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DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

The Correlation Between Oral Reading Fluency and Reading Comprehension of Junior High School

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Abstract

The objective of the study is to find out the significant correlation between oral reading fluency and reading comprehension of junior high school student of SMPN 8 Bandar Lampung. The method used was descriptive quantitative method through correlation study. The data were collected by using a text in assessing students' oral reading fluency and some question items for reading comprehension test. Twenty-three students of second grade of SMPN 8 Bandar Lampung were involved in the study and the data from both instruments were analyzed by using Pearson Product Moment Correlation. The result showed that there was a significant correlation between students' oral reading fluency and their comprehension since the significant correlation coefficient was 0.000 and the r-value was 0.779, which indicates strong correlation. In other words, better students' oral reading fluency is, the better their reading comprehension will be.

Keywords: correlation; oral reading fluency; reading comprehension

INTRODUCTION

Reading is one of the several ways can be used to improve English skill. Reading activities can broaden insight and knowledge. Because in the reading text, there is a lot of new information that may not have been known before. According to Frank (2004), reading is defined as extracting information from print. Reading is a process adopting new information from the text into mind. It requires intensive concentration in order to get new information. It is a surface structure of language which does not directly represent meaning. The meaning resides in the deep structure of language, in the intentions of the writers and in the interpretations made by the readers.

Reading is important for English learners. According to Debat (2006), Reading is one of the most important skills in language learning. It is a crucial skill for students of English as a Foreign Language. Reading English is an important skill that students need to learn. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course. Through reading activity, students are able to find new vocabularies. It means with new

vocabularies enable students to speak more communicatively, which is the main goal of learning foreign language.

There are several aspects that must be considered in reading, two of which are fluency and comprehension. Cunningham (2005) defines fluency as the ability to read most words in context quickly, accurately, and automatically with appropriate expression. Similar to Cunningham, Bashir & Hook (2009) define fluency as the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding. Fluency means the ability of reading that no need to take a long time, no mistakes in pronouncing, and spontaneously in an appropriate expression. It is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing and intonation. It is a factor in both oral and silent reading that can limit or support comprehension.

Comprehension is the process of receiving meaning of text, it is the main goal of reading. Shanahan (2005), defines comprehension as the act of understanding and interpreting information within text. In order to understand text, the readers should be familiar with text along the reading process. Pardo (2004), states to help with comprehension, a reader needs to be interactive with the text before, during, and after reading, accessing prior knowledge or relating personal experiences to information in the text.

According to Bashir & Hook (2009), Fluency seen as an important and significant feature of reading comprehension and has been recognized for setting the basic for higher language and cognitive practices that underlie comprehension. The readers can spend more time to focus on understanding the text when they read fluently. Pikulski & Chard (2005), state when the readers read fluently, they can focus their attention on comprehension and understanding what they have read. Reading fluency and comprehension are linked in that fluent word recognition frees up processing time that can be used to focus on comprehension. Bashir & Hook (2009), As the reader develops efficient word recognition, it frees up processing resources in the brain that are no longer needed for decoding, allowing the reader to focus on meaning and comprehension.

Researchers have taken a closer look at the components associated with reading instruction: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Research has determined that during the first few years of reading development, the components of reading are closely linked. Two components, fluency and comprehension, attracted researchers more than others because fluency was just starting to gain focus. Comprehension has always been a component discussed in reading, but researchers questioned whether there is a relationship between fluency and comprehension. Researchers are beginning to bridge the gap between fluency and comprehension, to determine whether the level of fluency has a significant impact on the ability to comprehend the information being read.

METHOD

The study used a correlational design. Correlational research design investigates relationships between variables without the any treatment. Leedy & Ormrod (2010) stated that correlation method of research deals with the creating relationship amid two or more variables in the same population.

This correlational study tried to examine the relationship between two variables: fluency and comprehension. The participants of this research were 23 students of SMPN 8 Bandar Lampung. Participants in this study completed two measures that assessed their level of reading fluency and comprehension. The instruments used were narrative text for oral reading fluency test and 25 items of question for reading comprehension test.

