

Repeated Reading Technique : Solution On Students' English Reading Skill Problems

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Abstrak

Membaca teks dalam bahasa Inggris sedikit berbeda dan lebih kompleks daripada dalam bahasa Indonesia. Bedanya tidak sedikit siswa yang mengalami banyak kesalahan saat membaca teks bahasa Inggris, bahkan mereka tidak percaya diri saat diminta membaca. Penelitian ini bertujuan untuk mendeskripsikan praktik yang baik dalam menerapkan teknik membaca berulang dalam mengatasi masalah keterampilan membaca bahasa Inggris. Penelitian ini menggunakan desain kualitatif dengan jenis analisis isi atau dokumen. Dokumen yang dianalisis adalah jurnal ilmiah yang membahas tentang teknik membaca berulang. Selain itu beberapa dokumentasi berupa foto menjadi bahan yang kemudian dianalisis dan diinterpretasikan untuk mencapai tujuan penelitian. Praktik yang baik dalam menerapkan teknik membaca berulang terbukti menjadi solusi alternatif yang baik dan mengatasi masalah dalam membaca teks bahasa Inggris dan menarik perhatian siswa. Banyak produk berupa jurnal nasional bahkan internasional yang membuktikan teknik ini juga dalam bidang membaca cepat. Penerapan teknik membaca berulang dan penerapannya membuat siswa merasa senang bahkan termotivasi untuk membaca teks bahasa Inggris. Siswa merasa lebih percaya diri dan termotivasi untuk meningkatkan kemampuan literasi membaca dalam bahasa Inggris, sehingga mendukung niat baik sekolah untuk keberhasilan sekolah itu sendiri.

Kata Kunci : *Teknik Membaca Berulang, Masalah Keterampilan Membaca, Niat, Literasi Membaca, Menarik*

Abstract

Reading texts in English is slightly different and more complex than in Indonesian. The difference is not a few students who experience many mistakes when reading English texts, even they are not confident when asked to read. This study aims to describe the good practice of applying the repeated reading technique in overcoming English reading skill problems. This study uses a qualitative design with the type of content or document analysis. The documents analyzed are scientific journals that discuss the repeated reading technique. In addition is some documentation such as photos become material which is then analyzed and interpreted to achieve research objective. The good practice of applying repeated reading technique proved to be a good alternative solution and overcoming problems in reading English texts and attracting students' attention. Many products are in the form of national and even international journals that prove this technique is also in the field of speed reading. The application of the repeated reading technique and its application made students feel happy and even motivated to read English texts. Students feel more confident and motivated to improve their reading literacy skills in English, thus supporting the good intentions of the school for the success of the school itself.

Keywords: *Repeated reading technique, Reading skill problems, Intention, Reading literacy, Attracting*

INTRODUCTION

The essence of language in this era as a communication tool makes every language learning including English (Teng, 2020). So that every teacher expects language learning to be repeated or read over and over again so that students are able to master skills, especially reading (Elleman & Oslund, 2019). And basically every student must be able to understand the four language skills, namely reading, writing, speaking, and listening (Okkinga et al., 2018). So that students are able to produce various forms of writing, students also need to be accustomed to reading various forms of English discourse so that they can recognize various forms of reading texts and enrich their vocabulary. However, in reality, students' reading ability is still low, especially in English in Indonesia (Nourdad et al., 2018).

Reading is an activity to see what is written and the process of understanding the contents of the text aloud (Alaa et al., 2019). The benefits of reading can enrich insight and information as well as broaden knowledge, especially English (Jamshidifarsani et al., 2019). However, it is slightly different and more complex to read in English than in Indonesian. How to read a text in English is much different from reading a text in Indonesian (Jones et al., 2019). The form of writing and the way of reading are generally different. And that is one of the problems in general at various levels.

Interest in reading in Indonesia is very low and concerning. According to UNESCO, Indonesia's interest in reading is very worrying, at only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid. And in fact, students' ability to read is still low, especially in Indonesia in English. It is undeniable that the ability to read texts in Indonesian which is very low, of course in English it is much lower. To get out of this problem, which cannot be underestimated, an innovative strategy is needed to build a literate and developed Indonesia. Efforts to get out of this problem cannot be separated from the quality of teachers, parents, students and even the community to increase awareness and start innovating to improve reading skills (Rusmawaty et al., 2018).

Given the current developments, only conventional methods are no longer ogled by students to improve reading ability. Methods, media, approaches, techniques, etc are required (Hjetland et al., 2019). But is not enough only from the method, media, approach, even technique, but the teacher or motivator needs to adjust to students what is easiest and make them feel happy when they want to study according to the teacher's wishes in terms of improving their reading ability (Caravolas et al., 2019). A good way to improve students' reading skills is a method that does not pressure or force students but makes them happy when the method is applied so that their reading ability is seen (Proctor et al., 2020);(Florida & Mbato, 2022). Therefore, this study aims to present alternative solutions for learning technique in order to make learning activities is fun, especially at the SMK level.

