

**THE CORRELATION BETWEEN STUDENTS' SCORE
OF READING FLUENCY AND READING COMPREHENSION
IN ENGLISH TEACHER EDUCATION DEPARTMENT
OF UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
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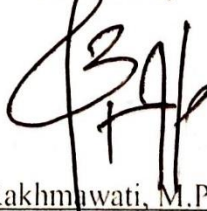
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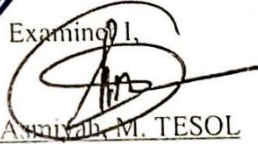
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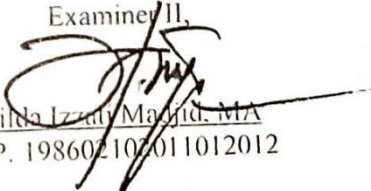
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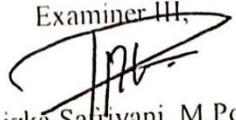
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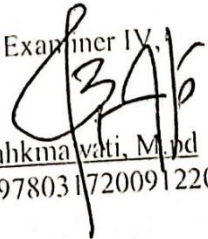
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Key Word: *Correlation, Reading Fluency, and Reading Comprehension*

Reading fluency is a bridge between the two major components of reading – word decoding and comprehension as Rasinski stated. Being a fluent reader assign students to focus on the content in the reading, rather than focus on the decoding of every individual word. As the candidate of English teacher, the students of English Teacher Education Department of UIN Sunan Ampel Surabaya should know the importance of reading fluency and its relation to reading comprehension because they will become a role model of the students in real practice teaching and also to develop a strategy in improving their student reading fluency and reading comprehension in the classroom. Therefore, this study is conducted to examine the correlation between those two variables. The sample of the study is 80 students calculated with Solvins' formula from population of 100 students of third semester students of English Written class of English Teacher Education Department of UIN Sunan Ampel Surabaya in 2017-2018 academic year. The data is analyzed using Statistical Package for the Social sciences (SPSS) version 16.0. Research statistical method used in this research is quantitative descriptive research using Pearson Product Moment Correlation to find the correlation between the independent variable (Reading Fluency) and the dependent variable (Reading Comprehension). The findings of this study shows that there was strong correlation between reading fluency and reading comprehension. The correlation between students' reading fluency and reading comprehension are described by Pearson correlation = 0,708 and sig. (2-tailed) = 0,010. In other words, there is a strong correlation between reading fluency and reading comprehension. The findings from this study also add some support to automaticity theory that the higher level of reading fluency makes comprehending text easier and faster.

Hardianto, Puput Triwahyu (2019). *The Correlation Between Students' Score Of Reading Fluency And Reading Comprehension In English Teacher Education Department Universitas Islam Negeri Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M.Pd. And Rakhmawati, M.Pd.

Key Word: *Korelasi, Reading Fluency, and Reading Comprehension*

Reading fluency adalah sebuah jembatan dua komponen penting dalam membaca – pemrosesan kata dan komprehensi seperti yang Rasiski katakan. Menjadi seorang pembaca yang lancar, murid membutuhkan focus pada konten yang dibaca. Sebagai kandidat guru bahasa Inggris, mahasiswa pendidikan bahasa inggris UIN Sunan Ampel Surabaya harus mengetahui pentingnya reading fluency dan hubungannya dengan reading comprehension karena didalam kelas mereka akan menjadi contoh bagi murid saat praktek mengajar di kelas dan juga untuk mengembangkan strategi untuk meningkatkan reading fluency dan reading comprehension di dalam kelas. Oleh karena itu, penelitian ini bertujuan untuk mempelajari korelasi dua variable, reading fluency dan reading comprehension. Sampel dari penelitian ini dihitung berdasarkan formula Solvin yaitu 80 orang dari total populasi 100 orang mahasiswa semester tiga kelas English Written Prodi PBI UIN Sunan Ampel Surabaya tahun akademik 2018. Penelitian ini menggunakan metode deskriptif kuantitatif dan data dianalisis menggunakan software SPSS versi 16 menggunakan Pearson Correlation Product Moment untuk mencari hubungan antara variable independen (Reading Fluency) dan variable dependen (Reading Comprehension). Hasil dari penelitian ini menjelaskan bahwa reading fluency dan reading comprehension memiliki hubungan yang kuat yang dideskripsikan dengan koefisien korelasi sebesar $r=0.708$ sig. (2-tailed) = 0,010. Dengan kata lain, hubungan yang kuat antara reading fluency dan reading comprehension menguatkan teori automaticity bahwa semakin besar skor reading fluency maka akan semakin mudah untuk memahami teks dengan lebih cepat dan mudah.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is not always about silent reading. In Indonesia, we also teach our students to read properly in Indonesian language but it is not happening in foreign language learning. We seldom to teach students how to read properly so that when they have begun to read so much and gain wrong input from their teacher and it became fossilized, it will be quite hard to be fixed. So, in order to fix students reading fluency at the end of the process which is difficult, we have to start giving them an appropriate way of reading fluency because it has stated by Jenkins that oral reading fluency plays important role in reading comprehension.¹ Fluency is an important reading skill that is crucial in the understanding of the text. If students are not smooth in their reading, they are incapable to construct links and totally understand the reading. Reading fluency is a vital skill to master as it produces a connection to reading comprehension. Being a fluent reader assign one to focus on the content in the reading, rather than focus on the decoding of every individual word. As students being a fluent readers means they are able to interact with text on a higher level.

The correct meaning of fluency is frequently misinterpreted, that have an effect on both the teaching and learning of reading. Reading fluency is an essential element in becoming a proficient reader and an important part of the process of learning to read. It has been stated by Jenkins that oral reading fluency provides a good reflection of overall reading competence.² Rasinski stated that Reading Fluency is a bridge between the two major components of reading – word decoding and

¹Lynn S. Fuchs et al., 'Oral Reading Fluency as an Indicator of Reading Competence: A Theoretical, Empirical, and Historical Analysis', *Scientific Studies of Reading*, vol. 5, no. 3 (2001), pp. 239–56.

² Ibid

comprehension.³ On single point of this bridge, fluency connects to accuracy and automaticity in decoding. On the further point, fluency unites to comprehension throughout prosody or expressive interpretation.

As the candidate of English teacher, the students should know the importance of reading fluency and its relation to reading comprehension. Through assessing of reading fluency, they will know how to develop a strategy in improving their student reading fluency and reading comprehension in the classroom because they will become a role model of the students in real practice teaching. As stated by Rasinski, modeling plays a significant role in expressive reading.⁴ Readers study how to understand text verbally by listening to others read to them in a communicative and evocative approach. Hearing someone read aloud increases students' vocabulary, comprehension, and motivation for reading and it provides a model of how a passage may be interpreted orally.⁵ This is one reason why it is important for student of English teacher education department to need to know their score of reading fluency.

Jessica in her dissertation entitled "The Relationship between oral reading fluency and comprehension" show that a reciprocal relationship existed. Her research finds that the students from second and third grade of Catholic elementary school in New York that took the oral reading fluency subtest of the Dynamic Indicators of Basic Early Literacy Skills and the Terra Nova Basic Multiple Assessment issued by McGraw-Hill Publishing Company have strong relation of oral reading fluency and reading comprehension. The Pearson correlation coefficient is 0.770 which is indicating a very strong positive correlation for third-grade students.⁶

³Timothy V. Rasinski, *Assessing Reading Fluency* (Pacific Resources for Education and Learning (PREL), 2004), <https://eric.ed.gov/?id=ED483166>, accessed 23 Nov 2018.

⁴ Ibid p. 14

⁵ Ibid

⁶Jessica Talada, 'The Relationship Between Oral Reading Fluency and Comprehension', *The Liberty University Digital Commons* (2007), https://digitalcommons.liberty.edu/eml_fac_pubs/316, accessed 23 Nov 2018.

The second previous study carried by Cotter with the title “Understanding the Relationship between Reading Fluency and Reading Comprehension: Fluency Strategies as a Focus for Instruction”.⁷ She examines five students and one parent in the study of how repeated readings affect overall reading comprehension. A set of reading passages were exposed to students that were read each week, and data was collected. At the end of the school year, reading comprehension and post assessments were given to students to compare the results from September. The data analysis shows that it was clear that the repeated reading strategy which part of reading fluency was successful in increasing reading comprehension among the students.

The other previous study was written by Mark R. Shinn et al entitled Curriculum-based measurement of oral reading fluency: a confirmatory analysis of its relation to reading.⁸ This study examined the relation of oral reading fluency and reading process from a theoretical perspective. Curriculum-based measurement (CBM) is an approach developed by Stanley Deno of the University of Minnesota to determine students’ level of automaticity that was valid and time efficient.⁹ Reading models were examined with confirmatory factor analysis procedures with 114 third- and 124 fifth-grade pupils. Students were examined with tasks involve decoding of phonetically ordinary words and ordinary nonsense words, literal comprehension, inferential comprehension, cloze items, written retell, and CBM oral reading fluency. Regardless of the factor model employed, CBM oral reading fluency provided a good index of reading proficiency, including comprehension ($r = 0.83$).

In the area of English as foreign language (EFL) reading, the position of reading fluency is of similar significance.

⁷Jennifer Cotter, ‘Understanding the Relationship between Reading Fluency and Reading Comprehension: Fluency Strategies as a Focus for Instruction’, *Education Masters* (2012), https://fisherpub.sjfc.edu/education_ETD_masters/224.

⁸Shinn, Mark et al., ‘Curriculum-based measurement of oral reading fluency: A confirmatory analysis of its relation to reading’, *School Psychology Review*, vol. 21, no. 3 (1992), pp. 459–79.

⁹Rasinski, *Assessing Reading Fluency*.

Considering the significance of reading fluency within the context of EFL reading comprehension performance, Ken Fujita and Junko Yamashita investigated the relation and comparison of reading comprehension and reading rate in Japanese high school EFL learners.¹⁰ 148 tenth-graders in a Japanese high school contribute in this study. They found that the correlation coefficient of the reading rate that is part of reading fluency and reading comprehension was significant but weak ($r = .24, p < .01, N = 127$). This result proves that the writer should do more research in reading fluency of EFL learner.

The previous study highlight that reading fluency has strong correlation with reading comprehension. The majority study above only try to find the correlation between reading fluency in rate and speed aspect with reading comprehension because it is far easier than assessing prosody in reading fluency. Considering the above issue, the purpose of this study is determining the relationship between prosody of reading fluency and reading comprehension is the purpose of the researcher. Wilger stated that reading fluency is comprised of three component skills, or fluency indicators: accuracy of word decoding, automaticity of word recognition, and prosody of oral text reading.¹¹ This study focuses on prosody as reading fluency indicator, as Torgensen stated in his research that it is an indicator that the reader is actively constructing the meaning of a passage as they read.¹² Prosody of oral text reading refers to the naturalness of reading, or the ability to read with proper phrasing and expression, imbuing text with suitable volume, stress, pitch, and intonation. Indeed, prosody may both serve as an indicator that student is comprehending as they read and also aid comprehension.

