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READING FLUENCY PROFILE OF THREE STUDENTS AT THE FIRST GRADE OF *SMA NEGERI 4 CIREBON*

A THESIS

Submitted to the English Education Departement
of *Tarbiyah* and Teaching Science Faculty of *Syekh Nurjati*
State Institute for Islamic Studies in Partial Fulfilment of the Requirements
for Undergraduate Degree in English Education (S.Pd.I)



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CIREBON
2014 M/1435 H**



ABSTRACT

ASIH KURNIASIH. 1410130004. READING FLUENCY PROFILE OF THREE STUDENTS AT THE FIRST GRADE OF SMA NEGERI 4 CIREBON.

The aims of this research are: 1) to describe the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*, 2) to describe the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*, and 3) to describe the factors inhibit students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*.

This research is designed as descriptive qualitative. Convenience sampling technique is used to collect and select the sources of data. Based on this technique, the three students of class X MA 5 are chosen as participants in this research. The data is taken by the activities of observation, interview and documentation to the participants. The result of those activities become the primary sources of data. Besides, some theories from books, journals, other researcher and so on become the secondary sources of data in this research.

The result shows that the students are various in the level of accuracy. Sometimes, the students are categorized as frustration level, instructional level or independent level. Frustration level means that the students will find difficulties when they read, even with assistance. Instructional level means that the students are able to read the assessment text or other text of similar difficulty with some assistance, usually provided by a teacher or parent and independent level means that the students are able to read the assessment text or other text of similar difficulty without assistance. In the aspect of automaticity, the students are categorized as progressing adequately but it may be at risk in their reading fluency development. In the aspect of prosody, the students show different level of fluency. Sometimes, they are in the level of good progres of fluency but sometimes they are not in the level of good progress of fluency. In the aspect of comprehension, two students are categorized as instructional level of comprehension. It means that the students are able to read the assessment text or other text of similar difficulty with some assistance, usually provided by a teacher or parent. While, other student is categorized as independent level of comprehension. It means that the student is able to read the assessment text or other text of similar difficulty without assistance.

At the first step of reading process, the students begin it by looking at the texts to predict what the texts are about. Then, during the reading process, the students show different processes. After reading, the students answered questions which provided by the researcher. Generally, the students get difficulties in reading. It caused by some factors such as language and metalinguistic problem especially lacking of vocabulary mastery, lacking of pronunciation knowledge, and lacking of syntactical awareness. Besides, lacking of reading practice which relates to the students' motivation and teaching method also become important factors inhibit students' reading fluency.

Key words: reading, fluency, students



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RATIFICATION

This thesis which is entitled "Reading Fluency Profile of Three Students at the First Grade of *SMA Negeri 4 Cirebon*" written by Asih Kurniasih, registration's number 1410130004 has been examined on August 8th, 2014. It has been recognized as one of requirements for Undergraduate Degree (S.Pd.I) in English Education Department of *Tarbiyah* and Teaching Science Faculty of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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CHAPTER I INTRODUCTION

This chapter talks about some introductory points such as background of the research, identification of the research, delimitation of the research, questions of the research, aims of the research, significance of the research, theoretical foundation, methodology of the research (the objective of the research, the place and time of the research, the method of the research, the sources of data, the techniques of collecting data such as observation, interview and documentation, the techniques of analyzing data), and previous studies.

1.1 Background of the Research

SMA Negeri 4 Cirebon is one of many favourite schools in Cirebon city. It locates on Perjuangan Street No. 01 Cirebon. In this school, the researcher had been conducting practice of teaching English for two months, especially at the first grade. It is started from January 6th, 2014 until March 6th, 2014.

From those activities, the researcher found a problem that is many students (especially at class X MA 5) get difficulties in reading an English text. It is proved when the researcher gave instructions to the students to read some English texts, they had difficulty in pronouncing words correctly, recognizing words quickly and expressing it properly. In addition, they got difficulties in determining the meaning of the text which they read.

As example, the researcher had given a daily test for students (its are about form, future tense and advertisement materials). The type of the questions were multiple choice and essay. After correcting the students' daily test, the researcher found that many students got low scores because they wrote incorrect answer on their daily test paper.

They felt unable to grasp the meaning of each question, so they made many mistakes on their answers. A week later, the researcher discussed the students' daily test in the classroom. Each student got opportunity to read the question of the daily test. The researcher listened when the students read the text, then the researcher found that they got difficulties in decoding words. It proves that the students got difficulties not only in the process of decoding words but also in the process of comprehending words. This case may indicates that the students lack of fluency in their reading.

Factually, the main focus of teaching and learning reading at general school in Indonesia (including *SMA Negeri 4 Cirebon*) is on the aspect of accuracy in reading comprehension. It is because the essential purpose of reading activity is to get informations from the text which have been read. Students at the high school level are considered as advance English language learners, of course they are expected to master the ability to read accurately and understand of what have been read well, especially for preparing of National Examination activities. Therefore, the teachers usually use some strategies in order to make the students understand how to read effectively and efficiently without producing sounds (oral reading). In other word, the teachers more focus on teaching students to read accurately than fluently.

