

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of study, objective of study, scope and limitation of the study, significance of the study, and definition of key terms.

A. Background of Study

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading is important for a variety of reasons. We will look at some of those fundamental reasons below, but it is important to realize that struggling with vital reading skills is not a sign of low intelligence. Books, magazines and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age where we overflow with information, but reading is the main way to take advantage of it.

Reading is much more than simple word identification, reading is a process of making sense of print. Efficient reading is creating that comprehension with the least amount of effort. However, while we read in order to comprehend, comprehension is not the end goal. Many people are poor readers. They look at each word on each line and say it to themselves as they cover the reading material. Good readers do not look at each word. They taken phrases and ideas as their eyes skim the lines. They do not spend time volatilizing, or saying words to themselves as they go.¹

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line whit this study, student may improve their reading comprehension ability if they know about pre-questioning and it is very important to understand about pre-question in order to get good comprehension in reading.

There are some factors that cause the student reading ability poor. The factors are classified into two internal and external factors. The internal factors come from student themselves such as motivation, and knowledge.

¹ Gary R. Gruber. Gruber's complete work book SAT. (sourcebooks, Inc. 2009) 18

The external factor come from teacher, school facilities parents and the condition that influences the student in learning English.

In this case, the knowledge of students have important role in reading achievement. The problem comes from the students is caused by their lack of knowledge that is related to the text. For example, when a teacher discusses about sport, many students actually do not know various kinds of sport like basketball, baseball, yacht, etc. they cannot understand the meaning of the text because they do not know what they are discussing about. This happened because students just nodded and felt ashamed to ask to the teacher when they found difficult words and not understandable materials. Although, the location of the school its very strategies in a road but it has minimum facilities for learning process.

The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Besides, reading is closely related with other subjects. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, etc. it means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Because of that, reading is very important to be taught to the students.

The texts which were taught in the second grade of Junior High School were descriptive, recount, and narrative. Based on the researcher's observation students' in the classroom at MTs Miftahul Huda Silir, the researcher found that they had difficulties in descriptive text. They had difficulties in understanding the characteristics of the text including the social function, generic structure, and language feature. The social function includes the purpose of the text, and the generic structure includes finding detail information and determining the parts of the text. While, the language feature includes vocabulary, finding references, and understanding the tenses.

The result of observation on March 31, 2015 at MTs Miftahul Huda Silir, the students' difficulties in reading were caused by some factors that might come from the students and the teacher. Most of the students admitted that they often felt bored when they had to read a text, especially uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercise but if the time given to do exercise was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text.²

In this case the researcher want to conduct classroom action research to the second grade student of MTs Miftahul huda, To solve the problem the

² Observation, in Mts Miftahul huda Silir, March 31, 2015

researcher use one of the strategy by using timed repeated reading according to Chang and Millet research on October 2013, for the better reading understanding for helps the student about their lack in reading³. Timed repeated reading is an intervention designed to build reading fluency (a student's ability to read quickly and accurately) and is indicated for students who misidentify more than 5% of word in grade- level text or read significantly fewer words correctly per minute than their peers.

Based on the background of study above the researcher wants to conduct a research entitled "The implementation of Timed Repeated Reading to improve the second-grade students' reading comprehension skill of MTs Miftahul Huda Silir"

B. Problem of the Study

Based on the background, this section discussed the problems of the research. The problem is:

"How can the implementation of timed repeated reading method improve reading comprehension skill of second – grade students of MTs Miftahul Huda Wates?"

C. Objective of the Study

Based on the statement of the problem above, the researcher would like to formulate the objective as follows:

³ Chang, C-S.& Millet (2013). Improving reading rates and comprehension through timed repeated reading. *Reading in a foreign language*, volume 25, No. 2

“To know the improvement of reading comprehension skill of second – grade students of MTs Miftahul Huda Silir by implementing Timed Repeated Reading”

D. Scope and Limitation of the Study

The study is to improve the students’ reading comprehension through timed repeated reading. In this case the researcher focuses on reading descriptive text. The researcher limits the research on the implementation of timed repeated reading. This research is conducted at MTs Miftahul Huda Silir. The limitation of this study is the second – grade students, VIII – B, of MTs Miftahul Huda Silir in 2014/2015 academic year.

E. Significance of the Study

The result of this study is expected to give positive contribution for school, teachers, students, and researcher. For the school, the result of the research is to assist the school to decide a policy in teaching learning process especially in teaching reading comprehension. It is also useful for the teacher. This technique can be an alternative in teaching English especially reading comprehension. This technique also helps the teacher in explaining the material. The students are also helped to comprehend the text and interested in learning by using timed repeated. This study can be reference to the next researcher.

F. Operational definition of key term

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follow:

1. Timed Repeated reading : Timed repeated reading is reread a passage. Each passages was read five times and the student answer the question after the first and the fifth reading.
2. Improve : To change to become better or make something better.⁴ If the students get 75 minimally it means that they are successful in teaching and learning process, and the percentage of successfulness which want to reach is 80%
3. Reading : The art of reconstructing from the printed page the writers idea, feelings, moods, and sensory impressions.
4. Comprehension : Understand fully the material.
5. Reading comprehension : The ability to understand the passage or text of reading from what has been read to develop prior knowledge.

