

# Improving Fluent Reading Skills in Learning English Using the Demonstration Method for Grade III Students at Talitakum Private Elementary School

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| Windra Endriani Waruwu<sup>1,\*</sup> | Rahmawati<sup>2</sup> | Ernita Daulay<sup>3</sup> |

<sup>1,2,3</sup> Universitas Prima

Indonesia, Universitas Islam  
Negeri Sumatera Utara.

<sup>1</sup>[windraendriani@gmail.com](mailto:windraendriani@gmail.com),

<sup>2</sup>[rahmawati@unprimdn.ac.id](mailto:rahmawati@unprimdn.ac.id),

<sup>3</sup>[ernitadaulay@uinsu.ac.id](mailto:ernitadaulay@uinsu.ac.id).



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## ABSTRACT

*This study aims to improve the ability to read fluently in learning English, especially aspects of reading skills using the demonstration method for third grade students at Talitakum Private Elementary School. This type of research is pre-experimental research which only involves one class and is carried out in 2 meetings. Experimental units are conducted total sample which involved all grade III students. The results showed that: (1) student learning outcomes before being given treatment based on an average score reaching 33.3% were in the low category. Being in the high category, this can be concluded after being given treatment and obtaining a score of 83.3%. (2) Then, a figure of 76.9% is obtained for the average student involvement, which shows that students are active in their education. (3) The use of the demonstration model in this class is approved; this is shown by the positive response of students of 77.2%. Furthermore, it was found that the calculated t value was 4.5 with a frequency (df) of  $22-1=21$ , this shows a significance level of 5%. This is in accordance with the t test procedure for carrying out inferential statistical analysis, as shown in t table 2. The null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted because  $t \text{ count} > t \text{ table}$  at the 5% significance level. Talitakum Private Elementary School has an increasing influence on the ability to read fluently in learning English using the demonstration method.*

## KEYWORDS

*fluent reading; demonstration method; reading skill*

## INTRODUCTION

There are four abilities that pupils as language users need to acquire, just like when studying any other language. These abilities are known as English Skills in English. Speaking, reading, listening, and writing are the four components. Language input skills include the abilities to listen and read. So with these skills a person obtains or receives the knowledge and information they need. Meanwhile, speaking and writing are output skills. Language users with the knowledge they gain from input skills produce a language in spoken and written form. Students in elementary schools need to start to deepen these input skills or it can also be said reception skills before they continue on to the next level of education. Because with these skills, especially if accustomed, students will get a lot of knowledge and information they need for their lives. Without mastering these input skills, students may have difficulty producing language as a result of output skills.

Especially mastery of reading skills. Moreover, with increasingly sophisticated and instant technological advances, we can obtain knowledge and information that is around

and even the whole world that is not easy to reach without the need to move from where we are just by reading, that reading is useful for language acquisition. Provided students can understand what they read. "The more they read, the better they get at it". For this reason, it is necessary to understand in reading activities which in this statement also means that readers need to read a lot to be able to understand something. Because it is the primary language in the majority of the world's nations, English is a universal language. English is one of the languages that should be studied or mastered as well (Maduwu Byslina, 2016).

Since teaching a baby their mother tongue is analogous to teaching English at the educational level and most elementary school students do not know the language, this will have an effect on how English is taught at the elementary level, which is more introductory. Therefore, make every effort to create the aforementioned "very impressive first impression" so that it will serve as inspiration for them to learn English through the use of enjoyable teaching techniques (park eunsu lety, n.d.). Learning English in elementary schools is implemented according to the curriculum 1994 as local content. Local content can be understood as subjects supporting the potential of the area where learning takes place. Learning packaging can be based on environmental characteristics, culture which includes customs, art, language deemed necessary by society (Sya & Helmanto, 2020). Only listening skills come before speaking in a child's life, and it is during this time that English speaking skills are taught (Darsiana, 2018).

English needs to be taught and introduced to children at the elementary level, where teaching English as one of the local content lessons in elementary school must be using learning methods that are easily accepted by children. (Hambali et al., 2021).

It is crucial to use higher-order thinking skills when reading comprehension occurs, such as interpreting the text's meaning, comprehending its content, or assessing its worth (Tankersley, 2003). Fluent reading, however, has a significantly greater impact on reading comprehension than other reading elements. When a text is read fluently, it is done at a speed that allows the reader to comprehend it in a coherent way rather than in bits and pieces (Ülper, 2010). Given the importance of students getting various kinds abilities/skills, it requires a learning that provides a skill or experience for students not only developing aspects knowledge but aspects of attitudes, values and skills. One of them through language learning (Rofi'i & Susilo, 2022).