In other side, however the facts show that teaching reading at general school in Indonesia more focus on the aspect of accuracy rather than fluency, but it does not mean that fluency is not important to be taught or to be learnt by the students. It is because the researcher assumes that some students may be interested in the English communication area such as broadcast field or literature field. The students may have a talent or an ambition to get success in the area of broadcast or literature. These area of course involve students' ability in reading fluency. Therefore, the researcher wants to know in depth about the students' readiness in English communication by conducting research on the area of reading fluency.

Although fluency is generally known as an elementary grade issue, but it could still be an issue in the reading difficulties experienced by large numbers of students beyond the elementary grades such as middle or high school students (Rasinski, et al. in Journal of Adolescen and Adult Literacy, 2005: 23). At the end of that journal, Rasinski, et al. (2005: 27) state that fluency needs to be a concern for teachers at all grade levels, not only teachers of beginning readers. Even in the finding, Rasinski, et al. (2005: 22) mention that reading fluency is a significant variable in secondary students' reading and overall academic development. Besides, fluency is important because it is a key component in aiding comprehension (Wright, 2011: 2)

Because of that, the researcher decides to conduct a research entitled "Reading Fluency Profile of Three Students at the First Grade of *SMA Negeri 4 Cirebon*." In this case, the researcher observes the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*, the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon* and the factors inhibit students' reading fluency at the first grade of



SMA Negeri 4 Cirebon. These useful to answer the researcher's curiosity about "How is the reading fluency profile of three students at the first grade of *SMA Negeri 4 Cirebon*?".

1.2 Identification of the Research

Identification of the research relates to the problems that are possible to be researched, especially on the reading fluency area such as:

- a. How is the way of students in learning reading fluency at class?
- b. How is the way of students in learning reading fluency outside class?
- c. What does skilled reading fluency involve?
- d. What are the causes of reading disabilities?
- e. How is the level of students' reading fluency?
- f. How is the process of students' reading fluency?
- g. What factors inhibit students' reading fluency?
- h. How are the English teacher's efforts to overcome students' difficulties in reading fluency?
- j. What are the effective strategies for teaching reading fluency?
- j. What are the principles of intervention in teaching reading for fluency?
- k. What are the role of parents in the students' reading development?

1.3 Delimitation of the Research

This research is focused on the reading fluency area. "Reading fluency is defined as the ability to decode and comprehend text at the same time" (NICHHD, 2000; Samuels, 2006 in Wilger, 2008: 2). This definition has been expanded from the previous concept which focused only on the word recognition (Harris & Hodges, 1995 in Wilger, 2008: 2). In this case, the researcher limits this research into three main points. Firstly, the researcher observes the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*. Secondly, the researcher observes the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*. Thirdly, the researcher finds out the factors inhibit students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*.

Therefore, the researcher focuses on some major elements of reading fluency such as accuracy, automaticity and prosody (Wilger, 2008: 2). Besides, there is little discussion about comprehension. It is because fluency is thought as a bridge from word decoding to comprehension (Rasinski, 2004: 3).



In conducting this research, the researcher chooses the specific participants. They are the students of *SMA Negeri 4 Cirebon* at the first grade, especially three students of class X MA 5. The choosing students is based on convenience sampling technique and their English teacher suggestion. The time to conduct this research is three months. It is started from the beginning of April 2014 until the beginning of July 2014.

1.4 Questions of the Research

The researcher has some research questions, those are:

- a. How is the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*?
- b. How is the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*?
- c. What factors inhibit students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*?

1.5 Aims of the Research

The aims of this research are:

- a. to describe the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*.
- b. to describe the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*.
- c. to describe the factors inhibit students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*.

1.6 Significance of the Research

In some cases, fluency is considered as unimportant aspect in learning reading at the level of advance English learners, especially high school students. Besides, many teachers only focuses on students' reading accuracy than students' reading fluency. Whereas, fluency is important also to be taught at class. Because fluency is the key component in aiding comprehension (Wright, 2011: 2).

The topic of accuracy and fluency has been a controversial issue that has been discussed for many years. Accuracy relates to the students' ability in reading then understanding the text structurally or grammatically. It is about correct or incorrect in



reading and understanding the text. While, fluency relates to the students's ability in using the text for communication.

Actually, both of them are important in students' reading skill development. Because of that in the recent concept, accuracy becomes a part or an aspect of reading fluency as mentioned in this definition that reading fluency is the ability to decode and comprehend text at the same time (NICHHD, 2000; Samuels, 2006 in Wilger, 2008: 2). This definition has been expanded from the previous time, which focused only on word recognition (Harris & Hodges, 1995 in Wilger, 2008: 2). By this, it is known that reading fluency not only relate to the surface aspect of reading such as word recognition which can be known by oral reading technique but also to the deep aspect of reading such as comprehension which can be assessed by reading comprehension questions.

Fluency is important not only in the level of elementary students but also in the middle or high school students. It is proved that many students at high school level find some difficulties in their reading fluency as mentioned in this research background above. Fluency is said to be the bridge between word recognition and comprehension (Vaughn & Linan-Thompson, 2004 in Denton, et al., 2007: 221). From those statements, it can be said that to get comprehension in reading, students need to make fluent their reading. Fluent here means their reading should be accurate, quick and uses proper expression. Wilger (2008: 2) has the same idea with this. So, it proves that this area is important to be researched.