The technique the author is referring to here is the Repeated Reading technique. Repeated reading has gained popularity as a technique for helping students' reading ability (Li & Zhang, 2020). It is widely implemented and can be used for students with and without disabilities (Hammerschmidt-Snidarich et al., 2019). Repeated reading has several components that make it more efficient (Hidayati, 2018). This article shares those components and provides a framework for setting up and using repeated reading in the classroom (Riadil, 2020). To use this technique the teacher must be a model for his students (Kahraman & Tekşen, 2019). In applying the Repeated Reading technique, the teacher or tutor must master how to pronounce every word, every sentence, even a text consisting of several paragraphs (Kasriyati & Maharani, 2018). This means that it is impossible to do the technique of reading repeatedly if the teacher does not know how to pronounce each one they want to read. Because of this technique, the key really lies in who is teaching or transferring the pronunciation. It is hoped that the skilled teachers in the application of this technique can be an alternative technique in improving students' reading skills (Kasriyati & Maharani, 2018).

METHOD

This study uses a qualitative design with a type of content analysis. The content analyzed is scientific journals that deal with repeated reading technique (Sekhsaria & Pronin, 2021). In addition, certain documentation, such as photos become material that is then analyzed and interpreted to answer the research questions contained in the introduction (Nazurty et al., 2019).

RESULT AND DISCUSSION

Repeated reading technique is an academic reading technique that has no single developer. It's based on theory automation, developed in the 60s and 70s of the 20th century. The theory is that a fluent reader automatically decodes the text being read, allowing the reader to focus on understanding. Repeated reading technique aims to build automation, and thus avoid students' English reading problem skills. Repeat reading technique has been found to have potential positive effects on reading skill and has no visible effects on alphabet, reading fluency, and general reading results. The application of this technique has been published in several nationally accredited and indexed proceedings and scientific journals. The repeated reading technique really helps students in avoiding mistakes in reading English texts (Suhaimi, 2018).

The main character in the application of this technique is the teacher or the person who teaches. This means that if want the process of applying this technique to run well, the teacher must be able to understand first how to pronounce the contents of the text provided. Understand how to read the text first and understand all its meanings even though there are words that are pronounced the same but have different meanings and other cases. It's a must if the delivery is through a repeated reading technique, the teacher or who applies it must be fluent first in reading the text that will be used as material in class (Saeed Al-Sobhi & Preece, 2018).

Assistance in reading activities by apply repeated reading technique as a solution to reading problems, namely when the author carries out field practice at SMK GKPS 2 Pematangsiantar. The students' reading problems identified by the writer from reading the recount text that has been provided are 3. First, students read one word at a time and do not know when to stop reading in each sentence. Second, students read the recount text how to write it, not how to actually read, and the last problem is that students are not confident when reading. When writers or students who are doing PPL ask students at the class why they stop reading or mispronounce the words they are reading, the students say that they are afraid of pronouncing them wrong. There are also those who say that they are confused because the pronunciation and writing of English words is different from the pronunciation of Indonesian words. In addition to write and pronounce, some of them said they were not used to reading English texts or some students sometimes did not pay attention to the teacher when reading English texts correctly and fluently.

The identification of students' reading problems is limited to 4 majors for class X students in a private school, specifically at SMK GKPS 2 Pematangsiantar in semester 2 of the 2022/2023 academic year. The 4 majors are in the Motorcycle Engineering Department, Technical Light Vehicle, Electrical Installation Technique and Software Engineering. There are 63 students. The reason the authors chose that school as the identification of students' reading problems was because of the accuracy of the authors holding PPL there.

When the writers applied repeated reading technique, the students were clearly more interested in reading. With this technique, it is relatively easy for the class X students to follow. GKPS Vocational High School has problems in increasing students' motivation in reading. It is also inevitable that the ability to read will be one of the benchmarks tested in the implementation of the National

Assessment so that the education unit wants how students want to read even though the activities are carried out in an interesting way without burdening the students. Schools are helped to solve the problems they face by providing assistance in the application of the repeated reading technique through fun reading strategies.

Repeated reading technique is very helpful and a good solution on students reading skill problems. This is evident when students do not appear to have fear and lack of self-confidence. A strong reason is because the teacher who applies this repeated reading technique is really the one who must have mastered the prepared text and influence the students (Hammerschmidt-Snidarich et al., 2019) There are several descriptions of its application, such as:

1. First, teacher reads first with a clear voice and proper pronunciation. If a text, the teacher should not read too long, just one sentence at a time and then followed by all the students.
2. Second, whether or not students follow what he/she reads, the tutor must suggest rereading and correcting again if they are wrong.
3. Third, if they read it correctly, the tutor immediately asked what the meaning of what they had read was. If there is a meaning of a word that the students do not know, the teacher must tell the meaning. The point is so that students more easily understand the meaning of what will be read next.
4. Fourth, after all students understand and are fluent in how to read it, it can also mean that the teacher continues the next paragraph and does the same thing until the text provided is ready to be read correctly and understood. Finally the teacher gives feedback.

CONCLUSION

The application of repeated reading technique proved to be a good alternative solution in overcoming problems in reading (Hjetland et al., 2019) English texts and attracting students' attention. First, students are familiar with words, sentences that have been taught using a repeated reading technique. Until it is proven that there are many familiar words from the reading of the provided text which the repeated reading technique is used for. Second, students can compare how they are written and how they are read after using the technique. That's because the teacher applies the technique to make sure the students understand until the pronunciation is correct. Third, students become confident without forcing themselves to read sentences even every paragraph that has been practiced by the teacher using the repeated reading technique. So this repeated technique has also proven to be an alternative solution to reading problems found from tenth grade class by prospective teachers who are PPL at SMK GKPS 2 Pematangsiantar.

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