The Efficacy of Applying the Repeated Reading Technique in Teaching Reading Comprehension

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ABSTRACT

This classroom action research study investigates the efficacy of applying the repeated reading technique in enhancing reading comprehension among seventh-grade students at SMPS IT Al Izzah Sorong. The sample consists of 32 students, and the research design involves two cycles of interventions using a reading test comprising 20 multiple-choice questions as the primary instrument for data collection. The findings reveal a mean score of 70.85 in the pretest, indicating the baseline level of students' reading comprehension abilities. Following the implementation of the repeated reading technique, the posttest results show a notable improvement in students' comprehension levels, with a mean score of 79.62 in Cycle I and a further increase to 84.76 in Cycle II. The progressive trend in students' mean scores across the two cycles highlights the positive impact of the repeated reading technique on students' ability to comprehend and analyze descriptive texts. These results underscore the effectiveness of incorporating interactive and repetitive strategies in language arts instruction to support students' reading comprehension development. The study provides valuable insights into the benefits of utilizing the repeated reading technique as a pedagogical approach to enhance students' reading comprehension skills and promote academic success in language arts education.

Key words: Repeated Reading Technique; Reading Comprehension

INTRODUCTION

Reading comprehension refers to the cognitive skill of comprehending and interpreting written text. Mikulecky & Jeffries (2004) define reading comprehension as the process of comprehending written material and establishing connections between the ideas presented in the text and the reader's existing knowledge. During the reading activity, students can acquire both broad and knowledge from the text. Reading comprehension represents a higher level of proficiency in the domain of reading (Allen, Snow, Crossley, Jackson, & McNamara, 2014). Senior high school pupils are required to possess advanced proficiency in comprehending English texts. This is presumably since, at the lecture level, these students are expected to engage with English reference materials. Hence, it is imperative to do research that uncovers the issues present in the instruction and acquisition of Reading Comprehension English texts.

Reading comprehension is a challenging subject as it requires students to extract concepts from a text from the writer's perspective (Seventilofa, 2022). To achieve

this, students must cultivate their reading comprehension skills. In order to cultivate the skill, teachers must instruct children using the approach of reading comprehension. One pedagogical approach that educators might employ to facilitate reading instruction is the utilization of an engaging technique.

In this study, the researcher employed the Repeated Reading technique as a means to address the aforementioned issues. The repeated reading strategy is a valuable instructional approach for enhancing reading comprehension skills. The utilization of repeated reading serves to facilitate the development of readers' recognition abilities, hence enhancing their speed in identifying brand words (Gorsuch & Taguchi, 2008). The approach of Repeated Reading, as proposed by Ja'afar(2016) aims to enhance the automaticity of decoding skills in struggling readers. Nurhidaya (2013)asserts that repeated reading is an instructional approach employed to cultivate automaticity, correctness, and prosody in the development of reading skills. The implementation of repeated reading involves the selection of a concise passage that aligns with the students' instructional level. A rate criterion is established, and the students are instructed to read and reread the passage multiple times until the rate criterion is met.

LITERATURE REVIEW

Previous Related Study

Kasriyati & Maharani did this research in January 2018. The Impact of Utilizing the Repeated Reading Strategy on the Instruction of Narrative Text Reading Comprehension among Eight Grade Students at SMPN 36 Pekanbaru. The sample for this study consisted of second-grade students from SMPN 36 Pekanbaru. The research sample consisted of two classes, namely the control class and the experimental class. The analysis of the test results revealed that the mean score of the post-test was 85.33, while the mean score of the pre-test was 71. An examination of reading strategies aimed at enhancing reading fluency among second-year pupils. This indicates that the outcome of the post-test shown an increase in comparison to the pretest.

The second type of research conducted was experimental in nature. In May 2016, Alamri conducted a study titled "The Effects of Repeated Reading Strategies on Saudi Arabian 5th Graders." The research was conducted utilizing two cohorts of students across two distinct classrooms. The group that underwent the experiment employed a repeated reading strategy, whereas the control group utilized conventional learning methods. Traditional learning methods employed in reading classes encompassed activities such as reading a text, engaging in vocabulary study, and analyzing sentence structure. The researcher utilized a textbook designed for fifth-grade students.

Reading Comprehension

Wijayanti (2016) when reading, the redears need to comprehend the text what they read. The statement means that when read, readers are needed to know the content of the text, the writer's idea told in the text, and the information provided in. It would be called reading comprehension. While Suyanto in Sari (2019) state that the aims of reading comprehension is to get information from reading passage. Concluding the several viewpoints above, reading comprehension that the student can getting general and specific information from the text. So, need to be develop students reading comprehension so it has ability to digest content in the text. In this research the researcher has an opinion that reading comprehension is about the students ability to reading and understand the meaning in a text.

