

**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS STUDENTS' READING COMPREHENSION THROUGH**  
**REPEATED READING TECHNIQUE IN NARRATIVE TEXT AT THE**  
**ELEVENTH GRADE OF SMA NEGERI 1 SEKAMPUNG**  
**EAST LAMPUNG**

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**English Education Departement**  
**Tarbiyah And Teacher Training Faculty**

**STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1439 H / 2018 M**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

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**STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1439 H / 2018 M**



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**RATIFICATION PAGE**

No: B-1739/11.28.1/D/PP-009/09/2018


An undergraduate thesis entitled: AN ANALYSIS STUDENTS' READING COMPREHENSION THROUGH REPEATED READING TECHNIQUE IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

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**ABSTRACT**

**AN ANALYSIS STUDENTS' READING COMPREHENSION  
THROUGH REPEATED READING TECHNIQUE IN NARRATIVE TEXT  
AT THE ELEVENTH GRADE OF SMA NEGERI 1  
SEKAMPUNG EAST LAMPUNG**

**By :  
SUTRIYONO**

The objective of this research is analysis comprehension reading skill through repeated reading, repeated reading is familiar technique to find main idea, reference, and detail information in passages thus the researcher want to analysis phenomenon the using repeated reading technique in reading comprehension .The researcher interest to describing the anything phenomenon within this research in narrative text. the problem has found when the researcher came to survey at the eleventh grade of SMA Negeri 1 Sekampung East Lampung that the most of the students have low score in reading comprehension skill thus the researcher want to analysis cause of low score.

The research design in this research was descriptive qualitative. The sample for research were the student at the eleventh grade. This research used documentation and interview as the instrument. The result of this research the eleventh grade of SMA Negeri 1 Sekampung East Lampung have two problems. The first is students problems that come from students or the readers such as: they have little or no motivation to read, lack knowledge understanding and the second problems come from the text, such as long sentence and difficulties in unfamiliar text, vocabulary and structure.

Finally, the writer concluded from this research that students are less motivation in reading and they knew little about vocabulary, structure text and how do the way to translating also rarely read a text thus they have difficulty in recognizing the type of text around all of the students get low score in comprehension through repeated reading technique. The research shows there are a lot of low score in comprehension. The researcher emphasizes them to often as possible learn about English through media audio-video such as; fairy tales, songs, others fascinating and read some kinds texts as often as possible. These will make good habit in learning and get easy in reading comprehension and also more know the difference of text

*Key words: Repeated reading, Reading comprehension, Descriptive qualitative.*

## **ABSTRAK**

### **ANALISA PEMAHAMAN MEMBACA SISWA MELALUI TEKNIK *REPEATED READING* DALAM NARRATIVE TEXT PADA SISWA KELAS XI SMA NEGERI 1 SEKAMPUNG LAMPUNG TIMUR**

**OLEH:  
SUTRIYONO**

Tujuan dari penelitian ini menganalisa kemampuan membaca melalui membaca ulang. Membaca mengulang adalah teknik familiar membaca dalam menentukan ide utama, menyimpulkan, dan mencari informasi yang khusus dalam sebuah paragraph sehingga membuat peneliti ingin menganalisa fenomena penggunaan dari teknik membaca mengulang dalam memahami bacaan. Peneliti tertarik untuk menggambarkan sebuah fenomena apapun dalam penelitian ini pada teks narrative. Masalah telah ditemukan ketika peneliti melakukan pre-survey di SMA Negeri 1 Sekampung Lampung East bahwa sebagian besar siswa mempunyai nilai yang rendah dalam kemampuan memahami bacaan sehingga peneliti ingin menganalisa penyebab nilai yang rendah.

Penelitian ini merupakan penelitian deskriptif kualitatif. sampel dari siswa kelas sebelas. Instrument dari penelitian ini adalah dokumentasi dan wawancara. Hasil dari penelitian ini adalah siswa kelas sebelas SMA Negeri 1 Sekampung Lampung Timur mempunyai dua masalah kategori, pertama adalah masalah yang berasal dari siswa itu sendiri. Seperti siswa memiliki sedikit motivasi dalam membaca dan kurangnya sedikit pengetahuan teori. Kedua adalah masalah yang timbul dari teks. Seperti : kalimatnya terlalu panjang, teks yang panjang, kosakata yang sulit dan susunan kalimat.

Kesimpulan penulis dari penelitian ini adalah siswa kurang termotivasi dalam membaca dan mereka sedikit tahu tentang kosa kata, struktur teks, bagaimana cara menerjemahkan, juga jarang membaca sehingga membuat mereka sulit untuk mengenali teks hampir seluruh siswa mempunyai skor yang rendah dalam pemahaman melalui *repeated reading technique*. Peneliti menekankan para siswa sesering mungkin belajar melalui *audio-visual* seperti dongeng, lagu dan sesuatu yang menarik hati dan membaca sesering mungkin jenis-jenis teks ini akan membuat kebiasaan yang baik dalam belajar dan memudahkan kita memahami bacaan dan lebih mengetahui perbedaan teks.

*Key words :Repeated reading, Pemahaman membaca, Deskriptif kualitatif.*

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January, 2018



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2018

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

“please guided us to the bright way” (QS.Al-Faatihah:6).



## DEDICATION

*“ I highly dedicate this undergraduate thesis to:*

*Firstly, my beloved parents Sahlan alm and Sutirah ,Secondly, my beloved older brothers and my cousin also all my friends , the last to my beloved almamater IAIN Metro.*

## ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Dra.Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum, for being patient and efficiency during the accomplishment of this undergraduate thesis. I also thanks to Ms. Ratmini M.Hum because give me opportunity to research in her class.

Last but not least, my greatest gratitude also goes to my classmates, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, January 2018  
The Researcher

SUTRIYONO  
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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language is one of the most important things used by human in their life activities. It is the tool used to communicate with each others in human beings' interaction and it is used as a tool of communication among the nations in all over the world. Every nation has each language. The nations have different languages to other nations, so they need same language to communicate to each other. In fact, there are some international languages used in international relationship.

Furthermore, English is the most important international language. In international communication, English is the most important language and the first language always used by delegation to communicate to other delegations. In some countries of Asia, English is the one of the national english language. Everyday they communicate in English. In indonesia, English is stated as the most important foreign language and used for many needs of the people, such as; business, education, military or export-import process.

Moreover, teaching English as foreign language teacher must master and understand what the suitable technique to be used. Learning english with suitable technique can help the students to understand English material well. As widely known from axiomatic, there are four skills in english learning and teaching namely, Listening, Speaking, Reading and Writing.



In the context of English language teaching in indonesia, the teaching ready is very crucial. Reading is being an important skill for mastering English as a foreign language especially in english Departement. English students have to master reading for proving their performance in English.

Meanwhile Reading is one of the basic language skills that should be mastered by student from junior high school to university students. Reading is language skill that can be used to comunicate and to express with others in speak form. So it is the basic skill that is very important for the students. Reading is also something crucial and contributive for the students, because the success of the study depends on how good their reading comprehension to get information. If their reading comprehension 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 good reading comprehension, they will have a better chance to get success in their study.

On the other hand, Narrative is kinds of text that can be seen easy, they feel easy to understand or face it, because it is familiar for us. But in fact, not all students can solve their problem to mastering narrative text. After reading the text or sentence but do not know the kinds of the text that we have read, it leads to misunderstanding what the purpose is. Based on the experience of the researcher, students have low performance to identifying what the text is about. It makes them difficult when do the tasks. Therefore, study more about narrative text is very important for the students to identifying what the text is about. Based on the explanation above, reading narrative text has an important

role in studying process. But in fact, most of students have a low skill to do it. There are some problems faced by students in reading, especially reading narrative text. They do not know kinds of narrative text, the differences between them, and the structure of the narrative itself. It makes them so difficult to identifying narrative text.

In Fact, the problem which is shows that the eleventh grade SMA Negeri 1 Sekampung East Lampung in the academic year of 2017/2018 have difficulties in their ability to find out the main idea and to get specific information of narrative text. Therefore, the writer should find difficulties that undergone student in reading comprehension reading process. As we know, if the students overcome difficulties, it sparks interested in learning. They can understand the material easily.

Based on the problem above, the researcher wanted analyze the students' reading comprehension, the writer chose Repeated reading Technique to help the students to solve their problems in reading comprehension in narrative text. Because by instruction the students repeated reading, the writer can describe phenomenal knowledge of student to read a text through repeated reading technique. To give a proof about the problems above, the writer has done a pre-survey toward the eleventh graders of SMA Negri 1 sekampung.

Learning process begins by giving the task to students to make a reading text based on the topic was given by teacher. The writer examines the students' workshett reading comprehension to result of this research.

Table 1.

The result of pre test of reading comprehension

No	Students' initial	Pre test	Explanation
1	WIS	30	Poor
2	MS	40	Poor
3	DA	40	Poor
4	AA	30	Poor
5	YSH	70	Good
6	CPP	50	Poor
7	DAA	50	Poor
8	HA	50	Poor
9	DH	70	Good
10	DHL	50	Poor
11	SN	60	Fair
12	FAY	60	Fair
13	BK	60	Fair
14	LP	30	Poor
15	HK	80	Excelent
16	RON	80	Excelent
17	CPL	60	Fair
18	AIS	50	Poor
19	RPS	50	Poor

20	MR	60	Fair
21	WNS	70	Good
22	AAY	40	Poor
23	MAN	60	Fair
24	ENS	60	Fair
25	GB	60	Fair
26	NDP	50	Poor
27	KN	50	Poor
28	CP	60	Fair
29	IDF	70	Good
30	AS	60	Fair
31	ARW	60	Fair
32	KP	40	Poor
33	AF	40	Poor
34	TP	50	Poor
35	GA	50	Poor
	<b>TOTAL</b>	<b>1890</b>	
	<b>Average</b>	<b>5,4</b>	

Source : The result of pre-test on July, 19<sup>rd</sup> 2017

Tabel 2

The data of students' Narrative Text Reading Comprehension at the eleventh Graders of SMA Negri 1 Sekampung

<b>Class interval</b>	<b>Frequency</b>	<b>Percentage %</b>	<b>Category</b>
80-100	2	6 %	Excellent
66-79	4	12%	High
56-65	11	32%	Average
30-55	18	50%	Low
<b>Total</b>	<b>35</b>	<b>100</b>	<b>-</b>

Based on data above, the minimum mastery criteria of English in the eleventh grade of SMA Negeri 1 1 Sekampung is 70. Based on pre-survey done in pre research, the researcher has found the fact that the eleventh grade of SMA Negeri 1 Sekampung had problem with reading comprehension skill in narrative texts was still low. It can be seen that just 6% have excellent score, 12% have complete score. On the other hand 32% and 50% of the students do not reach minimum requirement yet.

Moreover, the repeated reading is a technique that involves student reads passages repeatedly, silently or aloud and receives help with reading errors. It involves repeated reading material and stop watch as tool in activity repeated reading technique. Repeated reading is great technique can use by researcher to analyze students' reading comprehension in all of subject, especially in reading comprehension in narrative text.

Based on the statement above the researcher assumes that repeated reading technique to be good alternative way as solution to analyze reading comprehension. Specifically, this research was directed to get the empirical description concerned with the students' reading comprehension skill in English learning. So that, the researcher would like to conduct the research under the title “ an analysis students' reading comprehension skill through repeated reading technique in narrative text at the eleventh grade of SMA Negeri 1 Sekampung East Lampung. Furthermore, the writer presented study could be used as a reference to create better English learning process that is suitable with the majority of the students in a classroom.

### **B. Problem identification**

Based on the background above, the writer would like to identify the problems as follows :

1. The students are difficulties in comprehension narrative text at the eleventh grade SMA Negeri 1 Sekampung East Lampung.
2. The students are difficulties in identify a narrative text at the eleventh grade SMA Negeri 1 Sekampung East Lampung.
3. The students are difficulties both identify and comprehending a text at the eleventh grade SMA Negeri 1 Sekampung East Lampung.

### **C. Problem Limitation**

Based on the problem identification above, the researcher focused and limits the problem “An analysis of students' reading comprehension through

repeated reading technique in narrative text” at the eleven grade student’s of SMA N 1 Sekampung of Lampung Timur in academic year 2017/2018.

#### **D. Problem Formulation**

Based on the background above, the problem that the writer wanted to know is as follows :

“ How is the students’ reading comprehension skill in narrative text at the eleventh graders of SMA Negri 1 Sekampung in the academic year of 2017/2018?”

