

**THE CORRELATION BETWEEN ORAL READING FLUENCY  
AND READING COMPREHENSION OF JUNIOR HIGH SCHOOL**

**(Undergraduate Thesis)**

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## **ABSTRACT**

### **THE CORRELATION BETWEEN ORAL READING FLUENCY AND READING COMPREHENSION OF JUNIOR HIGH SCHOOL**

**By**

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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*

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AND READING COMPREHENSION OF JUNIOR HIGH SCHOOL**

**By**

**MIRDA MARADONA SAPUTRA**

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Faculty Of Teacher Training and Education**



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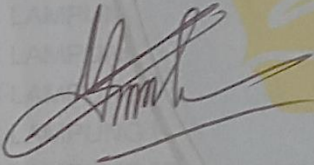
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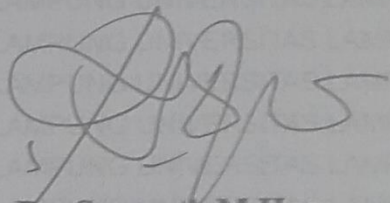
  
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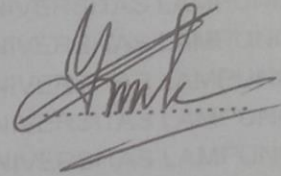
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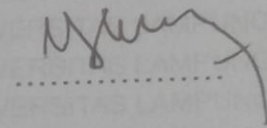
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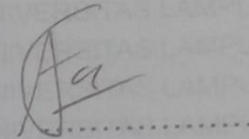
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Mirda Maradona Saputra was born on March 26<sup>th</sup> 2001 in South Lampung, as the last child of Soirin and Sri Rahayu (almh). He has 2 older brothers named Dodhi Aprilia Saputra and Riyan Meika Saputra.

Having done his first formal education at SDN 2 Ketapang. Graduated in 2013, he continued his education at SMPN 1 Ketapang and graduated in 2016. Then, he enrolled into SMKN 2 Kalianda and successfully graduated in 2019. In the same year, he was accepted in English Education Study Program of Lampung University.

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**MOTTO**

*“Don't just light up, but have to be bright”*



## **DEDICATION**

Devoted to my parents, brothers, and all member of big family who support me on education up to college.

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*Alhamdu Lillahi Rabbil 'alamin*, Praise is only for Allah, the Almighty God, for blessing the author to accomplish this script entitled “The Correlation Between Oral Reading Fluency And Reading Comprehension Of Junior High School”. This work is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfilment of the requirements for S-1 degree.

Having done this work, the author realized that there are many individuals who gave unlimited loves and helps for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

1. Allah *Subhanahu Wa Ta'ala*, for the unlimited blessings in living his life especially for finishing this script.
2. Prophet Muhammad *Shallallahu 'alaihi wasallam*, for the guidances have given an enlightenment to his life.
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Finally, the author believes that his writing is still distant from perfection. There might be flaws in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 13 June 2023  
The author,

Mirda Maradona Saputra

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# I. INTRODUCTION

## 1.1 Background

In the era of globalization, English has become an important language. English lessons are important in our education, because in this global era the industrial and trade sectors are growing very rapidly, so we need modern technology and science. We also adopt knowledge from abroad. All of these technologies are usually operated using English as a guide, for example computers, industrial machines, electronic equipment, etc.

Reading is the way that 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.

Reading is also important for learning other skills. Kusumawanti and Bharati (2018) explained that among English proficiency, Reading skills have the most important role for the success of student learning because overall learning activities are initiated and developed by reading activities. In writing activities, writers need to read a lot to find the topic we will write about. We also need to read before speaking to prepare for what are going to say. In listening, if listener does not know the meaning of the topic or vocabulary, we will face difficulties in understanding what the speaker is saying. Hamouda (2013), states that listening comprehension requires vocabulary knowledge to capture what the speaker is saying, but can be solved by reading.