As to Johnson (2017) teaching involves demonstrating or assisting someone in acquiring the skill of performing a task, offering instructions, directing in the study of a subject, imparting knowledge, and facilitating comprehension. The objective of acquiring proficiency in the English language is to enhance individuals' communication abilities. Caraig & Quimbo (2022) asserted that instructors might enhance students' reading proficiency by instructing them on the utilization of tactics prior to, throughout, and after reading.

Repeated Reading

In the study conducted by (Kasriyati & Maharani, 2018) it was found that the repeated reading method is an effective approach for enhancing comprehension in each book. It is particularly advantageous when students are required to engage with textual material that encompasses novel knowledge. Swanson (2007) found that the implementation of the Repeated Reading methodology facilitated the students' ability to decode text accurately and at a typical pace. Ideally, students can establish connections between graphemes and phonemes, hence enhancing their comprehension skills. Nasir, Syafitri, & Safitri (2022) found that Repeated Reading had a significant impact on students' behavior, particularly their intrinsic willingness to engage in independent reading. Repeated reading has been found to improve individuals' fluency. The learners' reading talents appear to be a subset of their learning.

Repeated reading is a pedagogical approach employed in the instruction of reading. The utilization of repeated reading can facilitate pupils in the identification of words and comprehension of the text they have read. The definition of six patterns can be identified by the following explanation, as stated by MultiLit, n.d.:
1. The teacher can choose a captivating excerpt, ranging from 50 to 100 words, from a book that is slightly more advanced than the student's current level of independent reading.
2. The instructor instructs the student to verbally recite the passage while simultaneously recording the duration of the reading and tallying the count of words that are pronounced inaccurately.

3. Subsequently, the teacher documents the duration of reading and the quantity of words pronounced inaccurately. If so desired, the instructor and learner have the option to establish an attainable objective for both velocity and error count.
4. To record time and errors, the teacher has the option to utilize two distinct colored pencils. Alternatively, a circle can be employed to represent points on the line for time, while an X or a square can be utilized to represent points on the line for errors. Once the learner has prepared himself, they proceed to reread the identical passage.
5. Once more, the teacher measures the duration of the reading and documents both the time and the quantity of mistakes.
6. The student engages in iterative reading of the passage while the teacher monitors their progress after each attempt until they achieve a predetermined objective or become proficient in reading the paragraph with minimal errors.

METHOD

Design and Samples

The research design for the study is Classroom Action Research (CAR) consisting of two cycles. Classroom Action Research is a systematic approach that allows educators to investigate and improve their teaching practices through iterative cycles of planning, acting, observing, and reflecting. In this study, the researcher implemented the repeated reading technique in teaching reading comprehension across two cycles to assess its impact on students' comprehension skills.

The sample for this study comprises the seventh-grade students of SMPS IT Al Izzah Sorong, totaling 32 students. The selection of seventh-grade students from this specific school provides a focused group for the research, allowing for a targeted investigation into the effectiveness of the repeated reading technique on reading comprehension within this academic setting. The sample size of 32 students offers a manageable group for implementing the intervention and collecting data throughout the two cycles of the study.

Instrument and Procedure

The instrument used for collecting data in the study is a reading test focusing on descriptive text. The reading test comprises 20 multiple-choice questions designed to assess students' comprehension of descriptive passages. The questions are structured to evaluate various aspects of reading comprehension, such as main ideas, supporting details, inference, vocabulary, and overall understanding of the text. The multiple-choice format allows for efficient scoring and analysis of students' responses, providing quantitative data on their comprehension skills.

The data collection procedure includes conducting a pre-test before implementing the repeated reading technique to establish baseline comprehension levels, followed by interventions in Cycle 1 and Cycle 2 where students practice the repeated reading technique with selected texts. Post-tests are administered after each cycle to assess comprehension improvements, with data collected through students' responses to the multiple-choice questions. By systematically implementing pre-tests, interventions, and post-tests with the reading test instrument, the study aims to evaluate the impact of the repeated reading technique on enhancing students' reading comprehension skills over the course of the two cycles.

Data Analysis

In analyzing the data using a classroom action research design with two cycles and a reading test on descriptive text with 20 multiple-choice questions, a quantitative approach will be employed. The data collected from pre-tests, post-tests after each cycle, and students' responses to the multiple-choice questions will be analyzed using descriptive statistics such as mean scores and percentage of correct answers to measure comprehension improvements over the two cycles. Additionally, inferential statistics, may be utilized to compare pre-test and post-test results between cycles and assess the effectiveness of the repeated reading technique in enhancing students' reading comprehension skills. By applying statistical analysis techniques to the collected data, the study aims to provide insights into the impact of the repeated reading technique on students' comprehension levels and evaluate its efficacy as a teaching strategy for improving reading comprehension.

RESULT AND DISUSSION

The classroom action research study on "The Efficacy of Applying the Repeated Reading Technique in Teaching Reading Comprehension" yielded promising results in enhancing students' reading comprehension skills. The research design involved two cycles of interventions using the repeated reading technique, with data collected through pre-tests, post-tests in Cycle I, and post-tests in Cycle II. The initial pretest results showed a mean score of 70.85, indicating the baseline level of students' reading comprehension abilities before the intervention.

