IMPROVING STUDENTS' READING COMPREHENSION THROUGH REPEATED READING TECHNIQUE AT THE TENTH CLASS OF SMK NEGERI 8 BANDAR LAMPUNG IN ACADEMIC YEAR 2022/2023

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Abstract: This research aims to improve students' reading comprehension by using Repeated Reading technique, objectives in this research was to identify whether Repeated Reading technique can improve the students' reading comprehension and the learning activities by using narrative texts. In this research, the researcher used Classroom Action Research as a design in colleting data sample of the research used only one class of 34 students. In this research the researcher used test and observation in data collecting technique. The test used in multiple choice test consisted of 40 questions, which aim to obtained students' reading comprehension score the researcher used descriptive qualitative. That can be seen from the average score in reading comprehension of the students the enhanced from Cycle 1 to Cycle 2. It based on the students' reading comprehension mean score which was in cycle 1 66%. There were only 12 students or 35% who achieve a score above the Minimum Criteria. Then, the result of the reading test in cycle 2 was 76%. There were only 26 students or 77% who achieve a score the the Minimum Criteria. The improvement of the mean score from the reading test' result in cycle 1 and cycle 2 was 10%. The students' learning activity was also increased from Cycle 1 was 6,65 with the criteria was less active and Cycle 2 was 7,62 which categorized as Active. So, the improvement of students' learning activities in cycle 1 and cycle 2 was 0,97 points. Therefore, it can be concluded that the implementation of Repeated Reading technique was successful to improve the students' reading comprehension and the students learning activity at AKL Tenth Class of SMK Negeri 8 Bandar Lampung in 2022/2023.

Keywords: Action Research, Repeated Reading technique, Reading Comprehension

INTRODUCTION

Reading is one aspect of language skills that must be mastered by students in order to be able to interpret and take in information from reading materials, the students must be able to read well. This requires that they have strong comprehension abilities. Because reading is an integral part of every session, reading comprehension abilities are necessary in all subject areas. The focus of English teaching and learning is mostly on reading comprehension. So, rather than being an act, this is an active process that requires the reader to continuously interact with the text and interpret its meaning (Putri et al., 2023).

Understanding the meaning or primary concept of a text is the goal of the reading activity known as reading comprehension. such as responding to inquiries,

learning vocabulary, learning grammar, and understanding the plot, setting, and backdrop of a reading work (Hastomo & Aminatun, 2023). Reading for comprehension is the main objective. According to Sinambela et al. (2015), aside from listening, speaking, and writing, one of the most crucial abilities in language learning is reading comprehension. Knowing the language and understanding the science subject are the two main objectives of any reading exercise. Reading is therefore one of the most crucial components of learning English and is the foundation for good English proficiency.

Reading is one of the skills that students struggle with during the teaching and learning process, particularly in English sessions (Agnescia, Sutrisno & Marcela, 2022). Students frequently focus solely on their grades. Teachers rarely work with children to improve their reading abilities because they believe that as long as the students are familiar with the terminology used in the book, reading comprehension will come naturally (Susana et al., 2021). In fact, having a strong vocabulary base can help you understand a text, and those who lack it will have a hard time understanding what they are reading.

Students must also be taught reading comprehension skills and methods in addition to vocabulary in order to help them grasp texts (Fatmala et al., 2020). They believe that reading can make people feel bored. This can occur when students lack enthusiasm in reading because they lack knowledge of vocabulary, inadequate reading skills, a lack of understanding of sentence meaning, and the limited instructional methods utilized to teach reading. Making students capable of comprehending what they read is the primary objective of reading instruction (Dari et al., 2021).

The approach or technique employed must be capable of enhancing students' reading comprehension. One of the challenges for students in accomplishing their learning objectives is a lack of learning techniques or approaches (Supriyati et al., 2020). The character of the students must be taken into consideration when choosing a method or strategy for each teacher since the technique or method employed can be altered with other learning methods to prevent students from becoming weary or bored during the learning process. If students are driven to learn well, it will be simpler to teach them the content and they will absorb it more readily, making learning more enjoyable.

Repeated reading is a technique where a student reads the same passage repeatedly until there are no faults in their reading. One method that can aid pupils in remembering what they read is the repeated reading strategy. in order for students to learn new facts. Additionally, using this method, kids' reading comprehension skills are enhanced. By using this method, the students are required to comprehend both the moral significance of the reading material as well as its context.

According to Savaiano & Hatton (2013) "Repeated reading is a technique that involves reading aloud a brief passage for a predetermined period of time or up to a set reading pace. The capacity of a pupil to read texts quickly and effortlessly

is referred to as reading fluency." Fluency serves as a bridge between word decoding and word comprehension (Chang & Millett, 2013).

Based on preliminary of research at SMK Negeri 8 Bandar Lampung, the writer found that there were several obstacles faced by SMK Negeri 8 Bandar Lampung in understanding reading learning. First, they do not understand the vocabulary of the text. Second, students cannot understand the main idea in the text. Third, teachers rarely use interesting technique in reading comprehension. So to overcome these problems the writer is interested in implementing technique that can improve students' comprehension. There are many techniques that can be used to improve students' reading comprehension. One of technique that can be used in the repeated reading technique. In the repeated reading technique, it is also useful for introducing vocabulary, finding main ideas, as well as students' reading comprehension.