¹⁰Ken Fujita and Junko Yamashita, 'The Relations and Comparisons between Reading Comprehension and Reading Rate of Japanese High School EFL Learners', *Reading Matrix: An International Online Journal*, vol. 14, no. 2 (2014), pp. 34–49.

¹¹Marcie Penner-Wilger, 'Reading Fluency: A Bridge from Decoding to Comprehension', *Auto Skill International Inc* (2008), p. 2.

¹²S. Jay Samuels and Alan E. Farstrup, *What Research Has to Say about Fluency Instruction* (International Reading Association, 2006), accessed 23 Nov 2018.

Hopefully, the results of this research can give information and warn about the urgency of reading fluency. Also, the result of this research can be made as a reflection for the departments to know whether the students of English teacher education department are ready or not to face the demand of correct pronunciation they can transfer into their English teaching. Another benefit is that this research finding will give information to the world dealing with the relationship between teacher level of reading fluency and other language competence especially listening and reading in English language learning.

This research conducted during the third semester of English Teacher Education Department in English Written class at Universitas Islam Negeri Sunan Ampel Surabaya 2018 – 2019 academic year. The data are based on the reading comprehension test and reading fluency test that given to the students. Thus, from the data researcher describe the correlation based on the result of the test that had been taken by the students.

B. Research Question

Based on the research background above, the researcher formulates three research question to guide this research. The research questions are as follow:

1. What is the score of reading fluency of the students in English Teacher Education Departments of Universitas Islam Negeri Sunan Ampel Surabaya?
2. What is the score of reading comprehension of the students in English Teacher Education Department of Universitas Islam Negeri Sunan Ampel Surabaya?
3. What is the correlation between students' score of reading fluency and reading comprehension in English Teacher Education Department of Universitas Islam Negeri Sunan Ampel Surabaya?

C. Hypothesis

In hypotheses, there is two probabilities. The first is $H_0: r = 0$ (having a null correlation), this means that the researcher will not find a correlation. The second is $H_a: r \neq 0$ (having correlation), this means that the researchers will find the correlation. There are two hypotheses to answer the research question:

Ha (Alternative Hypothesis) of this research is there is a significant correlation between students score of reading fluency and reading comprehension.

Ho (Null Hypothesis) of this research is there is no correlation between students' score of reading fluency and reading comprehension.

D. Objective of the Research

Based on the research question, the objectives of this study are:

1. To investigate students' score of English reading fluency in English Teacher Education Department of UIN Sunan Ampel Surabaya.
2. To investigate students' score of English reading comprehension in English Teacher Education Department of UIN Sunan Ampel Surabaya.
3. To describe the correlation between students' score of English reading fluency scores and reading comprehension in English Teacher Education Department of UIN Sunan Ampel Surabaya.

E. Significance of the Research

This research is expected to give benefit to the student, lecturer, and also the next researcher.

- a. *For students*, this research is expected to give some information about reading fluency and its relation to reading comprehension score. Furthermore, the researcher hopes that students of English Teacher Education Department of UIN Sunan Ampel Surabaya are able to get the view about the importance of reading fluency that is still so rare to be discussed in Indonesia. Also, the researcher hopes that student can explore the learning strategies in developing higher reading comprehension and fluency score which is really helpful in delivering materials in teaching and learning process.
- b. *For the lecturer*, this research is expected to give some insights about strategies on developing reading skill scores. The lecture will know the students' score of reading fluency and reading comprehension and with good reading fluency

- hopefully students able to do comprehend the text better and apply it as the learning strategy on their teaching practice.
- c. *For the next researcher*, this research is expected to be bases among Indonesian researcher to explore reading fluency which is important as reading comprehension because the topic about reading fluency development is still rare in Indonesia.

F. Scope and Limitation of the Study

The scope of this study are students reading comprehension scores and the students reading fluency score measured by multidimensional fluency scale from Timothy Rasinski.¹³ Reading fluency is contain three element skills, or fluency indicators: accuracy of word decoding, automaticity of word recognition, and prosody of oral text reading. This research is focus on prosody as reading fluency indicator, as Torgensen stated in his research that it is an indicator that the reader is actively constructing the meaning of a passage as they read.

The researcher limits this study on the correlation of reading fluency to students reading comprehension. This research did not observe the whole dimension of reading fluency, but it is only on the prosody aspect of reading fluency. The sample also limited to EFL university student who is purposefully studying English at UIN Sunan Ampel Surabaya.

G. Definition of Key Terms

The researcher writes down some definitions of key terms in order to support the readers understand this study easily and have the same interpretation as the writer.

1. Reading

According to Harmer, reading is one of receptive skill in English learning where students get the meaning from the text or reading.¹⁴ In another word, reading is one of the four skills in English that is categorized as a receptive skill. Reading and

¹³Rasinski, *Assessing Reading Fluency*.p.19

¹⁴Jeremy Harmer, *The Practice of English Language Teaching* (Harlow, England: Pearson Longman, 2007).

listening are kinds of receptive skill where those skills require the students to receive some information related to reading and listening materials.

2. Reading Fluency

Reading fluency refers to the ability to read quickly, effortlessly and efficiently with a good and meaningful expression.¹⁵ In this research, reading fluency is defined as an ability to recognize the English words with accurate and appropriate speed by orally reading the grade-level passage in 60 seconds or less with appropriate expression and phrasing.

3. Reading Fluency Score

Reading fluency score is the score that describes the student's overall performance from the quality of a student's reading prosody. After listening to an individual student read aloud, the researcher rates the student's reading fluency according to an adaptation of a multidimensional fluency rubric developed by Zutell and Rasinski.¹⁶ In this study, reading fluency score refers to score gained by the student by reading the grade-level passage in one minute or less that assessed by multidimensional fluency rubric of Tim Rasinski.

4. Reading Comprehension

Reading comprehension is an activity of constructing sense of written ideas through meaningful interpretation and interaction with language.¹⁷ In this study, reading comprehension is an activity to understand and get general or specific information of the English text.

¹⁵Timothy V. Rasinski, *The fluent reader: Oral reading strategies for building wordrecognition, fluency, and comprehension* (New York: Scholastic Professional Books, 2003).p. 26

¹⁶ Timothy V. Rasinski, *Assessing Reading Fluency* (Pacific Resources for Education and Learning (PREL), 2004) p.19, <https://eric.ed.gov/?id=ED483166>, accessed 23 Nov 2018.

¹⁷Arthur W. Heilman, William H. Rupley, and Timothy R. Blair, *Principle and Practices of Teachin Reading Fifth Edition* (Ohio: Charles E. Merrill Pub Co., 1981).236

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Reading

There are many definitions of reading by some expert which have similar meaning. Manser defines reading as an action of searching at and understanding printed words.¹⁸ Such as, the author is regarded as the informants (sender) and the reader on another hand is a receiver. During the reading process, it means that the reading can be done during reading activity which is only grasping and decoding information. David Nunan states that reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience.¹⁹ From those definitions, it can be concluded that reading is meaning getting process the reader always tries to catch what the writer says and means actually.

According to Carol, reading can be pointed as three step processes.²⁰ The three steps are interrelated to other. First is word perception which is the ability to recognize a point. Second is Comprehension, the ability to infer ideas from words. The last is reaction, that is a step in which the reader interacts intellectually and emotionally.

Finally, reading as a process of meaning elaboration or thinking in relation to writing symbols, through discussion among group members learn the material will be more easily understood

¹⁸Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 1991),343

¹⁹David Nunan, *Practical English Language Teaching* (New York: McGraw Hill ELT, 2003).p.63

²⁰Carol Wells, *Motivational Techniques for Improving Reading Comprehension Among Inncercity High School Students*, <http://teachersinstitute.yale.edu/curriculum/units/1980/4/80.04.06.x.html>, accessed 23 Nov 2018.

and mastered. The recognition and comprehension of written symbols are influenced by the reader's perception skill experience, language background, mindsets, and reasoning abilities as they anticipate meaning on the bases of what have read.

a. **Kinds of Reading**

1) Intensive Reading

Hedge states that in intensive reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms.²¹ Hedge also argues that, it is merely through more extensive reading that learners can gain substantial practice in working these strategies more autonomously on a series of materials. This approach can be also text-related or learner-related the former that contain an understanding of text organization, while the second contain strategies like linguistic, schematic, and met cognitive strategies.

The other meaning of intensive reading is to read shorter texts to dig up specific information.²² Intensive reading is typically a classroom-oriented activity in which students focus on the linguistic or semantic aspect of a passage. Intensive reading gather students attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication and the theoretical relationships. Intensive reading means to read shorter texts to extract specific information.²³ It means that intensive reading is activity to read a short text to get the new information.

2) Extensive reading

²¹ Hedge, T, *Teaching and Learning in The Language Classroom* (London: Oxpord University Press., 2000).p.202

²² Jeremy Harmer, *The Practice of English Language Teaching* (Harlow, England: Pearson Longman, 2007).p.99

²³ *Ibid.*p.99

Extensive reading is bringing out reader to accomplish a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Extensive reading is also to get a general understanding of a topic and consist of reading longer text for pleasure and also to improve general knowledge.²⁴ Hedge states that there have been contradictory definitions of the term extensive reading.²⁵ Some use it to refer to explain skimming and scanning activities that general people associate it to quantity of material. Extensive reading differs according to students' motivation and school resources. A well enthused and trained teacher will be able to decide suitable handouts or activities books for the students and help students in developing reading ability. In summary, learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning. The differentiation amid extensive reading and intensive reading is that in intensive reading activities, learners are in the main exposed to relatively short text which is used either to demonstrate particular aspect of the lexical, syntactic or discourse system of the second language, or to give the basis for targeted reading strategy practice.

3) Reading Aloud

Some of the major purpose of reading aloud is to identify the sounds of words; however, teachers may also vary their activities to enlarge their students' reading comprehension. A teacher might ask some

²⁴ Jeremy Harmer, *The Practice of English Language Teaching* (Harlow, England: Pearson Longman, 2007)p.210

²⁵ Hedge, T, *Teaching and Learning in The Language Classroom*.p.203

questions once the students have read the text. While one student reads aloud, the teacher enquires the other students to focus to the text rather than just listen to how their friend reads. This will help the students in discovery the meaning of the text. Namdi states that reading aloud encourage listening skills. It helps students to familiarize student with the language of books and patterns. It shape listening skills and provides examples for children in pronunciation and expression. It is a good idea to integrate an action as well as non-action texts. The intonation of the tone used by the teacher should be appropriate to the text that being read.