Silent and oral are the two ways of reading. Silent reading means reading without sounds and only involving the activation of the eyes and memory. Dalman (2016), states that silent reading is reading by using visual memory, using the speed of eye movement and memory. While oral reading refers to reading loudly or sounding. According to Tarigan (2008), oral reading is the activity of reading by issuing a voice or the activity of pronouncing the language sounds with a loud enough voice.

Based on curriculum 2013 revised edition, the main goal of reading on second grade of junior high school is to comprehend the meaning of written text. Comprehend the meaning of written text is done through reading aloud activity with appropriate intonation and pronunciation. Where students are given written text and asked to reading aloud, then they discuss the meaning of the text by instruction from the teacher.

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, effortless, 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.

Talada (2007) on her research with the title *The Relationship Between Oral Reading Fluency and Comprehension* found that reading fluency and reading comprehension have strong positive correlation. The research was conducted by using DIBELS, where students are given written text and asked for a minute then they are given several questions related to the text. The result shows that the students who have high fluency in reading are also have high level of comprehension.

Another researcher, Cotter (2012), conducted a research in New York with the title *Understanding the Relationship between Reading Fluency and Reading Comprehension*. In this research she 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.

Myers (2015) in the research with the title *The Relationship between Fluency and Comprehension* also found that reading fluency and reading comprehension have significant correlation. The research was conducted during Fall to Spring in Maryland, through DIBELS and MAP test methods. The result of the research shows the significant correlation between reading fluency and reading comprehension. Where the high reading fluency increases the student ability on comprehend the reading text.

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.

The Importance of this research is to know the correlation level of reading fluency and reading comprehension of second grade of junior high school. By knowing student's reading fluency and reading comprehension, can be determined what is the level of students' English literacy as the first foreign language in Indonesia. The result of this research hopefully can be used as the starting point and a reference for teachers and another researchers to improve the student's reading skills, especially on fluency and comprehension.

## **1.2 Research Questions**

1. Is there any significant correlation between students' reading fluency of junior high school and their reading comprehension?
2. Does oral reading fluency significantly influence students' reading comprehension?

## **1.3 Objective Of the Research**

Dealing with the research questions above, the objective of the research aims:

1. finding out that reading fluency has significant correlation with comprehension of reading texts,
2. oral reading fluency significantly influence students' reading comprehension.

## **1.4 Benefits Of the Research**

There are two benefits of this research, they are theoretically and practically.

### **1.4.1 Theoretically**

The result of this research hopefully can be used by the teachers as a starting point of improve students reading fluency and reading comprehension. The researcher hopes this research can give insight knowledge for the readers.

### **1.4.2 Practically**

This research was expected can be used by the teacher as the reference in teaching reading through oral way, so that students are able to read with correct pronunciation and help their understanding. This research was also expected as the reference for the next researchers who want to investigate the same topic.

### **1.5 Scope Of the Research**

1. The subject of the research involved the second grade of Junior High School 8 Bandar Lampung.
2. The object of research is the students' fluency and comprehension of the reading text.
3. The text used is Narrative text adopted to the basic competencies being taught.
4. The research will be conducted in Junior High School 8 Bandar Lampung.

## II. THEORETICAL FRAMEWORK

### 2.1 Reading

Reading in general can be defined into several definitions. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Meanwhile Frank (2004), defines reading as extracting information from print. Alyousef (2006) defines reading can be seen as an interactive process between a reader and a text which leads to automaticity or (reading fluency). In other hand, reading can be defined as a process of getting information from the text by pronouncing written symbols and based on the prior knowledge of 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. Through reading activity, students be 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.

Reading can be done by two ways, silently and loudly (oral). Reading silently can be defined as reading without sounds and only involving the activation of the eyes and memory. Dahlia (2016), states silent reading is reading activity without producing any voice, without lip movements, without whispering, enjoy reading material read silently, and can adjust the reading speed to the level of difficulty contained in the reading material. Furthermore, Dalman (2016), silent reading is reading by using visual memory, using the speed of eye movement.

Reading aloud or oral reading is defined as the way of reading by voicing the written text. According to Hisham (2007), Oral reading is a method of reading a book with aloud or loudly, this strategy can help students in communicating, asking questions

and using discussion. Similarly, Tarigan (2008), defines oral reading as the activity of reading by issuing a voice or the activity of pronouncing the language sounds with a loud enough voice.