The significance of this research is also shown from the usefulness of it. For researcher, this research is useful as a requirement of Undergraduate Degree in English Education. Besides, this research can increase the researcher's knowledge about students' problem in reading, especially in the aspect of fluency. For school, this research is useful as evaluation work of English teacher in teaching reading. Besides, this research helps students in diagnosing their reading skill. For next researcher, this research is useful for literature review in the future research on the same area.

1.7 Theoretical Foundation

Reading is the process of readers to get messages from the writers in the written materials (Tarigan, 2008: 7). In other definition, reading is bringing meaning to and getting meaning from printed or written material (Finochiaro&Bonomo, 1973: 119 in Tarigan, 2008: 9). Reading is a skill set that involves making sense and deriving meaning



from the printed word (Linse, 2005: 69). From those definitions, it is known that the goal of reading is to get informations by understanding of what have been read.

Reading is important and useful in language acquisition. Harmer (2007: 99) mentioned that many reasons why reading is important for us, especially for students. First, students who oftenly read the text will get more understanding of what have been read. Second, students' vocabulary knowledge will increase by reading. Third, students can have good models of their writing by reading. Last, good reading texts can introduce interesting topics which stimulate discussion, excite and imaginative responses and fascinating lessons.

Generally, reading is the complex activities which involve many skills, especially two major skills such as mechanical and comprehension. Mechanical skill refers to the ability of readers to recognize words by decoding process. While comprehension skill refers to the ability of readers to construct meaning from the text. To bridge those major skills, we need fluency in reading.

Reading fluency is the ability to decode and comprehend text at the same time (NICHD, 2000; Samuels, 2006 in Wilger, 2008: 2). This definition has been expanded from the previous time, which focused only on word recognition (Harris & Hodges, 1995 in Wilger, 2008: 2). By this, it is known that reading fluency not only relate to the surface aspect of reading such as word recognition but also to the deep aspect of reading such as comprehension. Rasinski (2011: 3) states that reading fluency may be helpful to be thought as a bridge from word decoding to comprehension. Even, Wrigth (2011: 2) said that "fluency is the key component in aiding comprehension". It means that someone with lacks of fluency will get difficulties in its comprehension.

By the publication of the report from the National Reading Panel (National Institute for Child Health and Human Development [NICHD] 2000), reading fluency is more recognized as a key element in successful reading programs in the elementary grades. Although fluency is generally known as an elementary grade issue, but it could be still be an issue in the reading difficulties experienced by large numbers of students beyond the elementary grades such as high school students.

Rasinski, et al. have same idea with this statement (in Journal of Adolescen and Adult Literacy, 2005: 23). At the end of that journal, Rasinski, et al. (2005: 27) state that fluency needs to be a concern for teachers at all grade levels, not only teachers of beginning readers. Even in the finding, Rasinski, et al. (2005: 22) mention that reading



fluency is a significant variable in secondary students' reading and overall academic development.

Because of reading fluency is defined as the ability to decode and comprehend text at the same time, so there are four elements in reading fluency. Those are accuracy, automaticity, prosody and comprehension.

1. Accuracy

Wilger (2008: 2) states that accuracy refers to the ability to correctly generate a phonological representation of each word. In other definition, accuracy is the ability of readers to decode words accurately (Rasinski, 2011: 5). Skills required for accuracy include alphabetic principles, the ability to blend sounds, the ability to use cues to identify words in text, and a large sight-word vocabulary of high-frequency words (Torgesen & Hudson, 2006 in Wilger 2008: 2).

Alphabetic principles are the key of successful learning in reading and spelling (Byrne, 1998; Ehri 1998; McGuinness, 1998 in Westwood 2001: 7). Then Westwood (2001: 7) determines that alphabetic principles relate to the ability to analyze words into phonemes, an understanding that phonemes occur in all words, knowledge of which letter symbols represent which phoneme and awareness that there is a fairly consistent relationship between each phoneme and letter across all position in a word.

For making clear the principles above, it needs to differ between word, letter, and phoneme. According to Oxford Learner's Pocket Dictionary (2011: 253): "Letter is written or printed sign representing a sound". Letter has many types in the world, and one of the famous letter is Latin letter such as *A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z*. According to Oxford Learner's Dictionary Online, phoneme is any one of the set of smallest units of speech in a language that distinguish one word from another.

Here are the phonemes from International Phonetic Alphabet (IPA) such as /p/, /b/, /t/, /d/, /k/, /g/, / ɟ /, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /l/, /r/, /j/, /w/ for consonants and /i:/, /i/, /ɪ/, /e/, /æ/, /a:/, /ə/, /ɔ:/, /ʊ/, /u:/, /ʌ/, / ɜ:/, /ə/, /eɪ/, /aɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/ for vowels. While According to Oxford Learner's Pocket Dictionary (2011: 513): "Word is written or spoken unit of language". From those definition, it is said that word is formed from the unity of letters and phonemes.



Another skill is required in accuracy is the ability to blend sounds. It refers to the phonic skill. Westwood (2001: 7) defines phonic skill as the ability to apply knowledge of letter-sound relationships to read and spell words. Phonic skill represents the most powerful tool to help students become independent readers (Rubin, 2000; Strickland, 1998 in Westwood, 2001: 7). Gunning (2001) in Westwood (2001: 8) states that teaching letter groups is very effective because it is the way of students try to decode words naturally. It is also argued by Moustafa (2000) in Westwood (2001: 8) that the recognition of letter groups facilitate students' future ability to make analogies between familiar and unfamiliar words.

