

DIAGNOSIS OF ENGLISH STUDENTS READING FLUENCY USING INFORMAL READING INVENTORY

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Abstract

The objective of the research was to find out the diagnosis of the English Students Reading Fluency using Informal Reading Inventory. The design of this research was descriptive method. The instrument of the research were reading fluency assessment using informal reading inventory and table checklist based on Mc Graw Hill (2017) instruction. The result showed the students include to some reading level they are: Grade 1 : 14 Independently 7 Instructional 2: Frustrational. Grade 2: 11 Independently 5 Instructional 5 Frustrational. Grade 3: 1 Independently 7 Instructional 8 Frustrational. Grade 4: 1 Independently 6 Frustrational Grade 5: 1 Frustrational The highest of independently grade level of students reading fluency in grade 1 (14 students) and grade 2 (11 students) where the students can read the wordlist in one level correctly. The highest of instructional grade level of students reading fluency in grade 1 and grade 3 (7 students) when the students make one mistake in pronounce word in one grade level. The last, frustrational reading level when the students make mistake to pronounce words in two times. It showed that only one students can gone to grade 5. It is suggested the students: The students should practice to reads with correct pronounce more to increase their ability in reading fluency. They can try to often read six level of IRI until can read correct the pronounce of word in grade 6.

Key words: *reading fluency, Informal Reading Inventory (IRI)*

INTRODUCTION

Reading is one of the skills in English that has to be mastered by the students when they are learning English. Because of that, students have to learn reading as well as the other skills if they want to master English. Reading also is a technical process because we read letter by letter and word by word. It is automatic information processing, for we decode each word and comprehend it as we build understanding of the sentence through combining their individual meaning. According to Moge (2019) reading is a process of learning. Through reading people can get information, ideas and knowledge. Reading involves an interaction between thought and language. It means that reading is not just to get some information and knowledge, but he reader tried to understand and look for the meaning what the writer's mean.

Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. So, the students must be seriously in learning reading skill.

One of the reading element is reading fluency. Reading fluency can be defined as reading fast, but fluently and accurately in reading the text with good pronunciation and adjusting the reading rate to suit the purpose for reading. According to Elhassan et al (2015). Reading fluency is defined as the ability to read rapidly, accurately, and with the proper expression, and includes three main components, reading rapidity, accuracy, and prosody.

One of the ways to assesment the students reading fluency is use informal reading inventory. According to Shanker & Cockrum (2013) the Informal Reading Inventory (IRI) is a systematically organized set of diagnostic instruments containing word reading, text reading, and comprehension questions. The IRI measures three reading levels: independent, instructional and frustrational.

After give reading fluency test for the some students in second semester before, it found that some of the students make mistake in read the word. The students false in pronounce some word that they felt difficult to read. So, in this research, the researcher want to know more detail about the students reading fluency.

There are some previous studies that related with this research, they are: First Ryu and Lee (2021) The Title : Diagnosis of Korean EFL High School Students' Reading Fluency Using Informal Reading Inventory. They found that the students' ORF levels are widely dispersed. Notably, about 40 percent of the students seemed to be able to read the text of Levels 2 and 3 independently, while approximately 50 percent of the students showed a frustration level in reading at Levels 3 through 5. Besides, less variability was demonstrated in word reading accuracy except for the lower fluency group. Second, Jiang (2016) The Title: The Role of Oral Reading Fluency in ESL Reading Comprehension among Learners of Different First Language Backgrounds. It found that variations across language groups regarding the role of oral reading fluency in ESL reading comprehension. For participants of Chinese and Japanese L1 backgrounds, prosody was the only significant predictor of English reading comprehension, which accounted for 18% and 32% of its variance respectively. Third, Boatright (2014) The Title: An Analysis of Informal Reading Inventoris for English Language Learners. The results of the historical analysis showed that the additions, modifications, and/or deletions made to the individual instruments reflected trends in the literacy field, as opposed to political and theoretical constructs of Bilingual/ESL education.

So, from the previous studies above it can be conclude that the students still have mistake and difficulties in reading fluency and comprehension. In this research the researcher more focus to diagonis students reading fluency using informal reading inventory. So, the title of this research is Diagnosis of English Students Reading Fluency using Informal Reading Inventory.

METHODS

This research used qualitative research as the research design. Lune and Berg (2017, P 22-26) said that qualitative research is research on collecting non – numeric primary data such as word and pictures that function as their own instruments making qualitative research suitable for providing factual and descriptive information. The subject of this research was the second semester students in English Education Program. The instrument of the research used in collecting the data were reading fluency assessment using informal reading inventory and table checklist based on Mc Graw Hill (2017) instruction.

