

THE IMPLEMENTATION OF LISTENING WHILE READING (LWR) TO ENHANCE STUDENT'S READING FLUENCY AND COMPREHENSION

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ABSTRACT

The aim of this research was to find out the effect implementation listening while reading (LWR) strategy to enhance student's reading fluency and comprehension of the seventh grade students at SMP Y.P Keluarga Pematangsiantar in the academic year 2021/2022. This research used quantitative approach with true experimental design. The data were obtained by using pre-test and post-test. The data of the pre-test and post- test of both groups were analyzed by using descriptive and inferential statistics (SPSS 26.0). the data to be analyzed are frequency, statistic, normality, homogeneity and hypothesis testing. The result of the research shows that the testing hypothesis of post-test scores, it is found that $T_{count} = 5.663 > T_{table} = 1.699$ at the significance level $\alpha = 0.05$ and degrees of freedom (df) = 29. So, H_0 is rejected and H_a is accepted. It means that, the implementation of LWR effect significantly on students' reading fluency and comprehension abilities at seventh grade of Y.P. Keluarga Pematangsiantar in academic year 2021/2022.

Keywords: LWR Strategy, Reading, Comprehension, Fluency

I. INTRODUCTION

The Background of Research

Language is the important tool that is used by human to communicate with the others. (Sutjipto, 2006) said that Language is a means of human communication, without communication it cannot relate (socialize) with other humans. As humans, we need language to be able to communicate well. English is the most widely spoken language in the world. Naisbitt quoted by (Sutjipto, 2006) said that English is becoming the world first truly universal language. English is a universal language means that English is a language that can be understood by people from various nations and countries.

In learning English, there are four skills that must be known and understood. The four skills are listening, speaking, reading and writing (Broughton et al, 1993). And of the four skills, reading is the most important skill to master. Then, (Broughton et al, 1993) said that in no area of language teaching is more true than in that of reading. Reading is an important skill to be mastered by everyone. By reading people can gain knowledge that not only improves achievement in school but can also support their careers.

Reading English is not an easy activity for Indonesian students, because English is not their mother language. Reading activities are difficult activities because readers need good pronunciation, correct intonation, appropriate expressions, analyze the content of the text, relate to previous knowledge and make conclusions from the text read.

After conducting PPL the researcher realized that there were several causes for the difficulties reading skills possessed by students. The students have difficulties in reading because of the lack of vocabulary, do not have interest in reading the text and pronunciation is quite difficult. Not only students who have difficulty, also the teachers do not have a good strategy in teaching reading. Teacher usually only give instructions to read the text in turns or also with silent reading, then find the difficult words, translate the text and then answer the provided questions. The teacher pays less attention to the way students read, starting from pronunciation, intonation and expression.

To respond to some of the problems that have been described previously, the researcher will implement the Listening – While - Reading (LWR) strategy to enhance students' reading fluency and



comprehension. The researcher believes that using the LWR (Listening While Reading) method can overcome students' difficulties in improving reading fluency and comprehension. The researcher have interested with this strategy, therefore the researcher conducted a research with the title "The Implementation of Listening While Reading (LWR) to Enhance Student's Reading Fluency and Comprehension".

The Problem of Research

Based on the background of this research, the researcher formulates the problem of this research as following as:

Does the Implementation of Listening While Reading (LWR) Strategy affect to Enhance Student's Reading Fluency and Comprehension on seventh grade student at SMP Y.P. Keluarga Pematangsiantar?

The Objective of Research

The purpose of this research is to find the Implementation of Listening While Reading (LWR) Strategy to Enhance Student's Reading Fluency and Comprehension on seventh grade student at SMP Y.P. Keluarga Pematangsiantar.

II. THE REVIEW OF LITERATURE

Reading

Reading is about how the reader understands a written text. Reading is also an endless window of knowledge. By reading, a reader can find various information in the world by understanding various existing texts. There are several reading definitions that gave by the experts. According to Harmer quoted by (Marzban , 2014) said that reading is useful for language acquisition. The more they read, the more information they will get through the messages/information conveyed by the author in the text they read.

