

**TEACHERS' PERSPECTIVE ON THE APPLICATION OF  
REPEATED READING METHOD IN CLASS 8 OF SMPN 2  
CAMPURDARAT TULUNGAGUNG**

**THESIS**



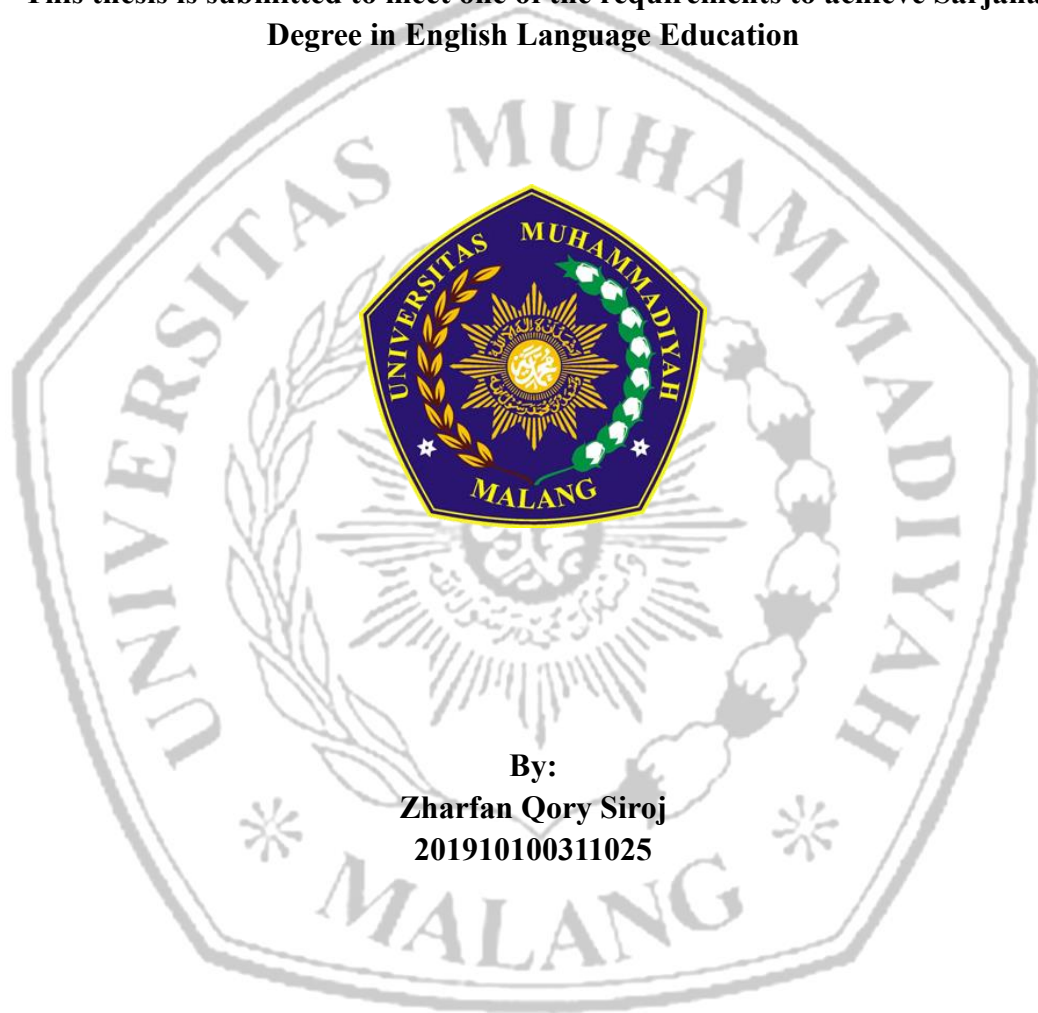
**By:  
Zharfan Qory Siroj  
201910100311025**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2023**