#### **E. Objective and Benefits of the Study**

##### **1. Objectives of the study**

Based on the problem above, the researcher aims to know the repeated reading techinque can knows the problems in the students’ reading comprehension in narrative text at the eleven grade students’ of SMA N 1 Sekampung of Lampung Timur in academic year 2016/2017.

##### **2. Benefits of the Study**

###### **a. For the Teacher**

The teacher will improve their experience in giving repeated reading technique to the students. The teacher can solve the problem of teaching and learning process by their own professional context in using repeated reading technique through the students’ reading comprehension.

###### **b. For the students**

The students’ can understand and more fluently to read the text in using repeated reading technique before they going to learning process.

c. For the researcher

Giving the description of the difficulties in reading narrative text that faced by the eleventh grade senior high school.



## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concept of Reading

Reading is a process to convey the message or information. By reading, the reader will know what they read is challenged to response the idea writer. In order to make the message or information that comes from the writer can be understood and comprehended easily by the reader.

Moreover, Reading text also provide opportunities to study language : vocabulary, grammar, punctuation and the way we construct sentences from the text paragraphs and text. Lastly, good reader text can introduct interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.<sup>1</sup>

Furthermore, there are some expert that have different definition for reading. Reading is one of the four language skills. In this categories include the area of an understanding or comprehending skill a text. Its category is a skill to comprehend text what we read and to get information in the written language.<sup>2</sup>

Meanwhile, Samuels states that reading comprehension is a process in which the reader construct meaning using as the bulding materials the information on printed page and the knowledge stored in the reader's head. Reading comprehension is a process in which the reader construct meaning

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<sup>1</sup> *Jeremy Harmer, How to Teach English*, (Wesley Longman: Longman, 1988), p.68

<sup>2</sup> *Sanggam Siahaan, Issues in linguistic*, (Yogyakarta: Graha Ilmu, 2008), p.106

using as the building materials the information on the printed page and the knowledge store in the reader's head<sup>3</sup>. Besides, Reading (comprehending) is the process of making meaning from text.<sup>4</sup>

Based on the statement can conclude that reading is process of comprehending written symbols. In its process a reader construct the meaning the through his intereaction with text. The construction is influenced by several factors, namely : perceptual skills, decoding skills, experiential backgrounds, cognitive skills, and language ability.

#### **a. The model of reading**

David Pearson states that there are three models of reading as follows :<sup>5</sup>

##### **1) The Top Down Model**

Assume that the translation process begins with the print (in letter or word identification) and proceeds through progressively larger linguistic units, ending meaning.

##### **2) The Bottom-up Model.**

Assume that the translation process begins in the mind of reader with an hyphothesis or guess about the meaning of some unit or print.

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<sup>3</sup> Duke and Person, *Reading Comprehension : Strategies that work*, (Michigan : Michigan state university, 2001), P.423

<sup>4</sup> G.Wolley, *Reading comprehension : Assisting Children with learning Difficulties*, (US: Springer science + Business media), 2011 p.15

<sup>5</sup> P.David Person, *Center of the study of reading*, (Illinois: University of Illinois at urbana-Champaign), 1978, p.4-6

### 3) The interactive Model

A reader begins reading both by generating an hypothesis about meaning and by simultaneously initiating letter and word identification.

From the statement above the researcher can conclude that model of reading is a process of drawing and organizing of the text on our intelligence and experience. This process to construct meaning and understand what is written in the text. The top-down models focused on working from meaning up text. The bottom-up model has a reader working from text to meaning (with a focus at word and sentences level). The interactive model is combination among the top-down model and bottom-up model.

#### **b. Concept of Reading comprehension**

Etymologically, the word “comprehension” in Oxford Learner’s Pocket Dictionary is derived from word “comprehend” that can be defined as to understand something fully.<sup>6</sup> It means that the reader gets the writer’s ideas.

Moreover, A.S Hornby defines comprehension as: a) Ability to understand something, b) Exercise that trains students to understand a

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<sup>6</sup> A.S Hornby *Oxford Learners’s pocket Dictionary, fourth Edition*, (New York: Oxford University Press, 2008) p.86

language (reading or listening).<sup>7</sup> In other word, comprehension is the result of reading

Reading comprehension is the search for meaning, actively using our knowledge of the world and text to understand each new thing we read. Janette stated that comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short answer questions or by using a close task.<sup>8</sup> This one sentence indentifies three elements of reading comprehension:

- 1) We need knowledge of the world to understand new thing.
- 2) We need to be familiar with the variety of text structures we're likely to encounter, and
- 3) We need to seek meaning, and not wait passively for it to rise up from the page.

Reading comprehension is a process of combination new information with prior knowledge, a process that involves both understanding and memory.<sup>9</sup> Comprehension is the essence of reading because the goal of written language is comunication of messages.<sup>10</sup>

Reading comprehension is the process of constructing meaning by cordinating a number of complex processes that include word reading,

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<sup>7</sup> *Ibid.*:p.86

<sup>8</sup> Janette K. Klinger et al, *Teaching Reading Comprehension to students with learning Difficulties*, (New York:The Guidford Press,2001),p.15

<sup>9</sup> Carol Ergenbright et al, *if only i could Read, write and spell*,(Knoxville:University of Tennessee,2001)p.47

<sup>10</sup> Gerald G.Duffy, *Explaining Reading A source for Teaching Concepts, Skills, and Strategies*,(New York London: The Gulidford Press,2009),p.14

word and world knowledge and fluency.<sup>11</sup> Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variabels related to the text it self (interest in text, understanding of text types)<sup>12</sup>

Based on the above theoritical foundation, it is clear that reading comprehension is the search of meaning to understand information that is resulted from interaction between the reader's perception and graphic symbols that represent language and knowledge of the world.

Based on these explanation above the writer can make a conclusion that comprehension is a reading process which requires delicate formation, understanding and interpretation from readig material and students can understand it with their background knowledge and experience.

Brown states that reading comprehension is primarily a matter or important skill to developing and its very efficient used as strategy to comprehend or understand a something that we read. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>13</sup> It means that reading comprehension purpose is to efficiency of reading. Furthermore, in reading activities,

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<sup>11</sup> Jannete K.Klinger et al,*Teaching Reading Comprehension to students with learning Difficulties*,p.2

<sup>12</sup> *Ibid*,p.8

<sup>13</sup> H.Douglas Brown,*op.cit*,p.306

students should have good reading comprehension to get information from the reading text.

Janette state that, Reading comprehension is a process that involves a reader to response of the text. its complex process because comprehending or understanding a text is very important to us when we read a text. Comprehending a text involves many interactions between reader and what any our mind previous a read the text. Example, (previous knowledge and strategy that we use) as well as variabels related to the text itself. Example, we must know how is the most interest text that we read and we must know the types from the text that we read.

Based on the definition of reading comprehension above, we can take conclusion that the reading comprehension is a process to understanding the text/ message about what we read and understand.

Beside that, we should be able to answer the question about the text after we read the text.

### **c. Measurement of Reading comprehension**

Traditional measures of reading comprehension are limited in that they provide only a common indicator of how the students understand to text, and they are not based on experts' knowledge of what good readers to do comprehend text.<sup>14</sup>

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<sup>14</sup> Janette K.Klinger, Sharon Vaughn, and Alison Boarman, Teaching Reading comprehension to students' with learning difficulties,( New York: the guildford,2007),p.15

A wide range of assessment instrument of procedures is available. When selecting a test or assessment of procedure to use with students with LD, it is important to select the measure that most closely matches the user's needs or purpose.<sup>15</sup>

Reading comprehension measures should help teachers to monitor the comprehension of their students over time and provide information that use is useful in designing reading comprehension intervention programs.<sup>16</sup>

To know how far the students' reading comprehension should be measured use the assesment of reading. There are many kinds of question reading comprehension, they are :

1) Prominal Question, Imperatives

The question require learners to make written answer which can range the in length from a single word to several paragraphs. Usually for comprehension, short answer are required and these forms of question are called short answer questions.

2) True/ False, Yes/No, Alternatives question, multiple-choice.

In these question the answer is contained within the question or instructions. Multiple-Choice question focus on detail and more general aspect of the text. The correct answer is not always shorter or longer than the distractor.

3) Transfer information

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<sup>15</sup> *Ibid*,p.16

<sup>16</sup> *Ibid*, p.18

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.

In this research, the researcher used multiple choice question to measure the students' reading comprehension.

#### **d. Basic comprehension processes**

There are five basic processes in reading comprehension:<sup>17</sup>

##### **1) Microprocesses**

Microprocesses refers to the reader's initial chunking of idea units within individual sentences "chunking" involves grouping words into phrases or cluster of words that carry meaning, and requires an understanding of syntax as well as vocabulary. For example : michelle put the yellow roses in a vase.

##### **2) Integrative processes**

This processes of understanding and infering the relationship among clauses is reffered to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence. The following two sentences demonstrate how those subskills are applied :

Michael quickly locked the door and shut the windows. He was afraid

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<sup>17</sup> Janette K.Klinger, Sharon Vaughn, and Alison Boarman, *Teaching Reading comprehension to students' with learning difficulties* p.8-11



To whom does he apply? Good readers seem to automatically know that he in the second sentence refers to michael in the first sentence. And good readers infer that michael locked the door and shut the windows because he was afraid.

### 3) Macroprocesses

In this processes he or she may either automatically or deliberately select the most important information to remember and delete relatively less important details. Example : a story map that includes characters and setting/problem/solution in a narrative or compare and contrast text structure for an expository passage.

### 4) Elaborative processes

We make inferences that may or may not correspond with those intend by the author. For instance, in the two sentences provided above michael, we do not know why he was afraid, but we can predict that perhaps he was worried that someone had followed him home or maybe storm was brewing and he was concerned about strong winds, we may draw upon information provided earlier in the text or upon our own previous experiences. (example, perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door)

### 5) Metacognitive processes

Metacognitive is the reader's conscious awareness or control of cognitive processes. This involved in monitoring understanding,

selecting what to remember and regulating the strategies uses when reading. The metacognitive strategies the reader was include rehearsing (repeating information to enhance recall), reviewing, underlining important words or section of passage, note taking and checking understanding.

#### **e. Assessment of Reading comprehension**

There are several assessment in reading comprehension such as ; Norm-referenced test, Criterion-referenced test, curriculum-based assesment, etc.

##### **1) Norm-referenced tests**

Published test administrated under standardized conditions (e.g., with computerized answer sheets timed); students' score are compared with those of a normative sample.

##### **2) Criterion-referenced test**

Students' test scores are compared with predetermined criterion levels that indicate mastery of skill or content : informal reading inventories are a type of criterion reference test.

##### **3) Curriculum-based assesment**

Test are based on the actual curriculum used in the classroom and students are assesd regularly and their progress monitored.

##### **4) Curriculum-based measurement**

Student are assesed frequently with standard brief test; scores are monitored over time to asses progress

#### 5) Interviews and questionnaires

Student respond orally or in writing to list of questioned designed to asses their understanding of the reading process and their knowledge of reading strategies.

#### 6) Observation

Examiners observe students' reading behaviors using checklist, anecdotal records, or ethnographic note taking

#### 7) Retelling

Students are prompted to retell or reconstruct what they remember about what they have just finished reading.

#### 8) Think alouds

Student are prompted to voice their thoughts before, during, and after reading.

### **f. The Levels of Reading Comprehension**

Reading comprehension is considered to occur at four levels of complexity. Baret's Taxonomy identify four levels of reading comprehension, there are :<sup>18</sup>

#### 1) Literal Recognition or Recall

The literal level is the lowest cognitive level where the readers understand just what the words mean. The information that is stated explicitly in the text is retrieved by the reader in the form given. Such

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<sup>18</sup> Riswanto. "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' reading comprehension Achievement", International Journal Of Humanities and Social Science (IAIN Bengkulu Indonesia) Vol 4, No.7 (1): May 2014, ,p.227

literal information may be the main idea, a set of specific details, or a sequence of events.

2) Inference level

This level requires the readers understand the literal information from level one and go beyond it to hypothesize about relationship, unstated ideas, and connection between ideas or events.

3) Evaluation level

It requires the reader to make judgments about the reading or to demonstrate the value.

4) Appreciation level

It relates to the emotional response of readers to a text. It also refers to the reader's awareness of the literary and stylistic techniques used by author to encourage a reader's emotional response.

Based on the level of reading comprehension above, the researcher will use evaluation level in this research proposal. In this level, the readers or students can make a suggestions, judgements, and conclusion about the text.