FINDING AND DISCUSSION

By the research, the researcher found some data to analyze for the further and discussion.

Table 1 Total of the Data

No	Grade	Total of the student
1	Grade 1	2 Student
2	Grade 2	5 Students
3	Grade 3	8 Students
4	Grade 4	6 Students
5	Grade 5	1 Student
6	Grade 6	-

The data on the table above showed no students can finish the reading fluency test. The highest total of the students stopped in grade 3 after misses two word in list. In other word, after the students make mistake when pronounce word in two times. After that, it found that only one student can get grade 5 but cannot finish read all of the word in grade 5. So, the students in second semester not understand to pronounce some word that they think hard to read.

Table 2 Total of Incorrect Pronounce Word Lists

No	Grade	Word	Total of the student
1	Grade 1	Could	5 Students
		There	1 Students
		Three	5 Sudents
2	Grade 2	Easier	7 Students
		Scare	1 Students
3	Grade 3	Started	6 Students
		Thought	2 Students
		Breathe	3 Students
		Enough	1 Students
		Waist	1 Students
		Earn	2 Students
		Delighted	4 Students
4	Grade 4	Adapted	1 Students
		Bracelet	3 Students
		Requires	1 Students
		Bulge	1 Students
5	Grade 5	Development	1 Student
6	Grade 6		-

Table above showed the number of words that students incorrect to pronounce. The data showed the highest of the student incorrect to read "easier" in second grade level, there are seven students false in pronounce this word. Afterthat, the data also showed many students incorrect to pronounce word lists in grade 3. It can be happen maybe the students seldom to pronounce the words.

In this part will discuss the result of this research about diagnosis of English students reading fluency using Informal Reading Inventory (IRI). Informal Reading

Inventory is a great tool for teachers to use with their students to assess multiple concepts. One purpose of the IRI is to monitor the growth of a student's word recognition, oral reading, and comprehension to determine the reading level of independent, instructional, and frustration.

In this research, the researcher diagnosis second semester students reading fluency with give the six grade level word lists by Mc Graw Hill (2017) with some instruction such as:. Record words pronounced correctly with a (✓) mark on the recording sheet that shows each graded word lists. Write incorrect responses on the line next to the word. Have the student continue reading higher-level lists until one error is made. After the student misses two words, stop the testing, collect the test sheets, and complete the results in the graded word list section on the sheet. The highest level at which the student misses zero words is the student's independent reading level. The highest level at which the student misses one word is the student's instructional reading level. The highest level at which the student misses two words is the student's frustrational reading level.

The result showed the students include to some reading level they are:

1. Grade 1 : 14 Independently 7 Instructional 2: Frustrational
2. Grade 2: 11 Independently 5 Instructional 5 Frustrational
3. Grade 3: 1 Independently 7 Instructional 8 Frustrational
4. Grade 4: 1 Independently 6 Frustrational
5. Grade 5: 1 Frustrational

The highest of independently grade level of students reading fluency in grade 1 (14 students) and grade 2 (11 students) where the students can read the wordlist in one level correctly. The highest of instructional grade level of students reading fluency in grade 1 and grade 3 (7 students) when the students make one mistake in pronounce word in one grade level. The last, frustrational reading level when the students make mistake to pronounce words in two times. It showed that only one students can gone to grade 5. Afterthat, the students cannot finish to read word lists until the last grade. It also found the students many incorrect pronounce in grade 3. The result supported by Ryu and Lee (2021) they found that 40 percent of the students seemed to be able to read the text of Levels 2 and 3 independently, while approximately 50 percent of the students showed a frustration level in reading at Levels 3 through 5. It is also support resaerch by Nurcholis, Ivan Achmad, et.al (2023) it is found that 6th semester students of English Education Study Program at Universitas Muhammadiyah Bengkulu have a low interest in reading scientific articles. In addition to interest in reading articles, in this study the authors also found that students not only read journals and scientific articles from their majors, but also like to read scientific writings from other fields besides their majors.

CONCLUSION

Based on the discussion in previous chapter above, it can be concluded that the diagnosis of English students reading fluency using Informal Reading Inventory (IRI). It showed that the many of the students can read correctly word list (independently grade level) in grade 1 and 2. After that, no one of the students can finish until grade 6 because only one students can to grade 5. The students should practice to reads with correct pronounce more to increase their ability in reading fluency. They can try to often read six level of IRI until can read correct the pronounce of word in grade

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