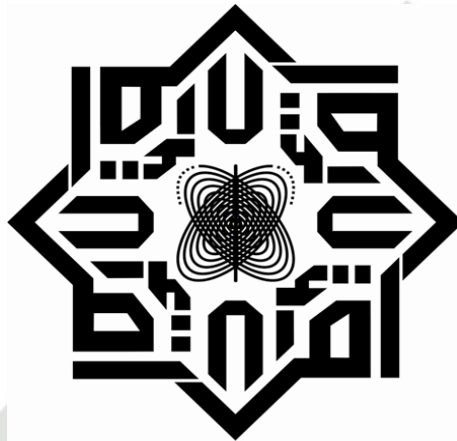


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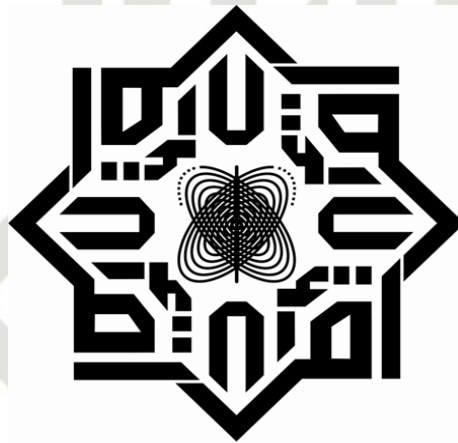
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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1442 H/2021 M**

# THE STUDENTS' READING FLUENCY AT THE SECOND YEAR OF PGRI SENIOR HIGH SCHOOL PEKANBARU

Thesis

Submitted in Partial Fulfillment of the Requirements  
for the Award of Bachelor Degree of Education  
(S.Pd.)



UIN SUSKA RIAU

By

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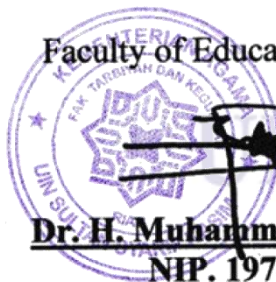
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This paper is intended to fulfill one of the requirements for getting an undergraduate degree of the English Education Department of Faculty Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, January 24<sup>th</sup>, 2021

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**ABSTRAK**

**Rahmita Arris, (2020): Flensi Membaca Siswa Kelas 2 SMA PGRI Pekanbaru**

Tujuan dari penelitian ini adalah untuk melihat bagaimana kelancaran membaca siswa dan faktor-faktor apa saja yang mempengaruhinya di kelas dua SMA PGRI Pekanbaru. Penelitian ini merupakan penelitian deskriptif kuantitatif yang bertujuan untuk mendeskripsikan kelancaran membaca pada siswa kelas dua SMA PGRI Pekanbaru. Teknik data menggunakan tes membaca catatan. Tes membaca instruksi untuk menganalisis kelancaran membaca siswa. Dua penilai secara independen menilai kefasihan membaca siswa. Teknik analisis data menggunakan tes membaca catatan. Tes membaca instrumen untuk melihat atau menganalisis dengan menggunakan kefasihan siswa dan menentukan kesalahannya. Berdasarkan hasil penelitian di kelas XI SMA PGRI Pekanbaru, siswa kurang teliti dalam membaca terutama keakuratan skor 88,45% yang berarti tingkat ketidakteelitian siswa adalah frustrasi. Sedangkan tingkat kefasihan membaca lisan siswa mendapatkan skor 112,6 WCPM dan untuk norma kecepatan turun. Kemudian proporsi kefasihan membaca siswa di kelas ini adalah 31,42%. Berdasarkan hasil penelitian, berdasarkan permintaan agar guru dapat lebih memotivasi siswa dalam membaca teks Inggris, baik guru yang memberikannya koreksi atas kesalahan pengucapan, jeda, dan pengawasan mereka saat membaca teks bahasa Inggris. Dan selanjutnya, siswa harus memiliki waktu yang lama untuk membaca buku berbahasa Inggris.

***Kata kunci: Fluensi membaca siswa, kefasihan membaca siswa***



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## ABSTRACT

### **Rahmita Arris, (2020): The Students' Reading Fluency at the Second Year of PGRI Senior High School Pekanbaru**

The objectives of this research are to find out the how is student reading fluency and what factors influence them at the second year of PGRI Senior High School Pekanbaru. This research is descriptive quantitative research which aims to describe the reading fluency in the second year students of PGRI Senior High School Pekanbaru. The techniques of collecting the data used record reading test. Reading test is instrument to analyze reading fluency of students. Two raters independently scored the students' reading fluency. The technique of data analysis used record reading test. Reading test is instrument to know or analyze by using fluency of students and determine the error. Based on the result of the research in science eleventh class of PGRI Senior High School Pekanbaru not accurately in reading especially accuracy the score was 88.45% that means the level of student inaccuracy are frustasion. While, rate in oral reading fluency the students got score 112.6 WCPM and for rate norm was fall. Then, percentage of students' reading fluency in this class was 31.42%. Based on the result, it is recommended that teacher can give more motivation students' to read English text, the teacher should give correction on their mistake in pronunciation, pausing, and stressing when they read the English text. And then, the students should have a long time to read English books.

**Key words:** *Reading fluency, Students' reading fluency*

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ملخص

رحميتا أريس، (٢٠٢٠) : طلاقة القراءة لدى تلاميذ السنة الثانية في مدرسة اتحاد مدرسين للجمهورية الإندونيسية الثانوية بكنبارو

