

## AN INVESTIGATION OF ORAL READING FLUENCY OF TENTH GRADE IN ONE OF SENIOR HIGH SCHOOLS IN INDRAMAYU

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### Abstract

The purpose of this study is to investigate students oral reading fluency of tenth grade in one of Senior High Schools in Indramayu. According to Zuhra (2015) the students faced difficulties in English because of their poor vocabulary. The students also faced difficulties when the texts were long and complicated with various different modifying phrases. There are three subskills to measure oral reading fluency. As stated by Pey, et al (2014) there are 'accuracy', 'speed', and 'prosody'. Case study is chosen as a research method in this study. Two instruments were used to collect the data. The first is oral reading fluency test, this was used to measure students' fluency in oral reading. The second is questionnaire. It was used to find out the students' reading interest and reading habit. After the writers got the data. Then it will be analyzed qualitatively. The results showed that there were 36 students who took the oral reading fluency test. But, unfortunately that almost all students were not fluent in oral reading. The lowest score obtained by students in reading rate is 58 wpm. While for reading accuracy the lowest score obtained by students is 0,7 wc. And the lowest score obtained by students in reading prosody is 4. In reading prosody, almost all students get score of 4. It is because there are still many students who read only if they have to and they read not for own pleasure. Meanwhile, only two students out of thirty-six students who are almost fluent reading are able to do oral reading fluency. Have fluency in oral reading the students have practiced reading a lot. With reading rate 110 wpm and 127 wpm, reading accuracy 0,95 wc and 0,91 wc, and reading prosody are 9 out of 16.

**Keywords:** *oral reading fluency, accuracy, speed, prosody.*

### INTRODUCTION

Reading is the one of skill that cannot be separated from human activities. Because every day the people definitely do reading activities, such as read newspapers, magazines, advertisements and messages on the handphone, tablet and or laptop. One of the purposes of reading is to find and obtain information, including the content and understanding of the meaning in the text.

Unfortunately, most of students are less interested in reading. According to Zuhra (2015) the students faced difficulties in English because of their poor vocabulary. The students also faced difficulties when the texts used were long and/or the sentences in the texts were long and complicated with various different modifying phrases. Another reason why the students faced difficulties was the students did not have sufficient background knowledge to understand the texts, the lessons had not been learnt properly and/or they had never read a similar text before. Those problems often found by the writers when conducted a apprenticeship program there are many students who have difficulty reading with those problem.

With those problems also can affect the students oral reading fluency. Because when students have low interest and reading habits. According Kocaarslan (2017) oral reading fluency has an undeniably significant role on reading achievement. So, it means that oral reading

fluency which is not just a process reading that only voicing letters. According Pretorius & Spaul, (2016) oral reading fluency refers to the ability to read aloud with accuracy and speed and with meaningful oral expression, with the reader's voice reflecting the prosody and intonation of spoken language. In contrast, nonfluent readers read slowly and laboriously, in a stilted and monotonous tone, often stopping to stare at words or sound them out. Oral reading fluency sounds easy for students but when their practiced it is quite difficult because they have to comprehend of the contained the reading text is. It is because basically reading in oral reading fluency is closer or indicated by pronunciation than comprehend.

From those problems, the writers investigated the students' oral reading fluency by measuring the three subskills; reading rate, reading accuracy and reading prosody. The writers discussed some previous researches about students oral reading fluency. The first is research study from Kocaarslan (2017) in this study the writer investigated oral reading fluency of first grade students. The writer used narrative and expository text types. With the result that there is found no significant difference between male and female students' word recognition accuracy level. In other words, gender variable does not affect word recognition accuracy in narrative text. For the second is research study from Estrada (2016), this research investigate the significant difference in the learners' English oral fluency based on their profiles such as age, gender, and their highest educational attainment. With the results that their experience of school leaving, the learners are still capable of reading their grade level text with 90% or more accuracy, mixture of moderately fast and slow pacing, and with expressive interpretation in most of the paragraph. From the previous studies it can be concluded that the focus of those researches were the fluency of students' oral reading in terms of text type and gender, and also the significant differences in the fluency of the English language of students based on their profile such as age, gender, and their highest educational attainment. So the writers want to do research in different focus. This research focused on the results of students' oral reading fluency measured by the reading rate, accuracy and prosody.

## **LITERATURE REVIEW**

### **Concept of Reading**

Reading may be a simple word but it is often difficult for everyone to do. Reading may be an easy activity but often difficult to make a habit. Reading also shows an activity that is beneficial to the reader. Reflecting on that, of course reading can be done at home or at school because reading is an important thing to do every day. According Harmer (2001) reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. Although reading skill is interconnected with other skills, but reading is a complicated process of activity because reading is involves various factors both internal and external. According Broughten and et all (2003: 89) said that reading is a complex skill, that is to say that it involves a whole series of lesser skills.