## 2. Narrative text

### a. Concept of narrative text

Narrative is the principal way in which our species organizes its understanding of time.<sup>19</sup> Narrative is first and foremost prodigious variety of genres, themselves distributed amongst different substance – as though any material were fit to receive man's stories .<sup>20</sup>

Narrative is made up solely of functions everything, in one way or another is significant <sup>21</sup>. A straight forward movement from the first even to the last constitutes the simplest chronology. Chronology is order in which a series of events: for example, a story may open with the final episode and then flash back to all that preceded it.<sup>22</sup> Narrative is told is essentially opposite the way that same narrative is organized and constructed in the mind of the speaker <sup>23</sup>

Based on the question above. It can be inferred that narrative is a form of story, which used the correlation about story as happened and tell a story connect with structure time , eg: short story, novel, legend and happened in our life.

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<sup>19</sup> H.Porter abbott, *The Cambridge Introduction to Narrative*,(Cambridge University Press,2002)p.3

<sup>20</sup> *Ibid*,p.1

<sup>21</sup> Roland Barthes; Lionel Duisit, *New Literary History*,vol.6,no.2.(John Hopkins University Press, 2006)p.244

<sup>22</sup> A.S Hornby *Oxford Learners's pocket Dictionary*.,p.72

<sup>23</sup> Peter backhause, "*Linguistic Landscapes: A comparative Analysis o fUrban Multilingualism in Tokyo* " (Malden : Blacwell Publishing,2008) ,p.258-259

### **b. The purpose of narrative text**

Narrative tells a story about series of events of actions. The story can be fiction (not based on facts) or it can be nonfiction (based on real-life experience). An example of fictional narration would be one about your travels from earth to the moon. An example of non fictional narration would be the written police report of an automobile accident you saw.

### **c. Systems of Narrative**

#### **1) Distorsion and Expansion**

The dispersion of signs throughout the story and the insertion of unpredictable expansions among them. These expansion appear as opportunities for freedom; nevertheless, it is the nature of narrative to absorb such “discrepancies” as apart of its language.<sup>24</sup> these are make changging of shape but it dose not lose of actually meaning.

#### **2) Mimesis and Meaning**

in the language or narrative, the second important process is integeation<sup>25</sup>. Mimesis and meaning have tight relationship in narrative language this it can be resulted expresions.

Based on the explanation above, there are several form that we usually read to comprehend a narrative text such as :

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<sup>24</sup> Roland Barthes; Lionel Duisit, *New Literary.*,P.266

<sup>25</sup> *Ibid.*,P.269

### 1) Simple Past Tense

We use this tense in the narrative for event which were completed in the past.

Most simple past tense verb end in -ed: walk – walked

Many common verbs take a special past tense forms:

Go – went

Buy – bought

*Cinderella enjoyed the party*

### 2) Past Perfect Tense

We use this tense for event which were completed before the main event of the story. We form this tense in this way:

Had + past tense form the main verb

Played – had played

*They had gone when i arrived*

This means that they gone before arrived.

Some verb use a special past form after the having verb:

Fall – had fallen

Take – had taken

### 3) Past Continuous Tense

This tense tells about event which happened at same time in the past. We form this tense in the way:

Was/were + (verb + ing ending)

Play – was playing

*I was watching TV when he knocked at the door but at the same time i was watching TV.*

#### **d. Realm of Narrative**

Narrative can be said to provide a portal into two realm<sup>26</sup>

- 1) The realm of experiences, where speaker lay out how they as individuals experience certain events and confer their subjective meaning onto these experiences.
- 2) The realm of narrative means (or devices) that are put to use to make (this) sense.

#### **e. Function of Narrative**

Narrative has several function such as; The determination of units, classes of units and functional syntax.

- 1) The determination of units

It determine whatever segments of narrative discourse can be distributed into a limited number of classes; in other words to define the smallest narrative units.<sup>27</sup>

- 2) Classes of units

These functional units must be distributed into a small number of formal classes if one is to determine these without relying on their content (psychological substance, for instance), one must again consider the various levels of meaning.<sup>28</sup>

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<sup>26</sup> Michael Bamberg, *Narrative Analysis*, (US: American psychology association) P.77

<sup>27</sup> Roland Barthes; Lionel Duisit, *New Literary.*, P.244

<sup>28</sup> *Ibid.*, P,246



### 3) Functional syntax

Reconstruct the syntax of human behaviour as exemplified in narrative to trace the succession of “choices” which this or that character inevitably has to face<sup>29</sup>

## 3. Repeated reading

### a. Concept of Repeated reading

Recent studies using repeated reading have produced interesting results. Gonzales and Elijah had student who were at the third grade reading level read the same passage twice. The researcher found the second reading had 3,3% fewer errors than the first reading. This improvement was equivalent to the second reading's being at the instructional level of difficulty whereas the first reading was at frustration level.<sup>30</sup>

Furthermore, according to Han and Chen “repeated reading are found to be equally effective in developing word recognition skill of (foreign language) readers within practiced passages as it is for L1 readers”.<sup>31</sup>

Moreover, according to Begeny, Krouse, Ross, & Mitchell, “Repeated reading involves having a student re-read a short passage two or more times, sometime reading the passage until a suitable

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<sup>29</sup> *Ibid.*, p.252

<sup>30</sup> S.jay Samuels, *The Reading Teacher*, (Oxford, Ohio: International Reading Association, 1997) p.380

<sup>31</sup> ZhaoHong Han and Cheng-Ling Alice Chen, Repeated Reading based instructional strategy and vocabulary acquisition: A case study of a heritage speaker of Chinese, (United State: Coloumbia University) No.2/October 2010, p.246

reading fluency level is met".<sup>32</sup> According to Therrien , noted the repeated reading has a wide ranging research base.<sup>33</sup>

According to Kateberg catherine Repeated reading is a supplemental reading program that consist of rereading a passage until a satisfactory level of fluency is reached<sup>34</sup>. Moreover Repeated reading technique is one of the different approaches for support and importance level on reading rate<sup>35</sup>

It means that repeated reading has a wide reaching in the reasearch and also re-read pasages two or more thus students get influence and comprehension of information in the text.

#### **b. Categories of Repeated Reading**

The categories repeated reading has divided<sup>36</sup> into as follows :

- 1) Assisted Repeated reading, in which students read along with a live or taped model of the passages.
- 2) Unassisted Repeated reading, in which engages in independent practice.

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<sup>32</sup> Janelle Kita,"Repeated Reading as strategy to improve Fluency, Practices for strugling Readers in first grade clasroom"(,St.John Fisher College),2011,P.11

<sup>33</sup> Ibid,P.11

<sup>34</sup> Kate Berg Catherine Lyke,"Using repeated reading as a strategy to improve reading fluency at the elementary level",(Saint Xavier university, Chicago, Illinois,2012)p.41

<sup>35</sup> Alper Murat Ozdemir, "The effects of repeated and paired reading techniques on learning dissability : an action research",(Germany: International Journal of languages' Education and Teaching),2015,p.164

<sup>36</sup> Jo Anne L.Vacca et al, *Reading and leraning to read*,(Boston: Allyn and Bacon,2006)p.225

### c. Levels of Repeated reading

The stages Repeated Reading of learning progress by theoretical rationale<sup>37</sup> as follows:

#### 1) Non accurate stage.

The students has great diffucility in recognizing words even when a reasonable amount of time is provided.

#### 2) Accuracy stage

The students is able to recognize printed words with accuracy but attention is required.

#### 3) Automatic stage

The students is able to recognize the printed words without attention.

### d. The purpose of Repeated reading

The purpose as follows:

#### 1) Building fluency, it is important to be able to define fluency in ways which are observable and measureable.<sup>38</sup>

#### 2) Repeated reading improves children's understanding of the phrasing words and may also increase comprehension when given multiple exposures.<sup>39</sup>

#### 3) According Therrien In his study points out that repeated reading can be used to increase fluency and understanding in specific parts for

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<sup>37</sup> S.jay Samuels, *The Reading Teacher*,p.379

<sup>38</sup> S. Jay Samuels, *The reading Teacher*.,p.377

<sup>39</sup> Janelle Kita, "Repe ated Reading as strategy to improve Fluency, Practices for struggling Readers in first grade clasroom", p.12

students who do not have a disability, effectively and who have learning disability.<sup>40</sup>

- 4) According to the national reading panel, Repeated reading increase reading fluency. Rasinski informs that us “Oral repeated reading provide additional sensory reinforcement for the reader, allowing him or her to focus on the prosodic elements of reading that are essential to phrasing.”<sup>41</sup>

Based on discussion above, Repeated reading can use to building fluency and understanding of the phrasing

#### **e. Procedure of Repeated reading**

Repeat reading situation contain several procedure first, students are led by these instructions<sup>42</sup> as follows:

1. The tutor first gave the student a cue card that contained a list of for question related to the structure of the narrative passages.
2. The tutor asked the student to read these questions with the following statement “Before you read the story i want you to read these question”.
3. The tutor asked the student to read a passage aloud as soon as the student started to read the first word of the passage, the tutor started to stopwatch.

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<sup>40</sup> Alper Murat Ozdemir, “The effects of Repeated and Paired reading techniques on learning disability : an action research”, p.164

<sup>41</sup> Jo Anne L.Vacca et al, *Reading and learning to read*, p.224

<sup>42</sup> Youjia Hua et.al. “Effects of Combined Repeated Reading and question generation intervention on young adults with cognitive disabilities”,(Lowa: University of Iowa. January 2012,p.74

4. The tutor followed student reading on the tutor's copy of the passage by recording errors with a slash through the incorrectly read word (including substitution and omissions)
5. If the student hesitated or did not read a word within 3 seconds the tutor told the student the word and marked it as error on the tutor's copy.
6. After the student finished reading the last word of the passage, the tutor stopped the stopwatch and recorded the total time.
7. The tutor then removed the passage, from student asked the reading comprehension question.
8. The tutor transcribed student's response on the tutor's copy while the student answered the reading comprehension orally.
9. Student responses to the comprehension question were graded by tutor as correct or incorrect using a key of list of acceptable answer.
10. At the end of each session, the tutor thank you the student and gave brief and generic praise.

According to Therrien and Richard, this exercise of repeated reading can easily be integrated into any reading program and creativity can be incorporated to engage student of all abilities<sup>43</sup>

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<sup>43</sup> Janelle Kita, "Repeated Reading as strategy to improve Fluency, Practices for struggling Readers in first grade classroom", p.15

### **f. Relationship between Repeated reading and comprehension**

Repeated reading is meaningful task in that the students are reading interesting material in context. Comprehension may be poor with the first reading of the text, but with each additional rereading, the students is better able to comprehend because the decoding barrier to comprehension is gradually overcome. As less attention is required for decoding, more attention becomes available for comprehension. Thus rereading both builds fluency and enhance comprehension.<sup>44</sup>

It means that repeated reading can build comprehension cause decoding barrier but also build fluency.

### **g. Advantages and Disadvantages**

1) The advantages<sup>45</sup> as follows :

- a) Repeat reading is great strategy that is flexible and adaptive for classroom use, ths teachers and researchers continue to explore ways to integrate the practice more extensively into classroom instruction.
- b) Repeat reading improves students' fluency an passages that are reread.
- c) Repeated is not only fluency improve but word recognition and reading comprehension are enhanced when it is used in the context of an overall reading program.

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<sup>44</sup> S. Jay Samuels, *The reading Teacher*.p.378

<sup>45</sup> Kate Berg Catherine Lyke,"Using repeated reading as a strategy to improve reading fluency at the elementary level",p.38-41

- d) Repeated reading can facilitate growth in reading fluency and other aspect of reading achievement.
  - e) Repeated reading contribute to an increase in content and strategy knowledge as well as increase motivation for children
  - f) Repeated reading improves reading fluency and may improve comprehension.
  - g) Repeated reading showed student substantial growth in reading fluency, comprehension and word recognition
  - h) Repeated reading is an effective fluency building intervention for urban learners.
- 2) Disadvantages as follows :
- a) Some teachers who are considering using repeated reading are concerned that the methode will lead to student boredom<sup>46</sup>.
  - b) Repeated reading is not recommended for sudents who read below a first-grade level, as they have yet to acquire foundational reading skills.<sup>47</sup>
  - c) Repeated reading covers non disabled students.<sup>48</sup>
  - d) Repeated reading is not methode for teaching all begining reading skill.<sup>49</sup>
  - e) The student become fearful of making mistake and consequently the pace of reading slows down.<sup>50</sup>

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<sup>46</sup> S. Jay Samuels, *The reading Teacher*.p.378

<sup>47</sup> William J. Therrien and Richard M.Kubina,JR,*Intervention In School and Clinic*.p.157

<sup>48</sup> Ibid,p.157

<sup>49</sup> S. Jay Samuels, *The reading Teacher*.p.377

- f) Repeated reading waste a lot of time for beginning reader's attention is on decoding, it is not immediately available for comprehension<sup>51</sup>

#### **h. Analysis of repeated reading**

The student reads for one minute. The teacher or partner counts on the number of words read correctly in one minute (WCPM). The score is as valid as calculating perfect correct or accuracy on longer reading. Provide some practice time with non-assessment reading material before beginning the one minute time reading.<sup>52</sup>

The student reads the same passages for one minute multiple times. The teacher or partner counts how words the students read one minute. The number of result can be graphed using a bar graph.