الغرض من هذا البحث هو معرفة طلاقة القراءة لدى تلاميذ والعوامل التي تؤثر عليها في السنة الثانية في مدرسة اتحاد مدرسين للجمهورية الإندونيسية الثانوية بكنبارو. سبب هذا البحث هو التلاميذ الذين يجدون صعوبة في قراءة النص. عند قراءة النص، لديهم تنغيم وإيقاع ضعيف (مسطح)، وللتلاميذ غير واضح ويقرؤون النص دون استخدام التوقف والتأكيد بشكل صحيح. ولا يفهمون النص جيدًا. أفراد البحث تلاميذ الفصل الثاني في مدرسة اتحاد مدرسين للجمهورية الإندونيسية الثانوية بكنبارو. إن هذا البحث لبحث وصفي كمي يهدف إلى وصف طلاقة القراءة لدى تلاميذ الفصل الثاني في مدرسة اتحاد مدرسين للجمهورية الإندونيسية الثانوية بكنبارو. المجتمع جميع تلاميذ الفصل الثاني في مدرسة اتحاد مدرسين للجمهورية الإندونيسية الثانوية بكنبارو بإجمالي عددهم يبلغ ٦٢ تلميذاً. استخدمت تقنية جمع البيانات اختبار قراءة كتابة. اختبار القراءة هو أداة لتحليل طلاقة القراءة لدى التلاميذ. تقدم الباحثة النص لهم وتطلب منهم قراءة النص بشكل فردي. وتقوم الباحثة بتقييم مستوى قراءتهم. سرعة القراءة تعني عدد الكلمات المقروءة بشكل صحيح في النص في دقيقة واحدة (الكلمات الصحيحة في الدقيقة [WPCM]) من طلاقة القراءة وحيث تعتبر الدقة والسرعة مؤشرات على طلاقة القراءة. قام مقومان بتقييم طلاقة القراءة لدى التلاميذ بشكل مستقل. استخدمت تقنية تحليل البيانات اختبار قراءة كتابة. اختبار القراءة هو أداة لمعرفة أو تحليل باستخدام طلاقة التلاميذ وتحديد أخطائهم. بناءً على نتائج البحث في الفصل الحادي عشر في مدرسة اتحاد مدرسين للجمهورية الإندونيسية الثانوية بكنبارو، فإنهم ليسوا حريصين في القراءة، خاصةً في دقة النتيجة هي ٨٨,٤٥٪، مما يعني أن مستوى عدم دقة التلاميذ هو إحباط. وحصل مستوى طلاقة القراءة الشفوية للتلاميذ على نتيجة ١١٢,٦ WCPM، وانخفض مستوى السرعة. ونسبة فصاحة قراءتهم في هذا الفصل هي ٣١,٤٢٪. بناءً على نتائج هذا البحث، يُقترح أن يمكن للمدرسين تحسين طلاقة التلاميذ بشكل أفضل في قراءة النصوص، ويجب عليهم تقديم تصحيحات لأخطاء النطق، ولا ينبغي عليهم إطالة وقت طويلاً في قراءة النصوص الإنجليزية. علاوة على ذلك، يجب أن يكون لدى التلاميذ وقت طويل



الكلمات الأساسية : طلاقة القراءة، طلاقة القراءة لدى التلاميذ



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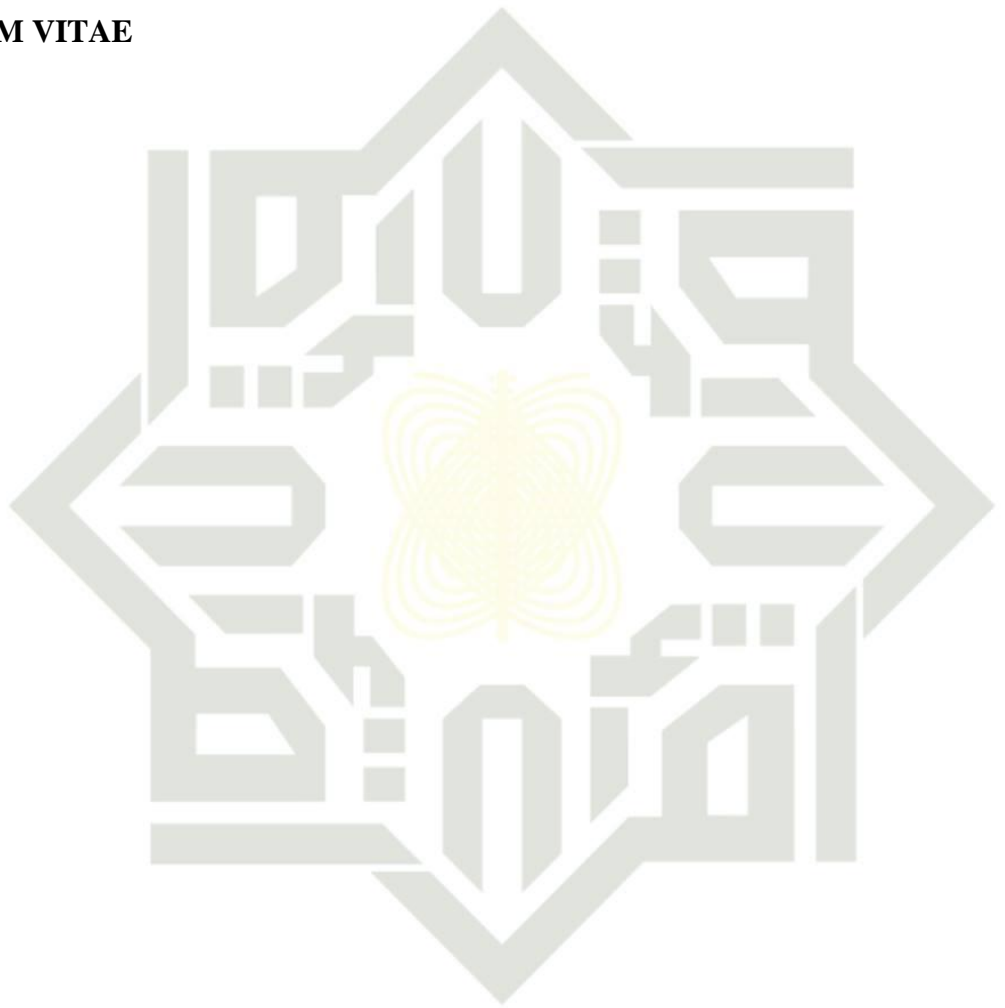
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

Reading fluency is important because it provides a bridge between word recognition and comprehension.” (Reading Links, 2002). Fluency doesn’t ensure comprehension, but comprehension is difficult without fluency.

If a reader is constantly stopping to decode and figure out unknown words, most likely meaning will be disrupted and the process of reading becomes long and laborious. When students make gains in reading fluency, they are able to put their energies into comprehension and are able to analyze, interpret, draw conclusions, and infer meaning from texts.

Oral reading fluency is the ability to read connected text quickly, accurately, and with expression. Oral reading fluency is one of several critical components required for successful reading comprehension. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they are able to

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focus on the meaning of the text. Reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading (Hudson, Lane and Pullen 2005np.705).