The accurate readers are also have to master the ability to use cues to identify words in text such as alphabetic cues, syntactic cues and semantic cues. Alphabetic cues is a strategy that can help readers if the words are not supported by context or by the sentence structure. To master alphabetic cues, the readers have to learn more about phonics. Syntactic cues are useful to help the readers to predict or recognize words by using the knowledge of sentence structure and grammar. While semantic cues are useful to help the readers to understand about the context beyond the words (Westwood, 2001: 18).

Besides, the accurate readers should have the ability of sighting vocabulary. Sighting vocabulary refers to the ability of readers to recognize word without effort (Westwood, 2001: 73). It will grow with increasing reading experience (Westwood, 2001: 9). Therefore readers have to increase their frequency in reading when they want to get high sight of vocabulary. Even, Thomson (1999) in Westwood (2001: 9) states that: "Increasing children's reservoir of sight word aids the development of overall automaticity in processing print".

2. Automaticity

Wilger (2008: 2) states that automaticity refers to the ability to recognize words automatically with little cognitive effort or attention. In other definition, automaticity is the ability of readers to decode words with minimal use of attentional resources (Rasinski, 2011: 5). Automaticity relates to the four characteristics such as speed, effortlessness, autonomy, and lack of conscious awareness (Breznitz, 2006: 36).

The theory of automaticity in reading suggests that proficient word decoding occurs when readers move beyond conscious, accurate decoding to automatic decoding (La Berge & Samuels, 1974; Samuels, 2002; Stanovic, 1991 in Rasinski,



2011: 3). At this level, readers can decode words with minimal effort. Readers can recognize words accurately on sight and it is useful for making the readers more understand or construct meaning from text which has been read. Automaticity relates to the speed of reading or pace. It will increase if the readers practice reading text as much as possible.

3. Prosody

Wilger (2008: 2) states that prosody 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. In other definition, prosody is the ability of readers to appropriately use phrasing and expression (Rasinski, 2011: 5). Prosody is a suprasegmental phonology which discuss syllable word or phrase (Finegan, et al., 2000: 62). Phrase is group of words without a finite verb especially one that form of a sentence (Oxford Lerner's Pocket Dictionary, 2011: 329). While, phrasing is the manner of forming phrases (Thesaurus Dictionary Online). In the scope of phrase, there are rhythm and intonation.

Finegan, et al. (2000: 62) states that "Rhythm is a matter of timing within the sentence". It means that rhythm relates to the strong and weak beats or stresses. They add that stress can occur at two level, the first is at the word and the second is at the sentence. Word stresses are predictable and we can check it on the dictionary. But sentence stresses are not predictable because its depend on the important information that is intended by the speaker or the writer.

Finegan, et al. (2000: 62) states that "Intonation is the pattern of pitch or tone that a language places on a sentence". It means that intonation relates to the rising and falling the voice in oral language. Informative sentence usually uses falling intonation while question sentence usually uses rising intonation. For example: "No." shows providing information but "No?" shows seeking a response.

In tone aspect, there are melody or tune. Here are the kinds of melody or tune in language (Finegan, et al., 2000: 64). The first is fall tune. It indicates a statement or declaration, for example: "She is sleeping now." The second is rise tune. It indicates a response is required, for example: "Are they going now?".

The third is low-rise tune. It indicates that the utterance is in some way incomplete, for example: "one...two...three...". The fourth is fall-rise tune. It indicates



uncertainty, for example: “I’m not sure...”. The last is rise-fall tune. It indicates complete certainty and sureness of purpose, for example: “Of course!”.

4. Comprehension

Comprehension refers to the process of searching for and making meaning in what readers read (Gambrell & Dromsky, 2000 in Westwood, 2001: 10). Reading comprehension involves complex intellectual process of abilities (Rubin, 2000: 171 in Westwood, 2001: 10). It means that readers must use the information that already acquired to filter, interpret, organize and establish relationship with new information on the page.

Teaching students to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process (Linse, 2005: 71). The comprehenders usually use some cognitive processes when they read as mentioned by Westwood (2001: 10) such as making questions to themselves and seek the answer in the text, generate visual images when reading, summarize the main points in a key paragraph, reflect and consider the importance of what they have read.

Readers who understand of what have been read will more easy to predict, infer and make connections between the text. Reading comprehension is divided into four level, those are literal level, inferential level, critical level and creative level (Smith, 1969 in Westwood, 2001: 21). Literal level refers to the ability of readers to understand about the facts or explicit informations from the text. Inferential level refers to the ability of readers to understand the informations beyond the text or to draw conclusion from the text. Critical level refers to the ability of readers to assess the good sense of what has been read. Creative level refers to the ability of readers to develop new ideas from the text what has been read.

Here are some strategic approaches in reading comprehension according to Westwood (2001: 22) such as previewing and overviewing what has been read, self questioning, reading some section of text deeply and skim other sections, identifying main ideas, ignoring redundant information, rehearsing information that want to recall later, rereading difficult or important sections and summarising the main points and relevant detail.