#### **Example repeated reading**

A student read a story with 148 words in 2 minutes, 55 second. She made 8 errors to determine WCPM:

1. Count the total number of words. Example : 148
2. Count the number of mistakes. Example : 18
3. Take the number of words minus the number of mistake = number of words read correctly. Example:  $148 - 18 = 130$
4. Calculate percent accuracy : number of words read correctly divided by total number of words. Example:  $130/148=87\%$

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<sup>50</sup> Ibid,p.377

<sup>51</sup> Ibid,p.379

<sup>52</sup> Hasbrouck and Tindal, *Reading rocket : Reading strategies*, New York, P.3



5. Convert the time it took to read the passages to seconds. Example: 2 minutes, 55 second = 175 seconds.
6. Convert the number of seconds to a decimal by dividing the number of seconds by 60. This is the total reading time. Example :  $175/60 = 2.91$ .
7. Divide the number words read correctly by the total reading time in decimal form. Example :  $130/2.91 = 45$  WCPM.

#### NATIONAL ORAL READING FLUENCY NORMS

Grade	Fall wcpm	Winter wcpm	Spring wcpm
1		23	53
2	51	72	89
3	71	92	107
4	94	112	123
5	110	127	139
6	127	140	150
7	128	136	150
8	133	146	151

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Background Description and Role of The Researcher

There are two types of research method, they are qualitative and quantitative method. Type or kind of research is selected, based on its purpose. Researcher chose them to reading research based on the aspect of reading intended to know.

“Data typically collected in the participant’s setting. Data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data. The final reading report are flexible structure. Those who engage in this form of inquiry supported a way of looking at research that honors an inductive style, a focus on individual meaning and the importance of rendering the complexity of situation”.<sup>53</sup> To know about correlation, the contribution, the relationship as usual we use quantitative methods. But, the writer wants to explore phenomena about repeated reading technique. Therefore, the writer decides to choose qualitative method to analyze how the students at the eleventh grade of SMA Negeri 1 Sekampung East Lampung to reading comprehension through repeated reading technique in narrative text.

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<sup>53</sup> Jhon W.Creswell, *Research Design : Qualitative, Quantitative, and mixed Methods Approaches*, (New Delh: Sage Publications, 2003), P.4

Qualitative research is a research that aimed to describe, learn and explain the phenomenon. The understanding of phenomenon can be reach by describing and exploring through a narration.

In this case the researcher applied case study because the writer wants to explore of students' reading comprehension skill through repeated reading technique in narrative text at the student eleventh grade of SMA Negeri 1 Sekampung East Lampung. By this research, the writer wants to help the other researcher to know deeply about students reading comprehension skill on narrative text that the students always did.

Which are used to comprehend in narrative text. in this research the writer explored to know deeply about a program, an event, an activity, a process, which is do by the students in repeated reading technique.

However, Creswell states that the case(s) where some various data collection procedures are gathered to gain detail information in bounded of time and activity.<sup>54</sup> Tellins indicates that case study data is collected by various approaches based on some resources. It can be said that using various data make clear the aspect of validity and reliability of the research.

Based on the above explanation, the writer used repeated reading technique of the research, the writer focuses on analysis the use of repeated reading's in student reading comprehension skill on narrative text. this research directed to explore the students reading comprehension skill found in

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<sup>54</sup> John W Creswell, *Research design qualitative quantitative and mixed methods approach*.P.17

the students at the eleventh grade of SMA Negeri 1 Sekampung East Lampung.

## **B. Data Resources**

For gathering information for researcher need accurate data. In this research the writer used some data research. Therefore, the writer offered data research gathering the data are as follows:

### **1.Primary Resource**

In the primary resource are original material on which research is based. The primary resource is the data source that provide to the researcher directly such as documentation, interview and archive. That is firsthand testimony on direct evidence concerning s topic under consideration. The primary resource in this research was documentation. The researcher took the data from activities repeated reading technique.

### **2. Secondary Resource**

In secondary resource offer interpretation or analysis based on primary resource. They may explain primary resource and often uses them to support a specific thesis or argument or to persuade the reader accept a certain point of view. The secondary resource is data resource that provides the data to researcher indirectly such as in interview and documentation. The secondary resource of the research was interview then the researcher conducted the students for answering the question in order to know the students' reading comprehension skill through

repeated reading technique in narrative text at the students eleventh grade SMA Negeri 1 Sekampung East Lampung.

### **C. Data Collecting Technique**

In collecting the data, the writer need some technique. The technique that will be used by the writer as follows three observable

#### **1. Documentation**

The writer used documentation technique for collecting data research. Documentation is way that uses a written source such as public documentation (such as: magazines, official report, news paper) or private documentation technique, the writer gathered the narrative passages from the students reading comprehension skill in narrative text through repeated reading technique's worksheet at the eleventh grade SMA Negeri 1 Sekampung East Lampung.

#### **2. Interview**

In interview, the researcher conducted face - to - face interview with participants, interview participants by the telephone. Interview that is used in qualitative will be opened interview. It is used to know causal relationship among aspect of the research. As it said before, that qualitative research uses opened interview. It means that participants could answer the question given, by their words freely. This kind of question is the easiest way to ask for information.

However, the responses was not be easily analyzed. It is especially useful if the researchers want the respondents to give free

thought, suggestion, recall information learned, or if you need detailed answer.<sup>55</sup> structured interview , semi structured interview, and unstructured interview. In this case, the writer used structured interview that uses prepared question.

#### **D. Data Analysis Technique**

As Creswell pointed out that organizing the plan for data analysis extended generic steps with specific research design steps. The generic steps result the following steps:

1. The data organized and prepared. In this first step, the writer arranges and prepares the data for analysis which involved transcribing interview, optically scanning material, noting field notes, or sorting and arranging the data into some types based on the source of information.
2. The researcher read through all the data. This step used by the writer to obtain a *general senses* of the information and drawing its overall meaning. What most important aspect of idea are participants stating? What is the tone of ideas? What is the common opinion of the overall depth, credibility, and use of the data as information? In this stage, the writer will not and record the general ideas of the data.
3. Start depth analysis with a coding process. Coding is the organizing process the material into “chunks” before bringing meaning to those “chunks”. Adopting text data or pictures, segmenting sentences or paragraph or images several categories, and marking those categories with

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<sup>55</sup> M.Easwaramoorthy and Fataneh, *interviewing for research: Avenue university, Canada:imaging Canada*, 2006.P.1

a term, often a term, often a term which is in the actual language of the participant, are the actions of this step. At this point, the writer will categorize the elements of characters education in the text and the illustration.

4. Utilize the coding process to create a description of the setting or people based on categories or themes. *Description* means rendering detailed information about people, places, or events in a setting. Researcher can create codes for the description. Designing detail description for case studies will ease the analysis. Then, generate an amount of themes or categories. Here, the writer gives description about the finding of charcter education elements in English textbook.
5. Advanced how the description and themes represented in the qualitative narrative. The renowned approach is to utilize a narrative passage in conveying the findings of the analysis. Visual, figures, or tables usage as adjuncts to the discussion are often considered by most qualitative researchers. Informing a process model (as in grounded theory), advancing a drawing of the specific research site (as in ethnography), conveying descriptive information about each participant in a table (as in case studies and ethnography are involved in this step. The writer applies figures or examples of the values of character education into narrative passage for conveying the analysis finding.
6. Make an interpretation or meaning the data as the final of step of data analyze. The essence of these ideas took from what the researchers can

learn through the lesson. Here, the writer interprets and gives description or meaning of the research finding after all the procedures are done.<sup>56</sup>

Based on the steps above, the writer analyzed the data firstly by organized and prepared the data. Choosing the main data. Focusing the most important data which needed, and then deciding the text based on the research that is called by the data, the writer makes presentation about the data which are collected and reduced in into the simple explanation or makes the draft for. The last step, the writer made the an interpretation or meaning the data.

#### **E. General Description of Research Data**

The data of the research is the information collected by doing qualitative research, the writer analyzed the use of repeated reading in reading comprehension through narrative text. The use of repeated reading is technique in reading comprehension. Therefore, the writer required the reading as the research data.

The writer conducted the research on December 08<sup>th</sup>, 2017 at the eleventh grade SMA Negeri 1 Sekampung. The writer used 10 students as the participants. in this research, the writer used observation, documentation, and interview as the data collection method. The writer observed students directly while asking to do the task such as reading the narrative text through repeated reading technique as documentation and

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<sup>56</sup> John W.Creswell, *Research Design*. P.191-195



observation immediately. After that, the writer conducted the interview to the participants.

#### **F. Research Approach**

In this research, the writer applied case study because the writer wanted to explore of students reading comprehension skill through repeated reading technique at the eleventh grade SMA Negeri 1 East Lampung. By this research, the writer wanted to help other researcher to know deeply about students reading comprehension skill that students always did.

Researcher approach has definition as the problem solving strategy of the account and accurate observation which conduct to organize the fact and summary of the field to gain an understanding, managing, predicting, and explaining the condition.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of Research Area

This research is conducted at SMA negeri 1 Sekampung east lampung, which is located at Hargomulyo, sekampung lampung timur. senior high school 1 sekampung was a filial senior high school 1 sekampung. Because there were so many students came to this school and it has not enough places for them. According to minister of education and culture of Indonesian on his letter number 0364/c1977.25<sup>th</sup> of august 1977 and according to the letter of the head of local department of lampung province number:939/I.12-1/1.6/1978,13<sup>th</sup> march 1978.

Junior high school 2 metro has verification on 2003. So that this school as organizer clearing school of national standard (SSN) based on the letter of director development and the letter directorate management education number 818a/C3.KEP/2003,24<sup>th</sup> april 2003, this is could motivate to all the members of school more active to increase the quality, learning process and achievement. State senior high school 1 sekampung is located in regency east lampung. So that this place can give opportunity to all the undergraduate senior high school to compete in order they can join in state senior high school 1 sekampung.

Senior high school 1 sekampung has multimedia room, language room, IPA laboratory room and some of the classes especially class bilingual as support the activity learning and planning in the school for the next future. Since 2004 years ago, state junior high school 2 metro had taken a part in the guiding and creating a new generation on inheritance of this country.