Reading aloud moreover play significant role in teaching of English. Teacher who knows that the training of reading aloud given at primary level is create the base of words pronunciation. If it is not concerned, it will be very difficult at secondary level. According to Venktes, only those text have to be read aloud, which have been written to read aloud like poetry, dialogue, and other form of text. The texts that have no necessity to not read aloud should not be read aloud.²⁶ It concludes that reading aloud is one type of reading where in the text reading must use a loud voice.

4) Silent Reading

Silent reading is the opposite of reading aloud. This action is intended to improve the students' comprehension. They must discover the content of the reading texts. Broughton et al states silent reading skill is far from uniform. ²⁷It varies according to the use to

²⁶ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Tecniques)* (Jaipur: Sunrise Publisher & Distributors, 2008). p.120-121

²⁷ Dr Geoffrey Broughton et al., *Teaching English as a Foreign Language*, 2 edition edition (London ; New York: Routledge, 1978).92

which it is being put the effective oral reading requires the use of the most the techniques and skills employed in good silent reading: word identification, understanding of vocabulary and notion, reading by thought unit (phrasing) and comprehension.

Silent reading also means reading completely silently, without even moving the lips. Silent reading is intended to obtain a large number of information.²⁸ It means that silent reading is one type of reading where the purpose is to get more information contained in the text.

b. The Reading Process

Models of the reading process often describe the act of reading as a communication event between a sender (the writer) and a receiver of information (the reader). Those models may be placed in the three categories: bottom-up, top-down, and interactive model.²⁹

Harmer states that in bottom-up processing, the reader or listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.³⁰ Furthermore, Brown defines that in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistics data-processing instrument to oblige several kind of order on these signals.³¹

²⁸ M.F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*.p.122-123

²⁹David Nunan, *Practical English Language Teaching*.p.70

³⁰Harmer, *the Practice of English Language Teaching*.p.201

³¹Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy* (New York: Longman, 2001).p.298

Brown explains that Bottom-up model taught symbols grapheme-phoneme relationship, syllables, and lexical recognition”.³² Cahyono and Widiati define “the bottom up model of reading, basically fostered practices in reading instruction that built up learners’ decoding abilities from the bottom up, starting with the smallest units, single letters, “letters blends”, and building up to the words and phrases”.³³

Brown states that this is where a complementary method of processing written text is imperative: top-down or conceptually driven processing in which we draw on our intelligence and experience and experience to understand a text.³⁴ Furthermore, Harmer states that in the top-down reading model, the reader or listener gets a general view of the reading or listening passage, in some way, absorbing the overall picture.³⁵

The interactive model is a reading model that combines top-down and bottom-up during the reading process.

2. Reading Fluency

There are a lot of definitions about reading fluency from the experts. Hudson, Lane, and Pullen define that reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading.³⁶ It means that reading fluency is a necessity for students, especially for struggling readers. It can affect their understanding. When they cannot read the text fluently, it means

³²Ibid, p.299

³³ Walter Grauberg, *The Elements of Foreign Language Teaching* (TP: Multilingual Matters, 1997).

³⁴ Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy*.p.299

³⁵ Harmer, *The Practice of English Language Teaching*.p.201

³⁶ Hudson, R.F., Lane, B.H., and Pullen, C.P., ‘Reading fluency assessment and instruction: What, why and how?’, *International reading association*, vol. 58, no. 8 (2005), p. 705.

that they are poor readers, and poor readers are not going to achieve a good understanding of the text.

According to Ashley in the Department of Curriculum and Instruction, College of Students; reading fluency demonstrates a reader's ability to create meaning from text, integrating everything previously learned about printed and spoken the language.³⁷ Moreover, Shanahan states that reading fluency is the ability to read text aloud with accuracy, speed, and proper expression.³⁸ It is important for students to read quickly and still keep attention to their accuracy and expression when reading the text.

Based on Rasinski, there are three major components of reading fluency:³⁹

- a. Accuracy or accurate decoding of words in the text (refers to the person's ability to read words correctly)
- b. Automaticity (rate) or decoding words with minimal use of attention resources (the speed a person reads)
- c. Prosody or the appropriate use of phrasing and expression to convey meaning (refers to as reading with feeling and involves the stress, intonation and pauses when reading).

From the components above, they should be interconnected to each other because they can allow readers to maintain a high comprehension. Rasinski argues that readers must be able to decode words correctly and effortlessly and then put them together into meaningful phrases with appropriate expression to make sense of they read.⁴⁰ Samuels defined

³⁷ Ashley, K., *The effects of focused fluency practice on reading rate, motivation, & interest in reading for struggling primary students* (Masters Thesis, Wichita State University, Kansas US, 2008).p.51

³⁸ Shanahan, T., *The national reading report: Practical advice for teachers* (Naperville, IL: Learning Point Associate, 2006).p.18

³⁹ Rasinski, *Assessing Reading Fluency*.

⁴⁰ Timothy Rasinski, *Reading Fluency Instruction: Moving Beyond Accuracy, Automaticity, and Prosody*, vol. 59 (2006).

reading fluency as the ability to decode and comprehend at the same time, also support it.⁴¹

Since this study will focus on prosody as reading fluency indicator, as Torgensen stated in his research that it is an indicator that the reader is actively constructing the meaning of a passage as they read⁴², there are four essential components of prosody which are:⁴³

a. Intonation

Some of the primary components of prosody are recognized as intonation. Intonation can be assumed to contain pitch accent, tune, pitch resetting, and tones and breaks. However, all of these contributors work collectively to formulate intonation, which is only one of the necessary components of fluency. A pitch accent can be referring to the word or syllable which is accented rather than several of the weaker syllables that are regarded as unaccented. The tune refers to the generally as movement of the phrase.

Individual phrase could have increasing tones that propose the word, sentence, or phrase will go on or a phrase may have a declining tone which is indicative of a gradual release, pause, or merely the end of an utterance. The next feature of intonation is recognized as pitch resetting. Pitch resetting let the speaker to create the gradually falling intonation pattern that is attributing of declarative utterances with no falling outside his or her pitch range. The last aspect of intonation is recognized as tones and breaks. This is the proper system that hinges upon the idea that every tone is comprised of either high or low tones- that is accented and unaccented.

⁴¹Samuels, J., &Farstrup, A. (2011).*What research has to say about reading instruction.* (4th Ed.). Newark, DE: International Reading Association. p. 39

⁴²Torgesen, J. K., & Hudson, R. F., *Reading fluency: Critical issues for struggling readers.* In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about fluency instruction.* (Newark, DE:International Reading Association. 2006) p.4

⁴³<http://red6747.pbworks.com/w/page/8522964/Prosody>

b. Timing

The next main component of prosody is acknowledged as timing. Timing is the duration or prosodic structure a reader provides to a sentence. It varies from intonation in the fact that it is not a correction to the tone, palette, or any other audible structure. Timing merely refers to the pace the readers provide to a selection with the mere modification of a Reading Rate; a reader can add clarity to a piece.

A fluent reader corrects the rate in accordance with the phrasal creation or syntax of a sentence. Such readers understand when a pause is needed because of the grammatical structure of the sentence. Non-fluent readers have small to no idea of phrase-final expansion, which is determining when a boundary in the text has happened and therefore needed for an extended pause, etc. Nonfluent readers that struggle with the timing part of prosody too, have difficulty differentiating among function words and content words.

c. Stress

The next element of prosody is recognized as stress. In elementary school, we were trained to hold our forehands up to our chins and speak a multi-syllabic word quite slowly to notice how many times our chins strike our hands. This assist in helping us decides how many syllables the word included. Nevertheless, there was not a simple technique to help us find out which syllables hold a stress and which syllable did not. Since there is no standard technique, stress can often be a tricky component for youthful readers to master.

Sometimes, students even have to option to simply obtaining meaning from hearing the word again and again. For example in the word “research”, are pronounced with the stress on the first syllable pronouncing it “re’ search”. The other readers place the stress on the next syllable. In this case, they speak the word as research’. Neither way is exclusively acceptable. On the other hand, a habitual difficulty with stress on simplistic words that do not have numerous

pronunciations is a good sign that a student may have a significant deficiency in prosodic development.

d. Focus

While there are varying components of prosody according to specific researchers, almost all researchers can agree upon one final component. Focus is repeatedly said to be the trickiest part of fluency since it has numerous layers. It has both semantic and phonological feature. Focus may be indicated by applying a particular form of grammatical structure, or it can be shown only with sound, by the use of a pitch accent. But amusingly even when a syntactic device for centering is used, pitch accenting appears to take place as well. For example, when someone put a question there is a semantic pause at the end to indicate a question. Similarly, the respond has a definite intonation as well to imply that it is not a simple statement, but rather a reaction to another person's question. In this view, the phrase or statement unite phonological aspects with semantic aspects. In other words, the reader is not merely reading the sentence.

The reader is reading with an intention or focus in mind. Similarly, he or she creates meaning, convincing dialogue, and a concrete structure. Current study has even exposed that focus can help to resolve ambiguity inside sentences. This is mostly true in terms of contributing deeper meaning to a sentence. The reader should have a focus in mind, and the reader have to read the sentence with a definite intonation that express the full meaning and truth of the text.

Based on the statement above, the writer concludes that the fluent readers can decode, recognize, and comprehend the meaning of the text at the same time, so they can directly and efficiently. In addition, students who read the text smoothly they will be easier to read the text quickly, and also more confident in expressing a text with appropriate intonation, timing, stress and focus.

3. **Reading Fluency for EFL learner**

In second and foreign language learning, Pearsall defined fluency as the ability to speak or write a particular foreign language easily and accurately. In addition, Nation defined reading fluency as making the most effective use of what skills are already known. In particular, reading fluency has received relatively scant attention nowadays. However, a few types of research have consistently regarded foreign reading fluency as the ability to read and comprehend a text in the foreign language at an adequate speed and observable.

4. **Assessing of Reading Fluency**

Various means in assessing reading fluency, it can be assessed by all of the components of fluency. According to Denton, et al., reading fluency is usually measured as a combination of the rate and level of accuracy at which a student reads. Reading rate indicates reading speed.⁴⁴ In this case, the teacher can assess a student's general level of reading fluency simply by listening to the student read orally.

Caldwell states that reading speed is one of a factor in fluency, but it is not the whole picture, and reading rate suggests automaticity of word recognition.⁴⁵ It means that automaticity is one of the components in the fluency process, and reading fluency can influence comprehension. Kuhn, et al describe that automatic word recognition is central to the construct of fluency and fluency's role in the comprehension of text. ⁴⁶It is added by Wright, student accuracy and speed (automaticity) in reading aloud is an obvious observable indicator of that students' reading

⁴⁴Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook*. Texas, Austin: University of TexasSystem/TexasEducationAgency. Retrieved from https://www.meadowscenter.org/files/resources/_RTS_Complete.pdf p. 24

⁴⁵Caldwell, J. S.. *Reading assessment: A primer for teacher and coaches*, (2nd Ed.). (New York, NY: The Guilford Press). p.166

⁴⁶Kuhn, Melanie R, ET. Al,"Aligning Theory and Assessment of Reading Fluency: Automaticity, Prosody, and Definitions of Fluency". *Reading Research Quarterly* vol.45(2) , 2010, pp. 232–253

ability.⁴⁷ Thus, students automatically read text faster and accurate, they must comprehend the text than the students slow in reading the text.