Reading comprehension is influenced by many factors such as readers’ motivation, interest, vocabulary mastery, general knowledge, specific knowledge of the subject, word identification skill, reasoning ability, use of effective strategies to



identify main idea and supporting details and an appreciation of text structure (Torgesen, 2000 in Westwood, 2001: 23). Besides, lacking of fluency also influences reading comprehension of readers. For example, slow reading which is caused by inefficient decoding words seriously impairs the understanding of the text (Carver, 2000 in Westwood 2001: 23), while fluent reading normally enhances it (Teale & Yokota, 2000 in Westwood, 2001: 23).

Rasinski (2011: 4) states: “The ability to measure students’ level of achievement in fluency and monitor their progress is key to successful fluency teaching”. It means that teachers should know how to measure the students’ achievement in reading by effective assessment. In this case, there are two important points in assessing reading fluency according to Rasinski (2011: 5).

Firstly, the assessment must be reliable and valid. Reliable assessment here means the results will provide consistent fluency measurement and will not vary because of imperfections in the assessment itself. While valid assessment here means the assessments actually measure reading fluency. Secondly, the assessment must be efficient in administration, scoring and interpretation. It means that the assessment should be quick and easy to use, especially by teachers.

For assessing accuracy and automaticity, Rasinski (2011: 6) suggests teachers to use Curriculum Based Measurement (CBM) as efficient reading fluency assessment because the CBM only takes 60 seconds. For assessing prosody, teachers can use multidimensional fluency scale (*see appendix 16*).

Practically, there are three steps in the reading process such as pre-reading, during-reading and post-reading (Westwood, 2001: 58-59). Pre-reading prepares the readers to enter the text with some clear purpose and a plan of action in mind. It involves some activities such as introducing vocabulary, predicting the topic of the text, activating prior knowledge and getting student’s interest of the text before the reading section is done.

During-reading is the actual reading of the text. The readers should make sense and connections of the text, compare and contrast information, react critically, check for understanding and highlight main ideas. Therefore, the readers should also use comprehension strategies in this step. While, post-reading involves the activities after reading section such as summarizing the text, retelling the text, or answering the



questions relate to the reading text. It relates also to the critical reflection and evaluation after reading.

There are two major aspects in the reading process that have to be mastered if the students want to become a competent reader, those are word identification strategies and comprehension strategies (Pressley, 1998 in Westwood, 2001: 13). Word identification and comprehension share a reciprocal relationship. It means that rapid word identification supports understanding, and reading with understanding promotes speed and fluency in processing print (Rayner, Rayner & Pollatsek, 1995 in Westwood 2001: 13). Comprehension strategies have been explained in the previous page.

Word identification strategies involve accurate word identification, eye movements, stages in word identification and some suggestions for recognizing words. For accurate word identification, it has been discussed in the previous page. Eye movements have significant role in the reading process. It is because the eye movement relates to the process of receiving stimulus from written materials to be proceed in the brain (Tampubolon, 2008: 16). It is convided by the research confirmation that a good reader engages in very careful and systematic visual processing of print (Westwood, 2001: 15). So, the readers' eye do not skip around the page to sample for meaning and look for contextual cues.

It suggests that we have to read not by guessing but read carefully to identify words on page (Dymock & Nicholson 1999; Harrison 1996; Rayner 1997 in Westwood, 2001: 15). This visual processing will be better, even become amazing speed and efficient if the readers do reading practice as much as possible. Therefore, this is the challenge for teacher to help the students become more rapid and automatic in word identification.

Westwood (2001: 19) explains that there are three stages in word identification development. Those are logographic stage, alphabetic stage and orthographic stage. In logographic stage, word is recognized from their general appearance. It means that word is remembered as letters pattern and sometimes from idiosyncratic visual features such as word length or size and style of it.

In alphabetic stage, word is recognized from its correspondences between letter and sound. This stage relates to the phonemic awareness of students. Phonemic awareness is the understanding that spoken words can be broken into smaller units of



sound (Westwood, 2001: 19). In orthographic stage, word is recognized by attending to larger clusters of letters such as suffixes, prefixes, roots and so on that represent meaningful unit.

Here are some suggestions for recognizing words which is delivered by Westwood (2001: 16) such as retrieving word from memory, sounding out the letters and blending the phonemes to produce the word, recognizing and pronouncing a group of letters representing a known spelling pattern or pronounceable unit within a word, comparing the word with a known word, and using context to predict the word.

The difficulties of students in reading may because of many factors. As Westwood (2001: 26-33) explained in his book that there are some possible causes of reading difficulty such as teachers' perception, teaching methods, affective factors, language and metalinguistic problems, phonological processing problems, text processing problems and dyslexia.

a. Teachers' Perception

Teachers' perception is one of the cause of students' reading difficulty. The teachers may know that students have problem in reading aspect but they do not know exactly why it happens. Teachers often assume that the cause of students' difficulties because of the students themselves or their family background (Cheng, 1998; Westwood, 1995 in Westwood, 2001: 26).

