

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section reviews theories and previous research related to this research. In this section the researcher will explain the teachers' perspective, the application of Repeated Reading Method (RRM), class 8 SMPN 2 Campurdarat Tulungagung, and previous studies on Repeated Reading Method.

#### 2.1 Teachers' Perspective

Based on research by Sutton (2021) teachers' perspective on learning emphasize three ideas, namely first curriculum content and academic achievement, second sequence and readiness, and third the importance of transferring learning to new or future situations. Perspective is a view that becomes the basis of thought or the basis for giving meaning, giving conceptuality to phenomena and reality (Rohim, 2018). Meanwhile, according to Sujana (2023), an effective teacher in the classroom is a very important factor in student learning. Therefore, teachers must recognize and increase the spirit of learning that grows from the self-awareness of learners. Then, teachers must also be able to recognize the characteristics of students and must not differentiate between other students.

According to Al Saadi (2023), entitled *The Effects of the Repeated Reading Method from Teachers' Perspective of Cycle One Schools (1-4)* stated that teachers' perspective on the RRM method are very useful in preventing most of the reading difficulties faced by students. Such difficulties demotivate

students to learn English and demotivate teachers to give their best in preparing an educated generation of students. Thus, teachers' positive perspectives on the RRM method are not only beneficial for overcoming students reading difficulties, but also have a wider impact in increasing students motivation to learn English and giving teachers full support in preparing students for a successful future.

Likewise, effective teaching can be influenced by the student field of study or the level of education and general context of education that the students are pursuing conducted by AlTameemy (2019). Teachers' perspective on teaching play an important role in improving the quality of teaching and learning. Teachers, with their beliefs and teaching strategies, can shape effective teaching practices. Teachers' perspective on teaching play an important role in improving teaching and learning, because teaching practice strategies affect the quality of teaching, with the aim of knowing teachers' perspective on their beliefs and strategies in teaching (Zaiturrahmi, 2021). By understanding teachers' perspective, educators can identify the key elements that make up their teaching approach. This, in turn, allows for better customization to student needs and characteristics, thereby improving learning effectiveness.

Based on research Ulfah et al. (2020) that there are three difficulties for teachers in dealing with large classes, namely grouping students, using English in large classes, and making students active. The research provides insight into some of the practical challenges faced by teachers when teaching large classes.

By understanding these difficulties, educators can develop more effective strategies and solutions to improve classroom management and learning outcomes in the context of large classes.

Moreover, teachers' perspective on the 2013 curriculum are very positive, but they do not match the time, and learning materials provided or materials provided are not proportional to the time given (Maili & Sondari, 2020). In addition, there are constraints in terms of the availability and proportion of teaching materials provided. Teachers may feel limited in the resources provided or encounter a disproportion between the learning materials to be taught and the time allocated for learning. This can affect their ability to provide students with diverse and immersive learning experiences.

Similarly, according to Khaing (2020) teachers have an important role in teaching English as a foreign language and students are highly motivated to learn English from proficient and effective language teachers. It can be emphasized that the success of learning English as a foreign language is highly dependent on the role of the teacher. A competent and effective teacher is not only a good teacher but also a catalyst for students' motivation in mastering English as a language skill.

## **2.2 Application of Repeated Reading Method (RRM)**

According to Mcteer (2020) Repeated reading method is one of the fluency interventions designed to find reading fluency in below proficient students. Students who read more frequently were more fluent and had better text comprehension at the end of the intervention. Repeated Reading Method

emerges as a purposeful intervention tailored to enhance reading fluency in students below the proficient level. Through a strategic focus on repetition and consistent engagement, this method not only improves the technical aspects of reading but also fosters a deeper understanding of textual content, ultimately contributing to the overall development of proficient reading skills in students.

Repeated reading will be effective because by reading the same reading passage repeatedly, students reading speed increases, and students word identification errors decrease (Suhaimi, 2018). Repeated Reading not only helps to improve technical reading skills, but also has the potential to strengthen students comprehension and interpretation of reading content. Thus, this approach can be considered as an effective learning strategy in supporting the development of students reading skills.

Based on research by Kasriyati (2021) with the title The Effect of Repeated Reading Strategy in Teaching Reading Comprehension of Narrative Text the Eight Grade Students of SMPN 36 Pekanbaru that the use of repeated reading strategies can improve students reading comprehension in narrative text. It is important to note that reading comprehension of narrative texts involves understanding the story, characters and plot. Thus, the results of this study indicate that the Repeated Reading strategy can specifically improve students' ability to understand these elements in narrative texts.