Reading aloud builds many important foundational skills, provides model of fluent, and helps the readers recognize what reading for pleasure is all about. Reading aloud is argued to be most beneficial for readers because it acts as the basis of their foundation to build knowledge and the source of emotional and intellectual nourishment (Gurdon, 2019). Fluent reading aloud give moments for the readers to focus and let the information they hear sink into their minds (Huang, 2010).

Reading is a complex task which has numerous components. Reading successfully is a complex interaction of language, sensory perception, memory, and motivation (Pikulski & Chard, 2004). Reading has several aspects that should be mastered by the readers, such as phonemic awareness, phonics, vocabulary, fluency, and comprehension. This research is focused on two of five aspects of reading, they are fluency and comprehension.

### **2.1.1 Oral reading fluency**

Fluency means the ability of reading that no need to take a long time, no mistakes in pronouncing, and spontaneously in an appropriate expression. 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, effortless, and automatically with little conscious attention to the mechanics of reading, such as decoding.

Oral reading fluency can be defined as the ability of a person to read connected words in a text accurately, with appropriate speed and expression. Oral fluent reading includes three important features: reading accurate of connected text with appropriate conversational rate and expression (Hudson, Mercer, & Lane, 2000). Rasinski (2004) states fluent reader decodes words in appropriate rate, accurate and automatic rendering minimal attention and effort.

Reading fluency refers to a measure of the number of words a person can read in one minute and is known as words per minute (wpm). Bell (2001), assert that good readers can achieve reading speed up to 350 wpm, fair readers read at 250 wpm, and poor readers acquire 150 wpm.

The speed of reading is influenced by the difficulty level of the text and vocabularies they mastered. According to Nation (2009), with easy reading materials that include no unfamiliar vocabulary or grammar, the average reasonable reading speed goals for FL and SL learners is 250 wpm. Furthermore, Nation also states that 150 wpm is a good oral reading speed and around 500 wpm is a good skimming speed. She also indicates that reading at speeds below 100 wpm is considered too slow and may have a detrimental effect on comprehension.

### **2.1.2 Reading comprehension**

Comprehension is the main goal of reading. It is a process of receiving meaning of text. According to Pardo (2004), comprehension is the basis for reading and is the process by which readers construct meaning. Shanahan (2005), defines comprehension as the act of understanding and interpreting information within text. Kruger (2008), also defines comprehension as a process when a reader interacts with the text and makes meaning from the text they read.

According to Stanley and King (1999) in Ningsih (2015), there are five components of reading comprehension which are appropriate with Junior High School curriculum, they are:

1. Finding main ideas. It is the main topic can be discussed in a paragraph in which help the readers to guess what paragraph is about. Main idea can be able to find in the first, middle, or the last sentence of the paragraph.
2. Finding factual information. It requires the readers to scan specific details of the text. It usually appears with guessing question word. Finding factual information can be able to find detail information such as person, place, event and time.

3. Finding the meaning of vocabulary in the context. The reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they have read.
4. Identifying reference. The same words or phrases find in several times in the paragraph. They are usually short and very frequently pronouns, such as they, she, he, it, her, him, and others. This component can be able to identify the word which they refer to help the reader understand the reading passage.
5. Making inference. The readers are expected to make accurate prediction. The prediction can make by correctly interpreting the indicators a writer's gives.

Reading comprehension can be defined as the ability to gain the meaning and information delivered on the text. It means that the readers need to understand a written text in order to get the great information from the reading text. The information of the text can be received by finding main idea, factual information, guessing meaning of unfamiliar vocabulary, identifying reference by connecting possible noun with a pronoun, and making an accurate prediction or inference.

### **2.1.3 Correlation Between Oral Reading Fluency and Reading Comprehension**

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. Furthermore, Bashir & Hook (2009) stated reading fluency and comprehension are linked in that fluent word recognition frees up processing time that can be used to focus on comprehension.