Reading is an ongoing activity. This means that when readers read a text, they will try to interpret and also integrate the text they read with the understanding they already have. Therefore, a reader's prior knowledge of a text is very important compared to the information contained in it. This is because, if a reader does not have prior knowledge about the topic he is reading, he will find it difficult to understand the text he is reading. Therefore, the reader must learn to use the previously acquired knowledge in order to understand the unknown elements in a text, be it difficult words or implied meanings in the text.

According to Klingner, (Sharon & Alison, 2007) said that reading is an activity that has a purpose. It is important to have a purpose or reason why the reader reads a text before starting to read it. Whether reading for pleasure, or to learn something, etc. Determining the purpose of reading is the first step that must be owned by a reader. Because it is useful to find answers to what they are looking for. Therefore, a good reader must have a purpose before reading a text.

Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text (Tankersley quoted by Lestari, 2018). Using experience and background knowledge when reading will facilitate the reading process itself. This is because the reader already has prior knowledge about a topic he is reading, so he can easily understand the text. In reading there are several categories of reading objectives.

The Objective of Reading

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The Process of Reading



Reading activities are complex activities which include good pronunciation, correct intonation, appropriate expressions, analyzing the content of the text, linking with previous knowledge and making conclusions from the text read. According to (Toprak & Gamze, 2009) reading process has four stages that are, before reading, during reading, after reading and follow up.

Teaching Reading

In general, people define teaching as an activity of delivering knowledge from teachers to students. So that the goal is only about student mastery of the material presented. In fact, the meaning of teaching is actually more complex than that. Tardif in (Santoso, 2012) states that teaching is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner). Teaching is an activity to help students achieve predetermined learning goals. So that students can achieve optimal results. Then, (Capel, Marilyn & Tony, 2005) add that teaching is a continuously creative and problem-solving activity. The development of learning strategies that are continuously carried out by teachers is none other than to overcome the problems faced by students. When students have difficulty mastering a learning topic, the teacher will try to find a strategy that is suitable to be used to overcome this. Therefore, a teacher must be creative in creating learning strategies that can overcome student problems.

Fluency and Comprehension

Reading has two skills that must be possessed, namely reading fluency and comprehension. Fluency defined as the ability of readers to read the words in text effortlessly and efficiently with meaningful expression. According to (Marano, 2017) said that fluency is the ability to read rapidly, smoothly, without many errors, and with appropriate expression. Speed, accuracy and prosody are important elements that must be mastered by fluent readers. When a person reads fluently by applying these three important elements, the listener will more easily understand the content of the text read by the reader. Conversely, if someone reads haltingly and with the wrong prosody, it will result in the wrong meaning being captured by the listener. However, the thing to always remember is that there is no fluent reader that doesn't use expressions when reading. In reading fluency there are several main focuses that must be understood.

While, (Lems, Leah & Tenena, 2010) said that fluency as the ability to recognize words and simultaneously construct meaning from connected text. Fluent reader can recognize the words automatically without any struggling and simultaneously understand the meaning of the text. Fluency is important because it links word recognition with reading comprehension. The more they recognize words easily, then they will have more time to understand the text they are reading without reading it over and over again. Therefore, mastering fluency is also the foundation for understanding a text.

Then, (Lestari, 2018) comprehension is the process of making the meaning of a word, sentences, and connected text. By understanding the process of forming meaning from words, sentences and even putting them together into an easy conclusion, that is reading comprehension.

Listening While Reading (LWR) Strategy

Definition of LWR Strategy

According to (Kim, 2020) said that Listening While Reading (LWR) has been also known as read-along strategy, simultaneous reading and listening, concurrent written and spoken presentation, or reading while listening (RWL), depending on the various educational and language research contexts. Reading and listening activities that are carried out simultaneously with oral and written presentation of texts are the core of LWR activities. Next, (Hawkins et al, 2015) adds that in the listening-while-reading (LWR) condition, students read along aloud with audio recorded readings of passages using an MP3 player. This means that listening while reading (LWR) is a strategy that requires the help of a supporting tool in the form of an MP3 player in its application in the classroom.

