

ENHANCE VOCABULARY SKILL THROUGH READING REPETITION (REPEATED READING)

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ABSTRACT

This research is an example of applied research. The aim of applied research is to increase scientific knowledge with a practical aim. In other words, the results of applied research will be immediately used for other practical purposes. The samples of this research are private class students who are taught English directly by the researcher. The number of samples of this research is 4 students who sit in grades 9 to 12 in high school. The research method used is observation, evaluation, and direct-interviews with the samples, then the data obtained are analyzed comprehensively. The result of this research; it is correct that by using the reading repetition strategy can improve the English vocabulary skills of the samples that have been appointed

Keywords: *vocabulary skill, repeated reading*

ABSTRAK

Penelitian ini merupakan salah satu contoh penelitian terapan. Tujuan dari penelitian terapan adalah untuk meningkatkan pengetahuan ilmiah dengan suatu tujuan praktis. Dengan kata lain, hasil dari penelitian terapan akan langsung digunakan untuk keperluan praktis lain. Sampel dari penelitian ini adalah siswa-siswa kelas privat yang diajarkan mata pelajaran bahasa inggris langsung oleh si peneliti sendiri. Jumlah sampelnya adalah 4 orang siswa yang duduk di kelas 9 sampai dengan 12 SMA. Metode yang digunakan adalah antara lain; pengamatan, evaluasi, dan interview langsung dengan sampel penelitian, kemudian data yang didapat dianalisis secara komprehensif. Hasil dari penelitian ini adalah benar dengan menggunakan strategi repeated reading (reading over and over again) dapat meningkatkan kemampuan/kemahiran kosakata bahasa inggris para sampel yang telah ditunjuk.

Kata kunci: *kemahiran kosakata, membaca berulang-ulang*

INTRODUCTION

There are four skills that we must master in English, namely listening, speaking, reading, and writing. We will also meet two important components that support these four skills, namely vocabulary or words, and grammar or sentence structure. Well, these are all important to learn and to master in English. In the early stages of learning English, we will be introduced to vocabulary. Why is vocabulary taught first? Here are some reasons why vocabulary was introduced first: Vocabulary is easy for children to understand and to learn because there are no rules nor formulas that children need to know is not like when learning grammar. Vocabulary is a supporter of all four skills and also grammar. When we listen to something in English with a vocabulary set that we have understood, we can easily get the meaning of what we hear. Likewise with speaking, when we are going to convey an idea or a concept, we need a collection of vocabulary that we can choose to convey. With a collection of vocabulary that we master, the process of reading will be fun because we have understood every word used. When writing (writing) we can use this vocabulary collection to make up the ideas we have. With excellent vocabulary mastery, we will find it easier to use the structure and functions of grammar. Most people when visiting abroad bring a dictionary to help them communicate with other people compared to grammar

books. This proves that the large amount of vocabulary we have can help us communicate with other people. In the end, with vocabulary mastery, children can master English easily.

Vocabulary is the smallest unit of a language. The sentences that we convey to others to express our feelings, thoughts, and needs are essentially a series of words that have meaning. It will be difficult if we do not have sufficient vocabulary. We will not be able to convey our messages, thoughts, feelings, and needs to others. From this, we know that mastering vocabulary is one of the most important factors for fluent communication and learning various languages, but many think that learning and mastering vocabulary is not important, many think that learning grammar is more important to be able to communicate well.

Zimmerman in Anisa (2016) states that vocabulary is fundamental to language and of significant importance to typical language learning. Vocabulary should not be neglected by those who learn a language. It even needs to be mastered if someone wants to master the four language skills. Inadequate vocabulary obstructs students; development in learning English. Moreover, Blachowicz, Fisher, & Watts-taffe (2005) emphasize that to affect reading performance; vocabulary knowledge affects a student's ability to participate fully in both social and academic classroom routines. In this regard, all students can benefit from vocabulary instruction, especially if that instruction is adapted to individual strengths and needs.

Mastering vocabulary is crucial actions to achieve students' proficiency in learning the language since it is possible for students to attain the four major English skills. How well the students' mastery in listening, reading, writing, and speaking depends on how good the vocabulary mastering is. According to Webster Dictionary (2014) "Vocabulary is defined as a collection of words, terms, or phrases that are used by individuals, groups, or science to explain something or define something."

Furthermore, mastering vocabulary is a tremendous skill of knowledge interconnected to a set of words known by learners as an ingredient of the particular language. The awareness that they get from mastering the vocabulary can be used in communicating or sharing the idea with other students by giving opinion or idea to have relations between students to set up a vivacious class.