In this study, the researcher also assessed the students' reading rate (automaticity) as the previous study related to her study. Reading rate imply that the sum number of words read correctly in a text in one minute. Similar to many other studies, this study also measured the students' reading fluency as the number of words read correctly in the text in one minute (word correct per minute - WCPM).

Assessing fluency is important for teachers. The purpose of fluency assessment described by Caldwell is that a teacher needs to know at what level a student demonstrates fluency and in what kind of text.⁴⁸ Besides that, the informal reading inventory process uses accuracy in word identification as one measure of determining reading level.

This study will focus on prosody as reading fluency indicator, as Torgesen stated in his research that it is an indicator that the reader is actively constructing the meaning of a passage as they read.⁴⁹ This study will use a multidimensional fluency scale from Timothy Rasinski.⁵⁰ It is supported by Wilger statement that reading fluency is comprised of three component skills, or fluency indicators: accuracy of word decoding, automaticity of word recognition, and prosody of oral text reading.⁵¹

⁴⁷Wright, J. (2013). *How to use curriculum based measures in basic academic skills*. Tully, NY: Intervention Central. Retrieved from <http://www.interventioncentral.org/fairfieldschools> p.7

⁴⁸Caldwell, J. S. *Reading assessment: A primer for teacher and coaches*, (2nd Ed.). (New York, NY: The Guilford Press 2008). p.165

⁴⁹Torgesen, J. K., & Hudson, R. F., *Reading fluency: Critical issues for struggling readers*. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about fluency instruction*. (Newark, DE:International Reading Association. 2006) p.4

⁵⁰Rasinski, T. V., *Assessing reading fluency* (Honolulu : Pacific Resources for education and Learning, 2004) p.19

⁵¹Wilger, M., *Reading Fluency: A Bridge from Decoding to Comprehension*. Research Brief Cognitive Scientist Auto Skill International Inc. 2008. p.2

5. Reading Comprehension

Reading comprehension is an active process in extracting knowledge and information from the text.⁵² Reading comprehension is not just reading with a loud voice moreover establish and understand the meaning of words, sentence, and paragraph since the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage. The process of "constructing meaning" from a text means is resides in the intentional problem-solving and thinking processes of the interpreter. The content of meaning is influenced by that person's prior knowledge, experience, and background knowledge. This meaning also implies that reading comprehension involve an action on the part of the reader. That action involves the use of the existing knowledge that the reader has on the topic of the text as well as the text itself in order to create meaning.

Reading comprehension is a process of involving actively constructing meaning among the parts of the text and personal experience.⁵³ Neil states that comprehension and retention are increased by strategies for integrating text with personal knowledge or personal background knowledge and experience. In this view, the text is a blueprint for creating meaning. Though reader's schemata play an important role that leads a reader to comprehend the text, the text itself is much crucial affecting comprehension. That is why some academicians usually emphasize text rather than background knowledge because they want readers to be able to reproduce important facts and ideas from the text.⁵⁴

⁵²Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (TA: United State America, 2007), 10

⁵³Neil Anderson, -David Nunan. (Eds.), *Practical English Language Teaching* (McGraw Hill Companies, New York America, 2003

⁵⁴ Neil Anderson, -David Nunan. (Eds.), *Practical English Language Teaching* (McGraw Hill Companies, New York America, 2003

Reading without understanding is not actually reading. Reading requires interpreting on the printed text. To understand the text, students transform word by word in written text from eyes to brain, and then their brain processes it with their background knowledge, so that they understand what the text means. As Kristin and fellows stated, reading comprehension is a skill to get meaning from the printed text. It is not a static competency; it depends on the purpose of reading and the text that is involved. Reading comprehension interact the text and background knowledge of the reader.⁵⁵ According to Judy Willis, to be successful in reading comprehension, students have to be active in processing meaning on what they read.

Constructing meaning from text or spoken language is not separate literacy skill, but merging of all acquired prior knowledge, personal experience, and vocabularies with strategies of deductive and inductive reasoning and making connections.⁵⁶ Moreover, Scott and Ellen said (as cited in Susan and Gerald's book), "Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interaction among the intentions of the author/the speaker, the content text/message, the abilities and purpose of the reader/listener, and the context/situation of the interaction".⁵⁷ Reading Framework Committee (as quoted in Susan and Gerald's book) also describe reading comprehension as "an active and complex process that involves understanding printed text, developing, and interpreting meaning, and employ meaning as proper to type of text, purpose, and situation".⁵⁸ Without comprehension, students just read text word by word without understand meaning of text and purpose the writer gives.

⁵⁵Kristin Lems, Lead D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: The Guilford Press, 2010).

⁵⁶ Judy Willis, *Teaching the Brain to Read*, (Alexandria: ASCD, 2008), pp.127-128.

⁵⁷Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009), p. 32.

⁵⁸Susan E. Israel and Gerald G. Duffy, *Handbook of Research on Reading Comprehension*, (New York: Routledge, 2009),p.32

There are many definitions mentioned above, it can be concluded that reading comprehension is an ability to construct and comprehend meaning from written text through interaction between eyes and brain and background knowledge to interpret the meaning of the text. It is not easy to understand the text. It needs active reader to analyze and processing word by word to construct meaning by connecting personal experience, background knowledge, and vocabulary. When students read text without knowing the meaning of vocabulary, they will get difficulty in comprehending the text. They can use some strategies such as context clues that connecting our background knowledge to guess the vocabulary.

Furthermore, background knowledge and personal experience are very helping in construct meaning because students can get better comprehension when they already have little or even much knowledge on what they read. There are two ways readers process the text; Top-Down and Bottom-Up. “Top-Down processing is where a global meaning of the text is obtained, through “clues” in the text and the reader’s good schema knowledge”.⁵⁹ Bottom up processing is while the readers raise meaning by reading word for word, letter for letter, watchfully vocabulary and syntax. This is often associated with poor and slow reads, but can sometimes occur when the readers own schema knowledge is inadequate”. In other words, Top-Down is used to predict the meaning of the text by activating past experiences, expectation, and intuition. Then, Bottom-Up is used to decode each individual element in text to construct the meaning of the text.

6. Strategies in Comprehending Text

The most difficult problem in reading comprehension is making meaning from the text. The problem is solved by the intentional action of the reader that includes the purpose for reading as well as the ability to draw upon prior knowledge that

⁵⁹ Sacha Anthony Berardo, *The Use of Authentic Materials in the Teaching of Reading*, (The Reading Matrix: Vol.6, No.2, September 2006), p. 61.

is relevant to the text. In relation to the reading comprehension, schema theory is one of the theories can be applied in comprehending a text by activating the readers' background knowledge, prior knowledge, and experience. One of the most used theory is the schema theory.

Schema theory is an assumption about how knowledge is embodying, and about how those representations assist the use of knowledge in different ways. Every information is packaged into units named schemata, and embedded into this element of knowledge is information on how this knowledge is to be applied. Schema theory contends that individuals understand what they read only as it relates to what they already know.⁶⁰

To understand more about schema in reading comprehension, the readers or students also need to recognize the categories of schema or schemata. There are two groups of schemata: content and formal schemata. Content schemata included what we know about the people, the world, culture, and universe, while formal schemata consist of our knowledge about discourse structure.⁶¹

Ever more, empirical study attests to the significance of schemata in reading comprehension. Most of the researches involved reading comprehension in the first language, although the insights were adapted to the needs of second language reading comprehension studies. Consideration is given to interactive approach to reading that implies reading comprehension is a mixture of word identification and interpretation.

As a conclusion, schema theory greatly influences reading comprehension. It can work well when a match occurs between students 'prior knowledge and text materials. Therefore, reading teachers are required to match the text material to not only the students' prior knowledge, age, sex, religion,

⁶⁰Cooper, *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*, (USA: TP, 2004), 94

⁶¹Douglas H. Brown, *Teaching by Principles: and interactive approach to language pedagogy*, (New York: Longman, 2001), 300

nationality, but also student's culture. In other words, if students do not have sufficient prior knowledge, they should be given at least minimal background knowledge from that to interpret meanings of a text.

In comprehending, sometimes students do not know the meaning of words or unfamiliar words, so that it can disturb their comprehension. There are several strategies that readers use to comprehend text based on Jerry G. Gebhard.⁶² The first is Skip words they do not know. Finding the unfamiliar words in a text is common problem in reading. Students should not know all the words to comprehend the text. They can skip these words and get the complete meaning from the previous or the next words. The next is predicting the meaning of unfamiliar words from the context. Sometimes learners took most of their time in reading foreign language by discovering meaning in dictionary. Meanwhile, they can use their background knowledge about the topic and some words in the sentences that they have known. So, they should not check all of the unfamiliar words but guess the meaning by looking up the words that interrelated. The other strategy that can be used is do not constantly translating Students sometimes do not have to translate all words because there are multi-words or idioms that cannot be translated literally. The other one is ask someone about the meaning of the word. Students can ask to their teacher or their friends about the meaning of words they do not know. It will help the students to comprehend the text.

7. Technique in Reading Comprehension Assessment

Typically reading comprehension assessment used as the major means of focusing on comprehending the meaning of the text. The learners read a text and then answer question about the content of the text. According to Nation, there are some varieties

⁶² Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, (United States of America: The University of Michigan Press, 2009), p. 196.

of question types that can be used.⁶³ The first is pronominal questions. The questions begin with who, what, when, how, why, etc. these questions often test writing ability as well as reading ability because the students must write the answers. The next is yes/no questions. This question only needs short answer, so the students do not need to have a high level of writing skill. Other type question is true/false sentences. The students look at each sentence and decide if it is true or false according to the passage.

Also the type of question is widely popular nowadays is multiple-choice questions. Good multiple-choice questions are not easy to make and often they are more difficult than they should be, because the wrong choices must seem possible and not stupid. The other one is sentence completion or Gap-filling test. The students complete sentences by filling the empty spaces to show they understand the reading passage.

8. **The Connections Between Reading Fluency and Reading Comprehension**

One of the most important theories that linked the connection between reading fluency and reading comprehension is automaticity theory. The automaticity theory of reading creates a path on cognitive research that showed that brain has limited capacity. La Berge and Samuels said in their theory that readers have limited amount of mental power that available for reading. In their reading model, they described a concept called automatic information processing or automaticity. They argued that human brains are single-channel processors where we can only attend to one thing at a time. If we need to do more than one thing at a time, the other activities must be done with high mastery that it can be performed automatically. It is the same like when we learn how to ride bicycle. At first, we learn how to rides the bicycle with high consciousness. After we have been master

⁶³ I. S. P. Nation, Teaching ESL/EFL Reading and Writing, (New York: Routledge, 2009), pp.32.

how to ride bicycle, we can move our consciousness to another thing. In the case of oral reading, a reader needs to perform two independent tasks: decoding and comprehending. Therefore, a fluent reader is usually recognized as the ones who have mastered decoding skills. The reader who is able to decode to the point that word recognition becomes instantly and automatically can have more focus on constructing meaning of the text. In contrast, non fluent readers whose decoding processes are weak, require a conscious attention to decode the word that make their attention to construct the meaning of the sentence is difficult. To conclude it all, the more attention or cognitive process used in decoding, the less it can be used in comprehending the text that create bases theory of this research.

