

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Fluency

Reading is one of the activities done by English learners and one of the language skills. In academic setting, reading is assumed to be the central means for learning new information and gaining access to alternative explanation and interpretation.

According to Murcia, the reader draws information from a text and combines it with information and expectation that the reader already has<sup>1</sup>. So, reading is the most important process in Learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process.

According to Patel, "Reading is the most useful and important skill for people. Reading is a source of joys. Good reading keeps students enjoy in reading which provides them both pleasure and profit<sup>2</sup>. It means that, Reading is not only process in which the reader reads the words, sentences or the text but also a source of information and pleasurable activity and a means of consolidating

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<sup>1</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3<sup>rd</sup> ed). (Boston: Heinle & Heinle, 2001.) p.188

<sup>2</sup> M.F.Patel & Preeven M.Jain. *English Language Teaching (Methods, Tools, & Strategies)*. (Jaipur :Sunrise Publisher and Distributor, 2008.) p.113

and extending one's knowledge of the language contained in reading.

In addition, Reading is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. So that, Reading can gives some advantages because reader can find everything that reader need. Reading has relation between the author's messages and the information that reader will find.

Based on the explanation above, the writer conclude that reading is the complex process of constructing meaning of the text.

Reading has some components that should be mastered by students. According to Woude, As students learn to read, they must develop skill in a five of these areas in order to become successful reader.

a. Phonetic Awareness

Phonetic awareness focuses on a child's understanding of letter sounds and the ability to manipulate those sounds. Listening is a crucial component, the emphasis at this level is on sounds that are heard and differentiated in each word the child hears. it means that, students develop a range of skills to identify, segment, blend, and manipulate phonemes or identification of the initial sounds followed by final sounds and, finally, medial sounds, those in the middle of words.

b. Phonics

After students recognize sounds that make up words, they must then connect those sounds to written text. An important part of phonics instruction is systematic encounters with letters and letter combinations. It means that, students have to learn which letters have consistent relationships and which do not, and when to apply the rules that govern them. For students learning English as a second language, understanding the relationships between letters and sounds is critical, since some of the sounds will be new to them, they have not heard or spoken as meaningful units of speech.

c. Fluency

Fluent readers are able to recognize words quickly. They are able to read aloud with expression and do not stumble over words. The goal of fluency is to read more smoothly and with comprehension. It means that, fluent readers can focus on their attention on understanding what they are reading. Readers who struggle with fluency focus their attention on decoding, leaving less attention for understanding what they read.

d. Vocabulary

In order to understand what they read, students must first have a solid base of vocabulary words. As students increase their vocabulary knowledge, they also increase their

comprehension and fluency. It means that, students have to often hear references to different types of vocabulary such as speaking or reading vocabularies. because it is easier to construct meaning when the information is provided than it produces meaning for students themselves.

e. Comprehension

Comprehension is “putting it all together” to understand what has been read. With both fiction and nonfiction texts, students become active readers as they learn to use specific comprehension strategies before, during, and after reading. It means that, comprehension in English language is active process of constructing meaning from text that involves knowing how to read words accurately and automatically through accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>3</sup>

In connection with the reading, fluency is necessary for effective reading. Fluency is an important contributing factor to overall reading success and must be a component that is addressed during reading instruction.

In relationship to the reading, fluency is an essential component of successful reader. According to Vander, at the

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<sup>3</sup> Anne Vander Woude, *Reading for Every Child Fluency:Grade K:* (Michigan, Frank Schaffer Publications, 2005.) p.4

kindergarden level, “fluency is one of those skills, which is development, encouraged through many activities that are already part of a typical kindergarden day<sup>4</sup>.

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.

According to Breznitz, fluency is a dependent variable and as such represents a diagnostic measure for the quality of reading<sup>5</sup>. 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.

Reading fluency develops through practice. With practice a students move from being a hesitant, word by word reader who reads with considerable difficulty to a fluent, expressive, automatic reader who understand what her or she reads. When developing

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<sup>4</sup> Ibid.p.5

<sup>5</sup> Zvia Breznitz. *Fluency in Reading Synchronization of Processes*: (New Jersey, Lawrence Erlbaum Associates Publisher, 2006.)p.4

reading fluency, students make the essential link between word analysis and comprehension.

