A Correlation Between Oral Reading Fluency And Reading Comprehension At Tenth Grade Students MAS TI Canduang

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Abstract: The researcher wanted to investigate the correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang academic years 2019/2020. The design of this research was correlation research. Then, the instruments that used in this research were oral test for measuring oral reading fluency and written test for measuring reading comprehension. The population of this research was all of the tenth grade students of MAS TI Canduang in the academic year of 2019/2020 which consists of 5 classes. The sample was 40 students taken by simple random sampling technique. The results of this research show that there is a correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang in academic years 2019/2020. The researcher found that the coefficient of correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang was 0,47. The correlation was positive and significant. It means that Ho is rejected. In short, there is a positive correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang. Related to the result of the research, it can be concluded that oral reading fluency has positive contribution in reading comprehension. The notion is the more fluent oral reader, the more proficient she/he is in reading comprehension. In summary, this research is conducted for finding the correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang.

INTRODUCTION

As one of the several skill in English, reading is defined as an important skill for English students as a second language. Reading skill is not only important to ensure the successful in mastering English, but also important in a number of content class where the reading is needed. Additionally, as a fluent process reading can be defined as a way for the students to combine the

information from the text to build the meaning. Besides, reading fluency can be defined as an important element for each of reading process. Reading fluency characterize a good reader, conversely a lack of fluency characterize a poor reader. This is because when the students are lack of reading fluency over the academic years, can be indicated negative consequences for the students reading performance. Consequently, the lack of reading fluency can caused student's motivation decrease and also caused the students to read less and less.

Fluency is an ability to read a written text in a good way. It means, reading with appropriate sub skills of fluency. The sub skills are accuracy, speed, and prosody. All of these sub skill is important for the success reading fluency. While,comprehension is a process of understanding and interpreting the information in a written passage. All the sub skills of reading fluency is important to build reading comprehension. It can be said that reading fluency is a bridge to help the students to gain the comprehension in reading.

Fluency is an aspect of reading competency alongside with phonemic, awareness, phonics, vocabulary and comprehension. It can be used to predict the reading to show the reader's competency. The goal of reading is commonly to make sure that readers are able to realize a printed text also can gain a range of vocabulary at the end of learning.

Kuhn and Stahl (2014)said that the final goal of reading is the develop of meaning.It is necessary to evaluate the role of fluency in the process of reading comprehension. Additionally, Fuchs et al. (2014) argued reading fluency is not only describe whole reading competence, but also the student's ability to read a text fluently that is required for successful in reading comprehension.

Reading fluency can be done by using some techniques. One of them is oral reading. Guided oral reading is one of the major instructional technique used for the increasing of reading fluency. The teacher can support the students during ask them to read text orally. Even though independent silent reading has becomegreat output for a number of students, a lot of topic of the research about fluency has been about oral reading fluency. The application of oral reading fluency has been indicated to support reading comprehension also provide an increasing of confidence.

Oral reading fluency is broadly used to notice the student's reading accomplishment. A lot definitions of oral reading fluency characteristically consist of speed/rate (words in a minute) and accuracy. Oral reading fluency is an ability to read a text with expression quickly also accurately. It is one of a numberof critical components asked for reading comprehension achievement. Students who are read with suitable speed, accuracy, appropriate expression are easier to gain the meaning of the text because they are able to focus on it (Raspica, 2013). Maintaining similar fact, Shinn et al. (2014) asserted oral reading fluency presented good index of reading proficiency that includes comprehension in CBM (Curriculum Based Measurement). Moreover, Saiegh-Haddad (2016) also found similar fact she found a strong correlation between oral reading fluency and reading comprehension in her research about Arabic and Hebrew speakers in their ESL reading. Additionally, Mustafa Turkyilmaz et al (2014) conducted research about the correlation among oral reading fluency, silent reading fluency, retell fluency and reading comprehension. The result of this research is found that oral reading fluency was the strongest predictor of reading comprehension compared retell fluency,and silent reading fluency. Equally important, Hudson et al. predicted that the reader who lack in reading fluency will also low in catching the meaning of the text that they read, since a reader need to pay attention more on sounding out words in a text or making guesses rather than comprehending the text. It can be said that the oral reading fluency is important for guessing the meaning of the text.