## 2.2 Previous Researches

In recent decades, interest in reading fluency and comprehension has been increased. Beach & O'Connor (2014) state "There has been an increased interest in fluency and comprehension, and recognizing their key in development of reading not only as individual components, but also a correlation between two components.

Many researchers have tried to find out the correlation between reading fluency and comprehension aspects. The correlation between fluency and comprehension is found to be the most crucial and strongest in the first four years of reader's development (Beach & O'Connor, 2014). According to Bashir and Hook (2009), Fluency is an important and significant predictor of reading comprehension and has been recognized for setting the grounds to higher language and cognitive practices underlying comprehension. Other researcher stated when gains made in fluency, most readers can focus on their attention on comprehension and understand what they have read (Pikulski & Chard, 2005).

Talada (2007) on her research with the title *The Relationship Between Oral Reading Fluency and Comprehension* found that reading fluency and reading comprehension have three possible correlations. The research was conducted in New York on 2007. The participants were 2<sup>nd</sup> and 3<sup>rd</sup> grade students of Catholic Elementary school in Elmira, consist of 47 male and 21 female. The research was conducted by using DIBELS, where students are given written text and asked for a minute then they are given several questions related to the text. The result shows there are three different correlations. Some students who have lack fluency are hard to comprehend the information of the text. Few students who have good fluency are have difficulty to comprehend the text. And some other students who have good fluency in reading are also have high level of comprehension.

Similarly, Cotter (2012), conducted research in New York with the title *Understanding the Relationship between Reading Fluency and Reading Comprehension*. The participants of this research were second grade students of middle class. The data was collected through questionnaires, observations and field notes, and student results on fluency and comprehension assessments. In this

research she 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) have conducted research about correlation between reading fluency and reading comprehension with the title Relationship between Oral Reading Fluency and Reading Comprehension among ESL Students. The research was conducted in secondary school in Perlis, Malaysia. The participants were 67 students consist of 29 male and 38 female. Among them, 34 (50.7%) were Malay students, 31(46.3%) were Chinese and 2 (3%) were students of other races, i.e., an Indian and a Siamese. The instruments included a reading comprehension test, a scoring rubric for reading comprehension, and rubrics for each sub skill of fluency. The result showed that each component of fluency, namely reading accuracy, reading rate and prosody correlated strongly with reading comprehension. The result also revealed that prosody had the strongest relationship with reading comprehension, followed by reading rate and then reading accuracy. The overall results suggested 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.

Myers (2015) in the research with the title The Relationship between Fluency and Comprehension found that reading fluency and reading comprehension have significant correlation. The research was conducted during Fall to Spring in Maryland. The participants of this research were 23 second grade students of Baltimore County Public School located in Catonsville, Maryland. The participants consist of 13 male and 10 female multi ethnic, where 70% are Caucasians, 17% are African Americans, and 13% others are Hispanic, Asian, and Pacific Islanders. The research was conducted through DIBELS and MAP test methods. Results of both assessments were analyzed using a Pearson correlation. The result reveals fall MAP reading scores and fall oral reading fluency scores were significantly correlated,  $r = .57, p < .05$ , as were spring MAP reading scores and spring oral fluency scores,  $r = .54, p < .05$ . For the winter administration, there was no significant correlation between winter MAP reading scores and winter oral reading fluency scores. It

means there is no guarantee that a higher score on DIBELS Oral Reading Fluency would result in a higher score on the MAP Reading Assessment.

Ekasari (2021), in the research with the title *The Correlation of Reading Speed And Reading Comprehension In XReading* tried to investigate the correlation between reading speed (fluency) and reading comprehension. The research involved 53 participants who meet the minimum words read requirement (60,000 words) in a semester while doing ER program using XReading platform. They were taken from first-year students majoring in English Education at one of the state universities in Surabaya. The result reveals there was no correlation between the reading speed (fluency) and comprehension. This suggest that students' ability to comprehend text and answers simple comprehension questions is not affected by their reading speed.

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 conducted in SMA Negeri 4 Lawang with 36 participants. The analyzed data shows a strong correlation between reading fluency and reading comprehension ( $0.000 < 0.829$ ). 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.

