

**IMPROVING READING FLUENCY OF THE SEVENTH GRADE
STUDENTS OF SMP NEGERI 19 PALEMBANG THROUGH GUIDED
ORAL READING STRATEGY**

A Thesis by

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Student Number 06111001038

Study Program of English Education

Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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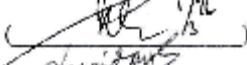
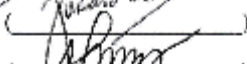
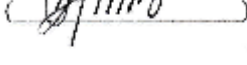
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DEDICATIONS

This thesis is dedicated to:

- ❖ My great father, Lasdi Fachri and my prudent mother, Semiyati. A billion thanks for your love, prayer, patience, support and everything you give to me. Thank you so much Mom and Dad for funding my life and so this thesis either. I could not be happier than having you both in this world. I always try my best in terms of making you proud of me. Thank you so much because you are always in my side in every condition. Big love delivered sincerely for you, Mom and Dad.
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MOTTOS:

Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime ~ Maimonides.

DECLARATION

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Certify that thesis entitled **“Improving Reading Fluency of the Seventh Grade Students of SMP Negeri 19 Palembang Through Guided Oral Reading Strategy”**, is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

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Undersigned



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This thesis was written to fulfill one of the requirements to earn S1 degree at the English Education Study Program, Language and Art Education Department, Faculty of Teacher Training and Education, Sriwijaya University. This thesis was written based on the research that the writer conducted at SMP Negeri 19 Palembang.

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ABSTRACT

The objectives of this study were to find out: (1) whether or not there was any significant improvement in reading fluency of the seventh grade students of SMPN19 Palembang after they were taught using guided oral reading strategy and (2) whether or not there was a significant difference in reading fluency between the students who were taught by using guided oral reading strategy and that of those who were not. The sample of this study was 70 seventh grade students of SMP Negeri 19 Palembang, which were divided into control group and experimental group, and each group had 35 students. To collect the data, each group was assigned pretest and posttest. The data analyses used paired sample t test and independent sample t test in SPSS 21. The result from independent sample t test showed that the mean difference between posttest of experimental group and control group was 2.786 at the significance level of $p < 0.05$ with $t_{obtained} > t_{table}$ ($5.709 > 1.995$), since $t_{obtained}$ was higher than t_{table} , there was significant difference in reading fluency between students who were taught by using guided oral reading strategy and those who were not. The mean difference from the experimental group was higher than that of control group ($3.400 > .457$). The result from paired sample t test showed that the mean difference in posttest and pretest of experimental group was 3.400 at the significance level of $p < 0.05$ and since $t_{obtained}$ was higher than t_{table} ($14.789 > 1.995$), there was a significant improvement in reading fluency of experimental group. The highest improvement was accuracy followed by expression, phrasing, volume and rate.

Keywords: reading fluency, guided oral reading

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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background

In today's world, one of the most important ways to get information about other countries and know many things in the world is through reading. Reading is one of the most important skills in language learning. The fundamental goal of any reading activity is to understand what is read. Similarly, Alyousef (2006, p. 101) states that reading can be seen as an interactive process between a reader and a text which leads to reading fluency.

Unfortunately, according to the report of International Education Achievement (IEA) (2000) cited in Muchlas (Pikiran Rakyat, Eskol-Net 2001), the reading ability of the Indonesian students of Elementary and Junior High School is in the 38th among 39 countries in East Asian Countries. This survey was also supported by the research done by Greenberg, Fedrick, Huges, and Bunting (2002, p.626) stating that 40% of the students were not ready to move to higher level.

Reading achievement of Indonesian students is still low. Based on PISA in 2009, Indonesian students' score was in the 57th rank out of 65 countries and below the OECD average. Unfortunately, the newest PISA study in 2012 wrote that the average score of reading literacy in Indonesia was decreasing from 402 in 2009 to 396 in 2012.