**TEACHERS' PERSPECTIVE ON THE APPLICATION OF  
REPEATED READING METHOD IN CLASS 8 OF SMPN 2  
CAMPURDARAT TULUNGAGUNG**

**THESIS**

**This thesis is submitted to meet one of the requirements to achieve Sarjana  
Degree in English Language Education**

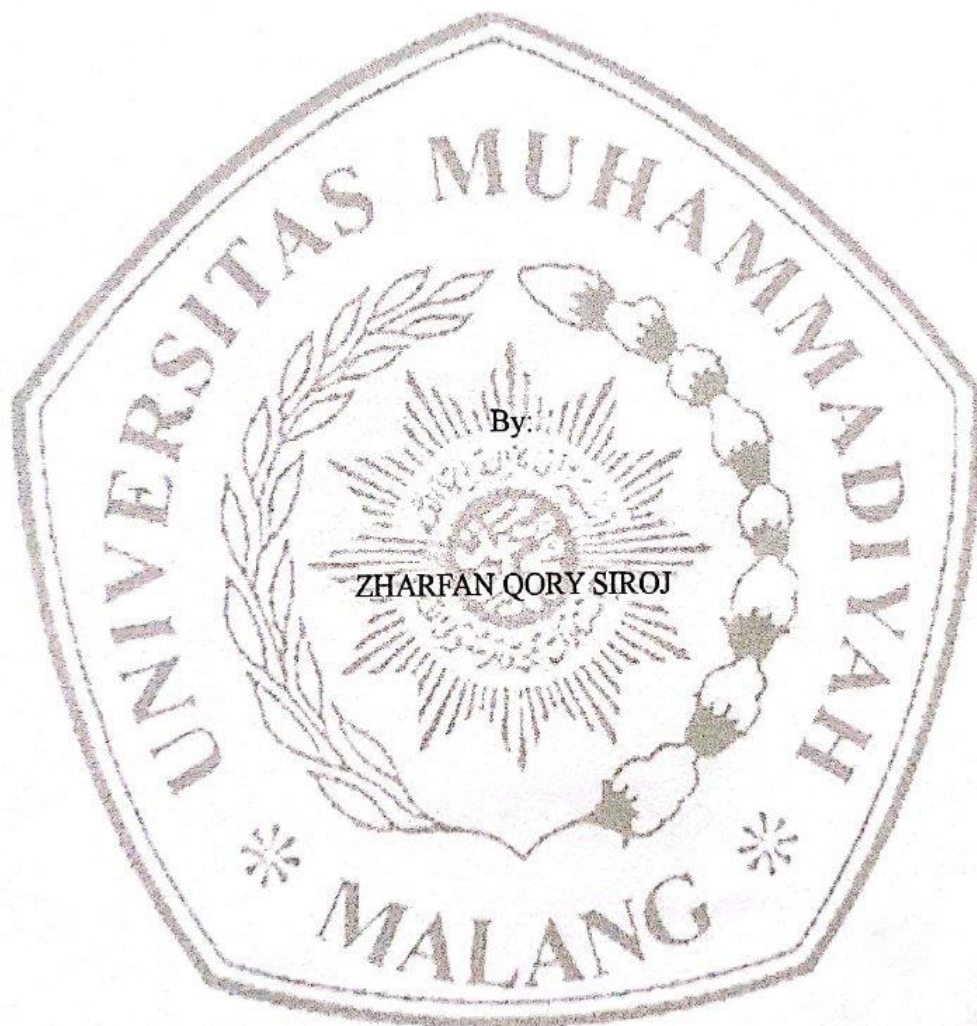


**By:  
Zharfan Qory Siroj  
201910100311025**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG  
2023**

### APPROVAL

This thesis was written by Zharfan Qory Siroj and was approved on  
September 19, 2023



Advisor,

Rosalin Ismayoeng Gusdian, S.S., M.A

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of the University of Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English Language Education on November 4, 2023

Approved by:

Faculty of Teacher Training and Education  
University of Muhammadiyah Malang

Dean,

  
Dr. Trisakti Handayani, MM.  
NIDN. 0728106102

Examiners:

1. Drs. Jarum, M.Ed
2. Laela Hikmah N, S.Pd., M.A

Signatures:

1. ....  
2. ....

