IMPROVING READING FLUENCY OF RECOUNT TEXT THROUGH MULTIMEDIA RUNNING TEXT IN GRADE EIGHT STUDENTS OF SMPN 1 JOGONALAN IN 2015/2016 ACADEMIC YEAR

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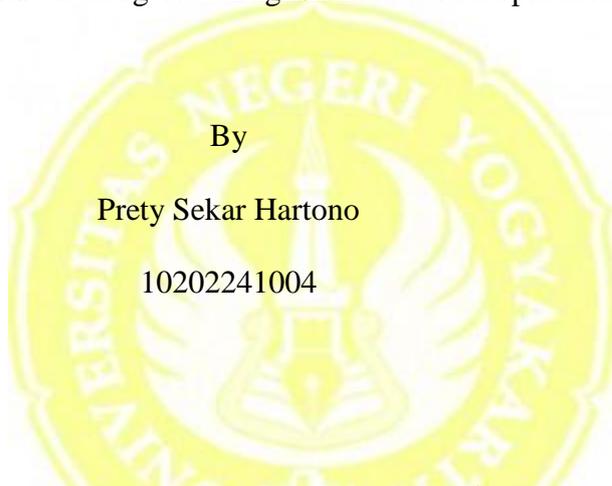
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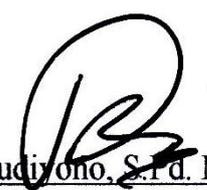
Improving Reading Fluency of Recount Text Through Multimedia Running Text inGrade Eight Students of SMPN 1 Jogonalan in 2015/2016 Academic Year

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Abstract: The aim of this action research was to improve the reading fluency of grade VIII students of SMPN 1 Jogonalan through the implementation of multimedia running text. This research was conducted in two cycles. The participants of this research were the researcher, the English teacher as the collaborator and the students of grade VIII of SMPN 1 Jogonalan. The data of this research were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching learning process, interviewing the English teacher and the students and holding discussions with the English teacher as the collaborator. Meanwhile, the quantitative data were obtained by administering a pre-test and a post-test to see the improvement of the students' reading fluency. The instruments of this research included observation sheets, interview guidelines, reading fluency test sheets, and an audio recorder. The validity of the data was attained by applying democratic validity, dialogic validity, process validity, outcome validity, and catalytic validity. In addition, to make the data trustworthy or reliable, investigator triangulation was used in this research. The research findings show that reading fluency aspects (accuracy, rate and prosody) of most students improved after multimedia running text was used. It was indicated by the increase of the mean of students' reading accuracy scores in the pre-test and post-test (79.48 to 90.80), the reading rate scores 105.83 to 128.43 and the reading prosody scores 62.2 to 69.7. The implementation of multimedia also increased the students' motivation of learning reading fluency.

Keywords: Reading fluency, accuracy, rate, prosody, multimedia running text

Abstrak

Tujuan dari penelitian tindakan kelas ini adalah untuk meningkatkan kelancaran membaca dari siswa kelas VIII G SMPN 1 Jogonalan melalui penerapan multimedia running text. Penelitian ini dilakukan dalam dua siklus. Para peserta penelitian ini adalah peneliti, guru bahasa Inggris sebagai kolaborator dan siswa. Data penelitian ini berupa data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar, wawancara guru bahasa Inggris dan siswa serta melakukan diskusi dengan guru bahasa Inggris sebagai kolaborator. Sementara itu, data kuantitatif diperoleh dengan pemberian pre-test dan post-test untuk melihat peningkatan kelancaran membaca siswa. Instrumen penelitian ini berupa observasi dan pedoman wawancara, lembar tes, dan

perekam suara. Validitas data itu dicapai dengan menerapkan validitas demokratik, validitas dialogis, validitas proses, validitas hasil, dan validitas katalitik. Selain itu, investigator triangulasi digunakan dalam penelitian ini. Temuan penelitian menunjukkan bahwa aspek kefasihan membaca (akurasi, kecepatan dan prosodi) dari sebagian besar siswa meningkat setelah pengimplementasian multimedia running text. Hal ini ditunjukkan dengan peningkatan rata-rata skor akurasi membaca siswa di pre-test dan post-test (79,48 ke 90,80), skor kecepatan membaca 105,83 ke 128,43 dan skor prosodi 62,2 ke 69,7. Penerapan multimedia juga meningkatkan motivasi belajar siswa dalam membaca fasih.

Kata kunci: membaca nyaring, akurasi, kecepatan, prosodi, multimedia running text

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Introduction

Reading is considered as a receptive skill but it is not a passive skill because the reader actively comprehends the text (Harmer: 1998). Classroom reading performance can be divided into oral and silent reading (Brown: 2001). Further, Brown (2003) divides reading into four types such as perceptive, selective, interactive and extensive reading while reading orally or reading aloud belongs to perceptive reading which is sufficient for the beginner of English learners. Reading aloud has bottom-up process which focuses on form not meaning and uses short passage. The reader actively reads aloud by considering the fluency of reading.