Successful students must spend a great deal of time reading various types of literature related to their study. Fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers do not have to concentrate on decoding the words. They can focus their attention on what the text means. National Reading Panel (NRP) (2000) defines fluency as the ability to read text speed, accuracy and proper expression. There are some characteristics of fluent reader: they can recognize words automatically, read aloud effortlessly and with expression, do not have to concentrate on decoding, and can focus on comprehension. Research has consistently shown that reading fluency, rapid reading of high-

frequency words and rapid decoding is essential for reading comprehension. They concluded that instruction in guided oral reading is an important component of elementary reading programs and is associated with gains in fluency and comprehension. Oral reading fluency is the ability to read connected text automatically, accurately, and with expression. It is considered critical for reading achievement because the reader can attend to the meaning of the text instead of decoding the words (USAID, 2013). Reading fluency motivates students and helps them build oral fluency, accuracy, and expression with engaging passages and scripts to read aloud. Fluent readers read more quickly and smoothly, allowing them to focus on comprehension. Fluent readers gain more meaning from the text they read. Because fluency leads to comprehension. Fluent readers enjoy reading more than students who devote all their energy to sounding out words.

In 1995, a significant study on reading fluency was conducted by National Assessment of Educational Progress(NAEP). It was found that 44% of U.S. fourth graders were on the lower end of the fluency scale. The study also confirmed the significant correlation between reading fluency and reading comprehension. The study concludes that reading fluency is “a neglected reading skill in many American classrooms, affecting many students’ reading comprehension”.

Based on the interview conducted by the writer to the English teacher at SMP Negeri 19 Palembang, the teacher said that the students of SMP Negeri 19 Palembang practically had difficulties in studying English. The teacher said the big challenge for teachers was not simply to make them enjoy it. Some students gave their reason why they did not want to read: first, they said that reading gave them headache; second, the students fear they would have to read aloud and others would laugh, third, several students were always put into the slow group, which made them feel stupid. The researcher also discussed students fluency with English teacher, the teacher said that almost seventh grade students of this school get the difficulties when the teacher ask them to read some English text.

According to a major study done by the U.S. National Institute for Literacy, guided oral reading (reading aloud) is the best method of teaching fluency in reading. Guided oral reading refers to modeling of fluent reading followed by repeated reading of the text by the students. The NRP reported that both good and poor readers benefit from guided reading. They recommended that teachers use guided oral reading practice to enhance their reading fluency. According to

Partnership for Reading (2004), guided oral reading is instructional strategies that can help students improve a variety of reading skill, including fluency. In addition, according to Gagen (2007), guided oral reading is reading out loud to an adult, or other proficient reader, with feedback. This is not independent silent reading. The key part of the effectiveness in developing skill is to provide ‘guidance’ to the students. Guided reading benefits both good and struggling readers. In contrast, silent independent reading may not actually improve reading skills for beginning readers.

Based on the explanation above, the writer was have interested inconducting a research entitled “**Improving Reading Fluency of the Seventh Grade Students of SMPN 19 Palembang through Guided Oral Reading Strategy**”.

1.2 The Problems of the Study

Based on the background above, the problems of this study wereformulated in the following questions:

1. Was there any significant improvement in reading fluency of the seventh grade students of SMPN19 after they were taught using guided oral reading strategy?.
2. Was there any significant difference in reading fluency between students who were taught by using guided oral reading strategy and that of those who were not?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study were:

1. To find out whether or not there was any significant improvement in reading fluency of the seventh grade students of SMPN19 students after they were taught using guided oral reading strategy.
2. To find out whether or not there was any significant difference in reading fluency between the students who were taught by using guided oral reading strategy and that of those who were not.

1.4 The Significant of the Study

It hopes that this study can be useful for the development of the teaching and learning English as foreign language, especially in reading. This research can give some benefit to the

students, English teacher and the writer herself. In this study the students are expected to be able to improve their reading fluency by using guided oral reading strategy and the writer expects that guided oral reading can overcome the difficulties of the students in reading. For English teacher, this study is intended to assist teachers to get alternative ways in their teaching process especially teaching reading. Finally, the writer hopes that this study can enhance her knowledge and obtain some experiences in teaching and learning English and doing an educational research

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