Advisor:

1. Rosalin Ismayoeng Gusdian, S.S., M.A.

Signatures:

1. ....



## **MOTTO AND DEDICATION**



### **MOTTO**

“Yesterday history, tomorrow mystery and now legacy”

### **DEDICATIONS**

I dedicate this thesis to:

1. My parents
2. My beloved sister, Alexandria Burj Chalifa
3. Someone who means a lot
4. Bagus, Ety, Prabowo, and Afiyul for helping me
5. And all of my friends who supported me

## **AUTHOR'S DECLARATION OF ORIGINALITY**

I hereby declare that the intellectual content of this thesis is the product of my work and has not been submitted to any other University or Institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged following the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, 4 November 2023



Zharfan Qoryy Siroj

# TEACHERS' PERSPECTIVE ON THE APPLICATION OF REPEATED READING METHOD IN CLASS 8 OF SMPN 2 CAMPURDARAT TULUNGAGUNG

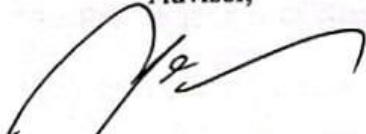
## ABSTRACT

This study aims to gain in-depth insight into teachers' views and experiences of the implementation of the Repeated Reading Method (RRM) in grade 8 of SMPN 2 Campurdarat Tulungagung. The selection of this method was driven by the need to address the challenges of student reading learning at the junior high school level, with a focus on grade 8 as a critical level in the development of reading skills. This study used a qualitative approach with data collection techniques through in-depth interviews and classroom observations. A total of 3 English teachers were identified as key informants who have implemented RRM in their teaching. Data analysis was conducted through categorization and thematic processes to describe teachers' views on the effectiveness of RRM.

The results showed that in general, teachers at SMPN 2 Campurdarat Tulungagung have a positive view of the implementation of RRM. They see RRM as an effective strategy for increasing students' reading speed, improving text comprehension, and building students' independence in reading. Teachers also identified factors that support or hinder the implementation of RRM in the classroom, including school support, availability of resources, and students' response to the method. This study makes an important contribution to further understanding of the implementation of RRM in secondary education settings, particularly in grade 8 of SMPN 2 Campurdarat Tulungagung. Practical implications and suggestions for further development in this area are also discussed to provide guidance for teachers, schools, and future researchers.

**Key Words:** *Perspective, Repeated Reading Method, Pronunciation, Vocabulary*

Advisor,

  
Rosalin Ismayoeng Gusdian, S.S., M.A.

The researcher

  
Zharfan Qory Siroj

## ACKNOWLEDGEMENT

Praise and deep gratitude to Allah SWT for His abundance of grace, and guidance given to the author so that this thesis can be completed properly. Salam and Salawat may always be poured out to the Prophet Muhammad SAW.

The thesis entitled "Teachers' Perspective on The Application of Repeated Reading Method in Class 8 of SMPN 2 Campurdarat Tulungagung" is prepared to fulfill the requirements of the undergraduate strata-1 (S-1) curriculum in the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Malang.

1. My advisor, Rosalin Ismayoeng Gusdian, S.S., M.A., always guided me with patience and responsibility. Thank you, for always giving me support and encouragement so that this thesis will be completed soon.
2. My Parents, H. Subeki Mubarak S.E dan Hj. Endang Purwitasari who always provided moral support, love, and understanding during the process of writing this thesis, I am very grateful. You are all my source of inspiration and strength.
3. My beloved sister, Alexandria Burj Chalifa. Thank you for your prayers and support, but you cannot always be present because you are studying at the boarding school.
4. The English teacher of class 8 SMPN 2 Campurdarat Tulungagung who has helped to be my research respondent.
5. Someone who means a lot for being a supporter so that my thesis runs smoothly.