For instance, a study conducted by Powell (2008) with 2437 third-grade kids at an elementary school revealed that readers who were more fluent also had better reading comprehension. Fluency in reading refers to reading quickly, accurately, and, of course, with the appropriate expressions. Fluent readers, therefore, comprehend what they read. Oral fluency seems to be essential to defining a proper analysis, according to a variety of authors, yet it becomes troublesome when learning to read fluently and effectively. When words are promptly recognized, the parts of the brain responsible for morphology, syntax, semantics, pragmatics, discourse analysis, and semiotics can quickly understand the meaning of the words (Sandak, Mencl, Frost, and Kenneth, 2004).

According to the features of the instructional materials and the needs of the students, the right learning strategies are required to help students enhance their reading skills. The method under discussion is a demonstration. Then, state that the advantages of demonstration method are: first, students' attention can be focused on things that are considered important by the teacher so that students can catch important things, students' attention is more easily focused on the learning process, and not focused on something else; second, it can reduce errors when compared to just reading or listening to the teacher's statement because students get a clear perception of the results of their observations;

third, if students actively participate in demonstrations, students will gain practical experience to develop skills and abilities.

The demonstration method is a means to teach learning content by showing pupils an actual or artificial example of a process, circumstance, or object that is being studied. This method is frequently combined with an oral explanation. In addition, the demonstration method can be said to be a teaching method that shows about something accompanied by an oral explanation, students see and observe so that they get a clear picture.

The purpose of applying the demonstration method is to get a clear picture of things related to the process of setting something up, the process of making something, the process of working something, the process of making or using it, the components that make up something, comparing one way with another and to find out or see the truth of something.

Based on the data analysis and discussion of the research findings that have been described, it is possible to draw the conclusion that reading skills in learning English using the demonstration method are assisting students in independently locating answers based on facts or accurate data and the method of presenting lessons by repeatedly demonstrating to students about a specific process, situation, or thing, whether real or just an imitation. The teacher cannot separate verbal explanations from demonstrations as a presentation strategy. Demonstrations can present more tangible learning materials even while students' only function in the demonstration process is to pay attention.

## **RESEARCH METHODS**

In the section, the researchers aim to discuss the study design, the participants demographic data, the instrument, and the data collection process.

### ***Research Design***

The pre-experimental study design that was employed was called The One set Pretest-Posttest (a set of pretests and posttests). In this design, there is a pretest before treatment since the researcher just includes one class, the experimental class, without involving a control class. As a result, the treatment's outcomes can be known with more accuracy. It is experimental research that is the focus of this study. Where is the Research that is conducted under strictly controlled circumstances in an effort to determine the impact of one variable on another is known as experimental research. In order to determine the improvement in fluency reading skills in studying English in class III at Talitakum Private Elementary School, the research in this article only employs one experimental sample class.

A researcher instruments in this research is a learning outcome test on the aspect of reading skills that have been collected, to measure student learning outcomes before doing (pretest) and after doing (posttest). In addition to the learning outcome test, instruments in the form of student activity observation sheets and student response questionnaires were also used as additional instruments to determine the effectiveness of the application of the demonstration method on the reading skills of grade III students.

### ***Data Collection***

The researchers used the data on student activity, using student activity observation sheets, to obtain data on student responses to the learning process, using a questionnaire technique, to obtain data on students' English learning outcomes, using the technique of giving learning test results, to see the records taken in the research. These documents include lesson plans, observation sheets, questionnaire results sheets, and student learning test results that can provide data information and test results. In addition, documents are

used to provide a visual description of the activities of students. Documents in the form of photos taken during the learning process.

### **Population and Sample**

#### 1. Population of The Research

The generalization of items or subjects with specific attributes and characteristics that the researcher has chosen to study and then draw conclusions from is known as the population. 22 third-grade pupils from Talitakum Private Elementary School made up the study's population.

#### 2. Sample of The Research

The sample represents a representation of the population's size and makeup. The sample population for this study consisted of 22 grade III students from Talitakum Private Elementary School. The sampling method utilized in this study was fed up sampling. Due of the relatively modest population size, the entire population is used as a sample in this technique. The entire third grade class of Talitakum Private Elementary School serves as the study's sample.

