# The Effect of the Repeated Reading Method (RRM) on Teaching Narrative Text Reading Comprehension to Eighth-Grade Students at SMP Negeri 1 Tanah Abang Pali

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**Abstract.** The study's purpose is to assess "whether or not there is any significant advantage to using the Repeated Reading Method to eighth-grade students of SMP Negeri 1 Tanah Abang." As a result, The study's goal was to see if the repeated reading strategy had a significant impact on eighth-grade students' reading narrative material at SMP Negeri 1 Tanah Abang Pali. The sample size for this study was 62 students split into two groups: experimental and control. In this experiment, purposeful sampling was employed. In SPSS, the data was analysed using an independent sample t-test. For two-tailed analysis, the estimated t-value of 4.752 was significant at the p0.05 level, and the the degree of freedom (df) was 60, and the t-table was 2,000.

*Keywords:* Repeated Reading Method, Teaching, Narrative, Reading Comprehension.

## Introduction

Reading is one of the most significant skills in English, thus it should be included when assessing language abilities. Reading, along with hearing, speaking, and writing, is one of the most significant component abilities in learning English as a foreign language. Reading is the process of comprehending texts in order to gain information or knowledge. Reading entails not just glancing at the text but also comprehending its meaning. When done correctly, reading may be a beneficial hobby. In summary, reading is one of the most efficient methods for people to replace old perspectives and absorb new ones. Reading is a purposeful activity. "Reading is a vital ability for English language learners in today's society; it helps the development of overall competency and offers access to critical information at work and in school," writes Komiyama (p.32).

According to Nunan (2015), "Two important functions of reading are, first, reading for communicative purposes, and second reading for educational purposes (p.64). "Reading is the practice of using text to create meaning" (Johnson, 2008) (p.3). For this reason, it is highly suggested that in reading teachers direct students to be diligent in reading and interpreting what they read. The teacher must motivate students and needs to assist them during reading lessons through the best guidance. Torihoran and Rachmat (2002), reading is becoming more and more important in the new knowledge economy and remains the most effective human activity for transforming information into knowledge (p.56). Because reading is one of the important skills in language learning.

Comprehension is how the students understand and get the messages from the text. Students can read many English texts but they cannot comprehend the message of the text. According to Wolley (2011) "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. (p.15). Moreover, reading proficiency is needed, particularly for the student because it can make the student comprehend the text. Therefore, the purpose of reading was to be achieved. Based on the data

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of the Programme from the International Student Assessment (PISA), 79 countries took the test in 2018, seven more than in 2015, with 600,000 schoolchildren from around the world taking the test. According to a new PISA report released on Tuesday, December 3, 2019, Indonesia is ranked 72nd out of 77 countries for reading ability. Compared to the PISA 2015 test, these three scores are reduced compactly. At that time, Indonesia ranked 65th in reading ability, Between Southeast Asian countries, Indonesia is at the bottom with the Philippines which is ranked last in reading and scores last in two other areas (Kurnia 2009).

Furthermore, the result of (PIRLS) Progress in International Reading Literacy Study on the world scale is used to assist with the reading comprehension achievement scale. Indonesian students failed to significantly improve their PIRLS reading achievement scores in 2011. The Indonesian average is lower than the center point of the PIRLS scale score. The reading score of 428 brings concern that the mean score is below the PIRLS500 scale mean score.

Many ways can be done therefore the students can perceive and comprehend the contents of the reading. One of them can be done by practicing reading the text that has been presented and students reading the text repeatedly to understand the contents of the reading. In teaching reading comprehension, many kinds of text can be used to train students' reading comprehension, one of which can be used in the practice of reading comprehension is narrative text. Because narrative text tells, it is very suitable to train students' understanding when reading. Students will be interested in reading that is full of stories and not boring like narrative text. Therefore, the researcher chose reading comprehension of the narrative text as the object of doing the research. The narrative text is given to the students in the class. The narrative text is a text that contains imaginary stories. The purpose of narrative text is to entertain readers with interesting stories. As stated by Mukarto (in Diassanti, 2011), the purpose of narrative text is to entertain or amuse the readers. (p.16).

Based on interviews and observations conducted by the researchers with the teachers of English at SMP Negeri 1 Tanah Abang Pali, the researchers identified the main problems in teaching and learning reading comprehension. The problem was discovered in eighth-grade students. This can be seen from the reading score of students in class VIII.1. 70% of students had poor reading scores below the 75 minimum mastery criteria (KKM). Another problem was students had difficulty comprehending reading materials, students' reading scores were still low, and the methods used were monotonous. To overcome this problem, the researchers chose one effective method for the students, called the Repeated Reading Method, as stated by Samuels in Berg and Lyke (2012), the Repeated Reading Method (RRM) is the most generally used method for helping weak readers improve their reading fluency (p.39). It supports learning activity that supports standard competence in learning reading.

