in which they focused on rhythm and punctuation (Karma, 2017). The respondents also tried to pronounce correctly after getting the revision from the lecturer. Furthermore, the respondents remembered proper pronunciation after getting revisions. The respondents also paid attention to the detail of pronunciation in which it related to sound, syllables, and

words (Gedik & Akyol, 2022). They also paid attention to the punctuation. Moreover, the respondent understood vocabulary in the passage. They improved sight words (Karma, 2017) and then their vocabulary improved (Fabillaran, 2024). They tried to ask others if they found difficulties in reading the text. The respondents read with a certain speed without pausing (Gedik & Akyol, 2022). They became fluent after frequently practicing reading in which it led to automaticity (Clemens et al., 2017). The respondents were also fond of practicing repeated reading. Ultimately, they understood the reading text (Ibrahim et al., 2024) and improved their reading comprehension.

CONCLUSION

Based on the results and discussion above, it can be concluded that repeated reading improve reading fluency. The students are more fluent in reading with certain speed without pausing and they also pay attention to the accuracy of reading each word. Their pronunciation improve with correct intonation. They also get understanding of vocabularies in which it leads to the comprehension of the passage. The limitation of this study is this study is only conducted in university level. Further research can conduct the research in the junior high school and senior high school levels.

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