According to Rasinski, In reading fluency, there are some components, they are:

- a. Accuracy –the ability of readers to decode words accurately in text. The students can master of phonemic awareness and phonic. It means that, students in phonemic awareness are the students understand that the sounds of spoken language work together to make word.
- b. Automaticaly – the ability of readers to decode words in text with minimal use of attention resources. The students read text rapidly automatic naming of letters, syllables, and high frequency words.
- c. Prosody – the ability of readers to appropriately use phrasing and expression. The students can read text with appropriate expression, phrase, and place.<sup>6</sup>

Based on the components above, the indicators of fluency are related to accuracy, automaticity, and prosody. Accuracy relates to the ability of students’ phonemic and phonics. Automaticity relates to students’ ability in reading the text spontaneously and quickly. Prosody

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<sup>6</sup> Timothy V. Rasinski, Ph.D. *Assessing Reading Fluency: (Honolulu, Pasific Resources for Education and Learning Publisher, 2011) .p.5*

relates to the students' ability in reading the text expressively with a good rhythm and stress.

The following are the scales of National Assessment of Educational Progress (NAEP) that can be used to assess the ability of the students in oral reading fluency<sup>7</sup>:

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 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.

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<sup>7</sup> Pinnell, G.S., et.al., *Listening to children Read Aloud: Oral Fluency*, (Washington DC: U.S. Department of Education, National Center for Education Statistics, 1995), (Retrieved on January 16, 2014), <http://nces.ed.gov/pubs95/web/95762.asp>

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's 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.

## **2. Reading Fluency in Narrative Text**

Fluency is the most overlooked of the five necessary aspects of reading. Because it is usually measured through oral reading, many do not consider it important to silent, independent reading. However, fluency plays an important role in a reader's ability to comprehend texts.

Fluency is the ability to read the text with speed, accuracy and proper expression. Fluency is important because it provides a bridge between word recognition and comprehension. 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 conclusion, and infer meaning from texts.

As a reader, reads a text it is important that able to efficiently decode and comprehend the individual words and complete phrases and sentences that encounters, in this research, the writer used narrative text.

Narration is storytelling. Whether is tells a true story or fiction, a narrative essay gives us an account of one or more experiences. It tells a story to make a point or explain an idea or event. As a result, this type of essay can be fun to read and even to write. The writer concludes that narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. in relation to statement above, syafii stated that a narrative is typically written in the first person (did this or that), but do not go overboard. Not every sentence or even every other sentence should include<sup>8</sup>.

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<sup>8</sup> M. Syafii, et al *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2011). P.54

All narratives have certain elements in common. They:

- a. Unfold over time
- b. Have characters that display some type of emotion
- c. Center on events more than ideas

The characteristics of narrative text as follows:

a. Generic structure

1) Orientation

In orientation, the writer tries to set up the characters, time and place. In other words, this part is introduction part to next part (conflict).

2) Complication

Complication is called conflict or problem. This part is a main structure of narrative text.

3) Resolution

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of the text.

b. Language features

1) The use of noun phrases (a beautiful princess, a huge temple)

2) The use of adverbial phrases of time and places (in the garden, two days ago)

- 3) The use of simple past tense (he walked away from the village)
- 4) The use of action verbs( walk, sleep, wake up)
- 5) The use of saying verbs( say, tell, ask)

### **3. The Students' Reading Fluency in Narrative Text**

In reading fluency, there are three components of fluency: accuracy, rate and prosody, and There are so many genres of text that should be learned by the students. One of the genres is narrative text. Narrative text differs to other texts in case of its story elements and text structure. In the syllabus perspective, the following indicators are expected to the students fluency to master in reading narrative text 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 pronoun 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 in narrative text. So in texts the students able to mention the words or sentences with good expression, phrase, and appropriate intonation like a original story, or students able to read text with good stress, pauses and reading with feeling.

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

In narrative text, when the students read the text. The students read text with a good speed. The students 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.

#### **4. The Factors that Influence Students' Reading Fluency in Narrative Text**

Narrative as one of the genre in reading text has several interesting aspects that make any reader enjoy reading it. No one can argue the aspect that is the interesting information which exists in the text. Another aspect is that narrative text can bring the reader to try to imagine any sequence of the story into the reality in their

minds. It means that the reader figures the story out in the imagine in their minds and that is really interesting to do.

According to rasinski, reading fluency certainly affects reading comprehension<sup>9</sup>. So in reading text fluency is important in reading because it affect how well readers understand what they read especially in narrative text. If students could learn to decode words accurately, they would be successful in reading printed text, while it is true that accuracy in decoding is important for fluency. In essence, rasinski state 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<sup>10</sup>.