⁴ Martin H. Manser, *Oxford Learners Pocket Dictionary New Edition* (Oxford University Press: 1991), p 216.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, including overviews of the nature of reading, the importance of reading, the strategy of reading, teaching reading, and Timed repeated reading

A. The Nature of reading

Reading is one of the four language skills that must be mastered by the students in learning a language. It is essential for having reading ability, because we can transfer and develop science, technology and culture by reading. We also get information that is needed. In real life reading is often part of series of activities, including locating texts and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivated.

Reading is by far the most important of the four skills in a second language, particularly in English as a second language or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves that reading is the main reason why student learn the language. Without

reading proficiency, second language readers cannot perform the knowledge and perform speaking English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading⁵.

Reading is a complex information processing skill in which the reader interacts with the text in order to create meaningful discourse. The reader is an active, problem solving individual who coordinates a number of skills and strategies to gain comprehension as he/she reads as a reading material. The goal of reading program is to develop fluency wherein independent readers set their own goals and strategies for reading. And the reading activities are suggested by the goal of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and students abilities⁶.

B. The Importance of Reading

Reading is a very important activity in our life. Sometimes students do not realize the value of reading. By reading, they will be able to get information throughout the word. It means they will get anything they want to know. For several reasons, reading is very important for the students. Firstly, by reading we can get a lot of knowledge about many

⁵ Carrell, Patricia L. 1996. *Interactive Approaches to Second Language Reading*. Cambridge University Press.

⁶ Silberstein, Sandra. 1984. *Techniques And Resources In Teaching Reading*. New York: OxfordUniversity Press.

things in the world such as science, technology, sports, arts, culture, etc. written in either books, magazine, newspaper, etc. secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we tired, we read books, novel, comic, newspaper or magazine on the entertainment column as comedy, short story, quiz, etc. to make us relaxed. The last, reading can also take us to other parts of the world.

According to Harmer, there are several factors why reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on TV sometimes need to be read. Second, the purpose of reading is to find several facts to support an agreement to learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text. Besides, sometimes we read in order to interpret and sometimes we read to order to transfer the information to another medium.⁷

⁷ Jeremy Harmer, *The Practice English Language Teaching* (New York:Longman,1991), p18

C. The Strategy of Reading

According to Hadfield & Hadfields, the strategy of reading is divided became five categories. They are scanning, skimming, reading for detail, reading for gist and extensive reading.⁸

1. Scanning

Scanning is read quickly to get some information that we need; so we will stop to read if we got the information that we are looking for.

2. Skimming

Skimming is focus on few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there.

3. Reading for detail

Some texts need more attention to read it. Thus, we have to read carefully get the meaning of the whole text, and it is usually need re-reading checking the words to get the meaning accurately.

4. Reading for gist

When we read for gist we read with a purpose in mind: questions we want answered about the text. We may skip some passages and read others more carefully.

5. Extensive reading

⁸ Jill Hadfield and Charles Hadfield, *Introduction to teaching English* (New York:Oxford,2008),p 92-93

The text is usually longer like a novel, etc. The extensive reading is also important for students when they read long text for pleasure. In this way, we can use the variety of reading like rapidly and read more detail.

D. Teaching Reading

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literally texts that represent higher forms of culture.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading rapidly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer.

There are six principles in teaching reading by Harmer⁹. First, encourage students to read as often and as much as possible. Second, students need to be engaged with what they are reading. Third, Encourage students to respond to the content of text (and explore their feelings about it), not just concentrate on its construction. Fourth, prediction is a major factor in reading. Fifth, match the task to the topic when using intensive reading text. Sixth, good teachers exploit reading to the full.

The six principles will be discussed below:

1. Encourage students to read as often and as much as possible

The more students read the better. Everything we do should encourage them to read extensively as well as-if not more than-intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading-that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction

⁹ Jeremy Harmer, How to Teach English (England:Longman,2007),p 101-102

Of course, it is important for students to study reading texts in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, it just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic, thus provoking personal engagement with it and the language. With extensive reading this even more important. Reading for pleasure is- and should be different reading for study.

4. Prediction is major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint what articles about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues-the book cover, the headline, the web-page banner-our brain start predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hint' so that they also have a chance to predict what is coming. In the case of extensive reading – when students are choosing what to read pleasure – we should encourage them to look at

covers and back covers copy to help them select what to read and then to help them 'get into' a book.

5. Match the task to the topic when using intensive reading test

Once decision has been taken about what reading text the students are going to read (based on their level, topic of the text and its linguistics and activation potential), we need to choose good reading task – the right kinds of question, appropriate activities before during and after reading, and useful study explanation, etc.

The most useful and interesting text can be undefined by boring and inappropriate tasks, the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

6. Good teachers exploit reading to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it does not make sense. In class, just get students to read it then drop it and move on something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and the activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

From the explanations above, we can conclude that, the teaching reading is important to improve their language, especially in the school.

E. Classroom Reading Activity

Reading activity purposed to introduce and develops reading skills that are useful outside the classroom, and introduce our practice language. The students should read as widely in English as they can, because reading has intensive reading of material such readers is an excellent way developing reading skill and increasing vocabulary.

There are three kinds of activities in relation to reading classroom activities. They are pre-reading activities, whilst-reading activities, and post-reading activities.

1. Pre-reading activities

Pre-reading activities is activities that prepare the learners for what they will read and set the taste for the second stage.¹⁰ According to Marianne Celce and Murcia, some commonly used pre-reading activities including the following:¹¹ previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text.