I. School identity

- |                                 |                                  |
|---------------------------------|----------------------------------|
| 1. School name                  | : SMA NEGERI 1 SEKAMPUNG         |
| 2. School accreditation         | : A                              |
| 3. NSS/NIS/NPSN                 | : 301.12.04.03.011/300110/108060 |
| 4. School address               |                                  |
| a. Street                       | : Jl. Raya Hargomulyo –          |
| Sekampung                       |                                  |
| b. village/Kelurahan            | : Hargomulyo                     |
| c. Districts/Regency/City       | : Sekampung, Lampung Timur       |
| d. Province                     | : Lampung                        |
| e. Phone number/Fax             | : 08287064765                    |
| f. Postal code                  | : 34182                          |
| 5. Surface area                 | : 20.000 m <sup>2</sup>          |
| 6. Building area                | : 2.159 M <sup>2</sup>           |
| 7. Ownership status             | : Pemda Lampung Timur            |
| 8. Land certificate number/deed | : 74 / Sekampung 1999            |

II. The identity of the principal

- |   |                                      |
|---|--------------------------------------|
| 1. Name and degree / NIP                    | : Drs.Sutrisno, M.Si/ 19621014 100 1 |
| 2. Date of birth / age                      | : Metro, 20 Oktober 196              |
| 3. Gender                                   | : Laki-laki                          |
| 4. Last education / majors                  | : S2/ Mageister Ilmu Pendidikan      |
| 5. Rank / class                             | : Pembina / IVb                      |
| ( for,PNS )                                 |                                      |
| 6. The first appointment as a teacher       | : 1 Maret 1992                       |
| 7. Experience become principal              | : 04 tahun 08 bulan                  |
| 8. The first appointment as a principal     | : SMA Negeri 1 Sekampung             |
| 9. Was appointed head master of this school | : Tgl 24 bulan 08 tahun 2017         |

10. Upgrading / education / practice ever followed :

Year	Name / type of exercise	Long Day / Month
2013	Training of prospective principals	300 JP

### III. THE STATE OF STUDENTS LAST 3 YEARS

#### 1. New student admission

School year	Amount		Percentage of	Average NEM of
	registrant	Be accepted	students received	students received
2013/2014	440	259	59 %	74,80
2014/2015	399	253	63 %	7,52
2014/2015	399	253	63 %	7,38
2015/2016	410	288	70 %	7,64
2016/2017	432	327	79 %	7,25

#### 2. Number of students last 3 years

School year	Grade X students			Grade XI students			Grade XII students			Total number	Information	
	M	F	amount	M	F	amount	M	F	amount		M	F
2012/2013	86	108	194	59	107	166	37	82	119	479		
2013/2014	101	157	258	78	116	194	66	99	165	617		
2014/2015	90	162	252	97	151	248	78	110	188	688		
2015/2016	104	183	287	90	151	245	78	110	241	773		
2016/2017	110	209	319	108	169	277	89	157	246	842		

## 3. Number of study groups, stay class and Drop Out

School year	Number of study groups				Number of stay class				Number of Drop Out			
	Kls X	Kls XI	Kls XII	Jml	Kls X	Kls XI	Kls XII	Jml	Kls X	Kls XI	Kls XII	Jml
2011/2012	4	4	4	12	-	-	-	-	1	-	-	-
2012/2013	5	4	4	13	-	-	-	-	-	1	-	-
2013/2014	6	5	4	15	-	-	-	-	-	-	-	-
2014/2015	7	6	5	18	-	-	-	-	-	-	-	-
2016/2017	9	8	7	24	-	-	-	-	8	-	-	8

Class ( study groups )

	Teaching	Level I			Level II			Level III			Amount		
N o	program s	SG	students		SG	Students		SG	students		SG	students	
			M	F		M	F		M	F		M	F
1	Umum												
2	Bahasa												
3	IPA	4	55	93	4	46	100	4	47	93	12	148	286
4	IPS	5	55	116	4	62	69	3	42	64	12	159	249
Amount		8	110	209	8	108	169	7	89	157	24	307	535

Students according to religion

Level	Islam	Christian	Catholic	Hindu	Buddha	amount
I	298	2	1	17	1	319
II	266	2	-	8	0	277
III	233	9	-	4	2	246
Amount	797	13	1	29	1	842

Achievements that have been achieved by schools for the last 3 years

a. academic

No	Name / type of championship	Level of success	Year		
The highest education	Perma nent teacher PNS PNDP	Teachers are not fixed	Other functional librarians /technician	The number of administr ative staff	Inform ation

1	Olimpiad science branch of chemistry	Champion at the district level	2013/2014
2	LCT Rohis	Champion at the Province	2014/2015
3	Story Telling Kab Lampung Timur	Champion	2014
4	LCT Gema Islam SMAN Three	3 <sup>rd</sup> place	2017
5	Story Telling SMAN 3 Forja	Champion	2016
6			

b. Non Academic

No	Nama / type of championship	Level of success	Year
1	Open taekwondo championship	Runner up	2014
2	Championship table tennis HUT RI	Champion	2014
3	The provincial poetry competition	Runner up	2014
4	English speech contest	Champion	2017
5	The provincial Ikhwat LCT	Champion	2014
6	Solo Song Paskibra Lampung	Champion	2017
7	The provincial Hafiz Ikhwat competition	3 <sup>rd</sup> place	2014
8	Nasyid Team Rohis	Champion	2017

		Hono rer	pure	Come s from anothe r school								
					pe rm an ent	Non per man ent	Pe rm an ent	Non per man ent	pe rm an ent	Non per man ent	M	F
S3/S2	3	-	-	-	-	-	-	-	-	-	3	
S1	33	-	1	-	-	-	-	-	1	-	20	15
D3/Sarmu d	1	-	-	-	-	-	-	-	1	-	2	-
D2	-	-	-	-	-	-	-	-	-	-	-	-
D1	-	-	-	-	-	-	-	-	-	1	1	-
SLTA	-	-	-	-	-	-	-	-	-	1	-	1
SLTP	-	-	-	-	-	-	-	-	-	1	1	-
SD	-	-	-	-	-	-	-	-	-	2	1	1
<b>Amount</b>	<b>37</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>5</b>	<b>28</b>	<b>17</b>

## IV. TEACHERS AND ADMINISTRATIVE STAFF

## 1. The number of teachers viewed from the level of education

## 1. Teacher formation and other functionalities

No	Subjects	Number of personnel				Suitability of educational background		Dual energy informati on teaching subjects
		requ ired	Wh ich exis t	mor e	less	(match )	(masmat ch)	
1.	Religion							
	a. Islam	2	2	-	-	√	-	
	b. Catholic	-	-	-	-	-	-	
	c. Christian	-	-	-	-	-	-	
	d. Hindu	-	-	-	-	-	-	
	e. Buddha	-	-	-	-	-	-	
2.	Citizenship	2	1	-	1	√	-	
3.	Indonesian language and literature	3	3	-	-	√	-	
4.	English	3	3	-	-	√	-	
5.	Other foreign language	-	-	-	-	-	-	
6.	Mathematics	4	4	-	-	√	-	
7.	Physics	3	5	1	-	√	-	
8.	Biology	2	2	-		√	-	
9.	Chemistry	2	1	-		√	-	

10.	History	2	2	-	-	√	-	
11.	Geography	1	0	-	1	√	-	
12.	Sociology	1	0	-	1	-	-	
13.	Anthropology	-	-	-	-	-	-	
14.	Economy	2	5	3	-	√	-	
15.	Accounting	1	0	-	1	√	-	
16.	Art	2	1	-	1	-	-	
17.	Information and communication technology	2	1	-	1	-	-	
18.	Skills	1	0	-	-	-	-	
19.	Physical education	2	2	-	-	√	-	
20.	Counseling guidance	3	3	-	-	√	-	
21.	Laboran	1	0	-	1	-	-	
22.	Technician	1	0	-	1	-	-	
23.	Librarian	1	0	-	1	-	-	
24.	Mulok	2	0	-	1	-	-	

## V. INFRASTRUCTURE

No	Type of room	Amount	Large	equipment (complete, enough, less complete)	Condition	
					good	Broken
1.	Class room	20	1348 m <sup>2</sup>	Cukup	√	
2.	Principal's office	1	24 m <sup>2</sup>	Cukup	√	
3.	The vice head master chamber	1	15 m <sup>2</sup>	Cukup	√	
4.	Administration room	1	121 m <sup>2</sup>	Cukup	√	
5.	Teacher's room	1	121 m <sup>2</sup>	Cukup	√	
6.	Counseling room	1	72 m <sup>2</sup>	Cukup	√	
7.	Laboratory room					
	a. IPA laboratory	1	140 m <sup>2</sup>	Kurang	√	
	b. physics laboratory	1	150 M <sup>2</sup>	Kurang	√	
	c. biology laboratory	1	150 M2	Cukup	√	
	d. chemistry laboratory	-				
	e. language laboratory	-				
	f. computer laboratory	1	116 m <sup>2</sup>	Kurang	√	
8.	Workshop	-				



9.	Library room	1	72 m <sup>2</sup>	Kurang	√	
10.	Basic technology education room	-				
11.	Skills room	-				
12.	Art room	-				
13.	Sports room	-				
14.	Space of learning media	-				
15.	Worship room	1	72 m <sup>2</sup>	Kurang	√	
16.	Health unit school room	1	6 m <sup>2</sup>	Kurang	√	
17.	Intra-school students organization room	-				
18.	The school committee room	-				
19.	Hall	-				
20.	Multipurpose room	-				
21.	Warehouse	1	40 m <sup>2</sup>	Kurang	√	
22.	Toilets	14	84 m <sup>2</sup>		√	
23.	Security room					
24.	Parking lot	4	2000 m <sup>2</sup>	Cukup	√	
25.	Page ceremony	1	3000 M <sup>2</sup>		√	
26.	School cooperative					
27.	School canteen	3	96 M <sup>2</sup>	Cukup	√	
28.	School fence	1	480 m	Cukup		
29.	And others					

## B. Description of Findings

The data are analyzed based on the framework proposed by Miles and Huberman's model. In this case, the data are analyzed by using some steps are data reduction, data display, and conclusion.

Collecting the data is the first step of research because the better data is, the better the result will. In line with that, the researcher collected which is greatly needed to support this research. The researcher got the data by observation, documentation, and interview regarding the reading comprehension at the eleventh grade SMA Negri 1 Sekampung. This research is held on December 8<sup>th</sup>, 2017 at SMA Negri 1 Sekampung, the

following table is the documentation of repeated reading technique in narrative text.

Referring to the analysis of the research, the writer analyzed the product of reading comprehension through repeated reading technique in narrative text. the primary data chosen by the writer was collected from students' reading text from narrative text. then, the researcher evaluated the reading comprehension within them. The narrative text of various kind of reading comprehension although sometime these have different difficulty. The students also sometime found a few general information in narrative text.

In fact, the students' reading comprehension still not in line the whole general information of narrative text so that it made the message of the writer cannot conveyed properly. It is supported by the data which has been collected by the researcher showing the documentation and interview of the students' reading comprehension through repeated reading technique in narrative text as follow :

- a. The researcher did repeated reading documentation, the researcher took ten participants through random as all students to analysis their reading comprehension

**Documentation of analysis reading comprehension through repeated reading technique in narrative text.**

No	Repeated reading technique						
1	Nama	Reading	Time	Total words	Errors	Words	WCPM

				read		correct	
	Fira kumala	Reading 1	110	157	9	148	81
		Reading 2	150	239	20	219	87
		Reading 3	160	187	20	167	64
		Reading 4	182	168	14	168	91
		Reading 5	170	237	24	213	75
2	Novia	Reading 1	115	157	10	147	76
	selviana	Reading 2	140	239	18	221	96
		Reading 3	140	187	17	170	73
		Reading 4	120	182	16	166	83
		Reading 5	140	237	19	220	95
3	Yulia	Reading 1	105	157	8	149	85
	puspitasari	Reading 2	120	239	10	229	114
		Reading 3	130	187	12	175	81
		Reading 4	120	182	15	167	83
		Reading 5	130	237	13	224	103
4	Arif	Reading 1	100	157	8	149	93
	sumpeno	Reading 2	130	239	16	223	103
		Reading 3	140	187	15	172	74
		Reading 4	100	182	13	169	105
		Reading 5	170	237	24	213	76
5	Siti	Reading 1	115	157	10	147	76
	nurfadilah	Reading 2	130	239	16	223	106
		Reading 3	140	187	15	172	74
		Reading 4	105	182	14	168	96
		Reading 5	170	237	24	213	76
6	Yusuf	Reading 1	100	157	7	150	93
	wanda aji	Reading 2	130	239	16	223	103
		Reading 3	125	187	11	176	84
		Reading 4	110	182	14	168	91
		Reading 5	130	237	12	225	104
7	Muna	Reading 1	105	157	9	148	84
	Alfareza	Reading 2	130	239	16	223	103
		Reading 3	110	187	11	176	96
		Reading 4	90	182	9	173	115
		Reading 5	125	237	11	226	108
8	Rachma	Reading 1	65	157	3	154	142
	adji	Reading 2	95	239	6	233	147
	ramadanti	Reading 3	90	187	7	180	120
		Reading 4	90	182	8	174	116
		Reading 5	100	237	9	228	142
9		Reading 1	100	157	10	147	91
	Muhammad	Reading 2	125	239	14	225	108
	faisal ramli	Reading 3	120	187	12	175	87

10	Bagus irfansyah	Reading 4	90	182	9	173	115
		Reading 5	90	237	13	224	125
		Reading 1	90	157	7	150	100
		Reading 2	125	239	11	228	109
		Reading 3	125	187	11	176	84
		Reading 4	100	182	13	169	105
		Reading 5	130	237	13	224	103

Based on the table above student 1 has already on reading 1 until reading 5 has shown a indication that the student has low in reading comprehension because the average from word class per minute still under 112 wcpm, it score based on researcher's assumption from Jan's table repeated reading comprehension<sup>57</sup> standard for senior high school for native language.