Reading fluency has three main aspects such as accuracy, rate and prosody (Hudson, Lane and Pullen, 2005). Accuracy is the ability to read without making mistakes. Rate is the speed when a person reads written text in a minute. Prosody is the expressiveness when a reader reads. Teaching reading fluency focuses on phonological development related to accuracy, rate and prosody. It asseses not only the cognitive skill in comprehension but also the psychomotoric skill in pronunciation.

In SMPN 1 Jogonalan in which the students are teenagers, there were two main issues related to reading aloud activity. The first was, students felt insecure because of worrying to make mistakes. The second was that the teacher found it difficult to assist the students' reading aloud one by one because of a large number of students. The teenagers had main characteristics such as being curious about new things around them (Harmer, 2007) and enjoying both intellectual and manipulative activities (Salyers, 2008).

Considering the facts, a teacher needs to be creative and innovative to find appropriate media in teaching young learners. One of the applicable media is multimedia running text as an auditory model. Basaran (1999), who has conducted several methods to improve reading fluency, finds that the auditory modeling is the best method in enhancing reading fluency. The multimedia can give a perfect modelling of reading which shows the reader where to pause, which word to be stressed and which parts to be lenghtened. Multimedia running text are the combination of rolling up text, sound and a bit animation. In this

research, the content of multimedia was modified by considering the materials, recount text, in syllabus of the school curriculum. The running text multimedia were expected to be the ideal solution to solve the issues of reading fluency.

Research Method

This research was action research which solved the reading fluency problems in teaching and learning process by using multimedia running text as an auditory model. The participants of the research were the researcher, the English teacher and the students.

The research was conducted in two cycles starting from 29 February to 11 April 2016. It only took five meetings because reading aloud was not a major competence which only spent eight hours in syllabus. The place was at grade VIII-G classroom of SMPN 1 Jogonalan, Klaten. Then the subjects of this research were 38 students of which the researcher took 21 as samples.

The instruments of the research were divided into two forms, test instruments and non test instruments. The test instruments were reading fluency tests and scoring rubrics and smartphones, the non test instruments were questionnaires, observation sheets for the researcher and the teacher and interview guidelines.

The data collection techniques were qualitative and quantitative. The qualitative data were collected by distributing questionnaires, interviewing the teacher and the students, jotting down the fieldnotes and filling the observation sheets. The quantitative data were collected by assessing the reading score of pre-test, mid-test and post-test. To analyze the data, the researcher did assembling the data; coding the data; comparing the data; building meanings and interpretations and reporting the outcomes.

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) were employed. Those five criteria are namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. Meanwhile, to fulfill the reliability of the data the research involved the researcher, the English teacher, and the students of VIII G class. To test the trustworthiness of the data, the researcher used investigator triangulation.

Findings

In conducting the action research, the steps of the research were identifying the problems, determining the problems, implementing the actions and reflecting the actions. The researcher identified the problems by distributing questionnaires, interviewing the students and the teacher, and conducting the observation. From those activities, the problems were most students had a strong fear to speak up even to read aloud; students lacked of reading fluency aspects (accuracy, rate and prosody); the teacher did not give an interesting model; the students felt bored to learn English lesson.

To solve the problems, the researcher utilized multimedia running text in two cycles. In both cycles, the researcher implemented multimedia running text. In Cycle I the researcher faced several problems. They were 1) the classroom management was too difficult, 2) the accuracy and rate improved but not significant, 3) the reading prosody of the students was poor and the sunshine bothered the process of implementing the multimedia.

In Cycle II, the researcher tried to overcome the problems in Cycle I. The implementation of multimedia running text was combined with several accompaniying actions, such as; pronunciation guidance and tongue twister to enhance reading accuracy and rate. The researcher covered the window by curtain to overcome the problem of sunshine. The researcher made groupworks to controll the class noise. The teaching and learning process of reading fluency in Cycle II ran better than in Cycle I.

There were several findings of this research. First, running text multimedia were effective to improve accuracy. The comparison of mean scores was 79.48 on the pretest and 90.80 on the post-test. Second, running text multimedia also effectively improved the rate of reading. The means of words read per second were 105.83 on the pretest and 128.43 on the post-test. Third, the prosody of the students' reading did not improved significantly. The students reached 62.2 score on the pre-test and 69.97 on the post-test. Forth, motivation of reading and toward English lesson increased because of interesting media.

Conclusions

This action research had three goals. They were to improve the reading accuracy, rate and prosody of the students, to enhance the reading confidence and to find an appropriate model for scaffolding the poor readers. The main action to achieve those objectives was by implementing multimedia running text as an audiovisual model in the classroom oral reading performance. The supporting actions were by conducting pronunciation guiding and tongue twister. Those actions were conducted in two cycles.

The results of this research were that the reading accuracy and rate improved significantly but the reading prosody improved in a little amount. The anxiety of reading also could be reduced. At last, there were some factors that should be considered by the teacher to minimize the problems during the implementation. The teacher should consider the time, the class management in conducting reading test and tools preparation. The class should be suitable, noise free, and proper of brightness.

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