In the data collecting technique, each student was asked to read the text aloud and the researcher made recording to get the speed and accuracy of their reading in order to determining students' oral reading fluency. After each students finished their reading, the students were asked to answer comprehension test which consist of 25 question items.

The data collection would be calculated by using Pearson Product Moment Correlation through SPSS program. Then, the calculation data would be analyzed and discussed by relating to related theory and previous researches.

RESULT

The study was conducted on 22nd February 2023. The test given to 23 students on 8C class of 8th grade of SMPN 8 Bandar Lampung. Firstly, the students were asked to read text in order to measure their reading fluency. The text used is narrative text about 243 words length. The data collecting technique is the students were given the text, then each student was asked to read aloud. At the same time, the researcher recorded the students voice using smartphone recorder. Then, the recording data were calculated the time spent in reading and the word read correctly in order to determine of the fluency score. Reading comprehension test was conducted after oral reading fluency test finished. The number of questions used were 25 questions, consist of multiple choice and true/false items. The questions of reading comprehension test consist of comprehension aspects. The aspects are main idea, vocabulary, reference, inference, and specific information.

The result of calculation by using Pearson Product Moment Correlation between students' oral reading fluency with their reading comprehension showed that the correlation level ($r = 0.779$) was higher than r-table (0.396). The significant level correlation ($p=0.01$) was lower than 0.05, which mean that the correlation was significant. The data calculation of correlation between students' oral reading fluency and their reading comprehension is as follow:

Table 1 correlation

DISCUSSION

The discussion in this research is presented based on the result of findings. This part is focused on the correlation between oral reading fluency and reading comprehension. The result of findings were discussed by relating them to the related theory and previous study.

According to Bashir & Hook (2009), Fluency seen as an important and significant feature of reading comprehension and has been recognized for setting the basic for higher language and cognitive practices that underlie comprehension. The readers can spend more time to focus on understanding the text when they read fluently.

Based on the results above, oral reading fluency and reading comprehension had strong correlation. It can be seen on the Table 1 which showed that the correlation value was value (r) was 0.779. On the other words, it can be stated that oral reading fluency and reading comprehension were 77.9% correlated. Besides that, the significance value of correlation was 0.00 at the level of significant 1% or lower than 0.05. it indicates that both oral reading fluency and comprehension were significantly correlate. Cotter (2012), conducted research in New York with the title Understanding the Relationship between Reading Fluency and Reading Comprehension. This research found that correlation between reading fluency and reading comprehension is positive. The result shows that fluency in reading will increase the comprehension of reading text ability.

Low, Pey, Lee (2014), in the research of Relationship between Oral Reading Fluency and Reading Comprehension among ESL Students found that oral reading fluency had a significant relationship with reading comprehension and thus oral reading fluency can be used to provide a supplementary view of reading comprehension.

Furthermore, Lorenza, Munifatullah, & Suka (2022), in the research of the correlation between students' reading fluency and their reading comprehension released that students' fluency in reading correlates with their comprehension. The study stated that the higher the reading fluency of students, the higher their reading comprehension achievement will be. On the contrary, the lower the reading fluency of students, the lower their reading comprehension achievement.

Based on the researcher analysis, students' oral reading fluency had strong correlation to reading comprehension. It is supported by several related theory and previous study which revealed same result. Pikulski & Chard (2005), state that reading fluency and comprehension are linked in that fluent word recognition frees up processing time that can be used to focus on comprehension.

CONCLUSION

Regarding the finding and discussion of the research, the researcher concluded that the correlation between oral reading fluency and reading comprehension at the second grades students of SMPN 8 Bandar Lampung was positive and significant. It can be seen on the result which showed that correlation value was 0.779 or can be stated that oral reading fluency and reading comprehension was 77.9% correlate. Besides that, the significance value of correlation was 0.00 at the level of significant 1% or lower than 0.05. it indicates that both oral reading fluency and comprehension were significantly correlate.

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