At the most basic level fluency is the speed, accuracy and prosod(expression) that a person uses when reading a text. Because it is multifaceted fluency involves a reader's ability to use multiple skills simultaneously, as a reader read a text it is important that students are able to efficiently decode and comprehend the individual words and complete phrases and sentences that students encounters.

When the students must stop at each word and spend time trying to pronounce it or determine its meaning the students unable

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<sup>9</sup> Timothy V. Rasinski, Ph.D. *Assessing Reading Fluency*: (Honolulu, Pasific Resources for Education and Learning Publisher, 2011) p.2

<sup>10</sup> Ibid.

to develop an overall understanding of the text. This aspect of fluency makes perfect sense to us. To see how expression influences comprehension consider the experience of reading the following sentences without any sort of emotional expression. Prosody is not only the emotion represented in reading, but also the phrasing and reader's interpretation

In conclusion, reader cannot avoid the importance of fluency aspect in reading text , it is not easy, especially in narrative text. Therefore, the existence of strategy is important to make reader becomes easier and more effective in term of fluency in narrative text. Fluency oriented reading instruction is very useful to be used in order to make it easier for the reader.

##### **5. The Concepts of Fluency Oriented Reading Instruction.**

In teaching and learning process, teacher should have the interest strategies. An interest strategy of teaching is needed an teaching and learning process in order that, the goals in curriculum will be achieved. There are many strategies that can be used in teaching reading fluency: one of them is fluency oriented reading instruction.

Fluency Oriented reading instruction is a classroom approach to develop fluency in second grade. According to Stahl, “

FORI is a classroom approach to facilitate automatic word recognition and fluency with three components”:

- a. A redesign of the basal reading lesson to include specific components involving fluency
- b. A period involving free reading in school
- c. A component involving reading at home <sup>11</sup>

The Fluency Oriented Reading Instruction (FORI) is also instructional fluency model that, like the fluency development lesson, such as repeat and assisted reading that instead of poetry or other short text.

According to Sharon, “Fluency Oriented Reading Instruction is appropriate for second grade children who begin the year at least at mid first grade level.<sup>12</sup> It means that, in this strategy students choose books that were or slightly below their instruction level.

In addition, students seem to benefit instructionally from more difficult materials than generally assumed, and students made significant improvement in word efficiency and reading comprehension.

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<sup>11</sup> Jack M.Fletcher, et al, *Learning Disabilities : from Identification to Intervention* ( New York: The Guilford Press, 2007), p.180

<sup>12</sup> Sharon Walpole and Michael. C. McKenna, *Differentiated Reading Instruction: Strategies for Primary Grades* ( New York: The Guilford Press, 2007), p.82

According to Stahl," The FORI model used texts that part of a basal reading program and consisted of the following steps:

- a. The story is read to students by their teacher.
- b. Teacher and students discuss the content of the story
- c. Optional: students echo read the story with the teacher
- d. Students read the story at home
- e. Optional: students practice a segment of the story
- f. Optional: students continue to practice the story at home two or three times
- g. In school, students engage independently in further work with the story through journals and worksheet.<sup>13</sup>

Other expert stated that the lesson plan in fluency oriented reading instruction is based on a 5 day cycle, with the teacher providing full support the material early on and lessing support as the week continues so that, by the week's end, the children should be able to carry out the reading on their own.

- a. Introducing the text (day 1)

Teacher introduces story, teacher reads story to class, and class discusses story, option: teacher develops graphic organizer and option: class does activities from basal, and in

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<sup>13</sup> Katherine A. Dougherty Stahl and Michael C. McKenna, *Reading Research At Work: Foundations of Effective Practice*,( New York: The Guilford Press, 2006),p.170



home reading children read 15-30 minutes in a book of their choosing

b. Echo Reading (day 2)

Students practice story, teacher and students echo read story, and in home reading students take story home and practice reading basal story aloud to someone

c. Choral Reading (day 3)

Students practice story, teacher and students choral read story and in home reading students who need more practice take home the basal story, other take book of their choosing

d. Partner Reading (day 4)

Students practice story, students partner read story and in home reading students who need more practice take home the basal story others take book of their choosing.

e. Extension Activities (day 5)

Students do extension activities. These may include writing in response to story, etc, option: teacher does running records of children reading and home reading children read 15-30 minutes in a book of their choosing<sup>14</sup>.