Additionally, Miranda & Reflinda (2022), in the study of *A Correlation Between Oral Reading Fluency And Reading Comprehension At Tenth Grade Students MAS TI Canduang*, conducted in MAS TI Canduang. The number of samples in this study were 40 students. This research found that oral reading fluency has positive relationship with the reading comprehension. The result showed the correlation value of this study was 0.47. In the discussion stated that the mire fluent reader, the more proficient they are in reading comprehension.

### **2.3 Theoretical Assumption**

Reading is a process of extracting the meaning. The readers should take attention on what the writer try to deliver in the text. Reading can be done through two ways, reading silently (silent reading) and reading aloud (oral reading). Silent reading means we do not need to pronounce the written text and only need to figure out the symbols in mind. However, in reading aloud or oral reading we need to pronounce the symbols loudly. Oral reading can be used to assess the pronunciation, accuracy, and the awareness of punctuation.

There are several aspects of reading, two of them are fluency and comprehension. Fluency is related to speed, accuracy, and appropriateness of expression. Fluency is often seen as the predictor of comprehension. Someone who has a good level of reading fluency will be considered to have a good understanding as well. While comprehension is connected to the understanding the meaning and information delivered on the text.

Based on the previous researches, there is a correlation between reading fluency and reading comprehension. Several researchers have found that reading fluency can be a measure of a person's reading comprehension. However, the two variables do not always have a significant relationship. For example, in the research conducted by Myers (2015), and Ekasari (2021), where there is no significant correlation between reading fluency and reading comprehension.

However, the authors hope that reading fluency and reading comprehension have a significant relationship. The author assumes that if the reader reads fluently, he will have more time to understand what has been read. Thus, the main goal of reading is to understand the reading can be achieved.

## 2.4 Hypothesis

The hypotheses of this research are proposed in the forms of null and alternative hypotheses below:

- 1)  $H_0$ : There is no correlation between reading fluency and reading comprehension of junior high school.
- 2)  $H_a$ : There is a significant correlation between reading fluency and reading comprehension of junior high school.

## 2.5 Hypothesis Test

Pearson Product Moment Correlation of Statistical Package for Social Science was used in testing the hypotheses. Hypotheses testing is important to determine which hypothesis is accepted in the research. In accordance to Creswell (2012), the requirement values as follows:

- a. If the p-output is higher than 0.05, the null hypotheses ( $H_0$ ) is accepted, and the alternative hypotheses ( $H_a$ ) is rejected.
- b. If the p-output is lower than 0.05, the null hypotheses ( $H_0$ ) is rejected, and the alternative hypotheses ( $H_a$ ) is accepted.

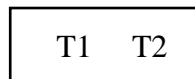
### III. METHODOLOGY

#### 3.1 Research Design

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. Participants in this study completed two measures that assessed their level of reading fluency and comprehension.

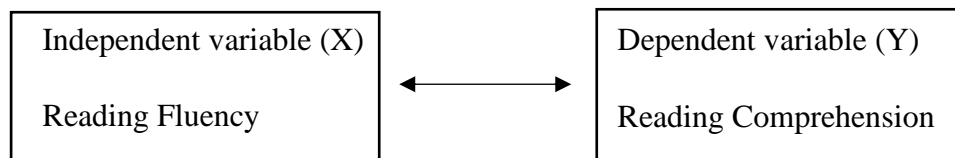
The design of this research is:



The T1 is a measuring tool to find data from the first variable and T2 is a measuring tool for the second variable data. There are three possible correlations between the data from T1 and T2. The first possibility, the first variable affects the second variable. The second possibility, the second variable affects the first variable. The third possibility, there are unidentified variables that affect the first and second variables.

### 3.2 Research Variables

Variable is a condition or characteristic that can take on different values or categories. Fraenkel (2012), variable is a concept – a noun that stands for variation within a class of subject, such as chair gender, eye color, achievement, motivation or running speed. This research used two variables, namely independent and dependent variable. Creswell (2012) states that a dependent variable is an attribute or characteristic that is connected on the independent variables. An independent variable is an attribute or characteristics that influences or affects an outcomes or dependent variables. In this study, the independent variable is the students' reading fluency, while the dependent variable is their reading comprehension.