2. Whilst-reading activities

¹⁰ Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 74

¹¹ Marianne Celce And Murcia, *Teaching English as a Second or Foreign Language* (USA:Heinle and Heinle, 2001).P 191.

During reading activities, a reader does while reading takes. To maximize reader interactions to the text, readers should be guided during reading activities. In an attempt to influence how readers process a text to increase comprehension, a variety of intervention can be applied. In this case, Marianne Celce and Murcia suggest to the teacher – what can be done at whilst-reading.¹² To guided the students to focus on considering relationships among ideas or characters in the text, and reading purposefully and strategically. For details activities include outlining key ideas, examining emotions and attitude, determining sources of difficulty, looking for answer the questions and writing the prediction of what will come next.

3. Post-reading activities

Post-reading activities are the activities conducted by reader after reading. Post-reading activities can involve other skills, such as writing, speaking, or vocabulary development.¹³ These activities are aimed at rechecking the reader's understanding about the topic has been read in whilst-reading. The teacher tries to evaluate the students ability with make the post question with pressured the reader's comprehension.

¹² Marianne Celce And Murcia, *Teaching English as a Second or Foreign Language* (USA:Heinle and Heinle, 2001).P 191.

¹³ Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 80

F. Teaching Reading thorough Timed Repeated Reading

According to Samuels, S.J (1979)¹⁴ The method consist of rereading a short, meaningful passage several times until a satisfactory level fluency is reached For example, in one of our earlier studies, children who had been experiencing great difficulty in learning to read were instructed to select easy stories which were of interest to them. Then, depending on the reading skill of the student, short selections (50-200 words) from text stories were marked off for practice. In time repeated reading each passage was read five times, and students answered comprehension questions after the first and the fifth reading

The writer implement teaching reading thorough timed repeated reading in the following steps:¹⁵

1. the researcher gave the passages which are followed by some questions
2. Read passage 1 and timed the 1st reading
3. Answered the comprehension questions for the first time (5 items)
4. Read passage 1 and timed the 2nd reading
5. Read passage 1 and timed the 3rd reading
6. Read passage 1 and timed the 4th reading
7. Read passage 1 and timed the 5th reading

¹⁴ Samuels, S.J. (1979). The Method of repeated readings. *The Reading Teacher*, 32, 403-408

¹⁵ Chang, C-S.& Millet (2013). Improving reading rates and comprehension through timed repeated reading. *Reading in a foreign language*, volume 25, No. 2

8. Answered the comprehension question a second time
9. Read passage 2 and timed the 1st reading (then repeated steps 3 to 8)
10. Checked answer

CHAPTER III

Research Methodology

In this chapter, the researcher discussed the issues dealing with the outline of the classroom action research process. In this chapter includes research design, setting and subject of the study, procedure of the research, which consists of preliminary study, planning, action, observing and reflecting.

A. Research Design

Research is a process of formulating questions, problem, or hypotheses, collecting data or evidence relevant to these questions or problem or hypotheses; and analyzing or interpreting these data¹⁶. The research design used in this study is Classroom Action Research (CAR). Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom¹⁷. The researcher uses the model from Kemmis & Mc Taggart, 1998 which is involved repeated cycles, each consisting of planning, acting, observing, and reflecting..

¹⁶ David Nunan. *Research Methods in Language Learning*, (Cambridge: CUP,1992), p,3

¹⁷ Muhammad Adnan Latief, *Research Methods on Language Learning an introduction*,(Malang:UM Press, 2012), p. 144.