On the other hand, reading fluency is one of the defining characteristics of good readers, and a lack of fluency is a common characteristic of poor readers. Differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems (Stanovich, 1991). It means that reading fluency is necessity for students.

It also provides a kind of bridge between word recognition and reading comprehension at the same time (National Reading Panel, 2000; Rasinski, 1985; Reutzel & Hollingsworth, 1993). When they can not read the text fluently, it means that they are poor readers, and poor readers are not going to achieve a good understanding of the text. The importance of learning to read is to access the knowledge found in texts. Many studies have found significant relationships linking reading fluency to comprehension.

Based on Rasinski (2011) and Hudson (2005), there are three major components of reading fluency :

1. Accuracy, or accurate decoding of words in text (refers to the person's ability to read words correctly).
2. Automaticity (rate), or decoding words with minimal use of attentional resources (the speed a person reads); and



3. Prosody, or the appropriate use of phrasing and expression to convey meaning (refers to as reading with feeling and involves the stress, intonation and pauses when reading).

From the components above, they should be interconnected to each other because they can allow readers to maintain a high comprehension.

Rasinski (2006, p. 704-706) argues that readers must be able to decode words correctly and effortlessly and then put them together into meaningful phrases with appropriate expression to make sense of they read. It is also supported by Samuels (2002, p. 39), reading fluency is defined as the ability to decode and comprehend at the same time.

In generally, students who lack confidence in their oral reading fluency are likely to refuse to read aloud to a group, but some may be willing to practice with supportive peer partners or other adults such as aides and parent classroom helpers. When students feel threatened, anxious, embarrassed, or intimidated, especially in situations involving reading, their emotional blockage in the amygdala interferes with the cognition needed to select out the important information (Ornstein & Sobel, 1987). Emotional comfort is so important to reading, brainfriendly distressing strategies and building a classroom community of nonjudgmental, cooperative learners will support struggling readers and enable them to grow in their zones of comfort and proximal development to advance in literacy.

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Teaching English at senior high school used based on school curriculum (KTSP), the expectation of teaching reading is to make students able to read text accurately, with good intonation and appropriate expression.

Based on the observation and informal interview with the teacher and some of students at PGRI Senior High School Pekanbaru, they get difficulty when they read a text. If read a text, they read with bad intonation and rhythm (flat). Their pronunciation still lack, it means that when they reading text still have unclear pronunciation and sometimes when they read a text without using the pause and stressing well.

In learning reading at this school, the teacher does not involve the students to read the text together with her. Teacher just reads the text alone and the students just listen to what the teacher read. After that the teacher asks the students to read the text. Students who struggle with fluency are aware that they don't read aloud with the expressiveness and correct pronunciation used by their classmates. They know that they take much longer to read the same amount of text and that they don't comprehend the text as well as their classmates.

Based on the explanation and problem above, the writer is interested in conducting a research entitled: **“The Students’ Reading Fluency at the Second Year of PGRI Senior High School Pekanbaru ”**

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## B. The Problem of the Research

### 1. Identification of the Problem

Based on the background and some phenomena above, it is clear that most of students of the second year in PGRI Senior High School Pekanbaru still get difficulties in English course especially in reading fluency. So, to make clear the writer will identify the problems as follows:

- a. What makes some of students unable to pronounce the words well??
- b. What makes some of students unable to read with appropriate intonation and exoression in reading text?
- c. What makes some of students have problem with their pause in reading?
- d. What makes some of students unable to read the text fluently?

### 2. Limitation of the problem

Based on the identifications of the problems stated above, the problems of the research are limited to analysis students' reading fluency.

### 3. Formulation of the Problem

Based on explanation of the English teaching and learning problems that has been mentioned in the identification of the problem and based on the focus of the study, the problem is formulated as follows:

How is students' reading fluency at the second year of PGRI Senior High School Pekanbaru?

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### **C. The Objective and Significances of the Research**

#### **1. Objectives of the Research**

To find out the students' reading fluency at the second year of PGRI Senior High School Pekanbaru.

#### **2. Significances of the Research**

The writer hopes that this study could give some contributions to the students in order to improve students' reading fluency. Then, To give information and contribution to English teacher especially who teaches English at PGRI Senior High School Pekanbaru. So, better understanding on students' learning can be achieved.

### **D. The Reason of Choosing the Title**

1. The researcher is interested to research on reading fluency. It is important because it provides a bridge between word recognition and comprehension.
2. This title is important to be research because it is able to inform to PGRI Senior High School Pekanbaru about students' reading fluency.

