CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses : Reading Fluency, The Factors Affecting Reading Fluency, Sight Word, and Previous Studies.

A. Reading Fluency

Reading fluency can be defined as reading fast, but fluently and accuratelly in reading the text. with good pronounciation and adjusting the reading rate to suit the purpose for reading. It is important to note that reading fluency doesn't refer to oral reading, however, because it is possible for someone to read a passage aloud fluently and not comprehend it at all. Fluency in silent reading promotes improved comprehension by allowing the student to read for ideas rather than for individual words.

Reading fluency encompasses the speed or rate of reading, as well as the ability to read materials with expression. Based on Mayer and Felton (1995 : 284) that the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding. The students successful with decoding when the process used to identify words is fast and nearly effortless or automatic. The concept of automaticity refers to a student's ability to recognize words rapidly with little attention required to the

word's appearance. Ability to read words by sight automatically is the key to skilled reading, Ehri (1998 : 107).

The students have developed accurate word pronounciation skills but read slowly. For the student's, decoding is not automatic or fluent, and their limited fluency may affect performance in the following ways, based on Mastropieri (1989 : 173) : (1) they read less text than peers and have less time to remember, review, or comprehend the text. (2) they expend more cognitive energy than peers trying to identify individual words, and (3) they may be less able to retain text in their memories and less likely to integrate those segments with other parts of the text.

According to Mather and Goldstein *et al* on their journal (2001), In reading fluency, they are two parts that important in reading fluency :

1. **Reading fluency rate.**

   a. **Determining a student's reading rate.**

      The student's reading rate may be calculated by dividing the number of words read correctly by the total amount of reading time. The teacher may count out 100 words in a passage and then time the students as he or she reads the passage. Ex : student 1 was given a passage to read with 100 words. Student 1 read 92 words correctly in 1.5 minutes, or 61 words per munute (wpm)

b. Adjusting reading rate.

   Most of people or student's have a contant rate when reading. This rate is the fastest pace at which a person can understand complete thoughts in successive sentences of relatively easy material. As long as the material is relatively easy to read, a person's or student's rate stays constant. For different types of tasks, however, the readers often alter their rate. Students with slow reading rates are often not aware that good readers adjust their rate depending on the purpose of reading.

c. Activities for increasing reading rate.

   Based on Chard and Osborn in Mather (2001 : 89) There are three steps activities for increasing reading rate :

1. The reader's or student's listen to text as they follow along with the book.

2. The reader's or student's follow the print using their fingers as guides.

3. Reading materials are used that students would be unable to read independently.

d. Speed drill.

   For reading list of words with a speed drill and a 1-minute timing, Fischer (2001 : 92) suggested using the following general guidelines : 30 correct wpm for first and

second grade – 40 correct wpm – for third grade – 60 correct wpm for mid-third grade – 80 up wpm in fourth grade. Every grade calculated with student's or reader's reading rate speed. And this drill are designed to develop automatic sight recognition of word.

e. **Rapid word recognition chart.**

According to Hamman (2001 : 114) a way to improve speed of recognition for words with an irregular element is the use of rapid word recognition chart. The chart is similar to rapid serial-naming task. After a brief review of the words, students are timed for 1 minute as they read the words in their squares aloud.

f. **Choral reading or neurological impress method.**

The neurological impress method based on Hamman (2001 : 127) is a method for choral or concert reading. In this method, the teacher read aloud with a student for 10-15 minutes daily. For successing and to begin reading aloud together again, select a high-interest book or a content from the classroom. Sit next to the students and read aloud as you point to the words with the index finger. Read at a slightly faster pace than the student and encourage him or her to try and keep up with you. Reading aloud with the students can help them to practice phrasing and intonation.

g. **Repeated readings.**

   Based on Samuel in Mather (1994 : 234) the repeated readings technique is designed for the students who read slowly despite adequate word recognition. For this procedure, the students read the same passage over and over again. To begin, select a passage that is 50 – 100 words long a book that is slightly above the student's independent reading level. Have the student read the selection orally while time them in reading and count the number of words that are pronounced incorrectly. Record the reading time and the number of words that are pronounced incorrectly. If desires, set a realistic goal for speed and number of errors.

2. **The impact of fluency on reading ability.**

   Focus on fluency in the elemnetary years is important to develop of reading ability in young children. Children in grades kindergarten through 4th grade show the greatest gains in fluency when it is included in the reading education program. Students with reading difficulties continue to show improvement in reading ability through high school when their teacher include fluency instruction in their reading programs.

   Fluency has the greatest impact for children. Children with high fluency rates tend to read more and remember

more of what they read because they are able to expend less cognitive energy on decoding individual words and integrating new information from the texts into their knowlegde banks.