B. Review of the Previous Study

There are six preceding studies related to the current study. First research is written by Jessica A. Talada in her dissertation with the title, *The Relationship between Oral Reading Fluency and Comprehension*.⁶⁴This study tries to analyze oral reading fluency and comprehension relationship in a second and third-grade population at a private, Catholic elementary school in Elmira, New York. The students have issued the oral reading fluency subtest of the Dynamic Indicators of Basic Early Literacy Skills and the Terra Nova Basic Multiple Assessment issued by McGraw-Hill Publishing Company. The measurements show that a reciprocal relationship existed among the students that took this assessment.

The second previous study is carried out by Cotter with the title “*Understanding the Relationship between Reading Fluency and Reading Comprehension: Fluency Strategies as a Focus for Instruction*”⁶⁵. She examines five students and one parent in the study of how repeated readings impact overall reading comprehension. Students were shown to a set of reading passages

⁶⁴Jessica A. Talada, “ *The Relationship between Oral Reading Fluency and Comprehension*,” *A dissertation* at the Liberty University, 2007, unpublished.

⁶⁵Coter, Jennifer, "Understanding the Relationship between Reading Fluency and Reading Comprehension: Fluency Strategies as a Focus for Instruction" "a thesis at St. John Fisher College, 2012. *Education Masters*.Paper224

which were read every week, and data was gathered. At the end of the school year, students were exposed to a reading comprehension post-assessment to evaluate the outcome from September. The data breakdown demonstrate that it was obvious that the repeated reading strategy that part of reading fluency was doing well in improving reading comprehension amid the students.

The third study is written by Mark R. Shinn et.al entitled *Curriculum-based measurement of oral reading fluency: a confirmatory analysis of its relation to reading*.⁶⁶ This research observes the connection of CBM oral reading fluency to the reading process from a theoretical perspective. Reading models were tested using confirmatory factor analysis procedures with 114 third- and 124 fifth-grade students. Sample were tested on tasks involve decoding of phonetically common words and common nonsense words, literal comprehension, inferential comprehension, cloze items, written retell, and CBM oral reading fluency. Despite the factor model utilized, CBM oral reading fluency gives an excellent index of reading proficiency, as well as comprehension.

Another research has done by Ken Fujita and Junko Yamashita from with the title the relation and comparison of reading comprehension and reading rate in Japanese high school EFL learners⁶⁷. 148 tenth-graders in a Japanese high school contribute in this study. They found that the correlation coefficient of the reading rate which is part of reading fluency and reading comprehension was significant but weak ($r = .24, p < .01, N = 127$). This research used different methods for assess the variables from other ones—recall tests and reading rate by pauses and decoding error measured reading comprehension. As a result, the evaluation of the results has to be done with concern. However, it is plausible that the materials for both reading comprehension and reading rate in the L2 reading were not so difficult for the participants. Thus,

⁶⁶Shinn, M. R., Knutson, N., Good, R. H., Tilly, W. D., and Collins, V.L., "Curriculum-based measurement of oral reading fluency: a confirmatory analysis of its relation to reading". *School Psychology Review* Volume 21, No. 3, 1992, pp. 459-479

⁶⁷Fujita, Ken, Junko Yamashita, "The Relations and Comparisons Between Reading Comprehension and Reading Rate of Japanese High School EFL Learners". *The Reading Matrix* Volume 14, Number 2, September 2014, p.34-49

the results proved to be something similar to those of L1 children's reading, that oppose the results of the current study.

The other study is by Carla that conducted her research entitled, "The Relationship between Reading Fluency and Reading Comprehension of Third-Grade Students".⁶⁸ This study was conducted in an attempt to enhance our understanding about reading fluency and comprehension of elementary public school in Anne Arundel County on Fort George G. Meade, United States. The contributors used for this study were 50 third-grade students. The sample consisted of 31 females and 19 males. They were primarily Caucasian (60%) and African-American (30%). Other ethnic groups represented include Latin Americans (4%), Asians (2%), and Pacific Islanders (2%). The random sampling was used in this study. The research used a correlation study in turn to gain insight into the connection between two variables: reading fluency and reading comprehension. Based on the analysis of the data using the Pearson correlation, the relationship between the scores on fluency assessment, and comprehension section was statistically significant ($r = .783$, $p < 0.001$). It shows that the strength of relationship among the variables (fluency and comprehension) was so high and the correlation coefficient was considerably different from zero ($p < 0.001$).

Another research is an undergraduate thesis written by Habibah entitled "The correlation between reading fluency and reading comprehension achievement of the eighth-grade students of MTs Paradigm Palembang"⁶⁹. The purpose of the research is to discover the correlation among students' reading fluency and their reading comprehension achievement of the eighth grade of MTs Paradigma Palembang in the academic year of 2014/2015. The method used was the descriptive quantitative method through correlation study. The data were composed by employing oral

⁶⁸ Carla M. M, *The relationship between reading fluency and reading comprehension for third-grade students*, Magister's Thesis(UK: Goucher College, 2008), www.aacps.org.

⁶⁹ Habibah Hanik, Undergraduate Thesis: "The correlation between reading fluency and reading comprehension achievement of the eighth-grade students of MTs Paradigm Palembang" (Palembang: UIN Raden Fatah Palembang, 2015)

reading fluency and reading comprehension test. Sixty-eight students were tested in the study and the data were analyzed by test analysis. The result from this research showed that there was a significant correlation between reading fluency and reading comprehension achievement with Pearson correlation coefficient 0.836. Moreover, students' reading fluency gives 70.0 % to their reading comprehension success. It can be said that the role of students' reading fluency was very high.

All of the previous study above has similarity in term of finding the connection between reading fluency and reading comprehension. But there are some differences that makes this research is important. First, while the majority of the previous study above attempt to find the correlation of reading fluency and reading comprehension via reading rate and reading speed aspect of reading fluency such as Talada⁷⁰, Fujita⁷¹, Carla⁷² and Habibah⁷³, this study will focus on the aspect of prosody in reading fluency and its connections to reading comprehension.

Second, this study will examine the relation of reading fluency and reading comprehension with curriculum-based measurement (CBM) approach that developed by Stanley Deno of the University of Minnesota. Meanwhile, the other thing that makes this study different from the researches above is that this research is focused on the student-teacher while other studies have focused on student of early grade. This study aimed to find out the relationship between students' reading fluency and reading comprehension of English teacher education department. Some

⁷⁰ Jessica A. Talada, “ *The Relationship between Oral Reading Fluency and Comprehension*,” *A dissertation* at the Liberty University, 2007, unpublished.

⁷¹ Fujita, Ken, Junko Yamashita, “The Relations and Comparisons Between Reading Comprehension and Reading Rate of Japanese High School EFL Learners”. *The Reading Matrix* Volume 14, Number 2, September 2014, p.34-49

⁷² Carla M. M, *The relationship between reading fluency and reading comprehension for third-grade students*, Magister's Thesis(UK: Goucher College, 2008), www.aacps.org

⁷³ Habibah Hanik, Undergraduate Thesis: “The correlation between reading fluency and reading comprehension achievement of the eighth-grade students of MTs Paradigm Palembang” (Palembang: UIN Raden Fatah Palembang, 2015)

previous studies above explain the relation between reading fluency and reading comprehension but the subject is different.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design in this study is descriptive quantitative which used correlation design. It was employed to find out and measure the correlation between two variables covering an independent variable (reading fluency level) and a dependent variable (reading comprehension) by using correlation analysis. According to Creswell, correlation is a statistical test to determine the tendency or pattern for two or more variables or two set of data to vary constantly. In the case of two variables, it means that two variables share common variance, or they co-vary together.⁷⁴ This design used to find out the relation between two variables or more and to see the influence of each other.

A specific formula is used to find the extent of the relationship between the two variables. The relationship was computed to get the correlation coefficient. The correlation coefficient shows the level of relationship between the two variables. From this, the data findings could be well interpreted and concluded based on the research question.

B. Population and Sample

According to Ary, Jacobs, and Sorensen defined population as all members of any well-defined class of people, events, or objects".⁷⁵ The population of this research is the students of English Written class in 2018 academic year of English Teacher Education Department at UIN Sunan Ampel Surabaya. The consideration in choosing the population is because in this class the

⁷⁴John. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education Inc., 2012), 4th ed., p. 338.

⁷⁵ Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, "Educational Research: An Introduction ", pp. 148.

student will learn how to improve their reading skill in the early years of their study which is suitable with the core of the research.

There might be around 100 students that take the course in this year. Based on Cohen, Manion, and Morrison, the researcher will take a random sample of 80 students that take the class in English Teacher Education Departement as the subject.⁷⁶ In measuring the number of sample in this study, the sample design used by the researcher is Solvin's formula. Solvin's formula is used to calculate an appropriate sample size from a population. The population of this study is 100 students of Written English Class of English Teacher Education Department in academic year 2018/2019, and then the researcher took the sample from the population based on Solvin's formula:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{100}{1 + (100)(0,05)^2}$$

$$n = \frac{100}{1 + 0,25}$$

$$n = \frac{100}{1,25}$$

$$n = 80$$

$$n = \text{sample}$$

$$N = \text{Total population}$$

$$e = \text{Error tolerance}$$

⁷⁶Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education 7th Edition* (New York: Routledge, 2011).

It found that there are 80 third semester students of English Teacher Education Department on faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya were participated as a sample.

C. Data Collection Technique

This study employed two different tests for getting the data. The tests used in this study were reading fluency test and reading comprehension test. The tests were conducted to measure the students reading fluency is one minute or less orally reading the grade-level passage. Reading comprehension score obtain from Curriculum-Based Measurement-Maze passages are timed (3-minute) reading comprehension assessments with a multiple-choice response format. The assessment guideline for assessing the tests was the number of true scores was divided by the total number of the test multiplied by 100. In collecting the data, the first test conducted in this study was reading fluency test for collecting students' reading fluency score. Afterward reading comprehension test was conducted for collecting data on students' reading comprehension score.

D. Research Instrument

In this study, the test was used as the instrument for collecting data. There were two different tests conducted in this study, reading fluency test and reading comprehension test.