Some teachers believe that the problem is because of students lack of attitude, motivation and support from their environment at home (Westwood, 2001: 26). So, the students become victim from this perception. Whereas, teachers should investigate what really happens with their students. Then, they can help students to solve their problems correctly.

b. Teaching Methods

McGuinness (1998: 220) in Westwood (2001: 26) states that the students' failure in learning reading is because of uncorrect teaching. It means that teaching strategies become the factor that cause of students' reading difficulties. Teachers may be want to help students to increase their ability in reading, but the education curriculum is not support it. Therefore, there is no sufficient explicit teaching of the essential knowledge and skills necessary to decode print (Harris & Graham, 1996; Kameenui & Simmons, 1999 in Westwood, 2001: 27).



The appropriate teaching methods are really needed to make the students success from the beginning of learning reading. It will increase their confidence in the future. There are some specific teaching method according to Westwood (2001: 51-66) such as Shared Book Experience, Language Experience Approach, Cloze Procedure, Guided Reading, Directed Reading-Thinking Activity, K-W-L strategy, 3H Strategy, PQRS Reading Strategy, Reciprocal Teaching (RT), Repeated Reading Strategy, 3P Strategy and Silent Sustained Reading.

c. Affective Factors

Affect refers to the human's emotion or feeling. The affective factor is the emotional factor of human behaviour and it may be juxtaposed to the cognitive side (Brown, 2000: 143). This factor relates to the students' motivation. Motivation is important in the whole aspect of learning, including learning reading. Lacking of motivation will cause the students' difficulties in reading. Even if the students have ever failed repeatedly in their reading development, they will be believe that they are incapable of success, then they lose confidence and motivation to learn more (Rasinski & Padak, 2000 in Westwood, 2001: 27).

The students will assume that reading is too difficult, even with many efforts from teachers to help them. They become passive and dependent students who do not want to take a risk and need many assistance in every step (Graves, Juel & Graves, 1998 in Westwood, 2001: 28). In this case, the role of teacher is really needed to help them to increase their motivation in reading in order to make them more confidence than before in learning English especially in the aspect of reading fluency.

d. Language and Metalinguistic Problems

Westwood (2001: 29) mentions some categories that indicate language and metalinguistic problem, such as restricted vocabulary, poor syntactical awareness, memory limitation for verbal material, rapid naming difficulty and weak of listening comprehension. All of the factors have negative impact to the students' reading fluency and comprehension development (Torgesen, 2000 in Westwood, 2001: 29).



Restricted vocabulary can be solved by learning more about vocabulary. In learning vocabulary, teachers can teach pronunciation, spelling, grammar, collocation, word meaning, meaning relationship and word formation (Ur, 2009: 60-62). Poor syntactical awareness can be solved by learning about sentence structures like sentence part, sentence types, phrase and so on (Finegan, et al., 2000: 117).

Memory limitation can be develop by training the students' brain by using memorization technique. Rapid naming difficulty can be solved by learning word identification and weak of listening comprehension can be solved by encourage and fasilitate students to listen as often as possible about English (Harmer, 2007: 135).

e. Phonological Processing Problems

Phonological processing problems relate to the ability of students to get phonemic awareness. Phonemic awareness is the basis of understanding alphabet code and phonic skill (Westwood, 2001: 30). To develop students' phonological skill, teachers can use oral language technique and games or exercices which focus on attending to speech sounds (Guppy & Hughes, 1999 in Westwood, 2001: 67). Castle (1999) in Westwood (2001: 68) suggests that teachers should concern about identification of initial and final sounds in spoken words, segmenting words into sounds and blending sounds to make words.

f. Text Processing Problems

Text processing problems relate to the students' comprehending of the text which have been read (Westwood, 2001: 32). The difficulty of students in comprehending the text can cause of some factors such as their reading condition and readability of the text. Reading condition includes the purpose of reading, information focus and reading materials (Tampubolon, 2008: 210).

According to Linsen, (2005: 72), there are two purposes of reading. The first is reading for pleasure and the second is reading for information. All aspects in reading condition relate to each other, for example if the purpose of reading is for study of course the reader will choose non fiction materials to be read and concentrate to comprehend each information from the text better than if the purpose of reading is just for pleasure.



While, readability of text includes the difficulty level of texts and its appropriateness to the students (Tampubolon, 2008: 213). It can be measured by some formulations such as Spache, Smog or Cloze test (Rye, 1982: 13-20 in Tampubolon, 2008: 213). Those formulations are also available by online. Therefore, it makes easy to measure the readability of text without manual calculation.

g. Dislexia

Previously, the term dislexia refers to the condition where the students learn differently from others whose reading difficulty derives from their low intellegencies (Shapiro, 1998: 22 in Westwood, 2001: 33). But, currently the term dislexia also applied to a severe or chronic form of reading diffulty found in students with normal intellegencies and sometimes high intellegencies (Westwood, 2001: 34). As Hoein and Lundberg said in Westwood (2001: 35) that children of any intellectual level can be dislexic. This perspective is different from the traditional definition of dislexia.

In this case, the students encounter major difficulty in learning to read, write and spell, even with efficient teaching strategies and supported from their environment at home (Westwood, 2001: 34). Hallahan and Kauffman (2000) in Westwood (2001: 34) called this case as an enigma because they have no intellectual impairments but they get major difficulty in literacy aspects. So, there is no obvious reason for their difficulties.

1.8 Methodology of the Research

1.8.1 The Objective of the Research

The objective of this research is to describe the reading fluency profile of three students at the first grade of *SMA Negeri 4 Cirebon*.