### **Fluency**

According Willis (2008) Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech. When reading out loud, students with successful fluency read expressively, naturally, and effortlessly as they mentally divide the text into meaningful, distinct, related phrases. These students can decode accurately and rapidly, automatically group words appropriately, and scan ahead for cues such as punctuation. For students to know where to pause and when to change voice pitch, they need to decode while also scanning ahead to see how the sentence ends. The ability to read fluently allows students to understand and interact with what they read.

### **Concept of Reading Fluency**

Oral reading is a reading activity that emphasizes the accuracy of sound, rhythm, fluency, and punctuation. The National Reading Panel (2000) has stated that fluent readers read orally with speed, accuracy, and proper expression or intonation. Samuels, (1988) states that good readers have large sight word vocabularies that include most of the words they meet these are words they have seen before. But according Caldwell (2008) in contrast to good readers, many students with reading problems lack fluency. They do not have adequate sight word vocabularies and are forced to analyze almost every word. In the reading fluency there are some of things that must be considered to develop reading fluency, so that it will make the students easier to apply a reading fluency. Caldwell (2008) said that there are three requirements for developing and maintaining reading fluency. First, a reader must have a large store of sight words. Second, the reader needs efficient strategies for analyzing new and unfamiliar words. Third, the reader must focus on meaning. There are qualities that can be seen in measured oral reading fluency. According Breznitz (2006) the quality of oral reading fluency is measured by accuracy, rate and prosody of words. According Breznitz (2006) Reading rate indicates reading speed. Reading rate is measured in words per minute (WPM). According Penner & Wilger (2008) reading accuracy refers to the ability to decode and generate the phonological representations of written words. Accuracy refers to the number of Words read Correctly (WC). According Sinambela (2017) prosody is a linguistic expression to represent the musical and colors of tone of speech; the melody of spoken language. According Pey et al (2014) while reading prosody requires more subjective evaluation by the teacher. Reading prosody also is often assessed by using a qualitative rubric.

## RESEARCH METHOD

The writers choose the case study as research design. According to McDuffie and Scruggs (2008) they describe case study as an approach that involves an in-depth exploration of a single case or example, of the phenomenon under study. In this study, the writers used purposive sampling. The participants of this research taken from X-1 Multimedia in SMK Negeri 1 Indramayu with thirty six students. There are certain considerations in choosing the participants. First, the students have learnt English since they were in Elementary School. So, they are familiar enough with English language. Second, the writers used the text type of recount text and this type of text fits in the tenth grade. So that is way the writers choose the tenth grade. Third, the students at that school were well known because of its quality compare to other Vocational Schools in Indramayu. The writers used oral reading fluency test, it used to investigate of the students oral reading fluency, and questionnaire, it is used to investigate of the students reading interest and reading habit, as the instrumentations. And the data will be analyze by the writers qualitatively.

## FINDINGS AND DISCUSSIONS

### 1. Oral Reading Fluency Test

#### Students' Reading rate

In this study, test is used by the writers to know the student's reading rate. Here the writers asked the students to read the text that has been prepared by her, with the text type of recount text. Entitled "Thomas Edison" with a total of 262 words.

**Table 1**  
**The Summary of Students Reading Rate Scale Results**

Scale of reading rate	Students
58-68 wpm	7
69-79 wpm	15

From the table	80-90 wpm	7
	91-101 wpm	4
	102-112 wpm	2
	113-123 wpm	-
	124-134 wpm	1
	<b>TOTAL</b>	<b>36</b>

above there are seven students who got reading rate on a scale of 58-68 wpm. Then there are fifteen students who got reading rate on a 69-79 wpm. Then there are seven students who got reading rate on a 80-90 wpm. Then there are four students who got reading rate on 91-101 wpm. And there are two students who got reading rate on a 102-112 wpm. While there is no students who got 113-123 wpm. And the last there is one students who got reading rate on a 124-134 wpm.

### Students' Reading Accuracy

In this study, the accuracy test was used to know the student's reading accuracy. Here the writers asked the students to read the provided text that, with the text type of recount text. With entitled "Thomas Edison" with a total of 262 words. Because, it is an English reading text so, the pronunciation when reading it is different.

**Table 2**  
**Levels of Performance for Word Decoding Accuracy**  
**Johnson, Kress & Pikulski 1987**

Level of reading accuracy	Students
Independent level: 97-100%	1
Instructional level: 90-96%	9
Frustration level : < 90 %	26
<b>TOTAL</b>	<b>36</b>

From the table above those are summary of results from students levels of performance for word decoding accuracy. In independent level is only one students he is S24. Readers who score in the 97-100% range (independent level) are able to read the assessment text or other text of similar difficulty without assistance. While in instructional level there are nine students. Readers who score in the 90-96% range (instructional level) are able to read the assesment text or other text of similar difficulty with some assistance , usually provided by a teacher or parent. And in frustration level there are twenty six students. Those readers who score below 90% in word accuracy (frustration level) find the assessment text or other texts of similar difficulty to challenging to read, even with assistance.

