

**IMPROVING THE STUDENTS' READING FLUENCY OF RECOUNT TEXT  
THROUGH MULTIMEDIA RUNNING TEXT AT THE TENTH GRADE OF SMA  
NEGERI 1 GUNUNGSITOLI IN 2022/2023**

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**ABSTRACT**

The method used in the research was one qualitative research is classroom action research. The purpose of this research is to improve the students reading fluency of recount text through multimedia running text at the tenth grade of SMA Negeri 1 Gunungsitoli in 2022/2023. Based on the result of the data in cycle I showed that there are 17 students in fair level (47%), there are 12 students in fairly good level (33%), there are 2 students in good level (5,60%), and there are 5 students in very good level (14,00%) and the average of students' value is 62,6. Cycle II, there are 19 students in very good level (53%), there are 17 students in excellent level (47%) and get the average of students value is 87,36. It means that the students' ability in reading fluency of recount text through multimedia running text in cycle II is success. Based on the result of the study, it can be concluded the multimedia running text improves the students' reading fluency of the tenth grade of SMA Negeri 1 Gunungsitoli.

**Keyword:** Reading Fluency, Multimedia Running Text, CAR.



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**INTRODUCTION**

Reading is a skill used to understand and interpret handwriting as written text, such as books, magazines, newspapers, articles, and other documents. While reading, we can absorb some information. Reading is extremely important and increasingly becomes a daily necessity for anyone who wants to get the necessary information. Reading is an important skill for learners of English as a foreign language. For most learners, this is the most important skill to master to ensure success not only in learning English but also in taking any content class that requires reading in English. As Nunan in Setiawati (2021) explains that “reading is a fluent process that allows the reader to combine a variety of information from the reading text and the background knowledge they know before reading to form meaning”.

In learning English, to get good reading skills, students must have a good reading level. Reading fluency is important because it helps students better understand the material they are reading, improves their overall reading skills, and motivates them to read more. It

is supported by Rasinski (2020) who states that “reading fluency is an important reading skill because it helps students develop better comprehension, enjoy reading and increase reading motivation”.

Reading fluency is the ability to read quickly, accurately, with correct intonation. Reading fluency involves the ability to read text fluently, without stuttering or pausing, and with appropriate intonation patterns. According to Hasbrouck (2016) states that "reading fluency is a key factor in helping students better understand the material they are reading". In addition, Fuchs (2018) points out that “reading fluency is essential for effective English learning and can help students absorb more information in less time.”

It can be concluded that reading fluency is an important skill that students must have to improve their comprehension and effectiveness in learning English. According to Hudson, et al (2000) in Paige (2020) say fluent reading Consists of three key elements namely accurate reading of connected text at a conversational, rate and prosody or expression”.

In syllabus of Curriculum (2013) at the tenth grade of SMA Negeri 1 Gunungsitoli in reading. In the competency standard, students can read simple and complex short functional texts to obtain specific and global information by understanding textual elements, such as objectives, topics, main ideas, references, and word meanings. The Minimum Competence Criterion (MCC) that is decided at the tenth grade of SMA Negeri 1 Gunungsitoli is 75. It confirms that the students should get mark 75 or more in order that they can pass on the subject. However, there are three indicator of reading fluency namely accuracy, rate, prosody. Furthermore, According to Tomlison (2019), the average maximum reading speed of a person is 120-150 words/minute. As such, accuracy is also related to correct pronunciation and the sequence of interpreting expressions as they read the text.

In fact, Based on the preliminary observation by the researcher in SMA Negeri 1 Gunungsitoli, most of the students unable to read more fluent especially in recount text, the students unable to pronounce the word when they read the text or lack of pronunciation and the students unable to show the meaning expression. This problem is caused by various factors, such as students' lack of reading ability, lack of experience reading in English, or lack of adequate use of instructional media.

To overcome this problem, researchers need to find appropriate media, because providing good learning media will make the learning process go well. To help students learn to read, especially reading fluency, the researcher applies appropriate media, is

multimedia running text. Ho (2004) in Huckabae (2013) states that "multimedia running text is scrolling text with background sound to stimulate the reader's struggle". Multimedia used in reading fluency activities in front of friend's combines' text, audio, and some visual elements. Texts are taken from textbook material or other sources related to the type of text being taught. The audio is synthesized using the latest technology called TTS (text to speech) application that converts text to audio in the output. In addition, visuals are used to make multimedia more enjoyable without disturbing the student's concentration during fluency reading activities.