Based on those researches above, it can be assumed that oral reading fluency can help to improve the student's successful in reading comprehension. On the other hand, it was conversely

with the fact in the field. The researcher did the preliminary research that have been done by doing oral reading fluency and reading comprehension test with several tenth grade students. Also, ask the student's reading comprehension score to the English teacher of the tenth grade.In short, there were two problems that have been founded by the researcher.

The first problem is the students are good in oral reading fluency, but theystill can not comprehend the meaning of the text. The students' were good in oral reading fluency was seen from their oral reading score practice. The researcher gave a test to several tenth grade students. It was included oral reading fluency test and reading comprehension test. First, the researcher asked the students toread the text orally, it was done to measure the student's oral reading fluency. Then, the students were asked to answer some question related to the text that have been read. It was done to measure the student's reading comprehension. Based on the test, most of the students were good in oral reading fluency. Unfortunately, although they were good in oral reading fluency, but they still can not comprehend the text well. It was seen from their reading comprehension test score. Most of the students can not answer all the questions correctly.

The second problem is the student's reading score is still under minimumcriteria of mastery learning. The data was taken from the tenth grade student's reading score at the previous semester. It was included reading task score, and also include mid term and final test score. It was taken from X. 2 (5.2 social class)and X.4 (5.4 religious class) grade students. In the X.2 grade, there was 27 students in that class, 11 female students and 16 male students. Based on the data, from their reading score of reading task, most of them got remedial because their score was under minimum criteria of mastery learning (75). Moreover, the student's mid term and the final test score, also showed that the student's score is not satisfied.

In addition, in the X.4 class, there was 33 students in that class. All of the students in that class are male. Based on the reading score from the daily test,most of the students also got remedial since their score was under minimum criteria of mastery learning. Then, the student's mid term and the final test score, also showed that the student's score is not satisfied.

Shortly, related to the background of the research above, the researcher is interested to conduct a research about the correlation between oral reading fluency and reading comprehension at tenth grade students MAS TI Canduang in academic years 2019/2020.

RESEARCH DESIGN

This research used correlation design to find out the relationship between twovariables: oral reading fluency and reading comprehension. The population in this research is all of the tenth grade students in MAS.TI Canduang in the 2019/2020 academic year, that consist of 5 classes. The sample of this research was taken by using probability sampling. One of kind of the probability sampling is simple random sampling.Simple random sampling can be done by raffling. The names all of the tenth grade students was written on the paper, then the names was taken randomly, 8 students each of the class, so the total of the sample that was taken are 40 students. In conduct this research, the researcher used two instruments; they are oral test,and written test. The researcher used oral test for measuring student's oral reading fluency, and student's reading.

RESULTS AND DISCUSSION

The research was done at the tenth grade students of MAS TI Canduang. The data was gotten by using Oral reading Fluency test and reading comprehension test. Oral Reading fluency test was used to collect the data about student's ability in oral reading fluency. Conversely, reading comprehension test was used to collect the data about student's reading comprehension.

This part focuses on the steps to describe the data and also the result of the student's ability in oral reading fluency and reading comprehension. Description of the data is important to be done. It is used to make the data that have been gotten can be seen obviously. This research uses quantitative data. In short, the data is collected by using oral reading test and reading comprehension test.

According to the data analysis above, the researcher has found that the coefficient of correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang was 0,47. Moreover, there is a positive correlation between two variables since the result has positive symbol. Based on the result above, the magnitude of the correlation is sufficient since it is between 0,40 – 0,59. Shortly, if the students have good oral reading fluency, the student's will be better reading comprehension.