While, Chang quoted by (Kim, 2020) clarify by saying in short, LWR (*listening while reading*) is focused on reading, but RWL (*reading while listening*) is focused on listening comprehension assisted by reading. The main focus of LWR is reading. Although almost the same as RWL (Reading While Listening), but the main focus is different. Thus the aim of the LWR strategy is to improve students' reading skills. This strategy is suitable to be applied to students who have low reading skills. Research conducted by (Opiani, 2019) found that implementing this strategy could enhance student's reading fluency and reading comprehension. It can be concluded that LWR is a strategy whose main focus is



to improve reading skills. And based on the results of previous studies, this strategy is quite influential in improving reading fluency and comprehension.

LWR is a strategy with a primary focus on improving reading skills. The use of this strategy is usually done using an MP3 player, audiobook or manually (reading the text by the teacher). This is a strategy that combines all four skills, reading and listening simultaneously with spoken and written media.

The Procedures of LWR Strategy

In the listening while reading (LWR) strategy, there is a procedure that is generally done by previous researchers. According to (Hawkins et al, 2015) after starting the stopwatch, the researcher presented the students with a reading passage and an MP3 player. The researcher instructed the student to read the passage aloud while listening to the passage being read on the MP3 player. The student read the passage along with the MP3 player three times. After the third reading, the researcher stopped the stopwatch and recorded the time. As previously explained, LWR is a strategy to improve reading skills. And this strategy requires tools in the form of MP3 players or even audiobooks in teaching and learning activities. Listening while reading (LWR) requires students to read simultaneously with the MP3 or audiobooks they are listening to. This means that they have to listen carefully and imitate how the pronunciation and intonation they hear.

While, (Hale et al, 2005) said LWR conditions were similar to those used during the listening condition except that before the primary experimenter began reading, she gave the students a copy of the passage and instructed the students to follow along reading silently as she read aloud. The teacher reads first so that students understand how to pronounce the word without many mistakes. And students simply read silently. After the teacher finished reading several times, the students then started reading together with the teacher.

The Advantage and Disadvantage of LWR Strategy

Based on research conducted by (Abdel & Raheem, 2022) found that LWR can improve student's reading fluency and comprehension. Not only reading ability in terms of fluency and comprehension, but also increasing students' vocabulary. According to (Opiani, 2019) state that teaching reading skill through listening while reading (LWR) beside learning window moving underlined, and eye tracking the LWR also increasing student vocabulary, comprehend text better. However, it turns out that there are not only advantages in implementing the LWR strategy.

Meanwhile, Diao and Sweller quoted by (Kim, 2020), simultaneous presentation of written and oral English for the purposes of comprehension is detrimental because the redundancy of spoken and written modalities increases the cognitive load of the task. This means that students will have difficulty doing two things at once (listening and reading). In terms of understanding the meaning contained in the text read, students will find it difficult to understand it if the reading level is still low.

The Previous Research

The first research was written by (Opiani, 2019) with the title *The Effect of Listening While Reading (LWR) on Students Reading Fluency at Second grade Students of State Senior High School 1 Janapria*. This research aims to determine the effect of LWR (Listening While Reading) on students' reading fluency at Senior High School 1 Janapria. The design was quasi-experimental applied in this research. The subjects present research are not assigned to control and experiment group randomly because the classes cannot be recognized pre-test and post-test are administered before and after treatment. The technique of collecting data was a test. In collecting the data by using test, the researcher used three kinds of test that are pre-test, treatment and post-test. Where pre - test which is gave before doing treatment and post-test which gave after doing treatment. The result of data analysis showed the implementation of LWR had promoted students becomes more fluent in reading. It showed of their reading comprehension and rate scores which were higher than those who were treated without using that strategy.