## **METHODS**

### *Kind and Research Design*

In this research the researcher used qualitative research. Qualitative research is a research method that aims to gain an understanding of complex phenomena by exploring the subjective experiences, perceptions, and meanings of the participants. It involves collecting non-numeric data such as text, images, and observations, and analyzing them using various techniques such as topic analysis, sound theory. According to McMilan & Schu Macher in Anas, et al (2022), states that qualitative research is mainly defined as an inductive process for organizing data into categories and determining relationships between categories.

The object in conducting this research that is to know the improvement reading fluency of recount text by using multimedia running text at the tenth Grade of SMA Negeri 1 Gunungsitoli. The subject of this research was the tenth grade students especially X Mipa-1 which consisting of 36 students. There were 22 boys and 14 girls. The location of the research is SMA Negeri 1 Gunungsitoli which is located in Pendidikan Street No.03, Gunungsitoli District, Gunungsitoli City. This research has been carried out in cycles. The number of cycles depends on the success of the actions given during the activity. Based on classroom action research procedures, this research would conduct for 1 month in May-June 2023.

In this study, the author tried to apply one of the qualitative research types, class action research (CAR), to help research to solve students' reading problems, especially to improve their reading fluency in recount texts. According to Carr & Kemmis (McNiff 1991) in Mu'Alimin (2018) indicates that action research in the classroom is a form of self-reflective investigation conducted by participants in social situations to improve the

rationality and equity of their own educational or social practices, their understanding of those practices, and the situations (and institutions) in which the practice is practiced.

The classroom action research is applied in the process of teaching and learning activities in the classroom, to improve teaching and learning process activities, with the aim of improving or updating learning practices to make them more effective. However, the structural model classroom action research (CAR) will be adapted by Kurt Lewin in Mu'Alimin (2018). The main concept of this action research consists of four components, namely planning, acting, observing, and reflecting. Furthermore, the steps are carried out sequentially and doing in cycle.

a. Planning

In planning step, the researcher prepare all the needs in conducting the research, such as; syllabus, lesson plan, teaching material, table of specification, validity sheet, observation sheet for the researcher and students, field notes, test, attendance list.

b. Action

In action step, the researcher apply Multimedia Running Text, with using Projector and Laptop in the teaching-learning process in the classroom.

c. Observation

In observation step, the English teacher-collaborator observed the students' activity and the researcher's activity in the classroom during the teaching-learning process.

d. Reflection

In the step, the researcher together with the English teacher-collaborator noted, analysed, and evaluated the result of observation and looks for the way out to improve the students' weakness in studying reading proficiency especially reading fluency.

*Data Collecting Technique*

Data collection techniques are qualitative and quantitative data. Qualitative data were obtained by interviewing students and teachers as well as by observing during the teaching-learning process and during the action taken in the field. Data are provided in the form of field notes and interview transcripts. Data collection tools were interview guides, observation sheets, and field notes.

In addition, quantitative data in the form of students' reading fluency scores were collected through the Reading Fluency Assessment. The first is a pre-test. It is conducted to learn more about students' reading fluency. The second is half. It was done to find out if there was a significant improvement in students' reading fluency before and after applying

multimedia texts in first grade. After reflecting the student's midterm test results, the latest data is collected by taking the follow-up test. The following test is intended to assess whether there is a significant improvement in a student's reading fluency.

*Instrument of the Research*

To conduct the research, the types of instrument that used by the research are test instrument and non-test instrument. The test instrument involve reading fluency assessment and reading scoring rubrics. Meanwhile, the non-test instrument were interview, observation sheet.