1.8.2 The Place and Time of the Research

The place of this research is in *SMA Negeri 4 Cirebon*. It locates on Perjuangan Street No. 01 Cirebon. The reason for choosing this place is because this school is famous as one of the favourite school in Cirebon City. Because of that, the researcher is interested in conducting research there. Besides, the researcher had been practicing of teaching English at the first grade for two months, and found some problems there. Of course, the researcher need data from this





school. The researcher also have known enough about the school condition and regulation. Therefore, it will make this research easier to be conducted.

This research is conducted in three months. It is started from the beginning of April 2014 until the beginning of July 2014. The reason for choosing the time is because the schedule for conducting research to fulfill the requirements for Undergraduate Degree in English Education starts after the Practice of Teaching English activities at school finished. All of those activities had finished by the end of March 2014. Then, the researcher starts to focus on doing this research. The detail time of this research is as follows:

Table 1.1
Research Timeline

No.	Time	Activities
1.	5 th April 2014	Receiving the answer of research approval letter
2.	14 th May 2014	Reviewing instruments of the research to English teacher
3.	16 th May 2014	Trying out reading test 1
4.	17 th May 2014	Trying out reading test 2
5.	19 th May 2014	Trying out reading test 3
6.	23 rd May 2014	Trying to record students' reading test 1 to students 1-3 and interview
7.	26 th May 2014	Retrying out invalid instruments
8.	29 th May 2014	Recording students' reading test 1-3 to student 1 and interview
9.	30 th May 2014	Reinterviewing to student 1, recording students' reading test 1-3 to student 2, recording students' reading test 2-3 to student 3, and interviewing to students 2 and 3.
10.	11 th June 2014	Giving reading fluency rubric to English teacher
11.	21 st June 2014	Receiving the result of students' reading fluency analysis and some documentations from English teacher
12.	22 nd June 2014	Interviewing English teacher
13.	23 rd June 2014	Interviewing to student 1
14.	5 th July 2014	Interviewing to student 2 and 3

1.8.3 The Method of the Research

This research uses qualitative research approach. Qualitative research approach seeks to understand human and social behaviour from the insider's perspective of participants in a particular social setting (Ary et al., 2010: 449). The design of this research is descriptive. Syamsuddin et al. (2011: 24) state that research by using descriptive method has purpose to explain the exist phenomenon

by using numbers to categorize individual or group characteristics. This descriptive research assesses characteristic from appear conditions. The purpose of descriptive research is limited to describe characteristics of something naturally.

Those statements are suitable to the aims of this research, those are to describe the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*, to describe the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon* and the factors inhibit students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*. All of them will be described naturally. By using the qualitative research approach with descriptive design, the researcher will present the result of this research by description in the form of words in detail. Ary et al. (2010: 454) have the same idea with that statement.

1.8.4 The Sources of Data

In conducting this research, the researcher chooses the result of observation, interview and documentation as primary data sources. All of those activities will be done in the scope of students at *SMA Negeri 4 Cirebon* grade X. It is because of *SMA Negeri 4 Cirebon* has nine class in grade X, while the time and cost to conduct this research is limited, therefore the researcher limits the participants of the research by using sampling technique. It is reinforced by the statement of Ary et al. (2010: 472) as below:

Sampling is important in qualitative research just as it is in quantitative research. Qualitative researchers cannot observe everything about the group or site that might be relevant to the research problem, but they try to obtain a sample of observations believed to be representative of everything they could observe.

From those statements, the researcher can conclude that the researcher does not have to investigate all of students grade X at *SMA Negeri 4 Cirebon* to get research data. Therefore, the researcher need to take a sample. Because of the limitation of time and costs in doing this research, the researcher chooses non-probability sampling technique. Non-probability sampling is the sampling technique which does not afford any basis for estimating the probability of each item in the population to be included in the sample (Kothari, 2004: 59).

Based on the non-probability sampling technique, the researcher uses convenience sampling in this research. Convenience sampling is the technique of



choosing sampling based on availability, time, location or ease to access (Ary, et al., 2010: 473-474). In other definition, convenience sampling involves drawing samples that are both easily accessible and willing to participate in a study (Teddli & Yu in Journal of Mixed Method, 2007: 78). Convenience sampling is also known as grab, opportunity, accidental or haphazard sampling. By this method, the researcher uses subjects that are easy to reach. The advantages of this type of sampling are the availability and the quickness with which data can be gathered.

Based on this technique and some suggestion from the English teacher, the researcher chooses three students of grade X, especially at class Mathematic Natural Science 5 (X MA 5) as samples of this research. Actually, the class contains 35 students. But the researcher chooses three students only to be participants in this research because it will make this research easy to do, effective and efficient.

Besides, the reseacher uses secondary data sources to make complete and reinforce this research. In this case, the researcher uses some text books, thesis, journals, and so forth which relevant to this research problems. By these, the researcher believes that this research will be conducted well.

1.8.5 The Techniques of Collecting Data

a. Observation

The researcher uses participation observation. It is because the researcher is involved in some observation activities such as reading test simulation, recording to the students' reading and so on. In this case, the researcher conducts nine times of observation to three students of class X MA 5.