The second research written by (Blonder et al (2018) with the title *A Comparison of Comprehension Accuracy and Rate: Repeated Readings and Listening While Reading in Second-Grade Students*. The purpose of this research is to evaluate and compare the effect of repeated reading and listening while reading on comprehension accuracy and rate. Prior to recruiting participants, a power analysis was conducted. All 81 students from all four second grade classroom in a rural



elementary school in Southern USA were invited to participate in the current research. Of those, 48 students (20 boys and 28 girls) assented to participate. The technique of collecting data was recording their errors and reading speed. Results revealed main effects on comprehension rate, but not on comprehension accuracy. These findings suggest that neither intervention enhanced comprehension, but listening while reading enhanced comprehension rates on both easier and harder passages, indicating that it may be a significantly more efficient procedure for enhancing comprehension.

The third research written by (Abdel & Reheem, 2022) with the title was Using Repeated Reading and Listening While Reading via Text-To-Speech APPs in Developing Fluency and Comprehension. This study aimed to develop fluency and comprehension of EFL college students. The technique of collecting data are test (pre-test and post - test). The first main result indicated student's development in fluency. Sub skills of fluency also improve such as reading accuracy and also prosody. Results affirmed that student's reading comprehension were also improved.

There are similarities that can be seen clearly from the three journals above. A striking similarity is that this research was conducted to examine the effect of listening while reading (LWR) on reading fluency and comprehension. In addition to the similarities in terms of research objectives, there are other similarities, namely the technique of collecting the data was a test (pretest and posttest). Then in terms of the difference between the five journals is the method of research. None of the five journals has the same research method.

When compared from the five journals with the research being studied by the researcher, there are quite clear similarities and differences. In terms of similarities, this research was conducted to improve student's reading fluency and comprehension. And the technique used to collect data is a test (pretest and posttest). In terms of differences can be seen from the method used.

III. THE METHOD OF RESEARCH

Research Design

In this research, the researcher use a quantitative research approach because the data collected is in the form of numbers and the results of data analysis is in the form of statistics. According to (Sugiyono, 2013) stated that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical with the aim of testing hypotheses.

In this research, the researcher uses experimental quantitative research method. Because, the researcher want to see whether a variable or the research subject will change if given special treatments. In the experimental method there are several levels. Next (Yusuf, 2014) states that, there are three levels in experimental research that are pre-experimental, quasi-experimental and true-experimental. In this research, the researcher used true experimental design. True experiment is one of the most accurate types of experimental research. In a true experiment, to reject or accept the hypothesis depends on the results of the statistical analysis carried out.

The Location of Research

This research conducted at SMP Y. P. Keluarga Pematangsiantar. This research is conducted on March 2022 on the academic year 2021/2022.

The Population

The population of this research is the Seventh Grade students of SMP Y. P. Keluarga Pematangsiantar. There are four classes in this grade and the total students are 92 students.

The Sample

According to (Dattalo, 2008) said that sample is a subset of population elements that results from sampling strategy. Ideally, a sample is selected that is representative of a population. In short it can be said that the sample is part of the population selected based on the technique sampling that used by the researcher. The sampling technique which will be used for this research is simple random sampling. Simple random sampling is a sampling technique that is done through lottery numbers. A lottery number is given to each class president. Inside the lottery number, there are words control class and experimental class. The class leader who gets a lottery number containing the control class will be the control class in this study. As well as the class leader who gets a lottery number containing the



experimental class. This technique reduces the tendency to favor certain populations. Thus each population has the same opportunity.

The Data and Source Data

The data of this research are scores of pretest and posttest. The source data of this research is the seventh grade student of SMP Y.P Keluarga Pematangsiantar in academic year 2021/2022.