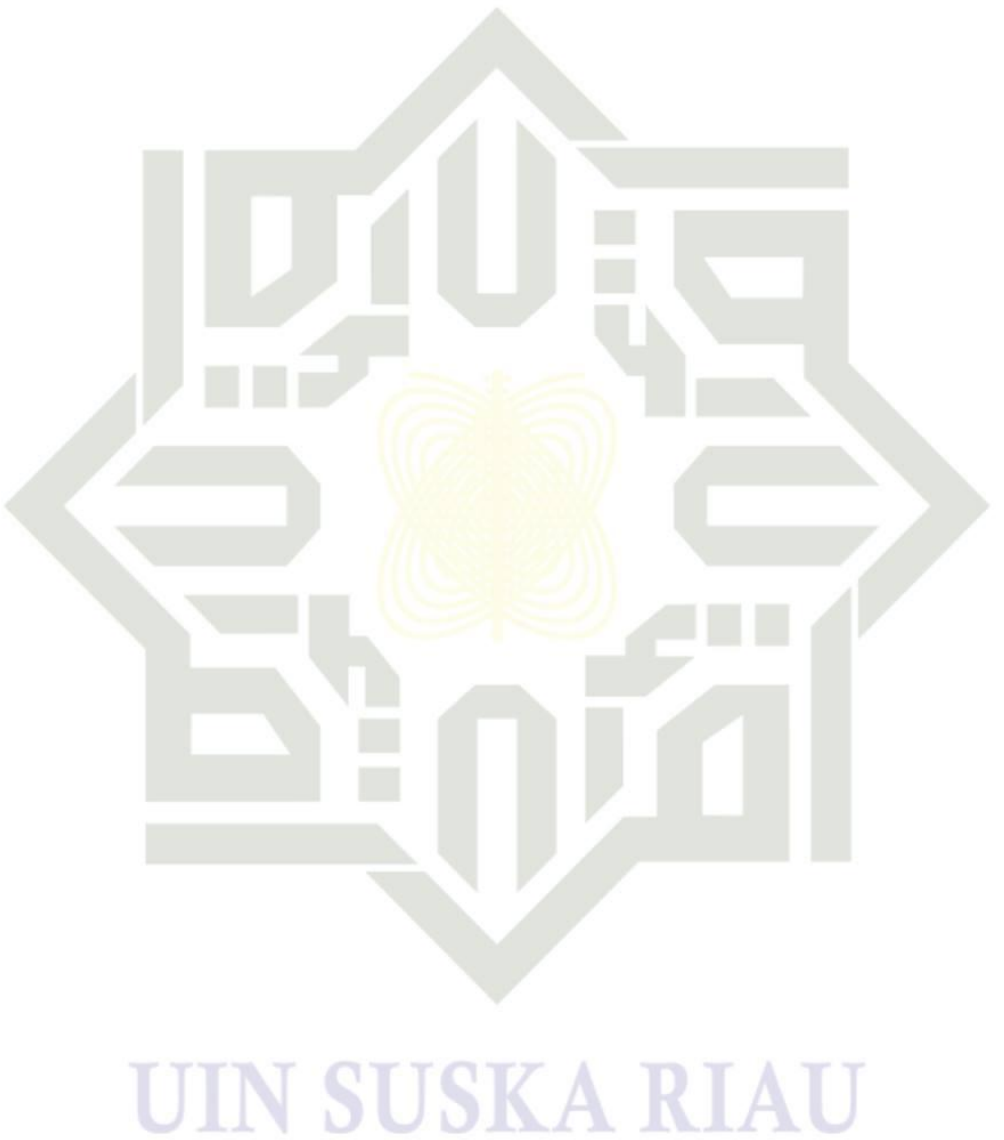
### **E. The Definition of Term**

In order to avoid misunderstanding and misinterpretation, it would be better for the writer to define a number of terms used in this study.

#### **Reading Fluency**

Based on Berry, Fluency in reading refers to the ability to read quickly and accurately a text with intonation. Fluency is necessary for

understanding a text. If a reader struggles with fluency, his concentration is directed toward decoding words and making sense of what is read.



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## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is one of four skills and one of the important skills in learning language beside speaking, listening and writing. Reading can increase our knowledge and can get information or ideas from what we have read. It means, when we are reading a text we must be able to take some informations from the text itself. Reading is making from print and from visual information.

Reading is not simple. Reading is an active process that requires a great deal of practice and skill. In general aims of teaching reading is to develop the students' ability to read the material, get information and understand about text. According to Hornby:1989 (in Siti Fatima 2007), said reading is an action of a person who reads.

Meanwhile, reading is very sophisticated structure and includes many skills that require simultaneous coordination to successfully complete many reading tasks (Logan, 1997). Learning to read is perhaps child's greatest school accomplishment (National Institute of Child Health and Human Development [NICHD], 2000; Rasinski & Padak 2008). It comprises a wide of skills and is not accomplished quickly or easily (Paris & Jacobs, 1984), so learning to read is valued by many societies and the



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ability to read is considered most important aim of education (Strommen & Mates, 2004). Reading involves the understanding of a complex and difficult concept by interpreting written language and making sense of it. In other words, it is a process of constructing meaning from a written text as a result of thinking with the guidance of the existing text (Rosenblatt, 2004; Ruddell, 2002; Rumelhart, 1980, 2004).

Based on Baker and Brown in Dorn's book, reading is a complex process involving a network of cognitive actions that work together to construct meaning. Reading not only increases our life skills and extends our knowledge, it goes much deeper. By reading the students can know everything for example about education, politic, social, culture, religion, health, etc. It means reading is unlimited.

## 2. The Purpose of Reading

Reading is an activity with a purpose. In general, a people may read in order to get information or verify existing knowledge or in order to critique a writers' idea or wting style. But the purpose of reading to guide the teachers' selection, there some purposes of reading like: getting general informal from the text, getting specific information form the text and reading from pleasure.

The aims of teaching reading is to help the students develop their ability, so that they can read English text effectively and efficiently and also enable them to interpret what thye read. Based on Rivers and Temperly 1978 (in Nunan 1999) said that there are some main purposes of



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reading is (a) to obtain instruction on how to perform some task for work or daily lives like knowing how to apply works and business, (b) to keep in touch with friends by correspondence or to understand the business letters, business documents and reports, (c) to obtain information for some purposes because we are curious with some topics discussed, (d) to act in play a game or a puzzle, (e) to know when and where something will take place, (f) to know what is happening as reported in newspapers, magazines, reports, business journals and business books, (d) for enjoyment and excitement.

Based on Donough and Shaw 1993 (in Absor 2008: 16) said that there are three purposes of reading activities is (a) getting general information or idea of the text, (b) getting specific information or idea of the text, (c) reading for pleasure or interest.

### 3. The Nature of Reading Fluency

Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech. When reading aloud, students with successful fluency read expressively, naturally, and effortlessly as they mentally divide the text into meaningful, distinct, related phrases. In fluency reading when the students can perform reading related tasks quickly and accurately, they are on the path to fluency, an essential element of comprehension and mature reading. Fluency in reading refers to ability to read a text quickly and accurately and with intonation.

Fluency appears to be related to neural patterning from the visual sensory in take and print word processing areas in the occipital lobes. Neural networks connect the auditory processing centers in students' temporal lobes to their executive functioning and word identification centers in their prefrontal lobes (Geake, 2006). Fluent readers can decode, recognize, and comprehend the meaning of text at the same time, so their networks fi re directly and efficiently. Fluency requires background knowledge of the material being read, rapid retrieval of the relevant vocabulary, and knowledge of syntax and grammatical forms that allow the reader to predict upcoming words to assist speed and accuracy. All these processes must be integrated and highly automated, so that maximum cognitive energy is available to focus on meaning.

Based on Breznitz, fluency is a dependent variable and as such represents a diagnostic measure for the quality of reading. It means that, fluency is perceived as an outcome of the development of accuracy and automatically that contains elements of emotion, intonation, pause, stress and that can be measured by looking at the number of oral reading errors, reading time, and vocal expression levels of written material. With all of it, students can be read the material with good fluency.