The aims of this observation are to know about the level of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon* and the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*. As instruments of observation, the researcher provides three kinds of reading text (recount, descriptive and narrative). Besides, the researcher uses field notes to record activities during observation.

b. Interview

Interview in qualitative research is important. It is used to gather data on subjects' opinion, beliefs and feelings about the situation in the participants own words (Ary et al., 2010: 480). In this research, the researcher conducts six times



of interview to three students of class X MA 5 to know in depth about the process of students' reading fluency at the first grade of *SMA Negeri 4 Cirebon* and factors inhibit students' reading fluency at the first grade of *SMA Negeri 4 Cirebon*. Besides, the researcher conducts twice of interview to English teacher to make sure and complete the research data.

c. Documentation

The term documents refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary et al., 2010: 482). In this case, the researcher collects nine videos of oral reading practice, nine field notes from observation activities, eight interview transcriptions, some photographs, and some data of students' achievement in semester 2.

The reasons for choosing this technique in collecting research data are: Firstly, it is always available and easy to get. Secondly, the accuracy of information is stable. Thirdly, it includes rich informations contextually. Syamsuddin et al. (2011: 108-109) has the same idea with these.

1.8.6 The Techniques of Analizing Data

Statistical analysis is not suitable on this qualitative research. Fraenkel et al. (2012: 436) state: "Data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information". Therefore, as the first step in analyzing this research data is reducing the unimportant data. Only the important data that will be proceed by the researcher.

After the data is clear, the next step is coding. Generally, coding is labels for assigning meaning to chunks of data (Fraenkel et al., 2012: 436). Coding here is usefull to make sense of the qualitative data through categorization, thematic analysis, or theory building. The last, the researcher will interpret it by description in detail.

1.9 Previous Studies

Actually, there are so many researches about reading fluency. But, this research is different from others. As comparation, the researcher provides some previous studies. The first research is from Wilger (2008). Wilger conducted brief research entitle "Reading Fluency: A Bridge from Decoding to Comprehension". In his research, Wilger



described definition of reading fluency, foundational skills of reading fluency, importance of reading fluency, how to assess reading fluency and instructional approaches to improve reading fluency. His research was published by Autoskill International Inc. Canada.

Wilger assumes that when fluent readers' read aloud, the sound is natural. Their reading will be accurate, quick and uses proper expression. Its are included the foundational skills of reading fluency. A key reason that fluency is viewed as a critical component of reading programs is that fluency is associated with reading outcomes, including comprehension. It proves the importance of reading fluency in the education area. In assessing reading fluency, Wilger states that accuracy can be calculated as words correct divided by the total number of words read (WCPM/Total). Rate is calculated by simply the number of words correctly in one minute (WCPM). Prosody is calculated by using multidimensional fluency rubric from Zutell and Rasinski (1991). In the last research, Wilger suggested some instructional approaches to improve reading fluency such as Repeated Oral Reading, Independent Reading, and Reading Fluency Intervention.

The second research is from Torgesen, et al. (2006). Their research entitle "Reading Fluency: Critical Issues for Struggling Readers". They investigated about reading fluency definition, factors most strongly influence oral reading rate in struggling reader, the answer of why fluency so difficult to remediate in older struggling readers, and other factors may limit fluency in children with reading difficulties. Their research was published by Florida State University.

In their opinion, fluent reading comprises three elements such as accuracy, rate and prosody. Accuracy refers to the ability to recognize or decode words correctly. Rate comprises both fluent identification of individual words and the speed and fluidity with which a reader moves through connected text. Prosody describe the rhythmic and tonal aspects of speech: the "music" of oral language. They mentioned that factors most strongly influence in oral reading rate are proportion of words in a passage that can be recognized by sight, variations in speed with which "sight words" are processed, speed of decoding processes used to identify unknown words (decoding fluency), use of context to speed word identification, speed with which word meanings are identified, speed with which overall meaning is constructed, and differences in the relative value a child places on speed versus accuracy in reading.



Although the students increase in fluency in an absolute sense (they become more fluent within passages of the same level of difficulty), the interventions do not bring the students to average levels of fluency for students their age, nor are students' percentile or standard scores for fluency nearly as high as they are for accuracy. It is the answer of why fluency so difficult to remediate in older struggling readers. They added that orthographic representation problems are as other factor may limit fluency in children with reading difficulties.

The third research is from Rasinski, et al. (2005). They investigated about "Is Reading Fluency a Key for Successful High School Reading?". They assumes that although fluency is generally known as an elementary grade issue, but it could be still be an issue in the reading difficulties experienced by large numbers of students beyond the elementary grades such as high school students. Therefore, fluency needs to be a concern for teachers at all grade levels, not only teachers of beginning readers. The findings of that research suggested that reading fluency is a significant variable in secondary students' reading and overall academic development. This research was published by Journal of Adolescent and Adult Literacy, year 2005.

The fourth research is from Chard, et al. (2002) entitle "A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities". The purpose of the research was to synthesize research on interventions that are designed primarily to build reading fluency for students with Learning Disabilities (LD). Their findings suggested that effective interventions for building fluency include an explicit model of fluent reading, multiple opportunities to repeatedly read familiar text independently and with corrective feedback, and established performance criteria for increasing text difficulty. This research was published by Journal of Learning Disabilities Volume 35 No.5 September/October 2002.





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