**Summarize of Documentation of analysis reading comprehension through repeated reading technique in narrative text based on document above.**

Tabel 3

No	Nama	Repeated reading technique				
		Reading 1	Reading 2	Reading 3	Reading 4	Reading 5
1	Fira kumala	81	87	64	91	75
2	Novia selviana	76	96	73	83	95
3	Yulia puspitasari	85	114	81	83	103
4	Arif sumpeno	93	103	74	105	76
5	Siti nurfadilah	76	106	74	96	76
6	Yusuf wanda aji	93	103	84	91	104
7	Muna Alfareza	84	103	96	115	108
8	Rachma adji ramadanti	142	147	120	116	142

<sup>57</sup> Jan Hasbrouck. "An update of the and tindal in reading fluency", ( new orlens :the center for development & learning, 2017)p.11

9	Muhammad faisal ramli	91	108	87	115	149
10	Bagus irfansyah	100	109	84	105	103

Based on the table above, Reading 1, result 92 wcpm for average but criteria pass is more 112 wcpm thus the students activity in reading one is considered low. Reading 2, result 107 wcpm for average, it signed not pass because less than 100. Reading 3, result 83 wcpm for average thus the students not pass. Reading 4, result 100 wcpm for average thus the students did not pass. Reading 5, result 103 wcpm for average thus the students pass on this section.

Based on explanation above the students still have low skill in fluency, it has indication that students have low skill in reading comprehension.

#### b. interview

The third data is interview. In this interview, the writer gave ten question about reading comprehension in narrative. It had the aim to get third data. The list was the result of the interview test in ten respondents.

Question:

1. Do you like fairy tales?

Answered:

S1: Yes, I do like fairy tales.

S2: I don't like fairy tales

S3: Yes, I do it

S4: no, I don't

S5: Yes I do

S6: Yes I do

S7: Yes, I do

S8: Yes, I do

S9: Yes, I do

S10: Yes, I do

2. Do you often read English stories?

Answer :

S1: No, I don't

S2: No, I don't

S3: No, I don't

S4: No, I don't

S5: yes, I often read it

S6: yes. I do

S7: yes, I do

S8: Yes, I do

S9: No, I don't

S10: No, I don't

3. Does your English teacher ever tell you to read English stories?

Answer :

S1: Yes

S2: No.

S3: No

S4: Yes, she did it.

S5: yes, she did it.

S6: Yes, my teacher did it

S7: no, she didn't it

S8: Yes she did it

S9: Yes she did it

S10: no, she didn't

4. is it difficult to understand English story? If so why?

Answer :

S1: Yes, i don't have much vocabulary

S2: it's difficult for me to understand a text because I don't have English vocabulary

S3: Yes, because I don't have good vocabulary

S4: Yes, because of I don't good enough in vocabulary

S5: yes, because I don't know about grammar and don't have much vocabulary

S6: Yes, because of vocabulary

S7: Yes, because I don't have good structure and vocabulary

S8: no, it is easy.

S9: no it is,

S10: Yes, because of vocabulary and structure

5. What will you do if you find difficulties in understanding the English story?

Answer :

S1: Ask to English teacher

S2: try to asking to teacher or friends

S3: looking for help like ask to friend or teacher

S4: Asking to teacher.

S5: looking for help to teacher or friend

S6: looking for dictionary

S7: looking for dictionary

S8: asking to teacher

S9: looking for dictionary

S10: looking for dictionary

6. What do you think about generic structure?

Answer :

S1: I don't ever heard about generic structure

S2: I don't know about that.

S3: I never heard it

S4: I don't know

S5: I don't know

S6: I don't know

S7: I don't know

S8: it means structure text.



S9: I don't know

S10: I don't know

7. How do you find the main idea in the text?

Answer :

S1: try to reading and understanding a text

S2: try to understand for the first

S3: the one think that I know is reading

S4: read the first paragraph

S5: reading all of the text.

S6: make to deep more understanding a story

S7: I read the title of a text.

S8: I read on first paragraph and last paragraph

S9: I begin to understand first paragraph.

S10: reading whole text

8. What do you think about synonyms and give the example?

Answer :

S1: it looks like same meaning, for the example sky and earth

S2: I ever heard it likes same meaning.

S3: it is same as meaning, small and mini

S4: the same as meaning.

S5: same as meaning, small and mini

S6: same meaning,

S7: same meaning.

S8: same meaning, like mini and small

S9: it same a meaning, like small and mini

S10: the same as meaning.

9. How do you to conclude contains about the text?

Answer :

S1: I don't know how the way the conclude a text

S2: I try to reading and understanding

S3: I am used to reading

S4: I don't know how the way to conclude.

S5: try to reading and understanding

S6: I am used to reading

S7: I am used to looking for main idea

S8: reading first paragraph until last paragraph, looking for the specific that we want

S9: understanding contains a text.

S10: I am used to reading all of text.

10. How do you to find specific information?

Answer :

S1: I used to reading all text.

S2: just the reading

S3: I am used to reading

S4: I read scrutiny.

S5: I am used to reading and understanding

S6: looking for important point

S7: see story plot

S8: read all of the text.

S9: try to understanding a story.

S10: read whole a story.

Based on the data interview above, it can be concluded that most of the students have same difficulties on reading comprehension, such as, the students don't know meaning the word, don't have many vocabularies, and students confused with sentence structure. For the technique, the researcher asked the students through repeated reading technique, in it there were technique correctly such as, finding the main character and gaining the purpose of the narrative text to solve problem fluency and reading comprehension. The all of students that used repeated reading technique students still confused but good in fluency. So, the writer assumed the used repeated reading technique is useless to improve in reading comprehension.

### **C. Discussion**

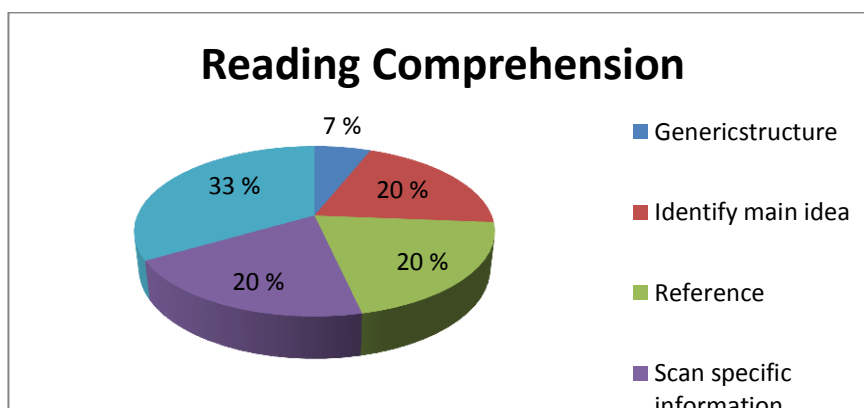
This research was conducted in the eleventh grade of SMA Negeri 1 Sekampung, Lampung East in academic 2017/2018; it mean that the result of the research was definite and limited only on these participant in that place and time. In other words, the result might be different was it was

conducted in different place, time and participant even though it had the same matter.

In addition, from the result of the research data analysis in previous elaboration, the writer found that students' reading comprehension were still low and needed to be enhanced. It can be seen from the result of documentation, and interview of reading comprehension that have done by the students.

Figure 1

Percentage of the case in reading comprehension



Based on the diagram above, the highest percentage of the case in reading comprehension there are 7% students can find the generic structure, 20% students cannot identify the main idea a text, 20% students can identify the reference, 20% students can specific information, and 33% students know about the synonyms of word. It can be concluded that the students that need more learn how to comprehend a text easily, so the students can answer all of the question correctly.

Based on the result of documentation and interview of reading comprehension have analyzed, the writer had known that the students encountered some mistakes when comprehension. The mistake such as, there were distortion in meaning, the students' unfamiliarly of the vocabularies on the texts and the students are not used reading English text.

Besides, based on the result observation, documentation and interview of reading comprehension have analyzed, the writer had known that students still difficult to identify the main idea and the answers of interview has shown that students still confused in reading comprehension. The sign of students' difficulties in reading comprehension: confusion about the meaning of words and sentences, lack of reading causes the students' difficulties to interpret new words, also inability to connect ideas in passage.

To solve the students difficulties that they have, the writer can conclude that students should usually reading in English text and memorize vocabulary to comprehension easier. Besides, the students can enrich their vocabulary because it can help them when the students comprehending a text. so, the students didn't need open dictionary to find the difficult word in sentences.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In the description of the data analysis on previous chapter, it can be concluded that the students' reading comprehension at the eleventh grade SMA Negeri 1 Sekampung were still low and needed to be enhanced.

Students difficulties that have, as follows :

1. The students still have difficulties when comprehend a text, the students encountered some mistakes such as : the students made distortion in meaning and made some mistakes in their sentence structure when they translated a text. it can be the comprehension's result made inaccurate.
2. The students difficulties in reading comprehension were students didn't have many vocabulary, it made they were difficult to understand the meaning of word. Then, students didn't understand with structure and grammar was used and students need time to comprehend a text.
3. The students have problems in reading comprehension, especially in recognized kind text thus they have difficulties to catch meaning in context, then students did not know what they are reading.

## **B. Suggestion**

Through this research the researcher would like to constructively  
give suggestion as follows:

1. It suggested for the teacher to used repeated reading technique in teaching reading especially in teaching reading narrative text because it has possible increasing in their reading comprehension skill.
2. It suggested for the teacher to be more creative in applying repeated reading technique in English learning process and most important in learning reading comprehension.
3. It suggested for the teacher can be continued more in reviewing of reading comprehension in terms of aspect in the reading comprehension.
4. It suggested for the students to often possible read narrative text because it is not only make us entertain but also we get value of life in text.

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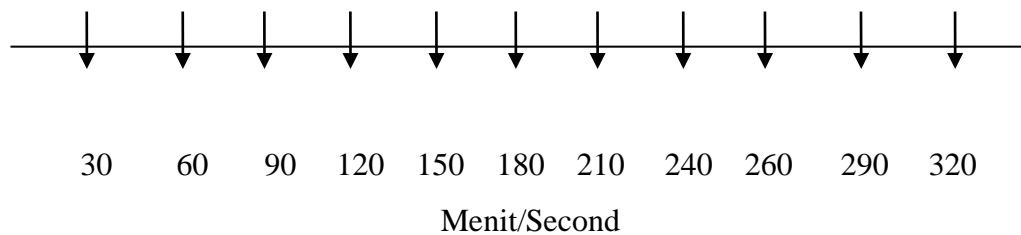
# APPENDIXES

### A stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he(15) rode one cow home and made the others walk in front of him.(28) On the way he (32)counted them but he could only see five cows. He counted them again and again.(47) He was certain that he had lost one. He was afraid that he would be scolded by his wife.(66)

His wife was waiting for him in front of their house. As soon as he saw her,(83) he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.(106)

Then, his wife asked him how many cows he bought.(116) The stupid man answered that he bought six cows.(125) However, he could only see five of them. His wife looked at him and laughed.(140) She said that he was very stupid. There was not one cow less. There was one more.(157)

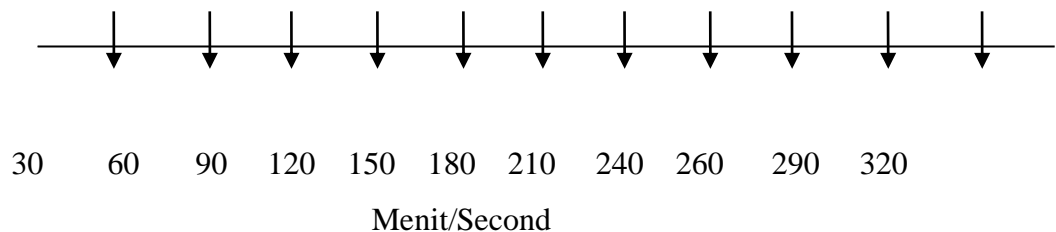


### The magic candle

One day, a young wandered got lost in the wood suddenly, he saw a light From an old hut. He knocked the door and old woman opened it. She was crying. She said that a devil had stolen her magic candle.(19) the candle could grand anything she asked. The wandered asked her where the devil lived “in a castle not far from here”. Said the woman.(34)

The wandered went to castle. There he found the devil but he was old and weak therefore, when the wandered grabbed the magic candle from the devil’s table and run away, he couldn’t chase him(41). However the wandered was not a kind man. He didn’t return the candle to the old woman, but keep it for himself. He lit the candle and made a wish, I want to go far from here.