B. The Factors Affecting Reading Fluency

There are some factors that effect reading fluency, the factors troughly into the two broad categories, (1) speech phonologic, (2) non speech phonologic factors. The students may face some problem in the reading fluency when they read the text caused by speech phonologic. That are, in term of speed and accuracy. While non speech phonologic factor in term of prosody *(expression)*. This categories based on Chabot *et al* (1984 : 105).

1. Speed.

Speed in reading means that the reader read the text with ritme and irama. So to make the read have a good ritme and irama, the reader must be recognition word in reading text. According to Perfetti in Bellareta (1984 ; 26) Speed of word recognition is an important marker for reading skill. Based on Fashel in Chabot (1984 : 115) Development of rapid word recognition skills is primary factor when distinguishing skilled from less skilled reading performance.

In another definition of speed that speed refers to how quickly the student can read. It has a huge impact on their fluency, this

statement based on Roman in Chabot (1984 : 119). To increase their speed when reading, the students need to be able to recognize and decode words effortlessly.

2. **Accuracy.**

According to Jim in Chabot (1984 : 122) accuracy refers to reading words without mistakes. To improve the students accuracy in fluency, have the students listen to themselves read a passage and evaluate it. It is difficult to improve upon something if the reader don't recognize what the reader are doing wrong in reading.

In fluency, accuracy its occur the students accurate in reading the text. Students with good accuracy can read the text with good pronounciation too, so accuracy in fluency means that the students read the text without mistake, without mistake in here in speech, especially in their pronounciation.

3. **Prosody (Expression)**

Expression in reading means that the readers express the feeling in reading the passage. Based on Roman in Chabot (1984 : 132) expression refers to the ability to change the voice to show the feeling when reading. Based on the result of discussion in Chabot et al, to build the students or the readers feeling in reading, the students or the readers have to learn about Readers Theater. Readers theater gives the students or the readers multiple opportunities to read the text with emotion and to practice reading the same words over and over again.

As the students' or the readers' fluency increases, so does their confidence with the text. The students begin to give a voice to their character by reading with emotion, excitement, or even sorrow, depending on their role.

C. Sight Word.

1. Definition of Sight Words.

Sight words are common words that are often not spelled phonetically but must be read fluently and automatically at first sight. Many educators recommend instantly recognizing these high frequency words. In fact, automatic word recognize is a key to becoming a fluent reader.

According to Torgesen (2002 ; 32) Sight words refer to the words that are most frequently used and repeated in books, which is why sight words are also sometimes called "core words" or "popcorn words". The phrase popcorn words refers to the fact that students should be able to just pop those words out every time they see them.

Teachers wants students to read these as whole words so they are read automatically at first sight. Decoding each word can be frustrating and an emergent reader can quickly lose the meaning of the text. Recognizing sight words immediately allows a reader to focus on decoding the more challenging words and understanding the text. More importantly, knowing sight words instills confidence when learning to read.

The following are characteristics and statistics of sight words :

2. **Common Characteristics of Sight Words**

While the exact number precise words vary depending upon the curriculum, a sight words list generally contains between one and three hundred words. Based on Rath (2006) on his article, The characteristics as follow ;

a. They are commonly found in English text, e.g. and, the.

b. Many do not follow typical spelling rules ; they are phonetically irregular, e.g. of, the.

c. Sight words are mostly pronouns, adjectives, adverbs, prepositions, conjuctions, and common verbs. Generally speaking, they are service words; they give meaning and direction.

d. They are difficult or impossible to represent with pictures, e.g. that, was. Typically nouns are excluded from sight words lists. As always, there are few exception, e.g. time, thing.

3. **Sight Words Statistics**

This Sight Words Stats based on Rath (2006) on his article, the Stats as follow;

It is estimated that the English language contains a quarter of million "distinct" words. However, like most languages, English print is highly concentrated among a very small number of common words. Here are some sight words statistics;

a. Ten words make up about a quarter of all printed material.

b. Half of the ten most common words are phonetically irregular.

c. Twenty-five words make up about a third of all printed material.

d. Almost half of the most common twenty-five words are phonetically irregular.

e. One hundred words represent about half of written material.

f. Three hundred words make up about 65% of all printed material.

4. **Procedures or Steps of teaching using Sight Words Strategy.**

Procedure is the act, method, or manner of proceeding in some action. To get the maximum result of using strategy, the procedures or steps is very important, because by following the procedures or steps, the strategy can easy to implement and it can successful the implementing strategy.

Many researcher used sight word strategy in their research, but each researcher has their procedures. The first procedures/steps model made by Julie A. Bettie. In her research, the researcher used Flash Card to help her to implement the startegy, the procedures as follow :

a. The teacher prepare the media (Flash Cards)

b. The teacher set the media on the table.

c. The teacher call the students one by one to put one of the media on the table.

d. The teacher inform the student to open the choosen Flash Card, and than read the text on Flash Card.

e. If the students correct in read word on Flash Card, the student can back to sit on his/her chair, but if the student incorrect in reading the word, the teacher inform the student to drill the word by giving example of correct word, than the students continuos the repeat teacher's example 3-7 times on drilling words.

f. After the student correct in reading word, the teacher command the student to write the word on the black/white board, than the student read the word again 1-3 times.