### 3.3 Research Participant

The participants in this research study were second grade students, ranging in age from thirteen to fourteen years old in SMPN 8 Bandar Lampung. The sample is chosen one class randomly from a total of 8 classes or it is called as random sampling. Fraenkel & Wallen (2006) stated that the cluster random sampling is a sampling in selection of group, or clusters, of subjects rather than individuals. They also claim that the advantages of cluster random sampling are that it can be used when it is difficult to select purposive of individuals, it is often easier to implement in school, and it is frequently less time-consuming.

Cluster random sampling is applied by selecting one cluster randomly. The cluster will be selected by randomizing lottery with the names of the clusters that will be used as research object. Then, one is randomly selected and designated as the object of research.

The reason for using cluster random sampling in this study is that the number of students is not large. In addition, cluster random sampling is suitable for this study which wanted to investigate the correlation between reading fluency and reading comprehension of second graders based on the goal of the reading in curriculum 2013.

### **3.4 Research Instrument**

This research used two variables, first is oral reading fluency and the second is reading comprehension. Thus, this research used two kinds of test. First test is to assess the reading fluency the second is used to assess reading comprehension.

#### **3.4.1 Oral Reading Fluency**

The kind of text is based on the curriculum used in junior high school. The number of words selected is based on the number of words students can read in one minute. According to Nation (2009), with easy reading materials that include no unfamiliar vocabulary or grammar, the average reasonable reading speed goals for FL and SL learners is 250 wpm. Furthermore, Nation also states that 150 wpm is a good oral reading speed and around 500 wpm is a good skimming speed. She also indicates that reading at speeds below 100 wpm is considered too slow.

The text used in oral reading fluency test is narrative text. This text will be considered based on the syllabus used in junior high school. The narrative text used is about 200 words length.



### 3.4.2 Reading Comprehension

The text used in reading comprehension test is same with the reading fluency. There are two kinds of test for reading comprehension. First test is multiple choice and the second is true/false questions. Aspects assessed in these tests include main idea, specific information, reference, inference, and vocabulary with the following grid:

<b>Aspect</b>	<b>Distribution</b>	<b>Frequency</b>
Main idea	5, 10, 12, 18, 21	5
Specific information	1, 4, 7, 8, 13, 15, 19, 20, 22, 24, 25	11
Reference	2	1
Inference	6, 11, 14, 16	4
Vocabulary	3, 9, 17, 23	4
<b>Total</b>	<b>25</b>	<b>25</b>

*Table 1 Reading comprehension aspect*

## 3.5 Validity And Reliability

### 3.5.1 Validity

Before conducting the test, the researcher should take attention on the validity of the test used. Creswell (2012), validity is development of sound evidence to demonstrate that the test interpretation (of score the concept or construct that the test is assumed to measure) matches it was proposed used. There are two kinds of validity, content validity and construct validity.

### **A. Content validity**

Content validity deals with learning materials based on the curriculum used. Cohen (2017), states that content validity indicates that the instrument is made in accordance to the curriculum, teaching material, and expected learning outcomes. The text used in the research is narrative text that appropriate for junior high school students. The text used is based on the basic competence 3.14 memahami fungsi social, struktur teks, dan unsur kebahasaan teks narrative berbentuk fabel dan legenda, sesuai konteks penggunaannya and 4.14.1 menangkap makna teks narrative lisan dan tulis berbentuk fabel dan legenda pendek dan sederhana.

### **B. Construct validity**

Construct validity relates to the process of the test object which needs to be measured based on the concepts specified in the instrument. This research focus on the reading fluency and reading comprehension, so that the instrument should consist of reading fluency and reading comprehension test. Both of fluency and comprehension test use a narrative text consist of 200 words. The comprehension test will be conducted by answering 20 questions through multiple choice and true/false, by considering aspects of comprehension main idea, specific information, reference, inference, and vocabulary.