Suddenly, a genie appeared and took him to a beautiful palace, there was party in the palace.(60) the wandered want to take some money. So, he lit the candle again and wished some jewelry. He sold them to the quest and was soon making a lot of money.(76) then a princess cameo to buy some jewelry but there was nothing left. The wandered fell in love with her and asked her to marry him. The kind princess said yes, and they got very angry.(108) at night, she lit the candle and wished the wandered disappeared in the morning, the wandered awoke and found himself back house in the village.(125)



### **The old grandfather and his grandson**

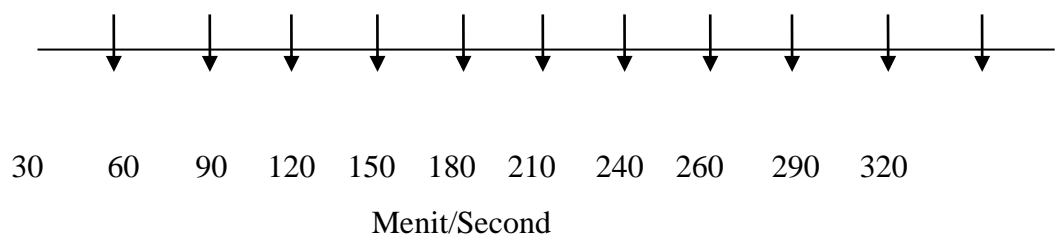
Once upon a time , there was very old grandfather. His eyes were almost blind. His ears were deaf and his knees shook. When he sat at the table, he couldn't hold the spoon strongly, he spilled soup on the table cloth. Besides, some of his soup would run back out of his mouth.(34)

His son and his son's wife were annoyed. Finally, they made the old grandfather sit in the corner behind the stove. They gave him enough food in clay bowl. He sat there and looked at them sadly. He was almost crying.(64)

One day, the old grandfather couldn't hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded him. However, the old grandfather didn't say anything, he couldn't cry. Then, she bought him a wooden bowl and made him eat from it.(78)

Once the husband and his wife were sitting in the dining room, their four-year-old son put together some pieces of wood on the floor. His father asked him, what he was doing. The little child said that he was making a bowl for his father and mother to eat from when he became an adult.(98)

The man and the woman looked at each other. They began to cry. They brought their old grandfather to the table immediately. Since then, they always let him there. If he spilled a little, they didn't say anything.(126)

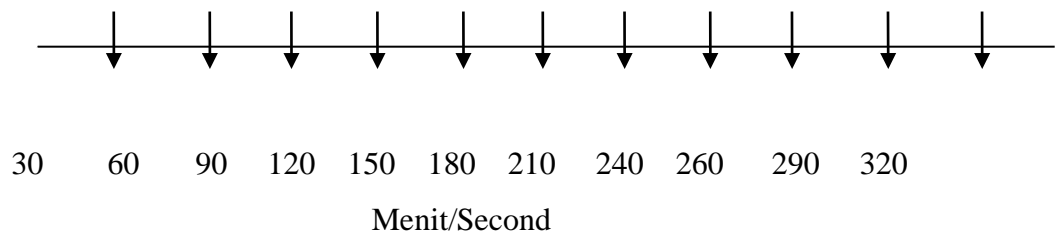


### An honest boy

One day, Tommy was walking home from school. He saw a man coming out of shop. The man was carrying a lot of things, he saw walking toward his car suddenly something fell from his pocket, tommy saw it, but the did not.(32)

Tommy ran and picked up the thing it was a wallet,”sir! You dropped your wallet” tommy called, the man stopped and turned round. “you dropped your wallet.” Tommy repeated .(56) “here it is, it fell from your pocket when you were walking” tommy gave him the wallet.oh tankyou very much.” The man said “it’s alright” tommy answered.(75). The man opened the wallet and took out some money, I just want to help you.”

The man smiled and said “all right, I’m not going to give you any money, but please, let me take you home ,”all right” tommy said(108) and got into the car.in the car they talked about about tommy’s school. Tommy was telling him abouthis friends when they arrived “this’s my house”. Tommy said(121) “won’t you” come in ?” the man with tommy into the house. He met tommy’s parents and told them what had happened, tommy’s parents were very proud of their son.(135)

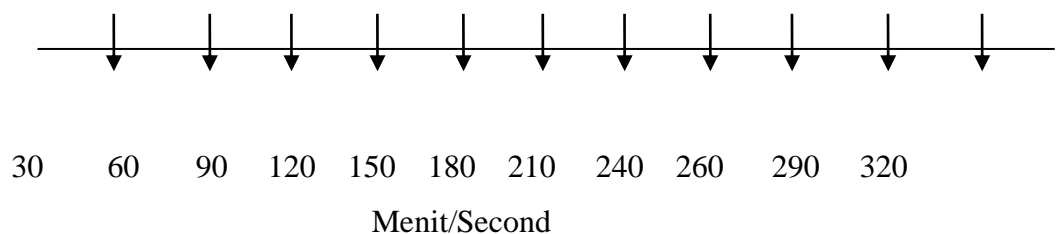


### A little girl in a village

Amelia's house was in quite place, it was hilly village, the garden of her house was very beautiful flowers with various color grew there.(22) Amelia grew some roses, she 's a nature lover .one day Amelia closed her book. She felt tired after studying hard.(40) she stood by the window. She could see the mountain from there. It was beautiful bluish green.(58) "how wonderful it would be if I could reach the top of that mountain without climbing.(75)

If you want to fly up there, follow me, "said a soft voice. Amelia was surprised " who are you? Why did you come in without permission?"(100) "my name is yuli, my home is a bit far from here I want to be your friend, Amelia" said the girl, "you know my name" said Amelia. (127)" I often hear your mother calling you." Yuli answered . she reached out her hand to Amelia. Amelia shook yuli's hand." Why is your hand so cold? Are you ill?" asked Amelia, worried.(156)

"I haven't been to school for few days, said yuli " if you were sick. Why aren't you in bed now?" asked Amelia "the fresh air will make me better, Amelia," said yuli. Pulled Amelia's hand.(185) she wanted Amelia to follow her. "oh,no. I cannot go now. I must do my home work". "okay, how about tomorrow ? my mother will make some delicious cakes for me.(200) you must taste some, yuli" said Amelia" thanks Amelia. You are so kind" yuli waved to Amelia then she was gone. Amelia's mother was puzzled to see her daughter talking alone.(227)


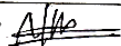




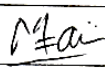





The list question for interview

1. Do you like fairy tales?
2. Do you often read English stories?
3. Does your English teacher ever tell you to read English stories?
4. is it difficult to understand English story? If so why?
5. What will you do if you find difficulties in understanding the English story?
6. What do you think about generic structure?
7. How do you find the main idea in the text?
8. What do you think about synonyms and give the example?
9. How do you to conclude contains about the text?
10. How do you to find specific information?



## ATTENDANCE LIST

No	Nama	Ttd
1	FIRA KUMALA	1. 
2	NOVIA SELVIANA	2. 
3	Yulia Puspita Sari	3. 
4	ARIF SUMBERO	4. 
5	Siti NurfaDilah	5. 
6	Yusuf Wanda gji	6. 
7	Muna ALfareza	7. 
8	Rachma Adji Ramadanti	8. 
9	MUHAMMAD FAISAL RAFLI	9. 
10	Bagus Irfansyah	10. 

**THE ANALYSIS OF USING REPEATED READING COMPREHENSION**

Nama	Analysis 1		Analysis 2		Analysis 3		Analysis 4		Analysis 5	
Novia selfiana	False	Time/second	False	Time/second	false	Time/second	false	Time/second	False	Time/second
	10	115	18	140	17	140	16	120	19	140/60
	Correct = $157-10=147$ $147/157 \times 100\%=93\%$ $115/60=1,91$ $147/1,91=76$ wcpm		Correct = $239-18=221$ $221/239 \times 100\%=92\%$ $140/60=2,3$ $221/2,3=96$ wcpm		Correct = $187-17=170$ $170/187 \times 100\%=91\%$ $140/60=2,3$ $170/2,3=73$ wcpm		Correct = $182-16=166$ $166/182 \times 100\%=91\%$ $120/60=2$ $166/2=83$ wcpm		Correct = $237-19=220$ $220/237 \times 100\%=92\%$ $140/60=2,3$ $220/2,3=95$ wcpm	
Fira kumala	9	110	20	150	20	160	14	110	29	170
	Correct = $157-9=148$ $148/157 \times 100\%=94\%$ $110/60=1,83$ $148/1,83=81$ wcpm		Correct = $239-20=219$ $219/239 \times 100\%=91\%$ $150/60=2,5$ $219/2,5=87$ wcpm		Correct = $187-20=167$ $167/187 \times 100\%=89\%$ $160/60=2,6$ $167/2,6=64$ wcpm		Correct = $182-14=168$ $168/182 \times 100\%=92\%$ $110/60=1,83$ $168/1,83=91$ wcpm		Correct = $237-24=213$ $213/237 \times 100\%=89\%$ $170/60=2,83$ $213/2,83=75$ wcpm	
Yulia puspitasari	8	105	10	120	12	130	15	120	13	130
	Correct = $157-8=149$ $149/157 \times 100\%=94\%$ $105/60=1,75$ $149/1,75=85$ wcpm		Correct = $239-10=229$ $229/239 \times 100\%=95\%$ $120/60=2$ $229/2=114$ wcpm		Correct = $187-12=175$ $175/187 \times 100\%=93\%$ $130/60=2,16$ $175/2,16=81$ wcpm		Correct = $182-15=167$ $167/182 \times 100\%=91\%$ $120/60=2$ $167/2=83$ wcpm		Correct = $237-13=224$ $224/237 \times 100\%=94\%$ $130/60=2,16$ $224/2,16=103$ wcpm	
Arif sumpeno	8	100	16	130	16	140	13	100	24	170
	Correct = $157-8=149$ $149/157 \times 100\%=94$ $100/60=1,6$ $149/1,6=93$ wcpm		Correct = $239-16=223$ $223/239 \times 100=93$ $130/60=2,16$ $223/2,16=103$ wcpm		Correct = $187-15=172$ $172/187 \times 100\%=91$ $140/60=2,3$ $172/2,3=74$ wcpm		Correct = $182-13=169$ $169/182 \times 100\%=92$ $100/60=1,6$ $169/1,6=105$ wcpm		Correct = $237-24=213$ $213/237 \times 100\%=89$ $170/60=2,8$ $213/2,8=76$ wcpm	
Siti nurfadilah	10	115	16	130	15	140	14	105	24	170/60
	Correct = $157-10=147$ $147/157 \times 100\%=93\%$ $115/60=1,91$ $147/1,91=76$ wcpm		Correct = $239-16=223$ $223/239 \times 100\%=93\%$ $130/60=2,1$ $223/2,1=106$ wcpm		Correct = $187-15=172$ $172/187 \times 100\%=91\%$ $140/60=2,3$ $172/2,3=74$ wcpm		Correct = $182-14=168$ $168/182 \times 100\%=92\%$ $105/60=1,75$ $168/1,75=96$ wcpm		Correct = $237-24=213$ $213/237 \times 100\%=89\%$ $170/60=2,8$ $213/2,8=7,6$ wcpm	
Yusuf wanda aji	7	100	16	130	11	125	14	110	12	130
	Correct = $157-7=150$		Correct = $239-16$		Correct = $187-11=176$		Correct = $182-14=168$		Correct = $237-12=225$	

	150/157x100%=95% 100/60=1,6 150/1,6=93 wcpm		=223 223/239x100%=93% 130/60=2,16 223/2,16=103 wcpm		176/187x100%=94% 125/60=2,08 176/2,08=84 wcpm		168/182x100%=92% 110/60=1,83 168/1,83=91 wcpm		225/237x100%=94 130/60=2,16 225/2,16=104	
Muna alfareza	9	105	8	110	11	110	9	90	11	125
	Correct=157-9=148 148/157x100%=94% 105/60=1,75 148/1,75=84 wcpm		Correct=157-8=149 149/157x100%=94% 110/60=1,83 149/1,83=81 wcpm		Correct=187-11=176 176/187x100%=94% 110/60=1,83 176/1,83=96 wcpm		Correct=182-9=173 173/182x100%=95% 90/60=1,5 173/1,5=115 wcpm		Correct=237-11=226 226/237x100%=95 125/60=2,08 226/2,08= 108 wcpm	
Rachma adji ramadanti	3	65	6	95	7	90	8	90	9	100
	Correct=157-3=154 154/157x100%=98% 65/60=1,08 154/1,08=142 wcpm		Correct=239-6=233 233/239x100%=97% 95/60=1,58 233/1,58=147 wcpm		Correct=187-7=180 180/187x100%=96% 90/60=1,5 180/1,5=120 wcpm		Correct=182-8=174 174-182x100%=95% 90/60=1,5 174/1,5=116 wcpm		Correct=237-9=228 228/237x100%=96% 100/60=1,6 228/1,6=142 wcpm	
Muhammad faisal ramli	10	100	14	125	12	120	9	90	13	90
	Correct=157-10=147 147/157x100%=93% 100/60=1,6 147/1,6=91 wcpm		Correct=239-14=225 225/239x100%=94% 125/60=2,08 225/2,08=108 wcpm		Correct=187-12=175 175/187x100%=93% 120/60=2 175/2=87 wcpm		Correct=182-9=173 173/182x100%=95% 90/60=1,5 173/1,5=115 wcpm		Correct=237-13=224 224/237x100%=94% 90/60=1,5 224/1,5=149 wcpm	
Bagus irfansyah	7	90	11	125	11	125	13	100	13	130
	Correct=157-7=150 150/157x100%=95% 90/60=1,5 150/1,5=100 wcpm		Correct=239-11=228 228/239x100%=95% 125/60=2,08 228/2,08=109 wcpm		Correct=187-11=176 176/187x100%=94% 125/60=2,08 176/2,08=84 wcpm		Correct=182-13=169 169/182x100%=92% 100/60=1,6 169/1,6=105 wcpm		Correct=237-13=224 224/237x100%=94% 130/60=2,16 224/2,16=103 wcpm	