This research is about the correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang. It can be said that correlates between oral reading fluency as variable X and reading comprehension as variable Y. The data is gained from the oral and written test.The oral reading fluency test use DIBELS 8th edition. Additionally, the researcher uses written test for measure reading comprehension.

The researcher calculates oral reading fluency and readingcomprehension by using Product Moment Formula to analyzes the data. It is gotten that there is the correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang. In addition, there is a positive correlation between two variables also. The positive correlation shows that if the students have good oral reading fluency, the students will be better in reading comprehension.

Moreover, related to the hypothesis testing, the result of r_{xy} is 0,47 and r-table is 0,3120 on df = 40-2 = 38, alpha = 0,05. Since r_{xy} is bigger than r-table, Ha is accepted and Ho is rejected. Shortly, it means that there is a correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang. Namely, the result of this research proves the research hypothesis that there is a sufficient correlation between oral reading fluency and reading comprehension at the tenth grade of MAS TI Canduang.

Based on this finding, it can be showed that oral reading fluency has relationship with the reading comprehension. Related to Dibels 8th edition, oral reading fluency provides two scores; they are the sum of words read correctly and the percentage of accuracy. Reading accuracy means an ability to recognize and produce the phonological of a written word. Additionally, in order to reach it, important for students to recognize the basic principle of alphabet. Reading accuracy is suitable with automaticity theory, since if the students can decode a word and able to sounds that word correctly, it canhelp the students to reach the comprehension easier. Moreover, poor word reading accuracy can cause negative consequence on reading fluency and comprehension. A student who are read words incorrectly is difficult tounderstand the meaning. As a result, it can cause misinterpretation of thetext[4].

Accuracy is really important for reading comprehension. An examplethat can be taken is; when a student get a mistake in reading, consequentlythe meaning of the text can not be analyzed. Since the ability in determine themeaning is depend on word recognition and reading fluency improvement. Consequently, it is must be assessed in the classroom as an effective instructional response for students difficulty.

CONCLUSIONS

The intention of this research is to know whether there is correlation between oral reading

fluency and reading comprehension or not at the tenth grade students of MAS TI Canduang. Then, in this research it correlates the student's oralreading fluency score and reading comprehension score. Related to the research question about the correlation between oral reading fluency and reading comprehension, it can be concluded: (1) There is correlation between oral reading fluency and reading comprehension. Since the Ha or alternative hypothesis of this researchis accepted. The r_{xy} score which has been gained by the researcher is 0,47; while the score of r-table on alpha 0,05 is 0,3120. It can shows that the r_{xy} score is bigger than the r-table score. Accordingly, Ha is accepted, and Ho is rejected. (2) The result of this research has positive direction between oral reading fluency and reading comprehension. It can be seen from the result that has been gotten by the researcher as much +0,47. Therefore, it indicatespositive line direction between oral reading fluency and reading comprehension. In brief, if the students have good oral reading fluency,the students will be better in reading comprehension. (3) The magnitude of the correlation between oral reading fluency and reading comprehension is sufficient. It can be seen from the coefficient of correlation is on category 0,40 – 0,59. Hence, it means that there is sufficient correlation between oral reading fluency and readingcomprehension at the tenth grade of MAS TI Canduang.

Related to the findings above, it has evidently that there is correlation between oral reading fluency and reading comprehension at the tenth grade students MAS TI Canduang. It is indicated based on the result of the research, the researcher would like to give suggestions below:

1. To the teacher
   Based on the result of this research shows that there is significant correlation between student's oral reading fluency and reading comprehension, the teacher should be aware with student's level in reading fluency. Since reading fluency is important to develop the student's reading comprehension.
2. **The** researcher is still beginning to conduct this research, and theresearcher also needs more guidance and suggestion from the lecturers.Additionally, the researcher still has a lot of revisions to make a perfect research.

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