### Students' Reading Prosody

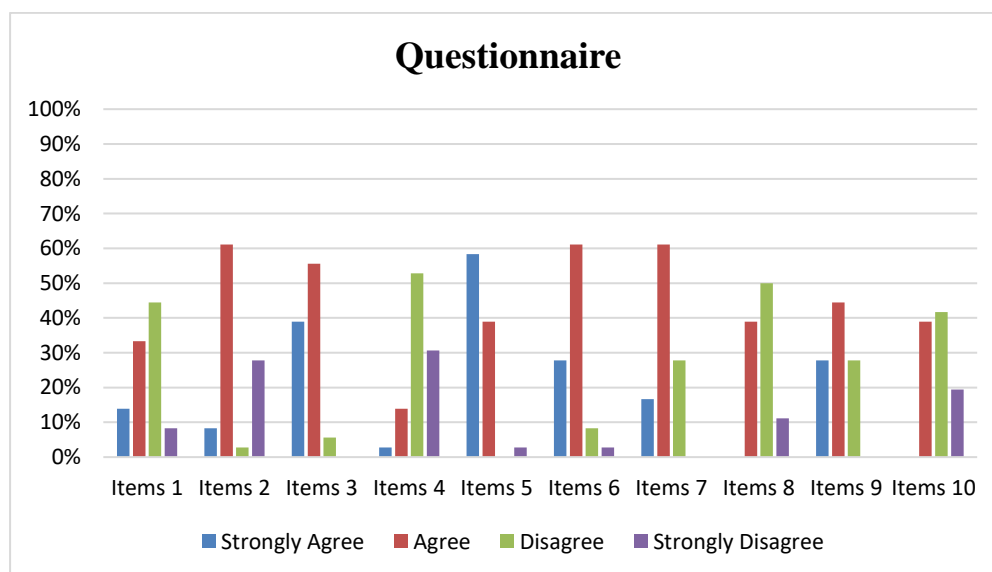
In this study, reading prosody test was used to know the student's reading prosody. The writers asked the students to read the text that has been prepared by her, with the text type of recount text. With entitled "Thomas Edison" with a total of 262 words. The Results are highest score was 9 out of 16, it was only three students. while the lowest score is 4 out of 16, and those who got that scored almost half of the students, there were seventeen students. In term of *expression and volume*, many students got a scored of one were twenty-seven students, which the students always "Read words as if simply to get them out. Little sense of trying to make text sound like natural language. Tend to read in a quiet voice and flat tone." While those who scored two in term of *expression and volume* were nine students. It

means the students *“begin to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still read in a quiet voice and flat tone.”* In term of *phrasing* many students got a scored of one were twenty-eight students, which the students always *“Read in monotone with little sense of phrase boundaries, frequently read word by word.”* While those who scored two in term of *phrasing* were eight students. It means *“Frequently read in two and three- word phrases, giving the impression of choppy reading, improper stress and intonation fail to mark ends of sentences and clauses.”* In term of *smoothness* many students got a scored of one were twenty-seven students, which the students always *“Make frequent extended pauses, hesitations, false starts, sound outs, repetitions and/or multiple attempts.”* While those who scored two in term of *smoothness* were six students. Which are where the students *“Experience several ‘rough spots’ in text where extended pauses or hesitations are more frequent and disruptive.”* And in this term there were three students who got a scored of three, it menas where the students read with *“Occasionally break smooth rhythm because of difficulties with specific words and/or structures”*. And for the last in term of *pace* many students got a scored of one were nineteen students, which the students always *“Read moderately slow”* While those who scored two in term of *pace* were seventeen students, it menas where the students *“Read with an uneven mixture of fast and slow pace.”*

## 2. Questionnaire

After students reading the text the writers asked students to fill out the questionnaire that has been provided. The writers also prepared the Indonesian translate, it is prepared if there are students who do not understand of the each statements. Data discuss means a group of information that would lead the writers to draw conclusion. The data discussed consists of ten items questions related of reading interest. In answering the questions, the students put a (√) mark under one of the four answer provided Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The data from the questionnaire were then analysed by calculating students' answers.

**Figure 1**  
**The Percentage of Students' Questionnaire**



## CONCLUSION

This study was done successfully, where the results showed that almost all students were not fluent in oral reading. So, they are still having problems reading, such as having difficulty in pronunciation of vocabulary. It means that there are still many students who are really not interested in reading. Because the scores obtained by students in each subskill are low. The lowest score obtained by students in reading rate is 58 wpm. While for reading accuracy the lowest score obtained by students is 0,7 wc. And the lowest score obtained by students in reading prosody is 4. In reading prosody, almost all students get score of 4. It is because there are still many students who read only if they have to and they read not for own pleasure. Meanwhile, only two students out of thirty-six students who are almost fluent reading are able to do oral reading fluency. Have fluency in oral reading the students have practiced reading a lot. With reading rate 110 wpm and 127 wpm, reading accuracy 0,95 wc and 0,91 wc, and reading prosody are 9 of out 16.

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