*Technique of data analysis*

Data collection techniques are qualitative and quantitative data. Qualitative data were obtained by interviewing students and teachers as well as by observing during the teaching-learning process and during the action taken in the field. Data are provided in the form of field notes and interview transcripts. Data collection tools were interview guides, observation sheets, and field notes. To analyze and evaluate the data qualitative through formula as Arikunto in Asrori (2020):

$$P = \frac{F}{N} \times 100$$

In which:

P = Percentage of student learning activity level

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

The quantitative data was analysed the students reading fluency data. To analyze the data assessment criteria from teacher and students' during the learning process in the classroom. The following formulas (Arikunto in Asrori, 2020):

$$P = \frac{nm}{N} \times 100\%$$

Note : nm : Number of checking aspects

N : Total criteria of assessment aspects

## **RESULT AND DISCUSSION**

### **Result**

#### *1. The Result of Cycle I*

##### a) Planning

In cycle I, the researcher prepare many things, such as; the lesson plan, students attendance list, material, observation sheet (for the researcher and the students'), field notes and evaluation sheet.

##### b) Action

After planning, the researcher conducted the action in the classroom. The researcher continued the first meeting activities. It was the discussion and evaluated the students' reading fluency of recount text by using multimedia running text.

The researcher greeted the students and all of the students respond it. Then, the researcher checked the students' attendance list. All the students were present. The researcher asked the students to continue the discussion about the material. The students followed the researcher instruction. After the discussion is finished the researcher distributed the evaluation to the students in text by using multimedia running text. The researcher invited the students to read the text individually. But some of the students did not do the task individually. The researcher walked around the classroom to make sure that all of the students did the task is read text by using multimedia running text. However, some of the students read the text in different time to read the text.

When the students read the text individually, the researcher assessed by crossing every single mispronounced when they read the text, how many time they need read the text and how their prosody or meaning expression when they read the text. The researcher made discussion with the students about the answer. The students gave their opinion about the answer related they difficult in reading fluency about mispronounce the word. The researcher took the conclusion and closes the meeting by greeting the students.

##### c) Observation

The results of the observation during the teaching-learning process in the Cycle I as follows:

##### 1) The Researcher Activities

Based on the result of observation of the researcher activities from the cycle I, can be describe in the table below:

**Table 1. The Researcher Activities In the Cycle I**

Cycle	Meeting	Criteria	Frequency	Percentage%
I	Second	Done	14	82%
	meeting	Undone	3	18%

2) The Students Activities

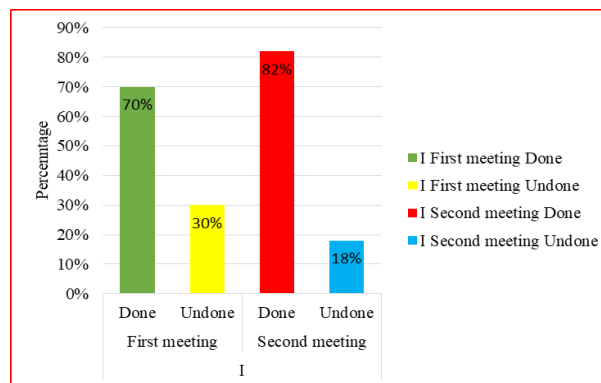
Based on the result of the observation of the students activities, so can be classified in the table below:

**Table 2. The Students' Activities In the Cycle I**

Cycle	Meeting	Criteria	Frequency	Percentage%
I	Second	Done	369	74%
	meeting	Undone	135	26%

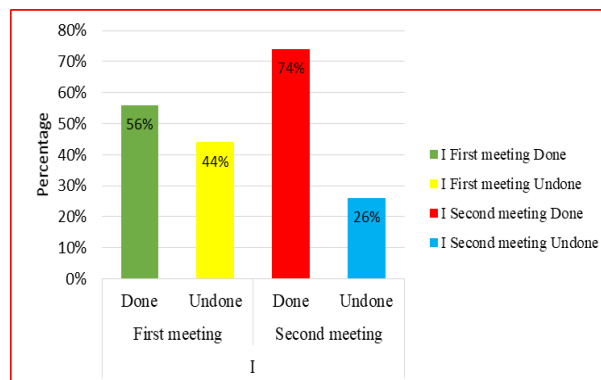
Based on the result of the observation sheet by the research activities above, the percentage the activities during the learning process in cycle I can be seen in graphic below:

**Graphic 1. The Percentage of the Researcher Activities In Cycle I**



Based on the result of the observation sheet by the students' activities above, the percentage the activities during the learning process in cycle I can be seen in graphic below:

**Graphic 2. The Percentage of the Students Activities In Cycle I**



c) Reflection

In the second meeting in Cycle I, the researcher examined the students' reading fluency of recount text by using multimedia running text. The result of their evaluation is explained in table below:

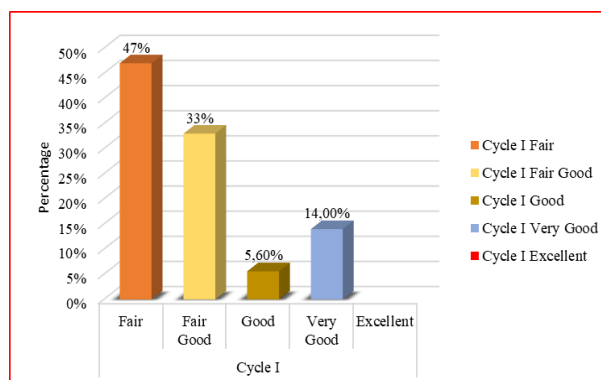
**Table 3. The Percentage of the Students' Ability in Reading Fluency of Recount Text through Multimedia Running Text in cycle I**

Mcc	Students Value	Frequency	Level	Percentage %	Classification
	56	17	56-60 (Fair)	47%	Unsuccessful 86%
	60	12	60-70 (Fairly Good)	33%	
75	70	2	70-75 (Good)	5,60%	
	75	5	75-90 (Very Good)	14,00%	Successful 14%
	90		90-100 (Excellent)		
<b>Total</b>		<b>36</b>		<b>100%</b>	

The table above explained that the categorized of percentage the student's ability in reading fluency of recount text through multimedia running text in cycle I could not pass the MCC at that school is 75. It's showed that there are 17 students in fair level (47%), there are 12 students in fairly good level (33%), there are 2 students in good level (5,60%), and there are 5 students in very good level (14,00%), and the average the students' value was 62,6. It means that the students' ability in reading fluency of recount text through multimedia running text in cycle I is Failed. Where can be classified there are 86% the students who where could not reach the MCC, and there are 14% the students who where could be reach the MCC at that school. It means that the students still not increase their ability in reading fluency of recount text through multimedia running text.

The result of the students' ability in Cycle I can be viewed in the graphic below:

**Graphic 3. The Percentage of the Students' Ability in Reading Fluency of Recount Text through Multimedia Running Text in cycle I**





Based on the explanation above, the researcher concluded that the students' ability in reading fluency of recount text through multimedia running text was still unable improve the students' ability in cycle I. it was indicated by looking at the Minimum Competence Criterion (MCC) of the English subject at the tenth grade which was 75 could not be achieve by the students by looking the average of the students' value above. From the result in cycle I, the researcher wanted to continue conducting the teaching learning process to the students in the cycle II.

## *2. The Result of Cycle II*

### *a) Planning*

There were some preparation that the researcher prepared before doing the action in the Cycle II. The researcher prepared lesson plan, reading text, evaluation sheet for the researcher and students' activities, students' evaluation sheet, and field note.

### *b) Action*

The researcher did the action after making sure that everything has been prepared well. The researcher did the teaching learning process in the classroom which consisted of pre-teaching learning activities, whilst-teaching learning activities, and the post-teaching learning activities. The researcher entered the classroom and greeted the students. All of them gave good response. Then, the researcher checked the students' attendance list. The students were present. Then, the researcher reminded the students about the last material. The students gave their response and then the researcher concluded about the student's response.

After the discussion is finished, the researcher distributed the evaluation sheet to the students. In this meeting the researcher evaluated the students when they doing the reading test by using multimedia running text. The researcher walked around the class to make sure that the students to evaluate them. In this activities, the researcher evaluate the reading fluency of the students when they read the text with identify the three aspect of reading fluency namely accuracy, rate and prosody. The researcher gave notes for every students based on the aspect above. After all the students done doing the reading test, the researcher gave the time for the students so post question.