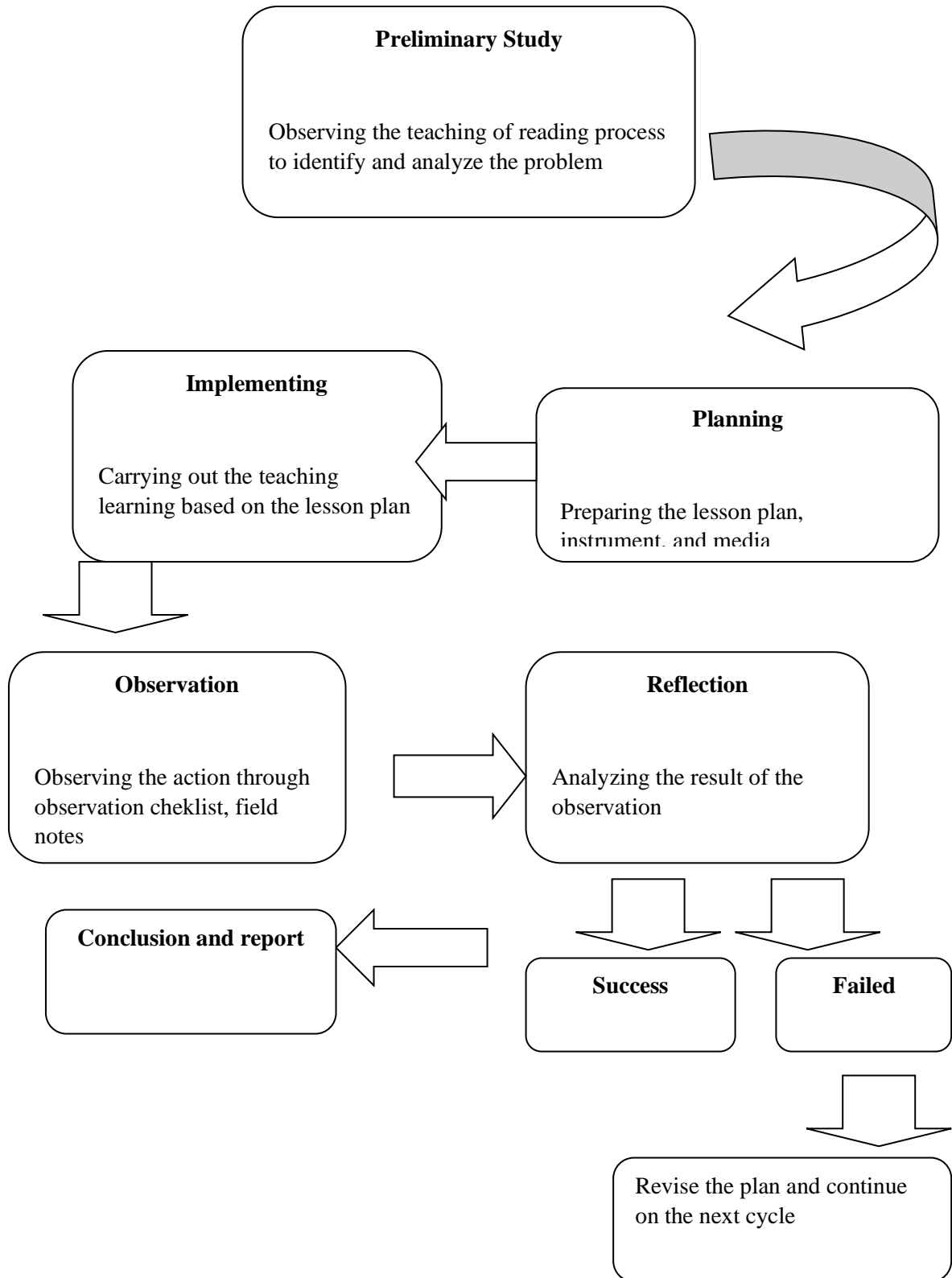
The goals of Classroom Action Research are as follow:¹⁸

1. To improve the quality, the process, and the result of learning
2. To create a research culture for teachers in order to be more active in solving learning problems.
3. To increase the research productivity for teacher, especially to find the solution toward the learning problems.
4. To improve the collaboration among educators in solving learning problems

¹⁸ Suharsini Arikunto, Suhandjono, and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 107.

Figure 1

The Action Research Spiral



B. Setting and subject of the student

The research will be held at MTs Miftahul Huda Wates Kediri, a formal school with some educational level such as elementary School and Junior high school, MTs Miftahul Huda Was Located at dusun silir, desa silir, kecamatan wates, kabupaten Kediri

The subject of the research is second grade student of MTs Miftahul Huda Wates Kediri. It is chosen in class B with 23 students of boy and girl. So far, the teacher teaches reading by only asking and answering the question given between teacher and student. Therefore, the researcher wants to conduct a new strategy in teaching reading through Repeated Reading method. The researcher hopes that by this method, the students will be interested in studying reading and able in improve their score in reading comprehension.

C. Procedure of the Research

In conducting the research, the researcher uses Classroom Action Research which consists of the preliminary study, planning, Acting, Observing, and Reflecting in each cycle. The cycle depends on the result of every cycle given.

1. Preliminary study

The goal of conducting preliminary study is to get the real data from the condition about the problem during learning process. The researcher interviews the English teacher and asks which class that has less point in reading. Then, the researcher observes it. The preliminary study was conducted on March 31, 2015.

2. Planning

In planning step, the researcher conducts the following activities, compiling the lesson plan, instrument, and the criteria of success.

a. Lesson Plan

Lesson plan is as same as RPP which is made by the teacher. It consist of three topics; those are competency that consist of standard competency, basic competency, indicators, and learning objective. The second topic is learning material. It is a material that will be given to the students in learning activity. The third topic is learning method and learning activities which consist of method, learning activities, learning media, and evaluation. (Appendix 1)

b. Instrument

The researcher uses test, and scoring guide as instrument of this research. The instrument to collect the data is test. The test is worksheet taken from the curriculum of secondary school. It is used to measure the students' achievement in comprehending reading passages.

1. Reading test

The reading test is multiple choices based on the subject of second grade student of MTs Miftahul Huda (Appendix 2)

2. Scoring guide

From the data which is got, it will be identified with paper test. The result of the test can be counted by convert the total number of correct answer. Since the questions are multiple choices test, the score of correct number is 1 and the score of incorrect number is 0. For the test result are raw scores, they are multiple by certain number to get more meaningful numerical data. By doing so, it can be obtained the rating scale 1-100.

For instance, a student with 25 raw score will be multiplied by 4 to become 100, and so on.

c. The criteria of success

The Repeated reading is successful if the averages score of the students is 75. The score determined by the researcher is 75 based on KKM (Kriteria Ketuntasan Maksimal) of this school. So if the students get of test 75 it means that they are successful in their learning process, and the percentage of successfulness which it is reach at least 80% of student score, so the students who get score of test at least 75 minimally must reach 80% of the totals students in the class.