According to Sharon," FORI was designed on 5 day cycle that rotation is the most common way that core materials are organized. There are :

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<sup>14</sup> Melanie R. Kuhn and Paula J. Schwaneflugel, *Fluency in the Classroom*, (New York: The Guilford Press), 2008,p.21-26

- a. Day 1 : Read the selection aloud to the class and lead a comprehension focused discussion
- b. Day 2 : Engage children in echo reading. Children take the selection home to read with a caregiver
- c. Day 3 : Read the selection chorally. Children again practice at home with a caregiver
- d. Day 4 : Students partner read story. Children have a final chance to practice at home
- e. Day 5 : Children do extension activities. As they work, assess the fluency of each child individually by having him or her read the story aloud.<sup>15</sup>

According to the expert above, Fluency Oriented Reading Instruction is related with partner reading and choral reading that combined in Fluency Oriented Reading Instruction.

Fluency Oriented Reading Instruction provides students with varied support across an instructional week. It is designed for whole classes that can also easily be implemented in needs-based groups targeting fluency practice. at the beginning of the cycle; the strategy assumes that the stories will be unfamiliar and interesting and that children will profit from initial discussion.

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<sup>15</sup> Sharon Walpole and Michael. C. McKenna, *Op.Cit*, p.83

The goal of this strategy is developed in response to an apparently nonsensical district mandate<sup>16</sup>. in other words, the goal of this strategy improvement is noticeable to students, parents, and teachers to creates enthusiasm and motivation for reading.

As shown in the previous section, Fluency Oriented Reading Instruction is supplemental strategy that particularly designs to boost students' oral reading fluency when needed. Using this strategy is essential that the students read connected text for at least twenty to thirty minutes per day.

According to Biggam.”the purposes of the Fluency Oriented Reading Instruction are as follows:

- a. To build fluency and comprehension of grade appropriate text through repeated reading, text related discussion, and strong teacher support, and guidance before and after reading.
- b. To provide increased time with “eyes on the text” for developing rereaders since exposure to print sharpens fluency.

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<sup>16</sup> Melanie Khun and Paula Schwanenflugel, All Oral Reading Practice is not Equal or How can Integrate Fluency into My Classroom, *Journal*, University of Gorgia, p.11

- c. To use teacher read aloud and repeat reading as scaffold so, students can access on level material and have exposure to new, interesting, and on level concepts and language.<sup>17</sup>

Narrative as one of the genre in reading text has several interesting aspects that make any reader enjoy reading it. No one can argue the aspect is that the interesting information which exist in the text. Another aspect is that narrative text can bring the reader to try to imagine any sequence of the story into the reality in their minds. It means that the reader figure the story out in the imagine in their minds and that is really interesting to do.

According to rasinski, reading fluency certainly affects reading comprehension<sup>18</sup>. So in reading text fluency is important in reading because it affect how well readers understand what they read especially in narrative text. If students could learn to decode words accurately, they would be successful in reading printed text, while it is true that accuracy in decoding is important for fluency. In essence, rasinski state 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<sup>19</sup>.

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<sup>17</sup> Adapted by sue Biggam et, al, Journal, P.1. retrieved on December 30<sup>th</sup> 2013

<sup>18</sup> Timothy V. Rasinski, Ph.D. *Assessing Reading Fluency*: (Honolulu, Pasific Resources for Education and Learning Publisher, 2011) p.2

<sup>19</sup> Ibid.

At the most basic level fluency is the speed, accuracy and prosod(expression) that a person uses when reading a text. Because it is multifaceted fluency involves a reader's ability to use multiple skills simultaneously, as a reader read a text it is important that students are able to efficiently decode and comprehend the individual words and complete phrases and sentences that students encounters.

When the students must stop at each word and spend time trying to pronounce it or determine its meaning, the students are unable to develop an overall understanding of the text. This aspect of fluency makes perfect sense to us. To see how expression influences comprehension, consider the experience of reading, the following sentences without any sort of emotional expression. Prosody is not only the emotion represented in reading, but also the phrasing and reader's interpretation

In conclusion, fluency oriented reading instruction is a good strategy to improve students' reading fluency. This strategy results the improvement in students' reading fluency and more importantly, in their overall reading achievement.

## **6. The Use of Fluency Oriented Reading Instruction toward Students' Reading Fluency in Narrative Text**

Fluency is important because it is closely related to comprehension. Fluency in reading means to be able to read text accurately, quickly and expressively. fluent readers can do this because they do not have problem with word recognition. According to Zvia Breznitz, fluency as a consequence of the quality of oral reading skills put forward the idea that fluency may be achieved only after reading skills such as word and connected text decoding are acquired and established.<sup>20</sup>

In building fluency, there are actually some strategies related to reading fluency. One of the commonly strategies is fluency oriented reading instruction. It is one of the commonly strategies used to increase students' reading fluency.