The Technique of Collecting Data

According to (Rada, 2021) data collection techniques are a method used by researchers to be able to collect data related to the problems they take. Data collection is done so that researcher gets perfect data and can produce a valid conclusion.

a) Pretest

Pretest is a test that is given before the teacher conducts teaching and learning activities or conducts treatment in the classroom. The objective of pretest is to determine the students' initial ability in a material. In pretest, the researcher will give the narrative text to the students. Then ask them to read the text in front of the class, to know about their fluency in reading. After that answer the provided question, to know their understanding about the text.

b) Treatment

Treatment is a teaching and learning activity carried out to change the ability of the variable being studied. And in this research, the researcher uses LWR (Listening While Reading) to improve reading fluency and comprehension.

c) Posttest

Posttest is a test that is carried out after the teaching and learning process or treatment is carried out. This test aims to determine whether students experience changes after the treatment is carried out or not. In posttest the researcher will give the narrative text to the students. Then ask them to read the text one by one, to know their progress in reading fluency. After that answer the provided question and make summarize of the text to know their understanding about the text.

The Technique Analyzing Data

In technique analyzing data, the researcher used quantitative data. The data that has been collected in the form of pretest and posttest scores. This data is processed using the SPSS 2.6 application and the data to be analyzed are as follows:

a) Frequency

In this table we can see how much the students can reach KKM

b) Statistic

In this table we can see a lot of data, for example mean.

c) Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using *kolmogorov Smirnov* formula.

1) The interpretation of the test of normality can be concluded as follows: if the value of Asymp. Sig. (2-tailed) is greater than the rate of 5% Alpha (Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data derived from populations that are normally distributed.

2) If the value of Asymp. Sig. (2-tailed) is smaller than the Alpha level of 5% (Asymp. Sig. (2-tailed) < 0.05) it can be concluded that the data derived from the population distribution is not normal

d) Test of Homogeneity

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. Interpretation of the results of the homogeneity test is by looking at the value of Sig. (2-tailed). The interpretation can be concluded as follows:

1) If the significance is less than 0.05 (Sig. (2-tailed) < 0.05), the variants differ significantly (not homogeneous).

2) If the significance is greater than 0.05 (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogeneous).

e) Test of Hypothesis



To analyze the posttest scores between control and experimental group, the researcher use Paired-sample T test. The purposes of this test are to find out the LWR is effect significantly on students reading ability or not. We can see that on T_{count} is bigger than T_{table} or lower than T_{table} at the significance level $\alpha = 0.05$. There are two condition: First, if T_{count} is bigger than T_{table} , its mean that H_a is accepted and H_0 is rejected. Second, if T_{count} is lower than T_{table} , its mean that the H_0 is accepted and H_a is rejected.

IV. FINDINGS AND DISCUSSION

Finding In Control Class

The findings in pre-test of control class the total of score is 1380, the data is valid 100% with total students are 30 and followed by mean 46.00, standard deviation 10.120 the lowest score is 30 and the highest score is 70. Median of pre-test control class is 45.00 with variance 102.414 and range 40. The test is normal with Asymp. Sig 0.058 > 0.05. Then the findings of post test score in control class the total score is 2070, the data valid with the total of students 30 students, followed by mean 69.00, standard deviation 6.873, the lowest score is 60 and the highest score is 85. Median of post-test control class is 70.00 with variance 47.241 and range 25. The maximum score is 85 and the minimum score is 60. The test is normal with Asymp. Sig 0.071 > 0.05.

Finding in Experimental Class

The research findings in pre-test of experimental class, the total score is 1400, the data is valid 100% with the total of students are 30 students. Followed by mean 46.67, standard deviation is 10.694 with the lowest score is 30 and the highest score is 70. Median of pre-test experimental class is 45.00 with variance 114.368 and range 40. The test is normal with Asymp. Sig 0.182 > 0.05. Furthermore, the findings in post - test of experimental class is valid also with the total of students are 30 students and the total score is 2380, the mean is 79.33 and the standard deviation is 6.261 with the lowest score is 70 and the highest score is 90. Median of post-test experimental class is 80.00 with variance 39.195 and range 20. The test is normal with the Asymp. Sig 0,062 > 0.05.