3. Acting

For the first action, the researcher processes a new strategy. After getting the description of condition of the class (the students' attention, activity, and reading ability), the researcher does the first class action that is doing reading activity using the new strategy. There are two meetings in each cycle, each meeting is 90 minutes.

action
1. Read passage 1 for the first reading
2. Answered the comprehension

questions for the first time (5 items)

3. Read passage 1 for the second reading
4. Read passage 1 for the third reading
5. Read passage 1 for the fourth reading
6. Read passage 1 for the fifth reading
7. Answered the comprehension question a second time
8. Read passage 2 for the first reading
(then repeated steps 2 to 7)
9. Checked answers

4. Observing

In this step, the researcher observes the teaching and learning process during teaching using the method. Besides, the researcher observes the influence and the result of the method used.

5. Reflecting

After doing the cycle and evaluation, the researcher looks for the problems which need some connection and new preparation to reduce it,. The reflection will be done on the next cycle to overcome the problems. The collected data from achievement test is analyzed by looking at the percentage of the score in every cycle. The criteria of minimum score (KKM) is 75, so if the students get of test 75 it means that they are successful in their learning process, and the percentage of successfulness which it is reach at least 80% of student score, so the students who get score of test at least 75 minimally must reach 80% of the totals students in the class.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter the researcher would like to present research finding as the answer for the problems which have been stated in the first chapter. It involves the findings from preliminary study, cycle 1 and cycle 2 which include planning the action, implementing the action, observing the action, evaluating and reflecting, and revising the plan at every cycle. The result gained from cycle 1 determines the next cycle.

A. Findings from Preliminary Study

This research was conducted by using classroom action research (CAR). It consists of two cycles. Before the researcher applied the main method, he conducts a pre-cycle to measure the students' ability in reading. The pre-cycle was conducted by giving question about descriptive text. The summary of preliminary result can be seen in table 4.1 (see Appendix 3 for detail score)

Table 4.1

Summary of preliminary result

Students	23
Students pass the test	8
Students did not pass the test	15
Average	71.82
Percentage of successful	34 %

The researcher gave students score in this pre-test Based on computing the mean score of the class pre-test was 71, 82. From the calculation there were eight students who pass the *KKM* with the percentage of successful about 34 % students. The researcher concludes that the most students cannot comprehend the reading descriptive. The researcher was aware that the most students in second – grade of Miftahul Huda still had difficulty to answer the question fast. They still do not know the meaning and still strange with that words. So that why the researcher tries to improve their reading descriptive by Using Timed Repeated Reading. Hopefully it could improve their ability in the reading comprehensions.

The researcher conducted cycle 1 to solve the students' problems in reading comprehension. After cycle 1 the researcher conducted cycle 2

to develop the student's high interest. Using Timed Repeated Reading in teaching and learning activities were intended to improve reading comprehension to the second grade students at MTs Miftahul Huda

B. Data Presentation of the Cycle 1

Cycle 1 includes four steps. They are planning, action, observation, and reflection. Cycle 1 was applied in three meetings (6 x 40 minutes). It was held on every Monday and Tuesday.

1. Planning

Before the researcher does the action in the classroom, the researcher made the lesson plan to prepare teaching reading using Timed Repeated Reading. In planning step, the researcher made some preparation before entering the class, such as preparing lesson plan (6 x 40 minute), providing the material, observation checklist, attendance list, and prepared in order to know students' activities in joining teaching learning process by using Timed Repeated Reading. The researcher gives the students Time Repeated Reading before reading for general comprehension. The researcher gives the students some questions related to the topic before reading activity started. Timed Repeated Reading is used to build up the students' prior knowledge.

Besides, the researcher prepares the instructional material and media. The researcher selects the materials based on the students' workbook (LKS). The topic is descriptive text. The instructional media

that the researcher used are individual worksheet, whiteboard, and board marker.

2. Action

The action of cycle 1 was conducted on April; there are three meetings in cycle 1. Here, the activities that were done in cycle 1:

a. The First Meeting (Monday, April 13th 2015)

In every meeting, the main activity in teaching learning process always consists of pre-reading activity, whilst-reading activity, and post-reading activity. This following is the detail of learning process.

1) Pre-reading activity

Researcher comes to the class and greets the students. The researcher as a teacher opened the meeting, checked the attendance list, and gives explanation about descriptive text then he gives text to the students by the title “Tanah Lot” which followed by some questions based on the text.

In this meeting, the researcher gives explanation about Timed Repeated Reading before reading for general comprehension. After the researcher introduced the topic of the material and asking some questions related to the topic being discussed. The passage and the question are in Appendix 4

By giving questions that are related about Tanah lot, it is intended to help the students to build their interest. By giving Timed Repeated Reading, it can

activate the students' prior knowledge based on their own experiences toward the content of the text.

2) whilst-reading activity

The steps repeated reading activities are describes as follow:

1. the researcher gave the passages with following the questions
2. Read passage 1 and timed the 1st reading
3. Answered the comprehension questions for the first time (5 items)
4. Read passage 1 and timed the 2nd reading
5. Read passage 1 and timed the 3rd reading
6. Read passage 1 and timed the 4th reading
7. Read passage 1 and timed the 5th reading
8. Answered the comprehension question a second time
9. Read passage 2 and timed the 1st reading (then repeated steps 3 to 8)
10. Checked answer

3) Post-reading activity

In the post activity, the researcher gave the conclusion about descriptive text that was learned by the students and review the

important information about reading the topic of the day. In the last, the researcher closed the meeting.

b. The Second Meeting (Tuesday, April 14th 2015)

The researcher did the second meeting (2 x 40 minutes) as the continuation phase of the first meeting.