Students who need to build fluency skills may make more frequent errors in both reading and comprehension because they are so focused on trying to read individual words that they are not able to successfully summarize or interpret what they have just read. Their brain networks may

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not be automatically processing recognized words and propelling this information to the executive function networks.

Based on Shanahan's (2006) reading fluency is referred to as the ability to read a text aloud with sufficient speed and accuracy. Since 1974 reading fluency has been the core of a number of researcher where they find that fluent reading plays an important role in a successful reading comprehension (Samuels, 1979; Pikulski and Chard, 20003; Rasinski; Samuels, 2006). Moreover Ashley (2008, p. 41) in Department of Curriculum and Instruction, College of Students; reading fluency demonstrate a reader's ability to create meaning from text, integrating everything previously learned about printed and spoken language.

There are some scales of National Assessment of Educational Progress (NAEP) that can be used to assess the ability of the students in oral reading fluency :

**Scale 1:** Read primarily word-by-word. Occasional two- or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax, lacks expressive interpretation. Reads text excessively slowly. A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

**Scale 2:** Read primarily in two-word phrase groups with some three- and four-word groupings. Some word-by word reading may be present. Word groupings may seem awkward and related to the larger



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context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant section of the text excessively slowly or fast.

**Scale 3:** Read primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.

**Scale 4:** Read primary in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author' syntax is consistent. Some or most of the story is read with expressive interpretation and at an appropriate rate.

Based on the scales above, it is used four scales to identify students' reading fluency. In this research, scale 1 has score 20; scale 2 has score 40; scale 3 has score 60; and scale 4 has 80. This discrimination is based on the readers' check.

There seems to be agreement among researchers as to the skills one must develop to become a fluent reader (Allington, 2001; Juel, 1991; National Reading Panel, 2000; Richards, 2000). They are is (a) automaticity involves translating letters to sounds to words effortlessly and accurately, (b) quality refers to the reader's ability to use proper intonation



or expression (i.e., "prosodic features"-pitch, juncture, and stress) in one's voice, (c) rate involves attaining appropriate reading speed according to the reader's purpose or the type of passage.

There are some factors that influence development of fluency are (a) to be able to read with a smooth flowing rate and expression, students should be able to readily name over 90% of the words in the text (Allington, 2012), (b) secure letter-sound knowledge (alphabet and phonics) supports fluency, (c) if students are unfamiliar with a particular text type it is likely that they may read less fluently while they orient themselves to how the text is formatted and written, (d) limited background knowledge about a topic makes it harder to get into a text, (e) if students have limited fluency they may become discouraged about their ability. This can create a self-fulfilling prophecy where students avoid reading and don't get the practice they need, (f) allocated time needs to be set for fluency instruction, (g) instruction should be systematic and explicit. Demonstrations of fluent reading followed by opportunities for guided practice should be presented before independent practice is undertaken. Consolidation through on going review supports the gradual release of responsibility.

#### 4. Components of Reading Fluency

Based on Penner (2008, p. 2) in reading fluency, there are three components :

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- a. Accuracy. Accuracy is determined by the percentage of words a reader can read correctly. Accuracy refers to the ability to correctly generate a phonological representation of each word, either because it is part of the reader's sight-word vocabulary or by use of a more effortful decoding strategy such as sounding out the word. In this case, accuracy means that correct pronunciation when read text or passage.
- b. Automaticity. Automaticity means that the student is quick and has an accurate recognition of the letters and words. They are free cognitively to process meaning. This automaticity is achieved through corrected practice.
- c. Prosody. Prosody is reading smoothly and effortlessly with appropriate phrasing and expression. Prosody is a compilation of spoken language features that includes stress or emphasis, pitch variations, intonation, reading rate, and pausing. Fluent readers use pitch, stress, and timing to convey meaning when they read the text. This embedding of prosody shows that the reader is trying to make sense of or comprehend the text. Expressive reading happens once a degree of automaticity is established, and expression is one way in which a reader constructs meaning while reading.

In prosody there are three elements, they are :

#### 1) Stress

Stress is the emphasis placed on words or word parts. It is important because stress can change the meaning and part of speech

among words with identical spellings. For example, r/e/c/o/r/d/ can be pronounced with stress on the first syllable which is R/E/C/o/r/d/. This word is a noun that means the best performance in a sport or a document that contains information. However, if the stress is put on the second syllable, the word is pronounced as r/e/C/O/R/D/ which is a verb that means to take note of or write down. Unless one has extensive knowledge of English, it is easy to put stress on the wrong syllable of the word when reading which creates a sentence that is unintelligible.

### 2) Duration

Relates to the timing between words and phrases. Pauses in oral language are essential to understanding the phrase boundaries between words. Most of the meaning in sentences is found in phrases, not in individual words. Through repeated exposure to oral language, children learn speech patterns which they can transfer to oral reading. In written text, pauses are usually indicated by punctuation marks. However, this is not always the case. Thus, the reader has to draw upon previous experience with oral language to decipher where the phrase boundaries in the sentence are. Reading fluently requires the reader to chunk words together into syntactically appropriate phrases.

### 3) Intonation

Refers to the variations in pitch produced by the voice when speaking and reading. When asking yes or no questions, the pitch of

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the voice goes up at the end of the question. If Wh questions are asked, the intonation rises and then falls at the end of the question. In order to read fluently, there must be appropriate intonation which makes reading sound like speaking. The pattern of intonation, or intonation contour, that occurs as a sentence is spoken or read aloud, helps the listener to determine its meaning.

### 5. Steps to Building Fluency

Based on Pikulski , J.J., and Chard, D.J. (2005) there nine steps to building fluency, they are :

- a. Develop orthographic/phonological foundations (phonemic awareness, letter knowledge, phonics).
- b. Increase vocabulary and oral language skills.
- c. Effectively teach high-frequency vocabulary and provide adequate practice.
- d. Teach common word-parts and spelling patterns.
- e. Effectively teach decoding skills and provide adequate practice.
- f. Provide students with appropriate texts to assist in building fluent reading.
- g. Use guided oral repeated reading strategies for struggling readers.
- h. Support, guide and encourage wide-reading.
- i. Implement appropriate screening and progress monitoring assessments.