According to Cohen (2011), RRM is developed to help struggling readers improve their fluency, accuracy, and comprehension (p.26). The repeated Reading Method (RRM) works as a scaffold for struggling readers by providing them with short-term. Applying RRM can make the students more interested in reading. RRM has several steps in teaching by beginning with a compelling poem or story, text narrative, breaking the text into chunks, modeling the reading of chunks, and practicing reading the text to build proficiency.

In addition, Wolley (2006) stated that Repeated Reading is an intervention method that has been shown to lead to gains in fluency and comprehension (p.159). According to Mariana (2017), RRM is the students read the same text over and over again to build their reading fluency. RRM can give a contribution to the Comprehension of the meanings of the texts. It can be increasing accurately the unfamiliar words (p.9)

Using RRM is supposed to help students increase their reading skills. Therefore, the students can read and reread the story of the reading texts, especially in narrative texts. Based on the explanations above, the researchers are interested to conduct the research with the title " The Effect of Repeated Reading Method in Teaching Reading Comprehension of Narrative Text To The Eighth-Grade Students of SMP Negeri 1 Tanah Abang Pali ."

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## Material and Method

The Quantitative technique was utilized in conjunction with quasi-experimental research by the researchers. Quasi-experimental studies attempt to evaluate therapies but do not use randomization. Like randomised trials, quasi-experiments strive to demonstrate causality between an intervention and a result. According to Fraenkel and Wallen (2012), random assignment is not employed in quasi-experimental designs (p.271). The researcher employed a quasi-experimental strategy. The non-equivalent groups design was utilised for the pre-test and post-test. The design was characterised in the formulation as follows:

**Table 1.**
The Formula of Experimental Method

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental | $O_1$ | X | $O_2$ |
| Control | $O_3$ | | $O_4$ |

Source : Sugiyono (2009)

The dashed line separating the parallel where :
O1: Experimental Class Pre-Test
O2: Experimental Class Post-Test
X: Experimental Class Treatment
O3: Control Class Pre-Test
O4: Control Class Post-Test

The researchers employed a test to collect data. The tests were divided into two categories: pre-test and post-test. Before starting treatment, students were given a pre-test to assess their reading skills. The post-test was given to the children to assess their reading abilities following therapy. The researchers used multiple-choice questions as a written test in the form of narrative text. The researchers met ten times during the investigation. The researcher used it to determine the test's validity and reliability.

The difference in children's reading achievement was measured using a t-test by the researchers. A t-test, according to Kim, is a form of statistical test used to compare the means of two groups (541). SPSS 21 was used to do the calculation. Following the test, the average level grades of the students were computed using the % range conversion. The following is the percentage score conversion:

**Table 2.**
The Score and Level Grade of Student's Competency

| Percentage of the correct answer | Grade | Level of students' competency |
|---|---|---|
| 86 – 100 | A | Excellent |
| 70 – 85 | B | Good |
| 60 – 69 | C | Enough |
| 46 – 59 | D | Less |
| <45 | E | Poor |

Source :Arikunto (2010)

## Results and Discussion
### Results

The experimental class consisted of 31 students who took the pre-test. Before using the Repeated Reading Method, students in the experimental class were given a pre-test to determine their ability to acquire reading about the narrative text. The pre-test results revealed that one student had the highest score of 70 and one student received the lowest score of 26.

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**Table 3.**
The Statistics Data of Pre-test in Experimental Class Statistics

| | Pre-test Experimental Class | |
|---|---|---|
| N | Valid | 31 |
| | Missing | 0 |
| Mean | | 52.32 |
| Median | | 53.00 |
| Mode | | 56 |
| Std.Deviation | | 9.300 |
| Minimum | | 26 |
| Maximum | | 70 |
| Sum | | 1622 |

The pre-test experimental class had a mean of 52.32, a median of 53.00, a mode of 56, a maximum score of 70, and a lowest score of 26.

The experimental class's post-test included 31 pupils. After being taught using the repeated reading strategy, students in the experimental class were given a post-test. Six students obtained the maximum post-test score of 93, while one student received the lowest score of 63.