1. Reading Fluency Test

In this study, the reading fluency test was orally reading the grade-level passage in one minute or less. The passage is taken from Reading Wonders Fluency Assessment of McGraw-Hill that have been using widely around the world. The Passage was placed in front of the student and using the script, the teacher instructed students to read each story out loud. The researchers started the stopwatch when the student reads the first word and stop the student reading after 60 seconds. While students read the passage, the teacher will mark all errors made by slashing (/) the

word with the scoring rubric that adopted from Rasinski Multi-Dimensional Fluency Scoring . The instrument is very reliable (test-retest reliability was found to be 0.83) and was strongly linked with the students' ability on a standardized test of reading proficiency.⁷⁷

2. Reading Comprehension Test

In this study, the reading comprehension test is using Curriculum-Based Measurement-Maze test. This test is using standardized cloze format to assess students' reading comprehension. The CBM-Maze test is established as a reliable and valid measure to assess reading comprehension with test-retest reliability coefficient is 0.83.⁷⁸ Also Parker, Hasbrouck and Tindal stated that Curriculum-Based Measurement-Maze is a tool ideally suited to assess student reading comprehension.⁷⁹ CBM maze passage is timed (3-minute) reading comprehension test with a multiple-choice response format. The student reads and completes the passage silently. Then the student is given a particularly formatted sample of text. The opening sentence of the Maze passage is left intact. In the remains of the passage, each seventh word is chosen to be included into a response item that consists of the original word with two foils (words which not fit if replaced with in the passage in place of the original, correct word). These three options are randomly given and added back into the text. When

⁷⁷ Overstreet, Tammy B., *The Effect of Prosody Instruction on Reading Fluency and Comprehension Among Third-Grade Students*, Dissertations edition (Andrews University Digital Library, 2014), <https://digitalcommons.andrews.edu/dissertations/616>, accessed 23 Jul 2018.

⁷⁸ Marloes M.L. Muijselaar et al., 'What Does the CBM-Maze Test Measure?', *Scientific Studies of Reading*, vol. 21, no. 2 (2017), pp. 120–32.

⁷⁹ Richard Parker et al., 'The Maze as a Classroom-Based Reading Measure: Construction Methods, Reliability, and Validity', *The Journal of Special Education*, vol. 26, no. 2 (1992), pp. 195–218.

reading the Maze passage, the reader reviews each response item and circles the word from the three choices that best restores the meaning of that segment of the passage.

E. Data Analysis Technique

After the data of reading fluency score and reading comprehension score have been collected, the scores of the two tests are analyzed to determine whether there is a correlation between the two variables covered in this study. To find out the correlation between the two variables, the Pearson Product Moment correlation was employed. In addition, the computer software such as Microsoft Office Excel 2010 and SPSS version 18.0 used to assist the writing in analyzing the data of this study. Here, is the formula to find the Pearson Product Moment correlation coefficient value:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

The descriptions of the formula above are explained as follow:

r_{xy} : Correlation coefficient value

N : Number or sum of the participant

\sum : Sum of X score

\sum : Sum of Y score

$\sum Y$: Sum of the products paired scores

Then, the contribution of the independent variable (x)

towards the dependent variable (y) was investigated

through the determination coefficient (r^2) as follows:⁸⁰

$$R = r^2 \times 100\%$$

R = value of the determinant coefficient

r^2 = value of the squared correlation coefficient

Moreover, after getting the r score, the significance between the two variables was tested to know the correlation between

⁸⁰Subana, et al. *Statistik pendidikan*, (Bandung: Pustaka Setia, 2000), p.145

variable X and variable Y. The formula of the significance test is:⁸¹

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The descriptions of the formula above are as follow:

t : the *t- value*

r : Correlation coefficient value

n : Number or sum of the participants

After getting the index score of *r* correlation, product moment (r_{xy}) usually interpreted with the table of *r* score interpretation as presented in the following table:⁸²

Table 3.1 "r" Score Interpretation

| NO. | the "r" score | Interpretation |
|-----|---------------|----------------|
| 1 | 0.80–1.00 | Very high |
| 2 | 0.60–0.799 | High |
| 3 | 0.40–0.599 | Moderate |
| 4 | 0.20–0.399 | Low |
| 5 | 0.00–0.199 | Very low |

The Table above represents the interpretation of the correlation coefficient value (r_{xy}). If the value of r_{xy} is between 0.90—1.00, it means that the both of variables analyzed have

⁸¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p.187

⁸²Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 149

very high correlation; while if the r_{xy} score gained ranges between 0.00—0.19, it can be interpreted that the relationship between the two variables analyzed is very low.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Concerning the statement of the problem, in this chapter the researcher described and analyzed the findings during the research process conducted at the English Teacher Education Department UIN Sunan Ampel Surabaya. It is intended to answer the problem of the study. In finding, the researcher described the process of calculating and presenting the result of the data. Furthermore, in the discussion the researcher interpreted and explained more about the finding of the research.

A. Research Findings

The researcher did the research and got the complete data from all the research instruments including reading fluency test score and reading comprehension score. To gain the objective of the research, the researcher analyzed the data systematically and accurately. The data analyzed in order to draw a conclusion about the objective of the study. The purpose of the findings is to answer the research question in chapter one. The researcher described the findings in this chapter into three parts, those are described below:

1. The Students' Reading Fluency Score

In this study, reading fluency score refers to score gained by reading the given passage in one minute or less that assessed by multidimensional fluency rubric of Tim Rasinski. The Passage was placed in front of the student and using the script, the teacher instructed students to read each story out loud. The researchers started the stopwatch when the student reads the first word and stop the student reading after 60 seconds. While students read the passage, the teacher will assessed the recording with scoring rubric that adopted from Rasinski Multi-Dimensional Fluency Scoring. The scoring rubrics use the following scales to rate students

fluency on the dimensions of expression and volume, phrasing, smoothness, and pace.

After distributing the reading fluency test, the researcher got the result of the test. To anticipate overlapping data, the researcher conducted the test in English Written class. It is one of compulsory course which students of English teacher education department should be taken in the third semester to boost the reading and writing ability. This is why the researcher chooses this class for the research because it has the same core to develop reading ability among the student and prevent overlapping data. The result can be seen in following table:

Table 4.1 Reading Fluency Test Score

| No | Student ID | Expressi on and Volume | Phra sing | Smoot hness | Pace | Total Reading Fluency Score |
|----|------------|------------------------------|--------------|----------------|------|--------------------------------------|
| 1 | D**217002 | 2 | 2 | 3 | 2 | 9 |
| 2 | D**217006 | 2 | 3 | 2 | 2 | 9 |
| 3 | D**217008 | 2 | 2 | 2 | 2 | 8 |
| 4 | D**217015 | 1 | 2 | 2 | 3 | 8 |
| 5 | D**217021 | 3 | 3 | 3 | 2 | 11 |
| 6 | D**217027 | 3 | 3 | 3 | 3 | 12 |
| 7 | D**217030 | 1 | 1 | 2 | 2 | 6 |
| 8 | D**217038 | 3 | 3 | 2 | 2 | 10 |
| 9 | D**217044 | 2 | 3 | 3 | 2 | 10 |
| 10 | D**217046 | 3 | 2 | 2 | 2 | 9 |
| 11 | D**217047 | 2 | 1 | 2 | 2 | 7 |
| 12 | D**217052 | 3 | 3 | 2 | 2 | 10 |
| 13 | D**217053 | 2 | 2 | 2 | 2 | 8 |
| 14 | D**217056 | 2 | 2 | 2 | 2 | 8 |
| 15 | D**217057 | 3 | 2 | 3 | 2 | 10 |
| 16 | D**217059 | 2 | 2 | 2 | 2 | 8 |
| 17 | D**217062 | 2 | 2 | 2 | 2 | 8 |
| 18 | D**217065 | 1 | 2 | 2 | 2 | 7 |

| No | Student ID | Expressi on and Volume | Phra sing | Smoot hness | Pace | Total Reading Fluency Score |
|----|------------|------------------------------|--------------|----------------|------|--------------------------------------|
| 19 | D**217066 | 2 | 2 | 3 | 2 | 9 |
| 20 | D**217067 | 2 | 3 | 2 | 2 | 9 |
| 21 | D**217069 | 2 | 2 | 2 | 2 | 8 |
| 22 | D**217071 | 2 | 2 | 2 | 2 | 8 |
| 23 | D**217073 | 2 | 2 | 3 | 3 | 10 |
| 24 | D**217075 | 2 | 1 | 2 | 3 | 8 |
| 25 | D**217092 | 3 | 3 | 3 | 2 | 11 |
| 26 | D**217020 | 1 | 1 | 1 | 2 | 5 |
| 27 | D**217023 | 2 | 1 | 2 | 2 | 7 |
| 28 | D**217029 | 2 | 1 | 2 | 2 | 7 |
| 29 | D**217061 | 2 | 2 | 1 | 2 | 7 |
| 30 | D**217033 | 2 | 2 | 2 | 2 | 8 |
| 31 | D**217045 | 2 | 2 | 2 | 2 | 8 |
| 32 | D**217058 | 2 | 1 | 2 | 3 | 8 |
| 33 | D**217012 | 2 | 2 | 2 | 3 | 9 |
| 34 | D**217017 | 2 | 2 | 2 | 3 | 9 |
| 35 | D**217024 | 2 | 2 | 3 | 2 | 9 |
| 36 | D**217028 | 2 | 2 | 2 | 3 | 9 |
| 37 | D**217063 | 3 | 2 | 2 | 2 | 9 |
| 38 | D**217076 | 2 | 2 | 2 | 3 | 9 |
| 39 | D**217077 | 2 | 2 | 3 | 2 | 9 |
| 40 | D**217084 | 2 | 2 | 3 | 2 | 9 |
| 41 | D**217087 | 3 | 2 | 2 | 2 | 9 |
| 42 | D**217001 | 2 | 2 | 3 | 3 | 10 |
| 43 | D**217003 | 2 | 2 | 3 | 3 | 10 |
| 44 | D**217009 | 2 | 3 | 3 | 2 | 10 |
| 45 | D**217054 | 2 | 3 | 3 | 2 | 10 |
| 46 | D**217078 | 3 | 2 | 2 | 3 | 10 |
| 47 | D**217081 | 2 | 2 | 3 | 3 | 10 |
| 48 | D**217083 | 2 | 2 | 3 | 3 | 10 |
| 49 | D**217086 | 3 | 2 | 2 | 3 | 10 |
| 50 | D**217090 | 2 | 3 | 2 | 3 | 10 |
| 51 | D**217094 | 2 | 2 | 3 | 3 | 10 |