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## 6. Students' Reading Fluency

In reading fluency, there are three components of fluency: accuracy, rate and prosody. According to Rasinski states that reading fluency refers to accurate and automatic decoding of the words in the text, along with expressive interpretation of the text, to achieve optimal comprehension. In the syllabus perspective, the following indicators are expected to the students fluency to master in reading that students are able to:

- a. The students are able to read text with good accuracy.

Accuracy can help the students to decode words accurately in text. When the students read the text, the students can pronounce the words with good pronunciation, and students use cues to identify words in text. And students understand sound of spoken language work together to make word..

- b. The students are able to read text with appropriate expression and intonation.

In a story, students can see that many dialogs. So in texts the students are able to mention the words or sentences with good expression, phrase, and appropriate intonation like a original story, or students are able to read text with good stress, pauses, and reading with feeling.

- c. The students are able to read text automatically.

When the students read a text, they read with a good speed. According to Cardwell (2007, p. 166) states that reading speed is one



of factor in fluency, but it is not the whole picture, and rate suggests automaticity of word recognition. It means that automaticity is one of the components in fluency process, and reading fluency can influence comprehension. Samuels (2006) in Kuhn, et al (2010, p. 231) describe that automatic word recognition is central to the construct of fluency and fluency's role in the comprehension of text. It is added by Wright (2013, p.7), a student accuracy and speed (automaticity) in reading aloud is an obvious observable indicator of that students' reading ability. Thus, students automatically read text faster and accurate, they must comprehend the text than the students slow in reading text. The student requires quick and accurate identification of individual words as well as speed and fluidity in reading connected text, in here students can be read the text quickly enough.

## B. Relevant Research

Based on Syafi'i (2001, p. 122) relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. There some researchers has conducted concerning to this research:

1. A research was conducted by Hanik Habibah (2015). Her research is entitled "The Correlation Between Reading Fluency and Reading Comprehension Achievement of the Second year Students of MTs Paradigma Palembang". The conclusion that there were significance

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correlation and contribution between students' reading fluency and reading comprehension achievement.

2. A research was conducted by Eun Hee Jeon (2012), the title is "Oral Reading Fluency in Second language Reading". The purpose of this study is to examine the role of oral reading fluency in second language (L2) reading among high school students in South Korea whose first language (L1) is Korean and whose L2 is English.
3. A research was conducted by Fransisca (2014), entitled "The Effect of Repeated Reading Strategy towards Students' Reading Fluency of the Second Year at SMPN 14 Pekanbaru. The result is post test was 125.9 and in pre test was 19.97. The value of t-test was -8.10 and t-table was 1.90. It means that t-test was higher than t-table.

**C. The Operational Concept**

Operational concept is the main element to avoid misunderstanding and misinterpreting in scientific study/research. Therefore, a concept is still operated in an abstract form in a research plan which is should be interpreted into particular words in order to make them easy to be measured. Thus, the operational concept of this study can be seen in the following indicators (Rasinski, 2011):

1. Students errors pronunciation and intonation in read a text.
2. Students errors pausing in read a text.
3. Students errors rhythm and stressing in read a text.

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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the writer used descriptive qualitative research as the method to analyze students' reading fluency. According to Syafi'i (2006:173), descriptive method is a kind of method that involves the collection of data for the purpose of describing existing condition. This research have one variable that is students' reading fluency and intend to know the students' reading fluency.

#### B. Location and Time of the Research

This research was conducted at the PGRI Senior High School Pekanbaru. It is located on Jl. Brig.Jend Katamso No. 44 Tangkerang, Pekanbaru, Riau. It was conducted from May until July 2020.

#### C. The Subject and Object of the Research

The subject of this research is the second year students of PGRI Senior High School Pekanbaru. Meanwhile, the object of the research is the students' reading fluency.

#### D. Population and Sample of the Research

The population of this research included all of the second year students of PGRI Senior High School Pekanbaru. The population consisted of two classes. The detail number of students includes in this following table:

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**TABLE III.1**  
**The Population of the Second Year of PGRI Senior High School**  
**Pekanbaru**

Class	Number of Students
Science eleventh	35
Social eleventh	27
<b>Total</b>	<b>62</b>

In this research, not all population become the participants. Therefore, the researcher only took a class as the sample. To determine the sample, the researcher use cluster random sampling. Having the sample, the researcher use lottery by passing out small rolled paper marked by sequence name class. Then, after passing out the paper, the sample of the research was science eleventh class that consisted of 35 students.

**E. The Technique of Collecting Data**

Data collection of this research is record reading test. Reading test is instrument to analyze reading fluency of students. The writer give a text to students then asked them read the text individually. The reseracher assess the students' reading rate. Reading rate means that the total number of words read correctly in a text in one minute (word correct per minute [WPCM]) of reading fluency and where accuracy and rate as a indicators in reading fluency. Two raters independently scored the students' reading fluency.

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## F. The Data Analysis

Data collection of this research is record reading test. Raeding test is instrument to know or analyze error reading fluency of students. After conduct the research the data is analyze by using the below form then to determine the error, the researcher use oxford advice dictionary, as follows :

1. To know students fluency in reading :

$$\text{WCPM} = \text{Total number of words read} - \text{Number of Errors}$$

(Thomas, 2007)

2. To know students accuracy in reading :

$$\text{Accuracy} = \text{WCPM} : \text{total number of word read}$$

(Wilger, 2008)

3. To know students rate in reading :

$$\text{Rate} : \text{total number of words read} - \text{Numbers of Errors}$$

(Wilger, 2008)

After that, the researcher give a level to accuracy and rate. After conduct the data, the researcher give the score of students reading fluency.

Based on Rasinski (2004) the score in Accuracy as seen on the table :

**Table III.2**  
**The Level of Accuracy and Rate**

Independent Level	97 – 100%
Instructional Level	90 – 96%
Frustration Level	<90%

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And to score Reading Fluency as on the table below and after that the score of accuracy and rate, the reseacher can diagnose students' reading fluency (Rasinski, 2004) :

**Table III.3**  
**Score of Reading Fluency**

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1	-	10 – 30	30 – 60
2	30 – 60	50 – 80	70 – 100
3	50 – 90	70 – 100	80 – 110
4	70 – 110	80 – 120	100 – 140
5	80 – 120	100 – 140	110 – 150
6	100 – 140	110 – 150	120 – 160
7	110 – 150	120 – 160	130 – 170
8	120 – 160	130 – 170	140 – 180

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## Blueprint reading fluency

### Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked for fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.