Table 1. Summary of Mean Scores in Reading Comprehension Tests

Test Phase	Mean Score
Pretest	70.85
Posttest I	79.62
Posttest II	84.76

The posttest results after Cycle I demonstrated a notable improvement in students' reading comprehension, with a mean score of 79.62. This increase in comprehension levels following the first cycle of the repeated reading technique suggests a positive impact on students' ability to understand and interpret descriptive texts.

Building upon the gains observed in Cycle I, the posttest results after Cycle II revealed further enhancements in students' reading comprehension skills, with a mean score of 84.76. The significant improvement from the pretest to the posttest in Cycle II highlights the continued effectiveness of the repeated reading technique in fostering deeper comprehension and understanding of descriptive texts among students.

The findings suggest a progressive trend in students' reading comprehension performance across the two cycles of the study, indicating the cumulative benefits of repeated practice and engagement with the repeated reading technique. The consistent increase in mean scores from the pretest to the posttests in both cycles underscores the positive impact of this instructional approach on students' ability to comprehend and analyze descriptive passages.

The results of the study support the efficacy of the repeated reading technique in enhancing students' reading comprehension skills. By engaging students in repeated readings of descriptive texts, educators can effectively improve students' comprehension levels and foster a deeper understanding of the content. The findings underscore the importance of incorporating interactive and repetitive strategies, such as the repeated reading technique, to enhance students' reading comprehension abilities and promote academic success in language arts education.

The research findings demonstrate the positive impact of applying the repeated reading technique in teaching reading comprehension. The significant improvements in students' mean scores from the pretest to the posttests in Cycle I and Cycle II highlight the effectiveness of this instructional approach in enhancing students' ability to comprehend and interpret descriptive texts. The study provides valuable insights into the benefits of incorporating interactive and repetitive strategies in language arts instruction to support students' reading comprehension development and academic achievement.

The significant increase in mean scores from the pretest to the posttests in Cycle I and Cycle II reflects the effectiveness of the repeated reading technique in enhancing students' ability to comprehend and analyze descriptive texts. This improvement suggests that the repeated reading technique, which involves multiple readings of the same text, can help students develop a deeper understanding of the content and improve their overall comprehension levels.

The progressive trend observed in students' mean scores across the two cycles of the study indicates the cumulative benefits of engaging students in repeated readings of descriptive passages. The consistent growth in comprehension performance from Cycle I to Cycle II underscores the sustained impact of the repeated reading technique on students' reading skills. This suggests that continued practice and exposure to the repeated reading approach can lead to further enhancements in students' comprehension abilities over time, highlighting

the importance of consistent and structured implementation of this instructional strategy.

The findings also emphasize the value of interactive and repetitive strategies, such as the repeated reading technique, in language arts instruction to support students' reading comprehension development. By actively engaging students in multiple readings of descriptive texts, educators can create opportunities for students to deepen their understanding, improve their retention of information, and enhance their ability to extract meaning from written material. The positive outcomes observed in this study underscore the effectiveness of incorporating such interactive and engaging techniques in teaching reading comprehension, providing a valuable framework for educators to enhance students' literacy skills.

Overall, the research discussion highlights the efficacy of the repeated reading technique in teaching reading comprehension and its potential to positively impact students' academic performance. The study's results support the notion that repeated practice and exposure to texts through multiple readings can lead to significant improvements in students' comprehension levels. By integrating interactive and repetitive strategies like the repeated reading technique into language arts instruction, educators can create a dynamic and engaging learning environment that fosters students' reading comprehension skills and promotes their overall academic success in language arts education.

CONCLUSION

In conclusion, the implementation of Find Someone Who games in the 8A class of SMP IT Al Izzah Sorong has proven to be highly beneficial in enhancing students' speaking ability. The findings from the study revealed a significant improvement in students' language proficiency, as evidenced by the increase in mean scores from the pretest to the posttests in cycle one and cycle two. The interactive nature of the games provided students with opportunities to engage in meaningful conversations, practice speaking in English, and build confidence in expressing themselves orally.

Through the structured speaking activities embedded within the Find Someone Who games, students were able to actively participate in oral communication exercises, interact with their peers, and practice using English in a supportive and interactive environment. This hands-on approach not only improved their language skills but also encouraged them to communicate more confidently and fluently. The games served as a platform for students to practice speaking in a fun and engaging manner, leading to increased language practice and proficiency.

Overall, the positive outcomes of the implementation of Find Someone Who games underscore the effectiveness of incorporating interactive and game-based approaches in language learning activities. By fostering a collaborative and supportive atmosphere for students to practice speaking, the games have successfully contributed to enhancing students' speaking ability and promoting

active engagement in language learning. The success of this classroom action research highlights the importance of innovative and interactive teaching methods in facilitating language development and improving students' overall communication skills.

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