| No | Student ID | Expressi on and Volume | Phra sing | Smoot hness | Pace | Total Reading Fluency Score |
|----|------------|------------------------------|--------------|----------------|------|--------------------------------------|
| 52 | D**217010 | 2 | 2 | 3 | 3 | 10 |
| 53 | D**217025 | 3 | 3 | 2 | 3 | 11 |
| 54 | D**217026 | 3 | 2 | 3 | 3 | 11 |
| 55 | D**217040 | 3 | 2 | 3 | 3 | 11 |
| 56 | D**217042 | 2 | 3 | 3 | 3 | 11 |
| 57 | D**217049 | 2 | 3 | 3 | 3 | 11 |
| 58 | D**217051 | 3 | 2 | 3 | 3 | 11 |
| 59 | D**217079 | 3 | 3 | 3 | 3 | 11 |
| 60 | D**217080 | 3 | 2 | 3 | 3 | 11 |
| 61 | D**217085 | 3 | 3 | 2 | 3 | 11 |
| 62 | D**217016 | 3 | 2 | 3 | 3 | 11 |
| 63 | D**217068 | 3 | 2 | 3 | 3 | 11 |
| 64 | D**217072 | 2 | 3 | 3 | 3 | 11 |
| 65 | D**217005 | 3 | 3 | 3 | 3 | 12 |
| 66 | D**217048 | 3 | 2 | 3 | 4 | 12 |
| 67 | D**217050 | 3 | 3 | 3 | 3 | 12 |
| 68 | D**217055 | 3 | 3 | 3 | 3 | 12 |
| 69 | D**217082 | 3 | 3 | 3 | 3 | 12 |
| 70 | D**217091 | 3 | 3 | 3 | 3 | 12 |
| 71 | D**217093 | 3 | 3 | 2 | 4 | 12 |
| 72 | D**217011 | 3 | 2 | 3 | 4 | 12 |
| 73 | D**217013 | 3 | 3 | 3 | 3 | 12 |
| 74 | D**217004 | 3 | 3 | 3 | 4 | 13 |
| 75 | D**217007 | 3 | 3 | 3 | 4 | 13 |
| 76 | D**217070 | 3 | 3 | 3 | 4 | 13 |
| 77 | D**217088 | 4 | 3 | 3 | 3 | 13 |
| 78 | D**217089 | 4 | 3 | 3 | 3 | 13 |
| 79 | D**217095 | 3 | 3 | 3 | 4 | 14 |
| 80 | D**217096 | 3 | 3 | 4 | 3 | 15 |

As shown in table 4.1 above, total scores of reading fluency range from 4 to 16 with each dimension minimum value is 1 point and maximum value is 4 points. For example, students D**217065 with total reading fluency score 7 read with a normal volume and good expression but sometimes the reader slip into flat and fast reading and does not sound like they are talking to a friend, he will get score 1 point in first dimension. In phrasing dimensions, the student read with mixture of run-ons, mid-sentence pauses for breath and some choppiness with appropriate stress and intonation, get score 2 points. In smoothness dimension of the rubrics, if student read with occasional breaks in rhythm while still difficult to dealing with some difficult words or sentences and structure, get 2 points. And if the student read moderately slowly they get 2 points in pace dimension.

Table 4.2 Descriptive statistics of Reading Fluency Score

| | | Reading Fluency |
|--------------------|---------|-----------------|
| N | Valid | 80 |
| | Missing | 0 |
| Mean | | 72.1650 |
| Std. Error of Mean | | 1.32034 |
| Median | | 72.5000 |
| Mode | | 72.50 |
| Std. Deviation | | 1.18095E1 |
| Variance | | 139.464 |
| Range | | 58.70 |
| Minimum | | 41.30 |
| Maximum | | 100.00 |
| Sum | | 5773.20 |

From the table descriptive statistic 4.2 above, it is known that the respondents are 80 students and the mean score of reading fluency test is 72. Meanwhile, the highest score of

reading fluency test is 100 while the lowest score is 41. Then, the median score or the middle score of the test is 72. In addition, the mode score or the score that appear the most is 72. It can be concluded that the third semester students of Department of English Education UIN Sunan Ampel Surabaya obtained medium score in reading fluency.

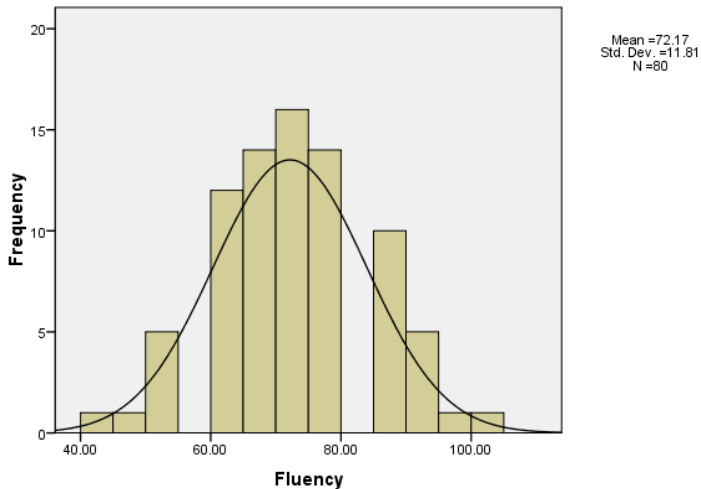


Chart 4.1 Reading Fluency Score Distribution

From the chart 4.1 above it can be seen that data of reading fluency score was normally distributed. The vertical axis showed the amount of students with minimum value is 0 and maximum value is 20. The horizontal axis showed the score of reading fluency test with minimum value is 0 and maximum value is 100. From 80 students that have been tested, more than a half students scored near the mean score which is 72.17.

2. The Students' Reading Comprehension Score

These are reading comprehension result from the test of reading comprehension that has been conducted by the writer with 40 response items in the passage. The reading comprehension test is using Curriculum-Based

Measurement-Maze test. This test is using standardized cloze format to assess students' reading comprehension. CBM maze passage is timed (3-minute) reading comprehension test with a multiple-choice response format. The student reads and reviews each response item and circles the word from the three choices that best restores the meaning of that segment of the passage. The score was gotten by dividing the number of correct answers with the number of test and was multiplied by 100. The result of students' reading comprehension score is range from 0 to 100. The result can be seen below:

Table 4.3 Reading comprehension score

| NO | Student ID | Reading Comprehension Score | Reading Comprehension Score after Conversion |
|-----------|-------------------|------------------------------------|---|
| 1 | D**217001 | 17 | 80 |
| 2 | D**217002 | 7 | 72 |
| 3 | D**217003 | 18 | 78 |
| 4 | D**217004 | 25 | 74 |
| 5 | D**217005 | 25 | 65 |
| 6 | D**217006 | 15 | 60 |
| 7 | D**217007 | 31 | 57 |
| 8 | D**217008 | 14 | 85 |
| 9 | D**217009 | 8 | 82 |
| 10 | D**217012 | 14 | 72 |
| 11 | D**217015 | 16 | 67 |
| 12 | D**217017 | 16 | 62 |
| 13 | D**217020 | 10 | 60 |
| 14 | D**217021 | 15 | 60 |
| 15 | D**217023 | 10 | 60 |

| NO | Student ID | Reading Comprehension Score | Reading Comprehension Score after Conversion |
|-----------|-------------------|------------------------------------|---|
| 16 | D**217024 | 15 | 60 |
| 17 | D**217025 | 19 | 57 |
| 18 | D**217026 | 14 | 57 |
| 19 | D**217027 | 27 | 53 |
| 20 | D**217028 | 13 | 99 |
| 21 | D**217029 | 13 | 88 |
| 22 | D**217030 | 11 | 82 |
| 23 | D**217033 | 12 | 80 |
| 24 | D**217038 | 23 | 78 |
| 25 | D**217040 | 32 | 74 |
| 26 | D**217042 | 15 | 65 |
| 27 | D**217044 | 8 | 57 |
| 28 | D**217045 | 5 | 57 |
| 29 | D**217046 | 10 | 57 |
| 30 | D**217047 | 12 | 53 |
| 31 | D**217048 | 22 | 53 |
| 32 | D**217049 | 17 | 46 |
| 33 | D**217050 | 20 | 46 |
| 34 | D**217051 | 23 | 100 |
| 35 | D**217052 | 16 | 92 |
| 36 | D**217053 | 7 | 85 |
| 37 | D**217054 | 8 | 72 |
| 38 | D**217055 | 18 | 67 |
| 39 | D**217056 | 17 | 62 |
| 40 | D**217057 | 24 | 60 |
| 41 | D**217058 | 13 | 60 |

| NO | Student ID | Reading Comprehension Score | Reading Comprehension Score after Conversion |
|-----------|-------------------|------------------------------------|---|
| 42 | D**217059 | 14 | 53 |
| 43 | D**217061 | 11 | 53 |
| 44 | D**217062 | 21 | 50 |
| 45 | D**217063 | 21 | 46 |
| 46 | D**217065 | 11 | 46 |
| 47 | D**217066 | 8 | 42 |
| 48 | D**217067 | 9 | 37 |
| 49 | D**217069 | 9 | 32 |
| 50 | D**217070 | 37 | 78 |
| 51 | D**217071 | 11 | 78 |
| 52 | D**217073 | 10 | 76 |
| 53 | D**217075 | 15 | 70 |
| 54 | D**217076 | 13 | 70 |
| 55 | D**217077 | 12 | 65 |
| 56 | D**217078 | 11 | 62 |
| 57 | D**217079 | 15 | 50 |
| 58 | D**217080 | 14 | 50 |
| 59 | D**217081 | 14 | 46 |
| 60 | D**217082 | 38 | 42 |
| 61 | D**217083 | 11 | 26 |
| 62 | D**217084 | 13 | 26 |
| 63 | D**217085 | 17 | 12 |
| 64 | D**217086 | 16 | 91 |
| 65 | D**217087 | 10 | 76 |
| 66 | D**217088 | 28 | 65 |
| 67 | D**217089 | 23 | 62 |

| NO | Student ID | Reading Comprehension Score | Reading Comprehension Score after Conversion |
|-----------|-------------------|------------------------------------|---|
| 68 | D**217090 | 15 | 60 |
| 69 | D**217091 | 24 | 46 |
| 70 | D**217092 | 10 | 42 |
| 71 | D**217093 | 29 | 42 |
| 72 | D**217094 | 15 | 32 |
| 73 | D**217095 | 27 | 32 |
| 74 | D**217096 | 31 | 91 |
| 75 | D**217010 | 14 | 87 |
| 76 | D**217011 | 22 | 57 |
| 77 | D**217013 | 20 | 42 |
| 78 | D**217016 | 23 | 42 |
| 79 | D**217068 | 20 | 37 |
| 80 | D**217072 | 19 | 32 |

From the table 4.4 above, total scores of reading comprehension was ranged from 0 to 40 if the student scored all response items with correct answer. Since the total score for reading comprehension is 40, the result converted to 0 – 100 range as the university use it as standardized score. The descriptive statistic of reading fluency is shown in the following table.