The second procedures model made by Bramansyah Ariffandana, his procedures model as follow ;

a. The teacher make a table on board.

b. The teacher give the students text on piece of paper.

c. The teacher inform the students to read the text first, if the student read unfamiliar word and difficult to read this word, the student can write down this word on board.

d. If the table full of unfamiliar word who get and write by the students, the teacher inform the students to pay attention on teacher's example in reading the word on the board.

e. After the teacher finish on giving example and the students pay attention on teacher's, the teacher call the students one by one to come in front of the class to read the text.

In this research, the researcher going to employ on Julie A. Bettie's Procedures model by modifate the procedures, the modifate procedures as follow ;

a. The teacher prepare the text for reading test.

b. The teacher read the text first as the example.

c. The teacher order the students to read the text together.

d. The teacher call students one by one to come and sit down in front of the teacher.

e. The teacher ask the student to read the text, and the teacher listen and give direct correction.

f. If the teacher hear the error word of student reading, so directly the teacher stop the student reading, and inform the student to drill the error word 3-7 times.

g. If the student well in drilling error word, and the drilling is right, so the teacher ask to student to continous read the text.

h. After the student finish his/her reading, the teacher give result/score by using scoring rubric.

D. Previous Studies.

Based on the definition and procedures above, the researcher going to implemented the Sight Word strategy in his research because this strategy

easy in implementing and the strategy proved successful to improve and to streamline student's skill in reading, especially in reading words. The statement was strenghtness by successful implementing by other researcher. Other researcher used the same strategy to improve or to effecting students in reading. The strategy who conducted by other researcher as follow ;

The first researcher using this strategy is Julie A. Bettis. She conducted a research entitle The Effectiveness of Sight Words to Improve Students Reading Fluency in Recognizing New Word by Flash Card. This research implemented in academic years 2008/2009 in Concordian Elementary School. The findings of the research is Sight word strategy can improve students in recocnizing new word by using Sight Word Flash Card. She got a great diffirent result after she treat the students using Sight Word strategy. It can bee seen that the students can recognize and read the word fluently after the teacher implemented sight word strategy.

The second researcher is Bramansyah Ariffandana. He conducted a research entitle Facilitating Reading Comprehension through Sight Words Recognition Practice. This research was implemented in academic years 2009/2010 in the Fifth grade of SD Negeri Begajah 01 Sukoharjo. The result of the research show that Sight Words Recognition Practice can effectifely improve students' Reading Comprehension. It can be seen that the students got improvement in the reading tests scores.

Based on research finding above, some English teacher must have various technique for teaching English, such as Speaking, Reading,

Listening, and Writing skills, especially in Reading Fluency. Therefore, English teacher should have a creative technique or strategy for teaching or providing learning activities involving the students' activities. It can be concluded that in learning English, especially in reading the teacher should have variation technique or strategy to make student's interest in teacher learning process.

1. **The differences between current and previous research.** *(gabungkan jadi satu)*

    1. **Current research**

        In this research, sight word strategy used to improve student's in reading the text in mastery reading fluency. Reading fluency in this research itself is reading fast but fluently and accurattelly. Fluently its means that the student's read the text with good speed and pronounciation. While read with accurattelly means that the students' read the text without mistakes.

        In current research, this strategy steps are same with procedure steps of sight word, but different in purpose and result of using the stategy. If the procedure of sight word is drilling and spelling the word, the researcher in current research only drilling the word in used. Why only drilling word, because the researcher assume that spelling not exactly for students in senior high school level. The purpose of the strategy in current

research itself is to make students fluent in reading the passage especially in reading the word. While the result of using the strategy in this current research is the students' can read the text with good speed, accuracy, intonation, pronounciation, and can feel their emotion when their read the text.

2. **Previous research**

In previous study, this strategy used to improve students on drilling the word and to teach students to spelling the word. The most of sight word strategy used in previous study is aimed for students at Kindergarten level. Because sight word strategy itselt more suitable to help students in Kindergarten and students in Elementary grade.

In previous study, sight word strategy more used to streamline their reading skill so that students ability in reading word can be smoothly and correctly according to pronounciation. Beside, the students can gain new vocabulary if they can read the word correctly.

There are a lot of media to implement this strategy in previous study. The media as follow, there are Flash Card, Puzzle, Dominous, and Docth Sight Words List. In previous study, these media proved successful in previuos studies. In addition, with the presence of the media, the students can learn while playing.