Accoring to Sharon, fluency oriented reading instruction was designed for whole classes that can also easily be implemented in needs based group targeting fluency practice. this approach is cost effective and easy to implement in any classroom.<sup>21</sup>

Based on the definition, fluency oriented reading instruction can increase students' reading fluency. This strategy is applied for

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<sup>20</sup> Zvia Breznitz. *Fluency in Reading Synchronization of Processes*: (New Jersey, Lawrence Erlbaum Associates Publisher, 2006). p.5

<sup>21</sup> Sharon Walpole and Michael. C. McKenna, *Differentiated Reading Instruction: Strategies for Primary Grades* ( New York: The Guilford Press, 2007), p 82

the second grade level, teacher can choose the appropriate material that can be used to increase students' reading fluency.

## **B. Relevant Research**

Relevant research requires some previous writers conducted by other writers in which they are relevant to our research. The writer has to analyze what the point focused on, informs the design, finding and conclusion of the previous research, there are some previous writers which have relevancy to this research, they are:

Parichart G. Thorton in his research, an alumnus of Auburn University of Alabama entitled *Effect of Modified Fluency Oriented Reading Instruction on African American boys' Oral Reading Fluency*.<sup>22</sup> the purpose of this study was to assess the effect of fluency instruction on reading fluency. He conclude that fluency instruction could help close the reading achievement gap or if it would be equally effective to improve the oral reading fluency.

Wildatul khairiah an alumnus of State Islamic University of Sultan Syarif Kasim Riau entitled the effect of choral reading strategy toward students' reading fluency at the second year students of islamic

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<sup>22</sup> Parichart G. Thornton. *Effects of Modified Fluency Oriented Reading Instruction on African American Boys' Oral Reading Fluency and Attitudes toward Reading a Dissertation Submitted in Partial Fulfillment of the Requirements of the Degree of Doctor of Philosophy* (Alabama: Unpublished Undergraduate Thesis, 2008), p 39

junior high school kuntu regency of kampar<sup>23</sup>. It was an experimental research, she found that, the use of choral reading encourage risk taking and builds confidence. It helped build vocabulary as well as fluency and classroom community in the same way. It was excellent for older readers. She conclude that the use of choral reading strategy involved teacher and students to read the material together and affected the students' reading fluency.

This research has similarity towards the research above. The first research is talking about fluency oriented reading instruction and second research is talking about reading fluency. This research conducts about the effect of fluency oriented reading instruction on reading fluency in narrative text.

### **C. Operational Concept**

The operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. In this research there are two variables used namely independent variable (X), using fluency oriented reading instruction, and dependent variable (Y), reading fluency in narrative text of the second year students.

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<sup>23</sup> Wildatul Khairiah. *The Effect of Choral Reading Strategy toward students' Reading Fluency at the Second Year Students of Islamic Junior High School Kuntu Regency of Kampar*. (Pekanbaru:Unpublished Thesis, 2012), p.45



The writer's way to evaluate the variables can be seen in following explanation.

1. Variable (X) is using fluency oriented reading instruction, it can be seen in following indicators:

- a. The story is read to students by their teacher.
- b. Teacher and students discuss the content of the story
- c. Optional: students read the story with the teacher
- d. Students read the story at home
- e. Optional: students practice a segment of the story
- f. Optional: students continue to practice the story at home two or three times
- g. In school, students engage independently in further work with the story through journals and worksheet.

2. Variable (Y) is reading fluency in narrative text of the second year students. It can be seen in following indicators:

- a. The students are able to read text with good accuracy (pronunciation)
- b. The students are able to read text with appropriate expression and intonation
- c. The students are able to read text automatically

## **D. Assumption and Hypothesis**

### **1. Assumption**

In this research, the writer assumes that:

- a. The students' reading fluency taught by using fluency oriented reading instruction is various.
- b. The students' reading fluency taught without using fluency oriented reading instruction is various.
- c. The better fluency oriented reading instruction is applied in teaching or learning narrative text, the better students' reading fluency in narrative text will be.

### **2. The Hypothesis**

- a. TualangThe Null Hypothesis ( $h_0$ )

There is no significant effect of using Fluency Oriented Reading Instruction on students' reading fluency in narrative text at the second year students of SMPN 1 Tualang Perawang.

- b. The Alternative Hypothesis ( $h_a$ )

There is significant effect of using Fluency Oriented Reading Instruction on students' reading fluency in narrative text at the second year students of SMPN 1 Tualang Perawang.