Total number of words: 270 words

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Dealing with the result of the research from the reading test, it can be concluded that the students of PGRI Senior High School Pekanbaru especially science eleventh class in reading fluency. It can be known from the explanation that the students not accurately in reading especially accuracy the score was 88.45% that means the level of students in accuracy are frustration.

While, for rate in oral reading fluency the students get score was 112.6 WCPM and for rate norms are fall. Then, percentage of students' reading fluency are winter in this class was 31.42%.

#### B. SUGGESTION

Based on the research result and conclusion, the writer would like to give some suggestions as follows:

1. It is hoped that the teachers can give more attention and motivation when they learn English.
2. The teachers should invite the students to read together with her or him.
3. The teachers should give to give correction on their mistake in pronunciation, pausing and stressing when read a text.
4. The students should read and practice more in school or out of school.
5. The students should pay more attention and focus when the teachers reads a text.

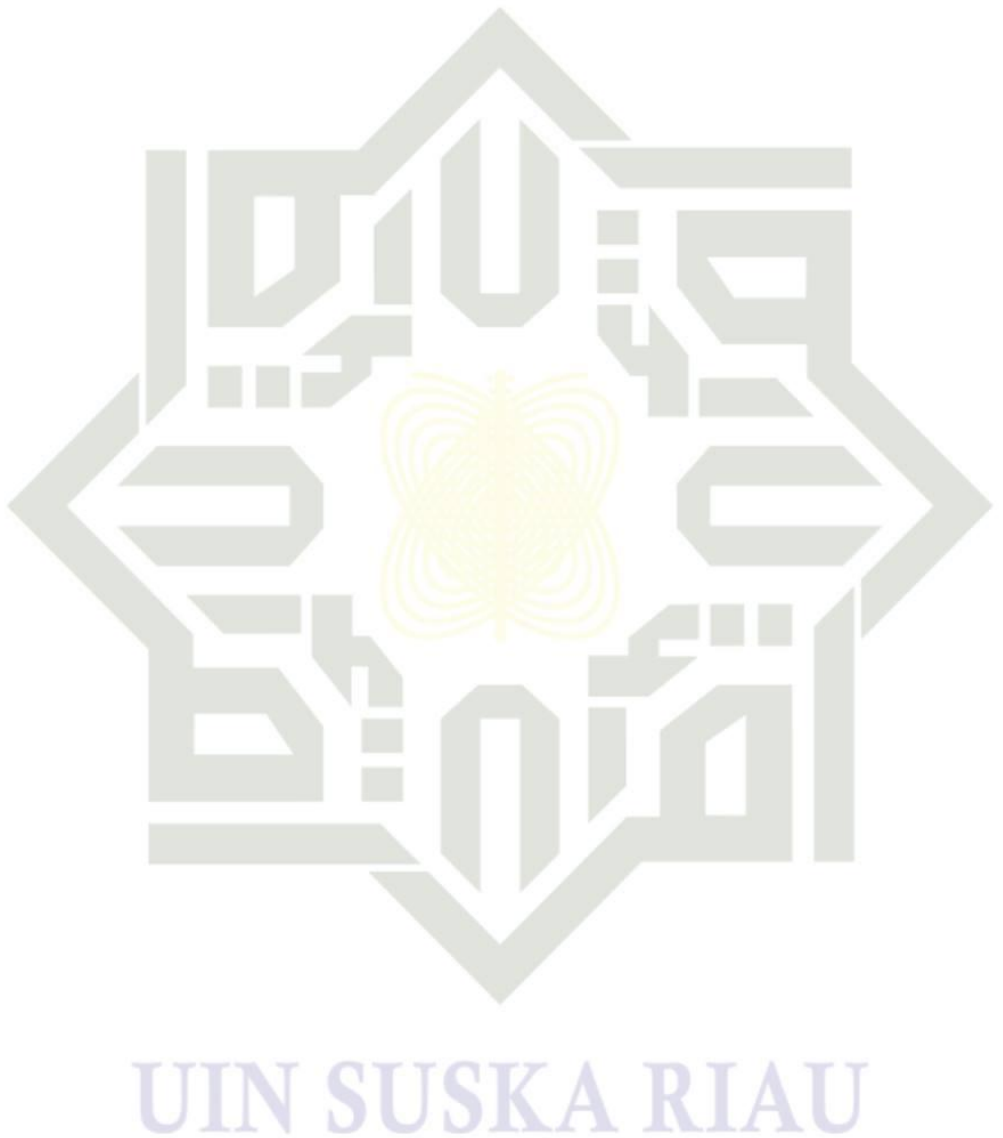
6. The students should improve their self in read more in order to increase knowledge.
7. The students should have along time to read English books and another.

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**RATER 1**

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**Malin Kundang**

*Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked for fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.*

*Actually, Malin was a dilligent boy. He worked had to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.*

*Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad adn disappointed.*

*In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.*

Sate Islamic University of Sultan Syarif Kasim Riau



Student 2

## Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He **lived** with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so **unsatisfied** with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He **promised** to come back soon with much money. His mother **permitted** him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

Actually, Malin was a diligent boy. He worked **hard** to get much money and everything changed. He became a **rich** merchant. His business partner asked him to marry his **daughter**. Malin agreed. Then Malin and his business partner's **daughter** got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.



Student 3

## Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He ~~lived~~ with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so ~~unsatisfied~~ with their bad luck. That's why he ~~decided~~ to go to another city to look for a better life. Not long afterwards, Malin asked ~~his~~ mother's permission to go to a big city. He promised to come back soon with much money. His mother ~~permitted~~ him and always prayed for him. In his journey, Malin Kundang joined a ~~merchant~~ in a big ship.

Actually, Malin was a dilligent boy. He worked ~~had~~ to get much money and everything changed. He became a rich ~~merchant~~. His business partner asked him to marry his ~~daughter~~. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad adn disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.