### **3.5.2 Reliability**

The test should be reliable as a measuring instrument. Brown (2004), a reliable test is consistent and dependable. It means that the test should have similar result when the tester gives the same test to the same respondent on two different occasions. Cohen (2007), states that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments, and over groups of respondent.

The reading fluency test will use narrative text that appropriate for junior high school students. The text chosen in accordance with the genre, topic, vocabulary, and number of words. Meanwhile, the comprehension test will use multiple choice and true/false questions related to the text used.

### A. Oral reading fluency reliability

This research will use interrater reliability to determine oral reading fluency reliability. According to Cresswell (2012), interrater reliability is the level of test measurement error that associated with differences in ratings, scores, or observations given by different evaluators of the events being studied.

To calculate the reading fluency reliability, this research uses formula as follows:

$$WCPM = \frac{C - E}{s} \times 60$$

Then, the calculated score is input in table to calculate the reliability of scores.

Test taker	R1	R2
S1	X1	Y1
S2	X2	Y2
S3	X3	Y3
Etc.	Etc.	Etc.
<b>Reliability level</b>	<b>Rxy</b>	

*Table 2 Oral reading fluency reliability*

To determine the reliability level, the data score of try out will be calculated by following formula:

$$Rxy = \frac{\sum xy}{\sqrt{(\sum x^2) - (\sum y^2)}}$$

## B. Reading comprehension reliability

According to Arikunto (2012), the level of reliability as follows:

- a. 0.0-0.20 = reliability is low
- b. 0.21-0.40 = reliability is sufficient
- c. 0.41-0.70 = reliability is high
- d. 0.71-1.0 = reliability is over

If the index facility value is between 0.30 and 0.70, the item can be accepted (reliable). On other hand, if the index of facility value lower than 0.30 or higher than 0.70 the test is rejected because the test items is too easy or difficult for the students.

To determine whether the comprehension test is reliable or not, the researcher takes try out by using Pearson Product Moment Coefficient of Reliability with the following formula:

$$R_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2) - (\sum y^2)}}$$

$R_{xy}$  = correlation coefficient of reliability between odd and even

$x$  = numbers of odds number items

$y$  = numbers of even number items

$\sum x^2$  = total score of odd number items

$\sum y^2$  = total score of even number items

(Hatch, 1982)

**a. Level of difficulty**

The level of difficulty will be counted by using following formula:

$$V = \frac{C}{N}$$

V : index of difficulty or facility value

C : the number of correct answer

N : the number of test takers

(Heaton, 1975 in Sari: 2015)

If the index facility value is between 0.30 and 0.70, the item can be accepted (reliable). On other hand, if the index of facility value lower than 0.30 or higher than 0.70 the test is rejected because the test items is too easy or difficult for the students.

**b. Discrimination power**

Discrimination power refers to an item that differentiates between high and low level of ability of participants on the test (Aulia, 2021). The formula used to calculate the discrimination power of the test is as follows:

$$D = \frac{U - L}{\frac{1}{2}N}$$

D = Discrimination power

U = the number of participants from the upper who answer correctly

L = the number of participants from the lower who answer correctly

N = the number of participants

(Shohamy, 1985 in Sari: 2015)

After the formula above has been objectively applied, then the criteria of discrimination power are identified as they are seen below:

- a. 0.0-0.20 = poor discrimination power
- b. 0.21-0.40 = discrimination power is sufficient
- c. 0.41-0.70 = discrimination power is high
- d. 0.71-1.0 = discrimination power is excellent
- e. If the discrimination power is negative (-), it means the item is bad or should not be taken into account.

### 3.6 Collecting Data

This research is quantitative. Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims (Leedy & Ormrod 2001). Furthermore, Williams (2011), remark that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data. In other words, quantitative research is a research strategy that focuses on quantifying the collection and analysis of data.