Therefore, the writer chooses the repeated reading technique to solve the reading comprehension problem. The repeated reading technique is the first main activity that is active for the background of a certain topic, can be applied inside and outside the classroom to shape students' reading practice and besides that, it can help students to understand the content of the reading that is read. Therefore, the researcher conducted a study entitles "Improving Students' Reading Comprehension Through Repeated Reading Technique at the Tenth Class of SMK Negeri 8 Bandar Lampung in Academic year 2022/2023".

METHOD

The research use classroom action research (CAR) design contains of four stages, those are: planning, implementation of action, observation, and reflection (Sutiyono, & Hastomo, 2022). This research will use two cycles each consist of two meetings. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle. Classroom action research is all from of research conducted by the writer in the classroom. Classroom action research is a systematic approach to improving learning practices. In relation to action research, Kemmis and Taggart in (Izzah et al., 2019), classroom action research is a form of self-reflection research conducted by participant in social, including educational situation, in order to improve the rationale and validity of (1) their own social or educational practices, (2) their understanding of these practices, (3) actions in which these practices are car
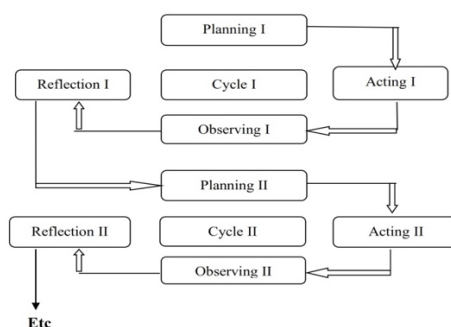
Figure 1. Classroom Action Research (CAR) Design by Kemmis and Mc Taggart

FINDING AND DISCUSSION
Finding
This research was conducted by using classroom action research, which consisted of two cycles. The research implementation used multiple choice to improve students' reading comprehension were devided into two cycles. There are two meetings in each cycle. There were four steps in each cycle of this research; planning, action, observation, reflecting (Hastomo & Zulianty, 2022). Result of the data from the cycle 1 and cycle 2 of the Students' Learning Activities and Students' score in Reading Test can be seen in the table:

Table 1. Students' Reading Test Score

Action	Students' Learning Result			
	Passed	%	Failed	%
Cycle 1	12	35%	22	65%
Cycle 2	26	77%	8	23%

Based on the data above, it can be seen that in the cycle 1, there was 12 students or 35% who achieved a score above the Minimum Criteria. Meanwhile, there were 22 students or 65% who did not achieve the target score of Minimum Mastery Criteria. From the result of the reading test in cycle 2, there was 26 students or 76% who achieved a score above the Minimum Mastery Criteria. Meanwhile, there was 8 students or 24% who did not achieve the target score of Minimum Mastery Criteria. It can be concluded that the implementation of Repeated Reading technique can improve students' reading comprehension.

Table 2. The Data Comparison of Students' Learning Activities

Mean of Cycle 1	Mean of Cycle 2	Improvement
6,65	7,62	0,97

Based on the table above, it can be seen that the mean score of the total score in cycle 1 was 6,65, while in cycle 2 the mean score of the total score was 7,62. The improvement of students' learning activity from cycle 1 to cycle 2 was 0,97. Therefore, it can be concluded that the students' learning activity in the cycle 1 to cycle 2 was improved.

DISCUSSION
Based on the observation of this research which had been done by the researcher, the researcher concluded the indicated that there was an improvement in the students' reading comprehension by using repeated reading technique. Based on the data that had obtained from the test and observation sheet, the research found a positive in learning process especially in reading comprehension by using repeated reading technique. Repeated reading technique can help students to find main idea of the text.

The result of the students' reading test from two cycles showed that the

implementation of repeated reading technique could improve students reading comprehension. It can be concluded by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 66 it was less active, there was 12 students or 35% who achieved a score above the Minimum Criteria. While the mean score of the test in cycle 2 was 76 it was active than cycle 1, it means that the students who achieved a score above the Minimum Mastery Criteria were 26 students or 77%. Based on the result of students' reading comprehension, the data showed that the students had the improvement.

The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 6,65. Meanwhile, the mean score of cycle 2 was 7,62. The improvement of students' learning activity from cycle 1 to cycle 2 was 0,97. Based on the result of students' learning activity, the data showed that the students had the improvement in students' learning activity.

CONCLUSION

After doing the research of classroom action research (CAR) in teaching reading comprehension by implementing repeated reading technique. the researcher provided some conclusion as to the result of the research through Repeated Reading technique. Repeated Reading technique can improve students' reading comprehension at AKL tenth class of SMK Negeri 8 Bandar Lampung. It based on the students' reading comprehension mean score which was in cycle 1 66%. There were only 12 students or 35% who achieve a score above the Minimum Criteria. Then, the result of the reading test in cycle 2 was 76%. There were only 26 students or 77% who achieve a score the the Minimum Criteria. The improvement of the mean score from the reading test' result in cycle 1 and cycle 2 was 10%.

The observation conducted by the researcher during the action showed that the students were motivated and interested to participate actively in the reading activity. As a result, of the students' learning activities, there was an improvement in students' learning activities. It was shown from the mean score of students' learning activities cycle 1 was 6,65 with the criteria was less active. While the mean score of students' learning activities in cycle 2 was 7,62 with the criteria was active. So, the improvement of students' learning activities in cycle 1 and cycle 2 was 0,97 points. The researcher concluded that the Repeated Reading technique could improve students' learning activities and students' reading comprehension at AKL tenth class of SMK Negeri 8 Bandar Lampung in the academic year 2022/2023.

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