Student 4

## Malin Kundang

Once upon a time, there was a boy **named** Malin Kundang. He **lived** with his **mother** in a very poor condition. They **looked** fire wood in the forest nearly to make a living. Malin Kundang was so **unsatisfied** with their bad luck. That's why he **decided** to go to another city to look for a better life. Not long afterwards, Malin **asked** his **mother's** permission to go to a big city. He **promised** to come back soon with much **money**. His mother permitted him and always **prayed** for him. In his journey, Malin **Kundang** **joined** a merchant in a big ship.

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.



Student 5

## Malin Kundang

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Student 6

## Malin Kundang

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Student 7

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Student 8

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## Malin Kundang

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Student 9

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*In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.*

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Student 10

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Student 11

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Student 12

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## Malin Kundang

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Student 13

## Malin Kundang

*Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked for fire wood in the forest nearby to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.*

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Student 14

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Student 15

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Student 17

## Malin Kundang

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Student 18

## Malin Kundang

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Student 19

## Malin Kundang

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## Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.

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## Malin Kundang

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## Malin Kundang

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Student 23

## Malin Kundang

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Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

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In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.



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### Malin Kundang

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## Malin Kundang

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*Actually, Malin was a dilligent boy. He **worked** hard to get much money and everything changed. He became a rich **merchant**. His **business** partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.*

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad adn disappointed.

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Student 26

## Malin Kundang

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In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.



Student 27

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## Malin Kundang

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**In her desperation** she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.

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### Malin Kundang

*Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.*

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Student 29

## Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked for fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

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Student 30

## Malin Kundang

**Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked for fire wood in the forest nearby to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.**

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

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### Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

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## Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

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### Malin Kundang

Once upon a time, there was a **boy** named Malin Kundang. He lived with his **mother** in a very poor condition. They looked fire wood in the forest nearly to make a **living**. Malin Kundang was so unsatisfied with their bad luck. That's why he **decided** to go to another city to look for a better life. Not long afterwards, Malin asked his **mother's** permission to go to a big city. He **promised** to come back **soon** with much **money**. His mother **permitted** him and always prayed for him. In his journey, Malin **Kundang** joined a merchant in a big ship.

Actually, Malin was a diligent boy. He **worked** **hard** to get much money and **everything** changed. He became a **rich** **merchant**. His business partner asked him to **marry** his daughter. Malin **agreed**. Then Malin and his business partner's **daughter** **got** married. They had **honeymoon** and **travelled** all over the **world**.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

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Student 34

## Malin Kundang

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In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.



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## Malin Kundang

Once upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked for fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

Actually, Malin was a diligent boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.

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## RATER 2

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Student 2

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Student 3

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Student 4

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Student 5

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Student 6

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Student 7

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Student 8

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Student 9

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Student 10

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Student 11

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Student 12

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Student 13

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Student 14

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Student 16

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### Malin Kundang

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Actually, Malin was a **dilligent** boy. He worked hard to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad and disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.

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Student 17

## Malin Kundang

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Student 18

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Student 19

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Student 20

## Malin Kundang

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**Actually**, Malin was a **diligent** boy. He **worked hard** to get much money and **everything** **changed**. He **became** a **rich merchant**. His business partner asked him to **marry** his daughter. Malin agreed. Then Malin and his business partner's daughter got **married**. They had honeymoon and travelled all over the world.

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Student 21

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Student 22

## Malin Kundang

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*Actually, Malin was a **dilligent** boy. He **worked** hard to get much money and everything **changed**. He became a rich merchant. His **business** partner **asked** him to **marry** his daughter. Malin agreed. Then Malin and his **business partner's** daughter **got** married. They had honeymoon and **travelled** all over the world.*

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Student 23

## Malin Kundang

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Student 24

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## Malin Kundang

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Student 27

## Malin Kundang

One upon a time, there was a boy named Malin Kundang. He lived with his mother in a very poor condition. They looked fire wood in the forest nearly to make a living. Malin Kundang was so unsatisfied with their bad luck. That's why he decided to go to another city to look for a better life. Not long afterwards, Malin asked his mother's permission to go to a big city. He promised to come back soon with much money. His mother permitted him and always prayed for him. In his journey, Malin Kundang joined a merchant in a big ship.

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Student 28

## Malin Kundang

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Student 29

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## Malin Kundang

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### Malin Kundang

Once upon a time, there was a boy **named** Malin Kundang. He **lived** with his **mother in** a very poor condition. They **looked** fire wood in the forest nearly to make a living. Malin Kundang **was** so **unsatisfied** with their bad luck. That's why he **decided** to go to another city to look for a **better** life. Not long afterwards, Malin **asked** his mother's permission to go to a big city. He **promised** to come back soon with much money. His mother **permitted** him and always **prayed** for him. In his journey, Malin Kundang **joined** a merchant in a big ship.

Actually, Malin was a dilligent boy. He worked had to get much money and everything changed. He became a rich merchant. His business partner asked him to marry his daughter. Malin agreed. Then Malin and his business partner's daughter got married. They had honeymoon and travelled all over the world.

Many years later, Malin's ship anchored in his village. Many villagers welcome his arrival and admired his glorious ship. Furthermore, they wanted to see his success. Malin's mother heard that her son had come back. She was very glad and eager to see him. With a happy smile in her lips, she went to the seashore to meet her son. Do you know what happened when she met Malin? He pretended that he didn't know her. Of course she was very very sad adn disappointed.

In her desperation she cried to God to punish Malin. She cursed Malin Kundang and his ship to be a stone. Since then, people can see the big stone in the beach.

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## CURRICULUM VITAE

**Rahmita Arris**, she was born on January 15<sup>th</sup>, 1995 in Bandar Jaya, Lampung. She is fourth daughter of one brother and two sisters of beloved couple Arizon and Risfaneri. The writer had finished her study in her village at state Elementary School 27 Koto Baru, Dharmasraya (2007), at State Islamic Junior High School Koto Baru, Dharmasraya (2010). Then, she continued at Senior High School 2 Koto Baru, Dharmasraya (2013).

Then, at the year of 2013, she continued her study at Department Of English Education, Faculty of Education and Teacher Training in State Islamic University of Sultan Syarif Kasim Riau. In finishing his study at the university to fulfill requirements for Undergraduate Degree in English Education Department.

Finally, she followed Final Examination and her Thesis entitled: "*The Students Reading Fluency at the Second Year of PGRI Senior High School Pekanbaru.*"