After they has finished, the researcher did not forget to ask the students' difficulties about the material. After taking the conclusion, the researcher ended the class by greeting the students.

d) Observation

The observation was done by the English teacher (teacher-collaborator) during the researcher implemented the actions in the classroom. The teacher collaborator observed all of the activities happening in teaching-learning process, involved the student's and the researcher's activities as follows:

1) The Researcher Activities

Based on the result of observation of the researcher activities from the cycle II, can be classified in the table below:

**Table 4. The Researcher Activities In the Cycle II**

Cycle	Meeting	Criteria	Frequency	Percentage%
II	Second	Done	16	100%
	meeting	Undone	-	-

2) The Students Activities

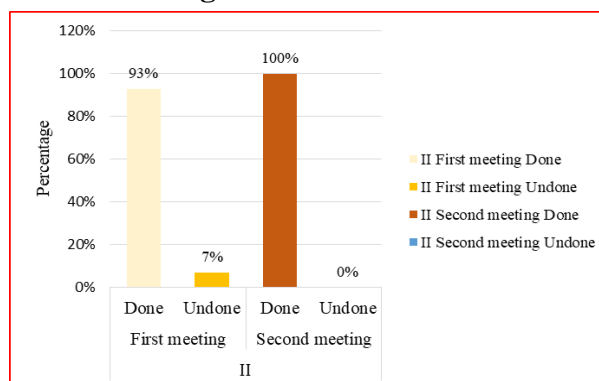
Based on the result of the observation of the students' activities, can be classified in the table below:

**Table 5. The Students' Activities In the Cycle II**

Cycle	Meeting	Criteria	Frequency	Percentage%
II	Second	Done	504	100%
	meeting	Undone	-	-

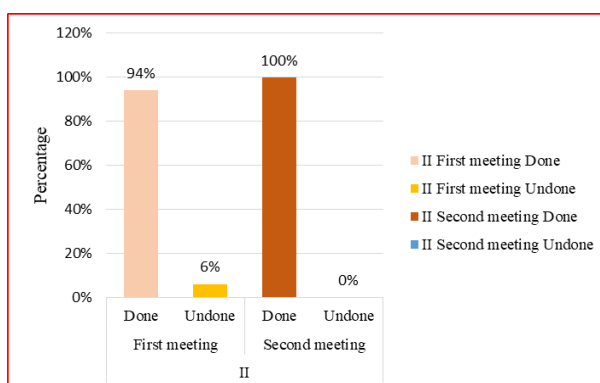
Based on the result of the observation sheet by the research activities above, the percentage the activities during the learning process in cycle II can be seen in graphic below:

**Graphic 4. The Percentage of the Researcher Activities In Cycle II**



Based on the result of the observation sheet by the students' activities above, the percentage the activities during the learning process in cycle II can be seen in graphic below:

**Graphic 5. The Percentage of the Students' Activities In Cycle II**



From the result of the research's and student's activities in cycle II, all of the students were active during the teaching learning process, such the students percentage in the first meeting 94% and the second meeting 100%. However, the percentage of the researcher activities in the first meeting 93%, while in the second meeting 100%. It means that the percentage of the researcher's and the students' activities can be categorized in excellent level.

e) Reflection

In the second meeting in Cycle II, the researcher examined the ability of students' reading fluency by using multimedia running text. The result of their evaluation is explained in table below:

**Table 6. The Percentage of the Students' Ability in Reading Fluency of Recount Text through Multimedia Running Text in cycle II**

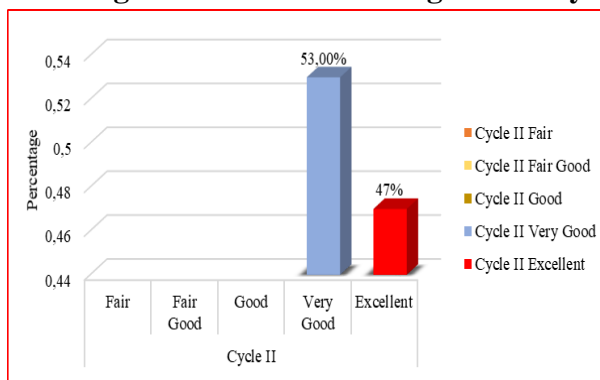
Mcc	Students Value	Frequency	Level	Percentage %	Classification
	56		56-60 (Fair)		
	60		60-70 (Fairly Good)		
75	70		70-75 (Good)		Successful
	75	19	75-90 (Very Good)	53,00%	
	90	17	90-100 (Excellent)	47%	
	<b>Total</b>	<b>36</b>		<b>100%</b>	

The table above explained that the categorized of percentage the student's ability in reading fluency of recount text through multimedia running text in cycle II could pass the MCC at that school is 75. It's showed that there are 19 students in very good level (53%), there are 17 students in excellent level (47%) and the average of the students' value was 87,36. It means that the students' ability in reading fluency of recount text through multimedia running text in cycle II is success. Where can be classified all of the students could pass the MCC. It means that the students should

improve their ability in reading fluency of recount text through multimedia running text.