Finding in Homogeneity and Hypotesis Testing

By giving the treatment Listening While Reading (LWR) strategy it can help students learn to read in English more easily, we can see it from the significant difference of the score above. Another finding is based on the table 4.17, the researcher found the significance Value of post-test is 0.701. So, $0.701 < 0.05$ it means, the data of post-test has same variance or homogen. And also the researcher found that $f_{count} = 37.060$ is bigger than $f_{table} = 4.01$ at significance level $\alpha = 0.05$ with degrees of freedom (df) = 58. It means that H_a is proven to have a significant effect on reading fluency and comprehension. Meanwhile in paired samples statistic the researcher found that mean of post-test experimental class is 79.33 from 30 students with standard deviation 6.261 and standard error mean 1.143. Meanwhile, mean of post-test control class is 69.00 from 30 students with standard deviation 6.873 and standard error mean 1.255. Then in table paired samples correlation the researcher found that the correlation between post-test experimental and post-test control class is -0.156 and significant 0.410 with total of each class 30 students. Next, in table paired samples test the researcher found that mean of post-test experimental and post-test control class is 10.333 followed with standard deviation 9.994 and standard error mean is 1.825. The researcher also found that $t_{count} = 5.663$ and $t_{table} = 1.699$. So, $t_{count} = 5.663 > t_{table} = 1.699$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 29. So, H_0 is rejected and H_a is accepted. It means that there are the differences in students learning using Listening While Reading strategy in teaching reading fluency and comprehension at seventh grade of Y.P Keluarga Pematangsiantar academic year 2021/2022..

Discussion

By the analysis of the data, it shows that Listening While Reading (LWR) Strategy can help students learn to read in English more easily. This is because students listen directly to how the pronunciation of a word and how the intonation is spoken directly by the native speaker. Therefore, students can listen and imitate continuously. This is due to the lack of students' vocabulary so that they do not understand what they read. Students can imitate the pronunciation and intonation spoken by native speakers, but in fact they cannot understand directly what they read. The selection of narrative texts, which is fairly easy, might also help students in terms of reading fluency. Because, if the



selection of stories is very long and there are words that they rarely encounter, then this will also be a barrier for them to master reading fluency. In English, the Minimum Completeness Criteria (KKM) is 75. Before the researcher doing this research, the student's reading ability and also their KKM in pretest still low. But after, doing the research their KKM raise significantly. Approximately 84% of students experienced improvement in reading fluency and comprehension after LWR was carried out in class.

Listening While Reading (LWR) strategy has a good effect in improving student's reading ability. LWR strategy help the students learn to read English more easily. Because, LWR strategy stimulates students or encourages students to listen, imitate and pronounce what is said by the MP3 player. That is why students can more easily learn to read in English by using the LWR strategy.

V. CONCLUSION AND SUGGESTION

Conclusion

After doing the research, the researcher found that $f_{\text{count}} = 37.060$ is bigger than $F_{\text{table}} = 4.01$ at significance level $\alpha = 0.05$ with degrees of freedom (df) = 58. It means that H_0 is proven to have a significant effect on reading fluency and comprehension. The researcher also found that $t_{\text{count}} = 5.663$ and $t_{\text{table}} = 1.699$. So, $t_{\text{count}} = 5.663 > t_{\text{table}} = 1.699$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 29. So, H_0 is rejected and H_a is accepted. It means that, the implementation of LWR effect significantly on students' reading fluency and comprehension abilities at seventh grade of Y.P. Keluarga Pematangsiantar in academic year 2021/2022. In addition, this strategy can also be used as one of the strategies that researchers recommend to be implemented during the teaching and learning process.

Suggestion

Based on the conclusion above, there are some suggestions for the English teacher, students and the next researcher.

a) For the teacher

The teacher should give the new strategy in teaching English especially in teaching reading. Because, as far as researchers know, many teachers only ask students to read but are not taught how to read well. At the time of the pursuit of reading also did not focus students on the reading activity itself. This makes students lose focus in learning to read.

b) For the students

The students must pay attention when the teacher is teaching. Because in reading lessons, if students do not focus, students will find it difficult to accept what is being taught and teachers will also find it difficult to teach students.

c) For the next researcher

For the next researcher, the researcher hopes that this research can help provide the necessary information and is expected to further develop this strategy for the better.

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