Repeated reading directly impacts reading comprehension (Fields, 2019). Repeated reading has a direct effect on reading comprehension. This

confirms the importance of repeated reading as a learning strategy that can support the development of holistic reading skills, including comprehension and interpretation of texts. Therefore, students who do repeated reading will understand more than those who do not. Teachers use this reading strategy mainly to improve their students' language skills. Repeated reading is beneficial for students who read carefully but not fluently because it develops automaticity, the ability to read quickly and accurately. With this automation comes better comprehension and generally better reading success (Janelle Cox, 2019). These benefits include improved reading speed, accuracy, and comprehension, which in turn improves general reading success.

According to Ngurah et al. (2021), entitled Enhance Vocabulary Skill Through Reading Repetition (Repeated Reading) stated that using the repeated reading strategy can improve students vocabulary skills. This study showed that students who engaged in Repeated Reading experienced a significant increase in their vocabulary ability. The process of repeated reading helped students recognise, understand and internalise words, which in turn contributed to the development of their vocabulary skills. Thus, this study provides empirical support for the effectiveness of Repeated Reading as a strategy to improve students vocabulary.

Besides, Nurhamdani et al. (2023) entitled The Implementation of Choral and Repeated Reading Strategy (CRRS) to Improve the Reading Ability of Year 7 Students at UPT SMPN 1 Cempa, stated that there was an improvement in reading skills taught using Choral and Repeated Reading

Strategy (CRRS). This research has positive implications for learning practices. Teachers and educational practitioners can consider using CRRS as an effective strategy to improve students reading ability. By providing students with opportunities to read together and practice repeated reading, CRRS can be a valuable tool in creating a learning environment that supports the development of students' reading skills.

### **2.3 Class 8 SMPN 2 Campurdarat Tulungagung**

Class 8 is a level of education in Junior High School (SMP) that is usually attended by students aged around 13-14 years old. At this level, students will study various subjects including natural sciences, social sciences, mathematics, English, Indonesian, as well as several other subjects that vary from school to school. Students will learn to improve their reading, writing and arithmetic skills as well as other skills needed for exams. Therefore, at this stage students also begin to explore the educational options available and learn the educational path that suits their interests and abilities. Class 8 is a very important phase in the education of secondary school students, because this is where they begin to prepare themselves to continue their studies to a higher level and realize their potential to the best of their ability (Permendiknas, 2018).

SMPN 2 Campurdarat Tulungagung is one of the junior high schools located in the southern part of Tulungagung. In class 8, students continue to build on the grammar and vocabulary they learned in class 7, but they will also begin to learn more advanced grammatical concepts, such as conditional

sentences and reported speech. At SMPN 2 Campurdarat Tulungagung there are only regular classes, there are no superior classes. There are 9 classes of class 8, namely classes 8A to 8I. In 9 classes, there are 3 English teachers who teach.

According to Kemendikbud (2021) Junior High School is one form of formal education unit that organizes general education at the basic education level as a continuation of Elementary School or Madrasah Ibtidaiyah. National Education functions to develop the potential of students with the character of Pancasila in order to become human beings who are faithful, knowledgeable, and devoted to God Almighty.

#### **2.4 Previous Studies on Repeated Reading Method**

First, the research entitled *The Influence of Using Repeated Time Reading Towards Students' Reading Speed at First Semester of The Eight Grade of SMPN 34 Bandar Lampung* by (Pipit Adriyati, 2019). This research was conducted experimentally with pretest and posttest. The average value of the pretest was 74.75 and for the posttest was 90.15. So, the researcher concluded that there was a significant influence between reading repetition time on the reading speed of class VIII semester I students of SMPN 34 Bandar Lampung.

Second, research by Kasriyati (2021) with the title *The Effect of Repeated Reading Strategy in Teaching Reading Comprehension of Narrative Text at the Eight Grade Students of SMPN 36 Pekanbaru*. This research was conducted with an experimental design. There are two classes, namely the

experimental class and the control class. In the experimental class, the researcher gave the treatment of Repeated Reading Method in the pursuit of narrative text, while in the control class, the researcher taught narrative text by group discussion without using Repeated Reading Method. The conclusion in this study that the use of Repeated Reading Method can improve students reading comprehension in narrative text has been explained that the average posttest score is 85.33 and the pretest is 71.

Third, research by Milenia et al. (2022) with the title 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. The method used in this research is quantitative experimentally. The results of this study showed a considerable variation between the pretest and posttest results in the experimental class. The lowest pretest score in the experimental class was 26 and the highest score was 70. In contrast, the experimental class had the lowest posttest score of 23 and the highest score of 93. This means that the posttest scores of the experimental class students were clearly higher than the pretest scores of the experimental class students. Thus, it can be concluded that the application of RRM to teach narrative reading comprehension to eighth grade students at SMP Negeri 1 Tanah Abang Pali is beneficial.