6. My friends, Bagus, Ety, Prabowo, and Afiyul for helping to provide information so that my thesis can be completed and run smoothly.

I write this thank you sincerely and without coercion as an expression of gratitude and deep gratitude to all those who have supported me.



## TABLE OF CONTENTS

Approval .....	iii
Mottos and Dedications .....	v
Letter of Authenticity .....	vi
Abstract .....	vii
Acknowledgments .....	viii
Table of Contents .....	x
<b>CHAPTER I: INTRODUCTION</b>	
1.1 Research Background .....	1
1.2 Research Question .....	4
1.3 Research Objective .....	4
1.4 Scope and Limitation .....	4
1.5 Research Significance .....	5
1.6 Definition of Key Terms .....	6
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
2.1 Teachers' Perspective .....	8
2.2 Application of Repeated Reading Method (RRM) .....	10
2.3 Class 8 SMPN 2 Campurdarat Tulungagung .....	13
2.4 Previous Studies on Repeated Reading Method .....	14
<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
3.1 Research Design .....	16
3.2 Research Subjects .....	16
3.3 Data Collection .....	17
3.3.1 Technique and Instrument .....	17
3.3.1.1 Interviews .....	17
3.3.1.2 Observations .....	18
3.3.2 Procedure .....	19
3.4 Data Analysis .....	20
<b>CHAPTER IV: FINDINGS AND DISCUSSION</b>	
4.1 Research Findings .....	22
4.1.1 What is the teachers' perspective on the implementation of RRM in class 8 of SMPN 2 Campurdarat Tulungagung .....	23
4.1.1.1 RRM is significant .....	23
4.1.1.2 RRM is difficult .....	23
4.1.1.3 RRM is motivation .....	24
4.2 Research Discussions .....	26
<b>CHAPTER V: CONCLUSION AND SUGGESTIONS</b>	
5.1 Conclusion .....	29
5.2 Suggestion .....	30
<b>REFERENCES .....</b>	<b>31</b>
<b>APPENDICES .....</b>	<b>35</b>

## REFERENCES

- Al Saadi, N. H. H. (2023). The effects of the repeated reading method from teachers' perspectives of cycle one schools (1-4). *International Journal of Educational Technology and Learning*, 15(1), 1–14. <https://doi.org/10.55217/101.v15i1.683>
- Aliman, B. D. S. (2021). Effects of DynEd Reading Course on Students' Reading Proficiency and Reading Motivation. *Randwick International of Education and Linguistics Science Journal*, 2(3), 426–436. <https://doi.org/10.47175/rielsj.v2i3.307>
- AlTameemy, F. (2019). A comparative study of teachers' and students' perceptions of the effective English teacher at Prince Sattam Bin Abdulaziz University. *International Journal of Innovation, Creativity and Change*, 5(2), 1168–1194.
- Angela McRae, J. T. G. (2023). *Teacher Practices that Impact Reading Motivation*. <https://www.readingrockets.org/topics/motivation/articles/teacher-practices-impact-reading-motivation>
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and Practice*, 2(1). <https://doi.org/10.1186/s42466-020-00059-z>
- Culture, M. of E. and. (2020). *Junior High School at a Glance*. Iraone Thea.
- Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. <https://doi.org/10.1177/2372732218816339>
- Fields, J. (2019). *The Effect of Repeated Reading on Accuracy, Fluency, and Comprehension*. 1–172.
- Galaczi, E. (2018). *Benefits of testing the four skills (reading, listening, writing and speaking)*. Cambridge University Press & Assessment 2023. <https://www.cambridgeenglish.org/blog/benefits-of-testing-the-four-skills/>