**The result of interview of reading comprehension skill  
Sma negeri 1 sekampung east lampung**

Nama : Fira Kumala

Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : yes I do

2. Question: Do you often read English stories?

Answer : yes I do

3. Question: Does your English teacher ever tell you to read English stories?

Answer : yes I do

4. Question: is it difficult to understand English story? If so why?

Answer : yes I do

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : yes I do

6. Question:What do you think about generic structure?

Answer : yes I do

7. Question: How do you find the main idea in the text?

Answer : yes I do

8. Question : What do you think about synonyms and give the example?

Answer : yes I do

9. Question: How do you to conclude contains about the text?

Answer : yes I do

10. Question : How do you to find specific information?

Answer : yes I do

Nama : Novia Selviana  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : I don't like fairy tales

2. Question: Do you often read English stories?

Answer : no, I don't

3. Question: Does your English teacher ever tell you to read English stories?

Answer : no

4. Question: is it difficult to understand English story? If so why?

Answer : it's difficult for me to understand English story? If so why?

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : try to asking to teacher friends.

6. Question:What do you think about generic structure?

Answer : I don't know about that

7. Question: How do you find the main idea in the text?

Answer : try to understand for the first

8. Question : What do you think about synonyms and give the example?

Answer : I ever heard it likes same meaning

9. Question: How do you to conclude contains about the text?

Answer : I try to reading and understanding

10. Question : How do you to find specific information?

Answer : just the reading

Nama : Yulia puspitasari  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : yes I do it.

2. Question: Do you often read English stories?

Answer : no, I don't.

3. Question: Does your English teacher ever tell you to read English stories?

Answer : no

4. Question: is it difficult to understand English story? If so why?

Answer : yes, because I don't have good vocabulary

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : looking for help like ask to friend or teacher

6. Question:What do you think about generic structure?

Answer : I never heard it

7. Question: How do you find the main idea in the text?

Answer : the one think that I know is reading.

8. Question : What do you think about synonyms and give the example?

Answer : it same as meaning, small and mini.

9. Question: How do you to conclude contains about the text?

Answer : I am used to reading.

10. Question : How do you to find specific information?

Answer : I am used to reading

Nama : Arif sumpeno  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : no. I don't

2. Question: Do you often read English stories?

Answer : no, I don't

3. Question: Does your English teacher ever tell you to read English stories?

Answer : yes, she did it

4. Question: is it difficult to understand English story? If so why?

Answer : yes. Because I don't have good enough vocabulary

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : Asking to teacher.

6. Question:What do you think about generic structure?

Answer : I don't know

7. Question: How do you find the main idea in the text?

Answer : read the first paragraph

8. Question : What do you think about synonyms and give the example?

Answer : the same as meaning

9. Question: How do you to conclude contains about the text?

Answer : I don't know how the way to conclude.

10. Question : How do you to find specific information?

Answer : I read scrutiny.

Nama : Siti nurfadilah  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?  
Answer : yes I do
2. Question: Do you often read English stories?  
Answer : yes I often read it.
3. Question: Does your English teacher ever tell you to read English stories?  
Answer : yes, she did it.
4. Question: is it difficult to understand English story? If so why?  
Answer : yes because I don't know about grammar and I don't have much vocabulary.
5. Question: What will you do if you find difficulties in understanding the English story?  
Answer : looking for help to teacher or friend
6. Question:What do you think about generic structure?  
Answer : I don't know
7. Question: How do you find the main idea in the text?  
Answer : reading all of the text.
8. Question : What do you think about synonyms and give the example?  
Answer : same as meaning, small and mini
9. Question: How do you to conclude contains about the text?  
Answer : try to reading and understanding
10. Question : How do you to find specific information?  
Answer : I am used to reading and understanding



Nama : Yusuf wanda aji  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : yes I do

2. Question: Do you often read English stories?

Answer : yes I do

3. Question: Does your English teacher ever tell you to read English stories?

Answer : yes, my teacher did it.

4. Question: is it difficult to understand English story? If so why?

Answer : yes because of vocabulary

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : looking for dictionary

6. Question:What do you think about generic structure?

Answer : I don't know

7. Question: How do you find the main idea in the text?

Answer : make deep to more understanding a story

8. Question : What do you think about synonyms and give the example?

Answer : same meaning

9. Question: How do you to conclude contains about the text?

Answer : I am used to reading

10. Question : How do you to find specific information?

Answer : looking for important point

Nama : Muna Alfareza  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : yes I do

2. Question: Do you often read English stories?

Answer : yes I do

3. Question: Does your English teacher ever tell you to read English stories?

Answer : no, she didn't it

4. Question: is it difficult to understand English story? If so why?

Answer : yes because I don't have good structure and vocabulary

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : looking for dictionary

6. Question:What do you think about generic structure?

Answer : I don't know

7. Question: How do you find the main idea in the text?

Answer : I read the title of text.

8. Question : What do you think about synonyms and give the example?

Answer : same meaning

9. Question: How do you to conclude contains about the text?

Answer : I am used to looking for main idea

10. Question : How do you to find specific information?

Answer : see story plot

Nama : Rachma adji Ramadanti  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?  
Answer : yes I do
2. Question: Do you often read English stories?  
Answer : yes I do
3. Question: Does your English teacher ever tell you to read English stories?  
Answer : yes she did it
4. Question: is it difficult to understand English story? If so why?  
Answer : yes I do
5. Question: What will you do if you find difficulties in understanding the English story?  
Answer : no. it is easy
6. Question:What do you think about generic structure?  
Answer : asking to teacher
7. Question: How do you find the main idea in the text?  
Answer : I read on first paragraph and last paragraph
8. Question : What do you think about synonyms and give the example?  
Answer : same meaning like small and mini
9. Question: How do you to conclude contains about the text?  
Answer : reading first paragraph until last paragraph, looking for the specific that we want
10. Question : How do you to find specific information?  
Answer : read all of the text

Nama : Muhammad faisal rafli  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : yes I do

2. Question: Do you often read English stories?

Answer : no, I don't

3. Question: Does your English teacher ever tell you to read English stories?

Answer : yes she did it

4. Question: is it difficult to understand English story? If so why?

Answer : no it is

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : looking for dictionary

6. Question:What do you think about generic structure?

Answer : I don't know

7. Question: How do you find the main idea in the text?

Answer : I begin understand on the first paragraph

8. Question : What do you think about synonyms and give the example?

Answer : it same meaning like small and mini

9. Question: How do you to conclude contains about the text?

Answer : understanding contain a text

10. Question : How do you to find specific information?

Answer : try to understanding a story

Nama : Bagus irfansyah  
Kelas : XI IPA 4

1. Question : Do you like fairy tales?

Answer : yes I do

2. Question: Do you often read English stories?

Answer : no, I don't

3. Question: Does your English teacher ever tell you to read English stories?

Answer : no, she didn't it

4. Question: is it difficult to understand English story? If so why?

Answer : yes because of vocabulary and structure

5. Question: What will you do if you find difficulties in understanding the English story?

Answer : looking for dictionary

6. Question:What do you think about generic structure?

Answer : I don't know

7. Question: How do you find the main idea in the text?

Answer : reading whole text

8. Question : What do you think about synonyms and give the example?

Answer : the same as meaning

9. Question: How do you to conclude contains about the text?

Answer : I am used reading all of text.

10. Question : How do you to find specific information?

Answer : read whole story.

### **The Documentation of the Research**







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : P-1661/In.28/FTIK/PP.00.11/07/2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

Kepada Yth.,  
Kepala SMA Negeri 1 Sekampung, Lampung Timur  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : Sutriyono  
NPM : 13108547  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul : INCREASING THE STUDENTS' READING COMPREHENSION  
THROUGH REPEATED READING TECHNIQUE AT THE ELEVENTH  
GRADE OF SMA NEGERI 1 SEKAMPUNG IN ACADEMIC YEAR  
2017/2018

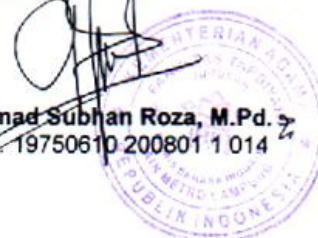
untuk melakukan pra survey di SMA Negeri 1 Sekampung, Lampung Timur.

Demikian permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 11 Juli 2017  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-2927/In.28/D.1/TL.01/11/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : SUTRIYONO  
NPM : 13108547  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' READING COMPREHENSION THROUGH REPEATED READING TECHNIQUE IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro

Pada Tanggal : 30 November 2017

Mengetahui,  
Pejabat Setempat



Dra. Isti Fatimah MA

NID. 19870531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-2928/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 1  
SEKAMPUNG

di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2927/In.28/D.1/TL.01/11/2017, tanggal 30 November 2017 atas nama saudara:

Nama : **SUTRIYONO**  
NPM : 13108547  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' READING COMPREHENSION THROUGH REPEATED READING TECHNIQUE IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 30 November 2017  
Yang, Dekan I,

Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



**PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN PEMUDA DAN KEBUDAYAAN  
SMA NEGERI 1 SEKAMPUNG  
AKREDITASI A**



NPSN : 10806079

NSS : 301120403011

NIS : 300110

*Alamat : Jl. Raya Sekampung, Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur Kode Pos 34182*

## **SURAT KETERANGAN**

Nomor : 420/ 006 /11/SMAN 1/2018

Yang bertanda tangan di bawah ini :

Nama	: Drs. Margono
NIP	: 19640421 199010 1 001
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Wakil Kepala SMA Negeri 1 Sekampung

Menerangkan dengan sebenarnya bahwa :

Nama	: SUTRIYONO
NPM	: 13108547
Fakultas	: TARBIYAH
Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII ( SEMBILAN )

Telah melakukan penelitian di SMA Negeri 1 Sekampung dengan judul " AN ANALISYS OF STUDENTS' READING COMPREHENSION THROUGH REPEATED READING TECHNIQUE IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG ".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya

Sekampung, 18 Januari 2018

**A.n Kepala Sekolah  
Waka Kurikulum**



**Drs. Margono**

NIP. 19640421 199010 1 001





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-2779/In.28.1/J/TL.00/11/2017

24 November 2017

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum

2. Syahreni Siregar, M.Hum.

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : SUTRIYONO  
 NPM : 13108457  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

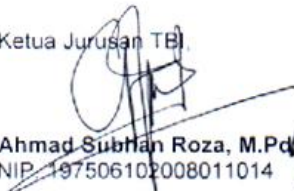
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat), semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,

  
**Ahmad Subhan Roza, M.Pd**  
 NIP. 197506102008011014

## CURRICULUM VITAE



Sutriyono who stands as the researcher in this present research was born in Candirejo Way Pengubuan, Lampung Tengah. Lampung Tengah on October 18<sup>th</sup> 1991. He comes from simple and harmonic family. He is third son from Sahlan alm and Sutirah.

He took elementary school at SDN 2 Candirejo, and took his junior high school at SMPN 2 Way Pengubuan for three years. Then, having graduated from junior high school, he continued his study in SMK N 2 Way Terbanggi Besar Lampung Tengah. After graduated from senior high school, he continued his study in IAIN Metro with English Education Study Program. While he was a student in IAIN, she joined in KAMMI as a member and he ever be A Comission at the communication info and he ever be playing football in PBI 13 club at IAIN Metro.