Teaching vocabulary is a complex thing to do. A suitable teaching technique to make students understand the lesson involves appropriate methods. The more students clutch the vocabularies, the easier for them to study other feature of the English language. Shepher (1983: 43) says that teaching vocabulary is important, to enable the student to communicate using the language they are learning and makes the students are able to identify quickly and accurately the meaning that appears in book, articles and other material that students read.

One way to improve vocabulary skills is to use repeated reading strategies. Reading and vocabulary are closely related. In learning the language the main thing that must be mastered is vocabulary. How to master vocabulary is by reading and vice versa. A great quantity of research has been conducted regarding the repeated reading strategy as a means to enhance the reading fluency of children. Researchers concur that reading instruction should ensure that students understand that sounds of speech are associated with letters of the alphabet, have an appropriate vocabulary, be allowed to practice reading so they can become more fluent readers, and be taught various comprehension strategies (Adams, 1990, Foorman & Torgesen, 2001, Rayner et al., 2001, & Snow et al., 1998, as cited in Begeny & Silber, 2006).

One of the major ways people become fluent readers is to read a passage over several times. The first time, a lot of emphasis is on identifying words. The second time, individuals read phrases as the brain puts them together into meaningful units. The third time, readers read more rapidly, with good expression, and in a seemingly effortless way (Cunningham & Arlington, 2007, as cited in Berg & Lyke, 2012).

One fluency strategy that has an extensive research base is repeated reading. It is a supplemental reading plan that consists of re-reading a short passage until an adequate level of fluency is reached (Samuels, 1979, as cited in Therrien, 2004). Two recent literature reviews concluded that repeated reading has the potential to improve students' fluency (Meyer & Felton, 1999, & National Institute, 2000, as cited in Therrien, 2004). Readers can be helped to attain fluency through training and such training improves their oral reading ability (Blum & Koskinen, 1991).

Repeated reading straightforwardly targets oral reading fluency and can simply be interwoven into an existing reading plan (Therrien & Kubina, 2006). There are various modifications that can be adapted to the repeated reading strategy, but all should contain three main components: students practice reading a weekly passage, ongoing teacher feedback, and biweekly progress monitoring to increase effectiveness (Conderman &

Strobel, 2006). Fluency is advanced through multiple opportunities to respond, followed by performance feedback, and reinforcement for responding (Ardoin et al., 2006).

Repeated reading is to be said a great strategy that is flexible and adaptive for classroom use, thus teachers and researchers continue to investigate ways to assimilate the practice more extensively into classroom instruction (Blum & Koskinen, 1991). Thus, it is a research-validated approach that is used most often (Kuhn; Kuhn & Stahl, 2003, as cited in Musti-Rao et al., 2009). Repeated reading improves students' fluency on passages that are reread (Herman, 1985, Kamps et al., 1994, Levy, Abello, & Lysynchuk, 1997, Meyer & Felton, 1999, O'Shea et al., 1985, 1987, Sindelar et al., 1990, Stoddard, Valcante, Sindelar, O'Shea, & Algozzine, 1993, & Weinstein & Cooke, 1992, as cited in Therrien & Hughes, 2008). Not only is fluency improved through the use of this strategy, but also word identification and reading comprehension are enhanced when it is used in the context of an overall reading program (NICHD, 2000, as cited in Staudt, 2009). Research on the effects of repeated reading has been well documented since the 1970s (Chard et al., 2009). Several earlier studies found that repeated reading approaches led to 39 equivalent gains in fluency development (Kuhn, 2000, Kuhn & Stahl, 2003, as cited in Kuhn, 2004/2005)

Research shows that repeated reading can help growth in reading fluency and other aspects of reading accomplishment (Adams, 1990, National Reading Panel, 2000, Therrien, 2004, as cited in Therrien & Kubina, 2006). Repeated reading was the most widely used method for helping weak readers improves their reading fluency (Samuels, 1997, as cited in Staudt, 2009). Repeated reading offers considerable benefits as a strategy for enhancing fluency and comprehension while fostering proficiency. This approach seems to contribute to an increase in content and strategy knowledge as well as increase motivation for children (Blum & Koskinen, 1991). Repeated reading procedures let students to work at a level of obscurity that fosters success (Blum & Koskinen, 1991). Given the importance of reading fluency in the overall reading process, the repeated reading approach appears to be an effective means of integrating fluency instruction with the literacy curriculum (Kuhn, 2004/2005). Recent studies have displayed the positive outcomes of utilizing repeated readings with non-fluent readers (Chard et al., 2002, NRP, 2000, & Therrien, 2004, as cited in Begeny et al., 2009)