The result of the students' ability in Cycle II can be viewed in the graphic below:

**Graphic 6. The Percentage of the Students' Ability in Reading Fluency of Recount Text through Multimedia Running Text in cycle II**



Based on the data above, the researcher concluded that the students' ability in reading fluency of recount text through multimedia running text was could improve the students' ability in cycle II. it was indicated by looking at the Minimum Competence Criterion (MCC) of the English subject at the tenth grade which was 75 could be achieve by the students by looking the average of the students' value above is 87,36. From the result in cycle II, the researcher described that the multimedia running text could be done to improve the students' reading fluency of recount text for senior high school.

## DISCUSSIONS

The object of the research was the students' reading fluency of recount text through multimedia running text. In this research, the formulation of the problem is how does the multimedia running text improves the students' reading fluency of recount text at the tenth grade of SMA Negeri 1 Gunungsitoli in 2022/2023. The first, the students' are difficult to read the long text or lack of reading ability, the students' lack of accuracy to read the text, the students' lack of prosody to read the text. So, in improving the students' reading fluency through multimedia running text especially of recount text in teaching learning process. Based on the result of the research from the cycle I until cycle II, the value of the students' showed the significance. However, in the cycle I, the student's value could not pass the MCC at that school. Meanwhile, in the cycle II all of the students' could pass the MCC at that school is 75. However, to achieve the value there are three elements in reading fluency namely accuracy, rate, and prosody. All of the elements was the indicator

which is used as a reference to get the average value of students. While the result of the element showed there is an increase in cycle I and cycle II. However, to achieve the maximum score of the indicator the researcher calculated the score that get by students during the learning process for all elements.

Furthermore, in accuracy the students doing the reading test by using multimedia running text and the researcher observed, how many words which correct and false during their reading the text, to get the rate score also the researcher observed and note how many times that need by the students to read the text, and for prosody itself the researcher observed how the reading ability of the students by seems some indicators of prosody rubric. Based on data that get by the researcher, the researcher calculated the score by using the formulas of the indicators. Based on the result, by using multimedia running text could improved the students' reading fluency of recount text at the tenth grade of SMA Negeri 1 Gunungsitoli.

The research was done in two cycle. In cycle I, value is 62,6. Moreover, in cycle II the average of students' value is 87,36. From the average of the students' value in each cycle, it can be found the increase of the students value shows that they had passed the minimum competence criterion that had been stated in the school is 75. Therefore, the research concluded that the multimedia running text improve the students reading fluency especially in recount text.

## **CONCLUSION**

Based on the result of the research, the researcher takes some conclusions is the average of students' value in cycle I was 62,6. It is categorized into low level. It's showed that there are 17 students in fair level (47%), there are 12 students in fairly good level (33%), there are 2 students in good level (5,60%), and there are 5 students in very good level (14,00%), That is why the research is going to continue to the next cycle. The average of students' value in cycle II was 87,36. It's showed that there are 19 students in very good level (53%), there are 17 students in excellent level (47%) and the average of the students'. This result is categorized into good level which is this research reach the MMC decided, the researcher stops to do the research and takes the report of this research. Based on the analysis of the research findings, the researcher found the students' ability in reading fluency of recount text through multimedia running text has been improve. Where all the students reached the MCC.

## **SUGGESTION**

The suggestions from the researcher after doing the research, such as the English teachers of SMA Negeri 1 Gunungsitoli are encouraged to use multimedia running text to improve the students' ability in reading fluency. Furthermore, to improve the students' ability in reading fluency, the researcher suggest to use multimedia running text because this one of the media that has been increased the students' ability in reading fluency and the students are able to achieve the MCC. The English teacher is expected to use multimedia running text in their teaching especially in teaching reading fluency to their students because this strategy efficient to increase the students' ability in reading fluency and has been proven.

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