The researcher use two tests in collecting data, first is oral reading fluency test and the second is reading comprehension test. In oral reading fluency test, participants are given a text and asked to read for 1 minute and will be recorded. In this test, participants are given an assessment of their reading fluency, regarding aspects of speed, accuracy, and appropriate expression. The recording will be scored by two judges, first is researcher and the second is English teacher in SMPN 1 Ketapang. The formula for scoring oral reading fluency as follows:

**Speed calculation:**

$$WCPM = \frac{C - E}{s} \times 60$$

WCPM = Word Correct Per Minute (Fluency)

C = total words the students read

E = errors

S = total seconds

(Hasbrouck & Tindal, 2017)

**Score calculation:**

$$S = \frac{WCPM}{C} \times 100$$

S = Total score

WCPM = Word Correct Per Minute

C = total words the students read

After the score are collected, the data will be put in the table to calculate the mean score of each data by following grid:

<b>Test taker</b>	<b>R1</b>	<b>R2</b>	<b>Mean</b>
S1	X1	Y1	M1
S2	X2	Y2	M2
S3	X3	Y3	M3
Etc.	Etc.	Etc.	Etc.

*Table 3 Oral reading fluency scoring*

According to Sudijono (2012), mean is sum of the total score which is divided by number of scores. The formula to determine the mean is as follows:

$$M = \frac{\sum x}{N}$$

M = Mean score

$\sum x$  = Sum of total score

N = Number of scores

(Sudijono, 2012)

The total oral reading fluency scores will be classified into five level or categories.

Scale	Grade	Category
80-100	A	Very good
70-79	B	Good
60-69	C	Fair
50-59	D	Low
0-49	E	Poor

*Table 4 Classification level of oral reading fluency*

(Haris, 1974)

In comprehension test, participants are asked to work on questions related to the text they had read. This test is conducted to find out whether the participants understood what they read in that one minute. The tests consist of multiple choice and true/false questions. Aspects assessed in this test include main idea, specific information, reference, inference, and vocabulary. The test will be counted as 2 score for each multiple choices right answer and 3 points for true/false.

**Comprehension calculation:**

$$S = \frac{C}{N} \times 100$$



S = Total score

C = Correct answer

N = Total items

The total comprehension scores will be classified into five level or categories.

Scale	Grade	Category
80-100	A	Very good
70-79	B	Good
60-69	C	Fair
50-59	D	Low
0-49	E	Poor

*Table 5 Classification of reading comprehension*

(Haris, 1974)

### 3.7 Data Analysis

The data collection will be analyzed to know whether the independent variable (reading fluency) has significant correlation with the dependent variable (reading comprehension). In this research Statistical Package for Social Science (SPSS) application program is used to calculate the data.

The first step is determining the mean score of the data collection. The formula is as follows:

$$M = \frac{\sum x}{N}$$

M = Mean score

$\sum x$  = Sum of total score

N = Number of scores

Then, substitute the mean score to product moment correlation coefficient by following formula:

$$R_{xy} = \frac{\sum x'y' - \frac{(\sum f x')(\sum f y')}{N}}{\sqrt{\left\{\sum f x'^2 - \left(\frac{\sum f x'}{N}\right)\right\}\left\{\sum f y'^2 - \left(\frac{\sum f y'}{N}\right)\right\}}}$$

Interpretation:

1. Finding  $df = N - nr$ ,

df = Degree of Freedom

N = Number of Sample

Nr = Number of Variable

2. Look for the r-table value in the r-table data,
3. Compare r-count with r-table,
4. Interpret the data according to the test criteria.

## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Regarding the finding and discussion of the research, the researcher concluded the conclusion as follows:

1. 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 high students' oral reading fluency, high their reading comprehension.
2. The oral reading fluency also influences reading comprehension with the number of contributions are 6.07% implying that the students with better ability of oral reading fluency are expected well in reading comprehension.

### 5.2 Suggestion

Considering the result of this study, the teacher should take attention on the ability of oral reading fluency because it might influence and improve students reading comprehension. This study can reveal the current condition of reading outcomes at English teaching and learning program.

Additionally, since this study only discuss about the correlation between oral reading fluency and reading comprehension, this study has several limitations. The theory and instrument used was also limited. Thus, the next researcher is suggested to attach more supporting theories and use other kinds of questions as the reading comprehension instrument to make various results. Moreover, the next researcher

is suggested to find out the correlation between oral reading fluency and other ability, such as critical reading or speaking ability.

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