Another benefit of this strategy is an increase in comprehension. Repeated reading improves students' reading fluency and may improve comprehension (Meyer & Felton, 1999, Morgan & Sideridis, 2006, & Therrien, 2004, as cited in Therrien & Hughes, 2008). Third grade students who participated in a fluency and comprehension intervention made significant gains. Although the gains were not sufficient to get them to grade-level reading skills (Vaughn et al., 2000, as cited in Staudt, 2009), a level of progress was still achieved. Many studies have been conducted to analyze the benefits of using a repeated reading strategy to increase fluency. In a study done by Staudt (2009), students showed substantial growth in reading fluency, comprehension, and word recognition skills. Additionally, a study performed by Musti-Rao et al. (2009) confirmed that repeated reading is an effective fluency building intervention for urban learners. At the end of the study, all students showed increases in oral reading rate with repeated readings compared with the silent reading condition

METHODS

Applied research is a type of research in which a problem known by the researcher seeks to find a solution or in other words uses research to answer specific questions (Scientific research.com, 2021). Hunt (2007) argues that applied research is an investigation carried out by using scientific knowledge to solve problems. Jujun S. Sumantri (1985), applied research is research that aims to solve practical problems. Nazir (1988) says applied research can be defined as a careful, systematic, and continuous investigation of a problem with the aim of being used immediately for certain purposes. Zoila Rosa Vargas Cordero (2008), applied research is a way to find out reality with scientific evidence.

Applied research aims to find solutions to problems that are directly faced by the community, or industrial / business organizations. This differs from fundamental research related to generalization and the formulation of theories. Applied research is considered a non-systematic investigation and is usually carried out by companies, agencies or individuals to solve a particular problem (researchilmiah.com, 2021).

Researcher's motivation leads to solving problems that arise at certain times. The most prominent characteristic of applied research is its interest in application and the practical consequences of the knowledge that has been

acquired. The purpose of applied research is to predict certain behaviors in a given situation (researchilmiah.com, 2021). This research is also known as empirical, because it seeks to apply the knowledge acquired by the idea of consolidating knowledge to solve a situation.

The data collection methods used in this research are, among others; observation, evaluation (soft test), and direct interviews with the research sample, then the data obtained were analyzed comprehensively. Meanwhile, the object of research is the students of the researchers themselves where they are undergoing private tutoring activities. The research sample consisted of 4 people, each of whom sat in grade 10 to grade 12 high schools.

The technique of implementing the strategy is to provide a reading text research sample in the form of short stories and short conversations for 14 days, where later the research samples will be asked to look for difficult words and then they will translate themselves, after which it is then evaluated by giving a soft test. Then proceed again to provide text reading short stories and short conversations for the second time, and again asked to do the same activity after reading the text, then evaluated again for the second time. After that the research sample will be interviewed about their experiences and feelings after being taught using repeated reading strategies. Then they were asked whether by using this strategy their vocabulary mastery had improved or not, whether with this strategy their understanding of the text was easier to understand or not.

FINDINGS AND DISCUSSION

This research was conducted for less than one month, or more precisely 21 days after the study sample was taught using repeated reading strategies to improve their vocabulary skills. The number of days for teaching turned out to be not in accordance with the original plan, namely teaching for 28 days, this was due to unexpected obstacles faced by the researcher; For example, the researcher had to travel outside the city, the research sample was suddenly ill so that the teaching time was cut until the research sample was completely healthy and able to participate in teaching and learning activities. After evaluating twice during learning and applying the repeated reading strategy then the results of the two evaluations that have been carried out are compared. The result is that there is an increase in the vocabulary abilities of the students or the study sample, although it is not known whether the results have changed significantly or not, this is because the researcher only uses the observational method.

Then, the results of the interviews with the research sample or the students obtained results that are directly proportional to hypothesis 1; that is, using a repeated reading strategy will increase the level of student satisfaction with their vocabulary skills. The students agreed that their vocabulary skills were much better than after being taught using repeated reading strategies. Likewise with hypothesis 2; that is, using the repeated reading strategy will improve vocabulary skills as well as improve students' reading comprehension, which is directly proportional to the results of the final analysis conducted by the researcher.

The students or research samples also revealed that their reading comprehension skills improved. They admitted that by using repeated reading strategies it was easier for them to remember the meaning of the vocabulary they had just discovered.

CONCLUSION

Based on the results of the analysis obtained above, it can be concluded that using the repeated reading strategy can improve students' vocabulary skills. The results of this study are also supported by results from other studies; Bhakti and Marwanto (2018) state that by providing readings in the form of short stories and read repeatedly can improve the vocabulary skills of students. Suyadi (2014) believes that vocabulary skills and comprehension of reading and writing are closely related and support one another. Berg and Lyke (2012) stated that repeated reading strategies could significantly improve students' reading fluency and this also directly increased student' vocabulary skills.

Suggestion

To get maximum results, it is better if the time to do research is added or extended. The number of research samples should also be more than 15 people so that the results of the analysis obtained can be proven whether or not the repeated reading strategy has an effect on vocabulary skills.

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