Table 4.4 Descriptive statistics of Reading Comprehension Score

| | | Comprehension |
|--------------------|---------|---------------|
| N | Valid | 80 |
| | Missing | 0 |
| Mean | | 60.5000 |
| Std. Error of Mean | | 2.03459 |
| Median | | 60.0000 |
| Mode | | 60.00 |
| Std. Deviation | | 18.19793 |
| Variance | | 331.165 |
| Range | | 88.00 |
| Minimum | | 12.00 |
| Maximum | | 100.00 |
| Sum | | 4840.00 |

From the table 4.2 above, it is known that the respondents are 80 students. The mean score of reading fluency test is 60.5. Meanwhile, the highest score of reading fluency test is 100 while the lowest score is 12. Then, the median score or the middle score of the test is 60. In addition, the mode score or the score that appear the most is 60. The data showed that most of the third semester students of Department of English Education UIN Sunan Ampel Surabaya were in low reading comprehension.

In Department of English Education, the standardize scores that are used is score ranged from 80 to 100 means A, from 70 to 79 means B, from 60 to 69 means C, and score ranged from 0 to 50 means D. An “A” is characterized as an excellent score. It is the highest score and the students who obtained it, passed the test excellently. Then, “B” is characterized as good

score. Next, “C” is characterized as medium, or the test takers passed the test but it is suggested to retake the test or remedial the test. The last, “D” score is characterized as not good or the test takers failed to pass the test. Based on the scores above, the third semester students of English Education department obtained medium scores in reading.

3. Test of Normality

Before it was decided to use parametric statistic to calculate the correlation, it should be tested by the normality test. Therefore, it has been tested for the normality and here was the result:

Table 4.5 Normality Test

| | Shapiro-Wilk | | |
|-----------------------------|--------------|----|------|
| | Statistic | Df | Sig. |
| Reading Fluency Score | .975 | 80 | .124 |
| Reading Comprehension Score | .991 | 80 | .841 |

From the table above, the writer used Shapiro-Wilk because it is more appropriate for small samples. It can be seen that data was normally distributed, because sig value of reading fluency is 0.124 and sig value of reading comprehension is 0.841 and is bigger than value of 5%, it means $0.124 > 0.050$ and $0.841 > 0.050$. So, it can be concluded that reading fluency and reading comprehension was normally distributed.

4. The Correlation between Students’ Reading Fluency and Students’ Reading Comprehension

Based on data analysis technique on chapter III, the researcher uses SPSS 16.0 as the statistic application to know the correlation between students' reading fluency and reading comprehension. The correlation is presented by the following table.

Table 4.6 Correlations Table

| | | Reading Fluency | Reading Comprehension |
|-----------------------|---------------------|-----------------|-----------------------|
| Reading Fluency | Pearson Correlation | 1 | .708** |
| | Sig. (2-tailed) | | .000 |
| | N | 80 | 80 |
| Reading Comprehension | Pearson Correlation | .708** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 80 | 80 |

** . Correlation Is Significant At The 0.01 level (2-tailed).

The correlation between students' reading fluency and reading comprehension are described by Pearson correlation = 0,708 and sig. (2-tailed) = 0,010. The table above shows that there is significant correlation between two variables. It means that the relationship between students' reading fluency and reading comprehension is highly correlated. In addition, after finding the "r" correlation score, the writer counted the significance of variables by calculating r_{xy} is tested by significance test formula⁸³:

⁸³Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p.187

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The descriptions of the formula above are as follow:

t : the *t*-value

r : Correlation coefficient value (0.708)

n : Number or sum of the participants (80)

Calculation:

$$t = \frac{0.708\sqrt{80-2}}{\sqrt{1-0.708^2}}$$

$$t = \frac{0.708\sqrt{78}}{\sqrt{1-0.501264}}$$

$$t = \frac{0.708 \times 8.832}{\sqrt{0.498736}}$$

$$t = \frac{6.253}{0.706}$$

$$t = 8.854$$

The formulation of test:

- a. If $t_o > t_{table}$, it means that the null hypothesis is rejected and there is significant relationship between the two variables.
- b. If $t_o < t_{table}$, the null hypothesis is accepted and there is no significant relationship between the two variables.

From the table of significance (see appendix), it is obtained that t_{table} of 1% and $df = 78$ is 2.640. It indicates that t_o is higher than t_{table} , in which $8.854 > 2.640$. Therefore, the alternative hypothesis (H_a) is accepted. In other words, there is a significant relationship between reading fluency and reading comprehension.

B. Discussion

The discussion in this study is presented based on the result of findings and also discusses the review of related theory and analyses the data to clarify the findings. The researcher focuses on the correlation between students' score of reading

fluency and reading comprehension of English Teacher Education Department UIN Sunan Ampel Surabaya

1. Students' Score of Reading Fluency

Based on the finding in table 4.1 shows students' reading fluency test, the mode of the score is the 73. It can be concluded that students of English Teacher Education Department in UIN Sunan Ampel Surabaya in the third semester were quiet good but still need many improvement in reading fluency because they will become a role model of the students in real practice teaching in the classroom.

While every students' has a different ways to study especially in learning English, they have their own characteristic while learning. Through assessing students' score of reading fluency, they will know how to develop a strategy in improving their student reading fluency in the classroom because they will become a role model of the students in real practice teaching. As stated by Rasinski, modeling plays a significant role in expressive reading.⁸⁴ Readers study how to understand text verbally by listen to others read to them in a communicative and evocative approach. Hearing someone read aloud increases students' vocabulary, comprehension, and motivation for reading and it provides a model of how a passage may be interpreted orally.⁸⁵ Learning how to orally reading properly is not only from text books but it can be learned by others ways such as listening to the teacher who read in classroom.

2. Students' Reading Comprehnsion Test

Based on the finding in table 4.2, it shows students' reading fluency test, the average score is 60, the highest score is 100 and the lowest score is 12. Most of respondents

⁸⁴ Rasinski, *Assessing Reading Fluency*.p.14

⁸⁵ Ibid

got the reading comprehension scores lower than standard scores. It concluded that students of English Teacher Education Department in UIN Sunan Ampel Surabaya in the third semester were need many improvement in reading comprehension because they will become a role model of the students in real practice teaching in the classroom. In comprehending, sometimes students do not know the meaning of words or unfamiliar words, so that it can disturb their comprehension.

Respondent may need additional extensive reading because background knowledge and personal experience are very helping in construct meaning so students can get better in comprehending meaning on what they read. As Neil states, reading comprehension is a process of involving actively constructing meaning among the parts of the text and personal experience.⁸⁶ He also adds that comprehension and retention are increased by strategies for integrating text with personal knowledge or personal background knowledge and experience. So, decoding only is not enough for a good reading, in which comprehension is also vital.

3. The Correlation Between Students' Score of Reading Fluency and Reading Comprehension

In order to explore the correlation between Reading Fluency and Reading Comprehension, correlation as well as regression analyses were conducted using SPSS version 16.0. Based on the result of the correlation between students' Reading Fluency and Reading Comprehension in table 4.5 can be seen that has significance (Sig. = 0.000) and

⁸⁶Neil Anderson, -David Nunan. (Eds.), *Practical English Language Teaching* (McGraw Hill Companies, New York America, 2003

Pearson Correlation = 0.708. It means that between Reading Fluency and Reading Comprehension does correlate each other variable and degree of correlation is high. The result affirmed theory correlation Pearson Product Moment that if significance correlation < 0.05 it has correlation between two variable. The details of the theory correlation coefficient was explain

Table 4.7 “r” Score Interpretation

| NO. | the “r” score | Interpretation |
|----------|-------------------|----------------|
| 1 | 0.80–1.00 | Very high |
| 2 | 0.60–0.799 | High |
| 3 | 0.40–0.599 | Moderate |
| 4 | 0.20–0.399 | Low |
| 5 | 0.00–0.199 | Very low |

the degree correlation number is 0-0,199 is very low; 0,20 – 0,399 is low; 0,40 – 0,599 is moderate; 0,60 – 0,799 is high; 0,80 – 1,0 is very high. According to Mark Belnaves and Peter Caputi explain that the magnitude of the correlation coefficient indicates the strength of the relationship between the variables.

These finding were indeed parallel with numerous previous studies which often reported positive correlations between reading fluency and reading comprehension. For instance, Mark Shin and fellows research yielded a significant correlation $r = 0.83$, Jessica Talada shown a positive correlation too with correlation coefficient $r = 0.77$. Habibah in her thesis also reported strong correlation with $r = 0.836$ and Carla also reported positive correlation $r 0.783$. The strong relationships observed between reading fluency with comprehension are consistent with automaticity theory

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research. The outcome of the finding and discussion could be concluded as the following representation.

A. Conclusion

1. Students' score of reading fluency

In order to answer research question what is the students' score of reading fluency, researcher did the reading fluency test to 80 students of English Teacher Education Department of UINSA. The tests were conducted with one minute reading a passage then assessed with the Multidimensional Fluency scale by Tim Rasinski which is an elaboration of the rubric used by the NAEP. Based on the result, the mean score of reading fluency test is 72. Meanwhile, the highest score of reading fluency test is 100 while the lowest score is 41. Then, the median score or the middle score of the test is 72. In addition, the mode score or the score that appear the most is 72. It can be concluded that the third semester students of Department of English Education UIN Sunan Ampel Surabaya obtained medium score in reading fluency.

2. Students' score of reading comprehension

Answering second research question what is the students' score of reading fluency, researcher did the reading comprehension test to 80 students of English Teacher Education Department of UIN Sunan Ampel Surabaya. The tests were using Curriculum-Based Measurement-Maze test, a standardized cloze format which is three minute reading comprehension assessments with a multiple-choice response format. Based on the result, it is known that the mean score of reading fluency test is 60.5. Meanwhile, the highest score of reading fluency test is 100 while the lowest score is 12. Then, the median score or the middle score of the test is 60. In addition, the mode score or the score that appear the most is 60. The data showed that most of the third semester students of Department of English Education

UIN Sunan Ampel Surabaya were in low level score reading comprehension.

3. The correlation between students' score of reading fluency and reading comprehension

Based on the data obtained in finding in the previous chapter, it shows that there is significant correlation between students' score of reading fluency and reading comprehension. Between the score of students' students' reading fluency and reading comprehension is significantly related ($\text{sig.} = 0.000$) and Pearson correlation = 0.774. It can be inferred that the variables are highly correlated and have a strong relationship between two variables.

B. Suggestion

Based on the conclusion of the study, the suggestions are given for the students and further research.

1. Suggestion for students

Considering the result of the research that reading fluency has high correlation with reading comprehension, implementing extensive reading activities and repeated reading activities in the teaching reading is needed. Also it is recommended that English teachers utilize these activities in their language classrooms as an alternative to other activities in the teaching and learning process, specifically in the teaching of reading fluency.

2. Suggestion for the further research

It is suggested that future researchers use the finding in this research as a reference for other research. Since the focus of the study is to improve students' fluency, which is the comprehension measured was focused only on literal and inferential, so that future researchers are recommended to investigate higher level of reading such as reading fluency in critical thinking level.

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