- Ingersoll, R. M., Merrill, E., Stuckey, D., Collins, G., Harrison, B., & Ingersoll, R. (2021). *The Transformation of the Teaching Force Seven Trends: The Transformation of the Teaching Force*. January. [https://repository.upenn.edu/cpre\\_researchreports/](https://repository.upenn.edu/cpre_researchreports/)
- Janelle Cox. (2019). *Develop Fluency and Comprehension With Repeated Reading*. Dotdash Meredith. <https://www.thoughtco.com/developing-fluency-with-repeated-reading-2081398>
- Kasriyati, D. (2021). The Effect of Repeated Reading Strategy in Teaching Reading Comprehension of Narrative Text at the Eight Grade Students of SMPN 36 Pekanbaru. *Universitas Lancang Kuning*, 47(4), 124–134. <https://doi.org/10.31857/s013116462104007x>
- Kemendikbud, K. (2021). Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Nomor 1 Tahun 2021 tentang Penerimaan Peserta Didik Baru Jenjang TK, SD, SMP, SMA dan SMK. *Permendikbud*, 1–25. <https://lpmpkaltara.kemdikbud.go.id/wp-content/uploads/2021/01/Permendikbud-Nomor-1-Tahun-2021.pdf>
- Khaing, T. (2020). Investigating the Qualities of Efl Teachers From the. *International Journal of English Language Teaching*, 8(3), 34–46.
- Maili, S. N. N., & Sondari, E. (2020). English Teacher Perspective on Learning English At Sma Kartika Viii-1 South Jakarta. *Jurnal Basis*, 7(1), 199. <https://doi.org/10.33884/basisupb.v7i1.1826>
- Mcteer, J. S. (2020). *A Mixed-Methods Study of Whole-Class Repeated Reading as a Fluency Instructional Method for All Students*. August.
- Milenia, V. T., Saputri, K., & Larasati, F. (2022). *The Effect of the Repeated Reading Method (RRM) on Teaching Narrative Text Reading Comprehension to Eighth-Grade Students at SMP Negeri 1 Tanah Abang Pali*. July.
- Miles, M. B., Huberman, A.M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Third Edition. USA: Sage Publications.



- Ngurah, I. G., Seventilofa, O., Studi, P., Sipil, T., & Unmas, K. M. (2021). *ENHANCE VOCABULARY SKILL THROUGH READING REPETITION ( REPEATED READING )*. 1013–1017.
- Nurhamdani, S., Korompot, C. A., Sakkir, G., Makassar, U. N., Makassar, U. N., Makassar, U. N., Information, A., & Strategy, R. R. (2023). *THE IMPLEMENTATION OF CHORAL AND REPEATED READING STRATEGY ( CRRS ) TO IMPROVE THE READING ABILITY OF YEAR 7 STUDENTS AT UPT SMPN 1 CEMPA*. 1(1), 19–23.
- Parra, J. E., Velasco, C. Q., Angeles, R. B., Luis, L. F., Jose, P., National, P. L., & City, T. (2023). *Impact of Repeated Reading Strategy in the Development of Reading Fluency of the Struggling Readers in Grade 7*. 8(6).
- Permendiknas. (2018). PERATURAN MENTERI PENDIDIKAN NASIONAL REPUBLIK INDONESIA NOMOR 22 TAHUN 2006 TENTANG STANDAR ISI UNTUK SATUAN PENDIDIKAN DASAR DAN MENENGAH. *Kementerian Pendidikan Dan Kebudayaan Indonesia*, 44(2), 8–10.
- Pipit Adriyati. (2019). *THE INFLUENCE OF USING REPEATED TIME READING TOWARDS STUDENTS ' READING SPEED AT THE FIRST SEMESTER OF*.
- Rohim, M. F. (2018). *Teachers' Perspective on Writing Exercises of Junior High School Book "Bright."* 1–194. [http://eprints.walisongo.ac.id/8421/1/skripsi\\_full.pdf](http://eprints.walisongo.ac.id/8421/1/skripsi_full.pdf)
- Sandberg, G., & Norling, M. (2020). Teachers' Perspectives on Promoting Reading and Writing for Pupils with Various Linguistic Backgrounds in Grade 1 of Primary School. *Scandinavian Journal of Educational Research*, 64(2), 300–312. <https://doi.org/10.1080/00313831.2018.1554600>
- Seifert, K. (2021). *Educational Psychology*. Attribution. <https://courses.lumenlearning.com/suny->

educationalpsychology/chapter/teachers-perspectives-on-learning/#:~:text=In particular%2C teachers' perspectives on,to new or future situations.