**Table 4.**
The Statistics Data of Post-test in Experimental Class

| | Post-test experimental | |
|---|---|---|
| N | Valid | 31 |
| | Missing | 0 |
| Mean | | 81.77 |
| Median | | 83.00 |
| Mode | | 83a |
| Std.Deviation | | 8.119 |
| Minimum | | 63 |
| Maximum | | 93 |
| Sum | | 2535 |

According to the data, the post-test experimental class had a mean of 81.77, a median of 83.00, a mode of 83, a maximum of 93, and a lowest of 63.

The control group consisted of 31 students who took the pre-test. The students had given the pre-test before being taught reading comprehension using repeated reading methods. The pre-test results revealed that one student had the highest score of 70 and one student received the lowest score of 23.

**Table 5.**
The Statistics Data of Pre-test in Control Class Statistics

| N | Valid | 31 |
|---|---|---|
| | Missing | 0 |
| Mean | | 52.65 |
| Median | | 55.00 |
| Mode | | 56 |
| Std.Deviation | | 10.410 |
| Minimum | | 23 |
| Maximum | | 70 |
| Sum | | 1632 |

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The total student score was 1632, the mean in the pre-test was 52.65. According to the pre-test statistical data in the table above, the median was 55.00, the mode was 56, the minimum score was 23 and the maximum score was 70.

**The outcome of the students' post-test scores in the control class**

The control group consisted of 31 students who took the post-test. Prior to teaching reading comprehension utilising the repeated reading strategy, the students were given a post-test. One student received an 86 on the pre-test, while another received a 56.

**Table 6**
The Statistics Data of Post-test in Control Class Statistics

| | | Post-test Control |
|---|---|---|
| N | Valid | 31 |
| | Missing | 0 |
| Mean | | 71.65 |
| Median | | 73.00 |
| Mode | | 76 |
| Std.Deviation | | 8.655 |
| Minimum | | 56 |
| Maximum | | 86 |
| Sum | | 2221 |

There were 2221 students in total, with a mean of 71.65, a median of 73.00, a mode of 76, a lowest score of 56, and a maximum score of 86.

**The Differences Between Pre-test and Post-test Scores of Experimental Class.**

The researcher employed paired sample t-tests in SPSS 21 to compare the students' the pre- and post-test outcomes of the experimental class The pre-test results for the experimental class are shown in the table above. The mean was 52.32, the standard deviation was 9.300, and the standard error mean was 1.670. The experimental group's post-test mean was 81.77, the standard deviation was 8.119, and the standard error mean was 1.458.

The researcher used the SPSS 21 programme to perform a paired sample t-test in the control class to compare the pre-test and post-test results. According to the data presented above, the control group's mean pre-test score is 52.65, the standard deviation is 10.410, and the standard error mean is 1.870. The control group's post-test mean was 71.65, the standard deviation was 8.655, and the standard error mean was 1.554.

**Discussion**

The ability to acquire and interpret English information in the form of texts is referred to as reading aptitude. This sort of English input contains a wealth of linguistic, rhetorical, cultural, intercultural, discursive, and interpretative data (Pangestu, et. al, 2021). Based on the data analysis results reported in the preceding sections, it is feasible to conclude that the repeated reading approach can assist eighth-grade students at SMP Negeri 1 Tanah Abang in improving their reading comprehension of narrative texts. The researcher first ran a test to assess how the questions were verified. and the legitimate questions received 30 out of 50 points. Because the researcher only answered questions during the study and did not provide RRM therapy. This inquiry necessitated ten visits from the researcher (1 pre-test meeting, 8 treatment meetings, and 1 post-test meeting). One method that has assisted pupils in improving their reading comprehension is RRM. According to the findings of the study, pupils who were taught reading comprehension using the RRM outperformed those who were not.

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Furthermore, at the significant threshold of p0.05, the t-value for the two-tailed independent sample t-test was 4.752, The t-table was 2000 and the degree of freedom (df) was 60. The expected t-value surpassed the t-table by a wide margin. According to the researcher, Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was approved. It suggests that the application of RRM to teach narrative reading comprehension to eighth-grade students at SMP Negeri 1 Tanah Abang PALI was a success.

## Conclusion

Based on the data and interpretations presented in the previous chapter, it was acceptable to infer that implementing RRM to teach narrative reading comprehension to eighth-grade students at SMP Negeri 1 Tanah Abang PALI was beneficial. RRM is one strategy that has helped students improve their reading comprehension. There were substantial variations between the pre-test and post-test results in the experimental class.

The lowest pre-test score in the experimental class was 26 and the highest score was 70. In contrast, the experimental class had the lowest post-test score of 23 and the highest score of 93. The post-test score of the experimental class student was clearly higher than the pre-test score of the experimental class student.

## Acknowledgments

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