1) Pre-reading activity

As like the first meeting, the researcher opened the class by greeting and praying. Then continue to checked the attendance list, and gives text about descriptive text by the title “My Younger Sister” gives some questions to the students to build up the students’ prior knowledge, the text and question are in Appendix 5

2) Whilst-reading activity

The steps repeated reading activities are describes as follow:

11. the researcher gave the passages with following the questions
12. Read passage 1 and timed the 1st reading
13. Answered the comprehension questions for the first time (5 items)
14. Read passage 1 and timed the 2nd reading
15. Read passage 1 and timed the 3rd reading
16. Read passage 1 and timed the 4th reading

17. Read passage 1 and timed the 5th reading
18. Answered the comprehension question a second time
19. Read passage 2 and timed the 1st reading (then repeated steps 3 to 8)
20. Checked answer

3) Post-reading activity

In the post activity, the researcher reminded to the students to prepare their selves to study because the researcher will give the students reading test of cycle 1 for next meeting. In the last, the researcher closed the meeting.

c. The Third meeting (Monday, April 20th 2015)

In the third meeting, the researcher gave the text of reading test was in the form of multiple choice items which consisted of 25 questions. The expected was A, B, C, and D. In this research the researcher uses discrete point to assess the students' test it means each correct answer had 1 point and incorrect answer got 0 point. The total score will be multiplied by 4.

3. Observation

In this observation the researcher used 2 observations in every cycle. The first is observation checklist to know the students' activities and the

second is observation achievement to found the score in every student and found the mean and the percentage of successful student in test.

a. Observation checklist

The collaborator teacher observed the teaching learning process by monitoring the researcher and the students' activities in this cycle. The purpose of this activity was to evaluate the result, collect data and monitor the learning process. (See Appendix 6 for detail result of observation checklist)

The observation data got from the observation checklist. The result showed that all of the meeting running well. It can be seen in appendix 6

$$\begin{aligned}\text{Score} &= \frac{\text{total score}}{\text{maximum score}} \times 100 \% \\ &= \frac{20}{35} \times 100 \% \\ &= 57 \% \text{ (fair)}\end{aligned}$$

From the observation checklist on the activities, the researcher got a percentage of the students' attitude, it is 57%. (Fair) It means that the students' attitude during the class activity is fair. In this first meeting in cycle 1, the students were still low to pay attention to the researcher, they were enthusiasm but they bravery to ask question when they do not

understand did not appear. The student activity in learning process was not maximal.

b. Observation achievement

From the activity in cycle 1 the researcher got the observation result, the students get difficulties in understanding some strange words, and got difficulties in some vocabularies. Based on the activity in cycle 1, the researcher got the significant result, even though there were students have not reached score yet. So, the researcher must continue to the cycle 2 to improve reading comprehension skill. The summary of the result on cycle 1 can be seen in table 4.2. (See Appendix 7 for detail score)

Table 4.2

Summary of cycle 1 result

Students	23
Students pass the test	15
Students did not pass the test	8
Average	74.76
Percentage of successful	65%

Based on the computation of the data, the mean score of the class in the pre-cycle was 74.78. From the calculation there were 15 students

who passed the *KKM*, so after deriving with the number of students in the class and altering that in the percentage. It could be deriving about 65 % students whom passed the *KKM*.

4. Reflection

Based on the result of cycle 1 above, it can be concluded that the average score of reading test of the students is 74, 78 by the percentage of successful were 65% or 15 students passed the test. So, the reading test of the students is not complete classically, because just 65% of students who getting score ≥ 75 , it is far from standard of success that wished. It means that the research must be continued to cycle 2.

At this step was done some activity to analyze the teaching learning process of cycle 1. Based on the result of teaching learning activity using Timed Repeated Reading in cycle 1, there was occurs some weakness:

1. The teaching learning process was not as well as hopped. Some of the students still confused with the material and also get difficulties reading some words, "corn" they read "cron".
2. Desire and enthusiasm of the students in teaching learning process is less than before.

Even though it was happened in cycle 1, researcher has arranged lesson plan as well and applied all of the indicators that has made. Based on the result observation of reading test by using Timed Repeated

Reading in cycle 1 are 65%, when we look from the criteria of success it is not success enough.

Based on the weakness above, it is conclude that the implementation of cycle 1 is not reach the standard minimum of the research, so the researcher should do the revision in next cycle. To revise the treatment to be better, the researcher also gives additional activities in whilst-reading activity. The researcher asks the students to make a list for some difficult words then check the meaning of them on the dictionary.

C. Data Presentation of the Cycle 2

Cycle 2 is the follow up of cycle 1 that still applied Timed Repeated Reading. It was done to get the maximal result and to reach the objective of this research. As cycle 1, cycle 2 also include four steps they are planning, action, observation, and reflection. Cycle 2 was applied in three meetings (6 x 40 minutes), it was held on Tuesday (10.10 – 11.20), on Monday (08.50-10.20), and on Tuesday (10.10 - 11.20).

1. Planning

Based on the result of reflection in the first cycle, in the second cycle the researcher did not only give the students Timed Repeated Reading, but also gave additional activities in whilst-reading activity. The researcher asked the students to make a list for some difficult words then check the meaning of them from their dictionary.