Smit, B., & Onwuegbuzie, A. J. (2018). Observations in Qualitative Inquiry: When What You See Is Not What You See. *International Journal of Qualitative Methods*, 17(1), 1–3. <https://doi.org/10.1177/1609406918816766>

Sofia, Y. (2021). *The Implementation of Character Education in Offline Learning English*. March, 1–19.

Stoller, F. L. (2020). *Book Review : Teaching and Researching Reading ( Third Edition ) by William* Book Review. June, 4–9.

Suhaimi, I. (2018). *THE EFFECT OF REPEATED READING STRATEGY ON READING FLUENCY: THE CASE OF STUDENTS WITH READING DIFFICULTIES AT SMP AL-IKHLAS KEDIRI*. 07(1), 61–74.

Sujana, R. (2023). Students' Perceptions on Characteristics of Attributes of an Effective EFL Teacher (A Survey Study at a Multimedia Class of a Vocational High School in Ciamis). *Journal of English Education Program (JEEP)*, 10(1), 61. [https://doi.org/10.25157/\(jeep\).v10i1.9686](https://doi.org/10.25157/(jeep).v10i1.9686)

Taherdoost, H. (2021). Data Collection Methods and Tools for Research; Technique for Academic and Business Research Projects. *International Journal of Academic Research in Management (IJARM)*, 10(1), 10–38. <https://hal.science/hal-03741847/document>

Ulfah, M., Dewi, F. A., & Yulianti, D. W. (2020). *Teachers' Perspective Toward the Classroom Management of English Teaching-Learning Process in Big Class*. 2(1), 7–16. <https://doi.org/10.24256/jtlr.v2i1.1122>

Zaiturrahmi, D. and M. (2021). Teachers' Perspective on Their Teaching Professions. *Jurnal Real Riset* |, 3(1), 29.

### LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

\*Nama : Zharfan Qory Siroj

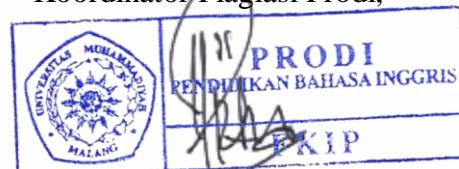
\*NIM : 201910100311025

Bagian Skripsi (CHAPTER)	Prosentase Hasil Kesamaan
CHAPTER I Introduction	10%
CHAPTER II Review of Related Literature	23%
CHAPTER III Research Method	16%
CHAPTER IV Findings and Discussion	0%
CHAPTER V Conclusion and Suggestions	0%

Berdasarkan prosentase hasil uji kesamaan, dapat disimpulkan bahwa hasil deteksi plagiasi telah memenuhi syarat dan ketentuan yang telah diatur pada Peraturan Rektor No. 2 Tahun 2017.

Malang, 11 September 2023

Koordinator Plagiasi Prodi,



Prihadi Dwi Nurcahyanto, M.Pd

*Visi: Menjadi Prodi yang terkemuka di tingkat internasional dalam penyelenggaraan Pendidikan Bahasa Inggris berdasarkan nilai-nilai keprofesionalan dan ke-Islaman.*

#### Kampus I

Jl. Bandung 1 Malang, Jawa Timur  
P: +62 341 551 253 (Hunting)  
F: +62 341 460 435

#### Kampus II

Jl. Bendungan Sutami No. 188 Malang, Jawa Timur  
P: +62 341 551 149 (Hunting)  
F: +62 341 582 060

#### Kampus III

Jl. Raya Tlogomas No. 246 Malang, Jawa Timur  
P: +62 341 464 318 (Hunting)  
F: +62 341 460 435  
E: webmaster@umm.ac.id