2. Action

All the revised plans to get objectives in cycle 2 were applied in action step cycle 2. There were three meetings in cycle 2.

a. The First Meeting (Tuesday, April 21th 2015)

In every meeting a role in teaching learning process always consist of pre-reading activity, whilst-reading activity, and post-reading activity. This following is the detail of teaching learning process.

1) Pre-reading activity

Researcher comes to the class and greets the students. The researcher as a teacher opened the meeting, checked the attendance list, and gives explanation about descriptive text then he gives text to the students by the title “Ondel - ondel” which followed by some questions based on the text. See Appendix 8

2) Whilst-reading activity

The steps repeated reading activities are describes as follow:

1. the researcher gave the passages with following the questions
2. Before starting reading the students are asked to find the meaning of some difficult words from their dictionary.
3. Read passage 1 and timed the 1st reading

4. Answered the comprehension questions for the first time (5 items)
5. Read passage 1 and timed the 2nd reading
6. Read passage 1 and timed the 3rd reading
7. Read passage 1 and timed the 4th reading
8. Read passage 1 and timed the 5th reading
9. Answered the comprehension question a second time
10. Read passage 2 and timed the 1st reading (then repeated steps 3 to 8)
11. Checked answer

3) Post-reading activity

In the post activity, the researcher give the conclusion about descriptive text that was learned by the students and telling the important information from the passage. In the last, the researcher closed the meeting.

b. The Second Meeting (Monday, April 27th 2015)

The researcher did the second meeting (2x40 minutes) as continuing phase of the first meeting.

1) Pre-reading activity

Like the first meeting, the researcher opened the class by greeting and praying. The researcher as teacher checked the

absent and gives lesson about descriptive text, the title is “London” with gives some questions to the students related to the text. See appendix 9

2) Whilst-reading activity

The steps repeated reading activities are describes as follow:

1. the researcher gave the passages with following the questions
2. Before starting reading the students are asked to find the meaning of some difficult words from their dictionary.
3. Read passage 1 and timed the 1st reading
4. Answered the comprehension questions for the first time (5 items)
5. Read passage 1 and timed the 2nd reading
6. Read passage 1 and timed the 3rd reading
7. Read passage 1 and timed the 4th reading
8. Read passage 1 and timed the 5th reading
9. Answered the comprehension question a second time
10. Read passage 2 and timed the 1st reading (then repeated steps 3 to 8)
11. Checked answer

3) Post-reading activity

In the post activity, the researcher reminded the students to prepare their selves to study because the researcher will give the students reading test of cycle 2 for next meeting. In the last, the researcher closed the meeting.

c. **The Third Meeting (Tuesday, April 28th 2015)**

In the third meeting, the class situation was so strained because this meeting was a test. The test was descriptive test like test of cycle 1 but the questions were not the same.

3. Observation

In this observation the researcher used 2 observations in every cycle. The first is observation checklist to know the students' activities and the second is observation achievement to find the score in every students and found the mean and the percentage of successful student in test..

a. Observation checklist

The collaborator teacher carried out the observation. The collaborator teacher observed the teaching learning process by monitoring the researcher and the students' activities in this cycle. The purpose of this activity was to evaluate the result, collect the

data and monitor the learning process. See appendix 10 for detail of observation checklist. The result showed the most meeting running well.

$$\begin{aligned}\text{Score} &= \frac{\text{total score}}{\text{maximum score}} \times 100 \% \\ &= \frac{28}{35} \times 100 \% \\ &= 80 \% \text{ (excellent)}\end{aligned}$$

Based on the observation checklist, the researcher found the score about 80 %. The students are enthusiastic in responding teacher's question's and the material that is explained by the teacher. And based on the observation in the cycle 2 the students asked the researcher when they don't understand. The attitude of student's activity showed the improvement.

b. Observation achievement

After the researcher implemented the Timed Repeated Reading in the first meeting and the second meeting in cycle 2, the researcher gives the test about descriptive text. The summary of cycle 2 result can be seen in table 4.3 (see appendix 12 for detail score)

Table 4.3

Summary of cycle 2 result

Students	23
Students pass the test	20
Students did not pass the test	3
Average	82.43
Percentage of successful	86%

Based on the computing, the mean score of the class in the cycle 1 was 82.43. From the calculation there were twenty students who passed the *KKM*, so after deriving with the number of students in the class and altering that in the percentage. It could be deriving about 86 % students whom passed the *KKM*.

4. Reflection

Based on the result of the students' achievement test above, the average score had increased significantly. In cycle 1 from 74, 78 become 82, 43. Automatically, the percentage of the successful students increases too. It was 65% (15 students who got success) in cycle 1 become 86% (20 students who got success) in cycle 2. Thus, there was improvement 7, 65 in the average score and 21% in the percentage of the successful students.

This is the reflection of the second cycle in the teaching reading through Timed Repeated Reading at the eight-grade students of MTs Miftahul Huda Silir. The reflection was gotten from the result of the score test after the researcher gives additional activities in whilst-reading activity. The researcher asked the students to make a list for some difficult words then check the meaning of them from their dictionary.

For the result of the score test, the average of the students score in cycle 2 was 82, 43. Besides, the percentage of the successful students was 86% (20 students). In this research, the researcher reaches the percentage of the successful students more than 80%. So, in cycle 2 was successful and it does not need to revise treatment.

D. Discussion

In the implementation of Timed Repeated Reading to improve reading comprehension at Eight-Grade students of MTS Miftahul Huda Silir, the researcher gives the students some question related to the topic of the reading text. The researcher was also able to stimulate the students to think or guess to what was the text going to discuss. At the beginning, the researcher successfully led the students to think about the content of the text.

Based on the result of the research that had done to the eight-grade students of MTS Miftahul Huda Silir, the test of result of the students' reading comprehension from cycle 1 and 2 can be presented as follow:

In cycle 1, the implementation of Timed Repeated Reading to improve reading comprehension at Eight-Grade students of MTS Miftahul Huda is not successful yet, it can be known from the result of the score test, the average of the student score in cycle 1 was 74,73. Besides, the achievement percentage was 65% but the cycle 1 was not successful. It is because the researcher only gives the students Timed repeated Reading without giving the meaning for difficult words to stimulate the students. Thus, the researcher need revise the treatment.

In cycle 2, the implementation of Timed Repeated Reading to improve reading comprehension at Eighth-grade students of MTS Miftahul Huda got significant improvement. It can be known from the result of the score test, the average of students' score in cycle 2 was 82,43. Besides, the achievement percentage was 86%. In other words, the cycle 2 was successful because the researcher not only uses timed repeated reading in whilst-reading activity. But also gives additional activities in whilst-reading activity. The researcher asked the students to make a list for some difficult words then check the meaning of them from their dictionary.

And many previous studies have been conducted and show that Timed repeated reading method can affect the students reading comprehension. For example the first study conducted by Anna C-S Chang

and Sonia Millet (2013)¹⁹. Their research is about improving reading rates and comprehension through timed repeated reading. This study use experimental and the result of using timed repeated reading strategy significantly affected the students reading comprehension. The second study was conducted by Anna C-S Chang (2012)²⁰. Their research about improving reading rate activities for EFL students: Timed reading and repeated oral reading. This study use experimental and the result of using timed repeated reading strategy could significantly improve students reading comprehension skill.

In conclusion, the implementation of Timed Repeated Reading helped the students to comprehend or understand the text, since most of them could answer the questions given by the researcher. Besides, Timed Repeated Reading also can improve the criterion of minimum completion or *kriteria ketuntasan minimal* (KKM) in reading skill. It can be known from the result of the score test. The score tests of the students are increased 21% from 65% (15 students out of 23) in cycle 1 to 86% (20 students out of 23) in cycle 2. Thus, the implementation of Timed Repeated Reading to improve the second-grade students' reading comprehension skill of MTS Miftahul Huda Silir was successful.

¹⁹ Anna C-S Chang and Sonia Millet, *improving reading rates and comprehension through timed repeated reading*, reading in a foreign language 1, October 2013, Volume 25 No.22

²⁰ Anna C-S Chang , *improving reading rate activities for EFL students: Timed reading and repeated oral reading*, reading in a foreign language 1, April 2012, Volume 24 No.1

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, after finishing the whole steps of CAR, the researcher presented the conclusion of the research to answer the statement of problem and the suggestion for the English teacher, the students and the next researcher

A. Conclusion

Based on the research carryout in second - grade at MTs Miftahul Huda in the academic 2014/2015, it is concluded that Timed Repeated Reading is effective to enhance the students' reading descriptive. It refers to the following information: The researcher gives explanation about Timed Repeated Reading before reading for general comprehension. After the researcher introducing the topic of the material and asking some questions related to the topic being discussed. Then the researcher distributed reading passage to the students.

After that the researcher asked the students to look for the difficult words from the passage given to the students. The researcher gave 10 minutes to make a list for some difficult words and check the meaning of them from their dictionary. Then the researcher asked the students to read and reread the passage, each passage was read five

times, and student answered comprehension questions after the first and the fifth reading.

Related to the achievement data, there are some progressions of students' score from pre cycle test to the post cycle test of the two cycles. In conclusion, the implementation of Timed Repeated Reading helped the students to comprehend or understand the text, since most of them could answer the questions given by the researcher. Besides, Timed Repeated Reading also can improve the criterion of minimum completion or *kriteria ketuntasan minimal* (KKM) in reading skill. It can be known for the result of the score test. The score tests of the students are increased from 65% (15 students out of 23) in cycle 1 to 86% (20 students out of 23) in cycle 2. Thus, the implementation of Timed Repeated Reading to improve the second-grade students' reading comprehension skill of MTS Miftahul Huda Silir was successful.

B. Suggestion

There are some suggestions especially for teachers, students and the next researchers. In order to improve their ability in reading comprehension

1. To the teacher

Teachers are expected to use timed repeated reading as a teaching media. Especially in teaching reading descriptive comprehension because by using timed repeated reading, the students' reading result are very good. Before the test will be held, the students need stimulate to open their mind. For example give the easy question and make the students answer as fast as possible and give the additional score or door prize so it will make the students try to compete in answers the question.

2. The students

The students will feel enjoy during learning process by using this timed repeated reading ,students who don't understands the words must read and read until they understand and know the meaning.

3. For the next researcher

For the next researcher, the researcher has suggestion that this activity should be conducted in other schools to get more benefit of the result of this method. The researcher also hopes that there will be many researchers, who explore timed repeated reading in teaching English, especially in reading comprehension.