## **INSTRUMENTS OF THE STUDY**

### **Validity and Reliability of the Test**

#### 1. Validity of The Test

The test is used to test the validity of students reading skills. To describe student learning outcomes, the average, minimum score and standard deviation are used. For the purposes of descriptive analysis, the categorization of student learning outcomes is according to the standard categorization with a scale of five applied by the Head of the Indonesian Ministry of Education.

The criteria for a student are said to be complete when they meet the Minimum Completeness Criteria (KKM) set by the school, which is 70, and classical completeness is achieved when at least 75% of students in the class have achieved the Minimum Completeness Criteria (KKM). Student learning outcomes can be seen from individual learning outcomes.

#### 2. Reliability of The Test

##### Analysis of Student Activity Data

Data on student responses were obtained from student response questionnaires learning activities. The data is then analyzed by searching percentage of student answers for each question in the questionnaire. Inferential Statistical Analysis Techniques. In using inferential statistics, researchers use techniques t (uji t).

## **RESULTS AND DISCUSSION**

To gauge the level of the students' English learning ability, the author of this study collected many data in the form of pretests before the intervention. Data on student activity observations, data on student reactions to the learning process that happened, and then data on student learning outcomes after receiving a treatment (posttest). The outcomes of each data's analysis are as follows:

### **Descriptive Statistical Analysis Results**

#### A. Pretest Analysis Results

From the descriptive analysis as attached in the appendix, the statistics on student learning outcomes in class III Talitakum private elementary school before the action (pretest) for reading text material is presented in table 1 below:

**Table 1.** Description of Pretest Scores of English Learning Outcomes for Grade III Talitakum Private Elementary School students

Statistics	Score
The number of students	22
Ideal Score	100
Average Score	68,3
Highest Score	90
Lowest Score	40
Score Range	50
Standard Deviation	14,6

The frequency distribution and percentage score presented in table 3.2 below are derived if the outcomes of English-language learners' pre-treatment tests (pretest) are divided into five categories.

**Table 2.** Distribution of Pretest Frequency and Percentage of English Learning Outcomes Scores for Grade III students at Talitakum Private Elementary School

Score	Category	Frequency	Percentage %
$0 \leq x < 59$	Very low	2	5,6
$60 \leq x < 69$	Low	3	5,6
$70 \leq x < 79$	Medium	2	11,1
$80 \leq x < 89$	High	5	22,2
$90 \leq x \leq 100$	Very high	10	55,5
Amount		22	100

Table 2 shows that of the 22 students, 2.6% were in the very low category, 3.6% were in the low category, 2.1% were in the medium category, 5.2% were in the high category, and 55.5% were in the very high category for their English learning outcomes. Of the 22 students, 2.6% were in the very low category, 3.6% were in the low category, 2.1% were in the medium category, 5.2% were in the high category, and 2.6% were in the very high category. Table 3 below shows the proportion of results that were completed by English-language learners before to treatment (Pretest):

**Table 3.** Criteria for Completeness of English Learning Outcomes for Class III Students of Talitakum Private Elementary School.

Score	Criteria	Frequency	Percentage %
$0 \leq x < 69$	Not Completed	5	33,3
$70 \leq x \leq 100$	Completed	17	66,7
Amount		22	100%

Based on table 3 before the action (Pretest) it can be illustrated that 33.3% of students did not complete and 66.7% of students who achieved completeness out of a total of 22 people with a percentage result of 100%.

### ***Application of the Demonstration Method to Reading Skills for Grade III Talitakum Private Elementary School***

The application of the demonstration method where the teacher gives an explanation in advance about how to read the reading text, after that the students demonstrate or demonstrate what has been explained by the teacher. Based on the application of the demonstration method to the reading skills of class III students at Talitakum Private Elementary School experienced changes in reading the reading text.

#### ***State Activities***

The results of observing student activity by applying the Demonstration Method during four meetings are stated in the percentage which can be seen in table 3.4 below.

**Table 4.** Observation Results of Class III Student Activities at Talitakum Private Elementary School

No.	Observed Components	Percentage %
1.	Students who are present in the learning process	100
2.	Students who pay attention to explanations and processes demonstration carried out by the teacher	75
3.	Students who are enthusiastic in the demonstration process or activity	81,9
4.	Students who dare to ask questions	61,1
5.	Students who are active in the process of demonstration activities	66,6

Based on table 4, it can be seen that during the Demonstration Method learning activities, students have been actively involved so that the teacher's dominance in learning can be reduced. In general, the results of student activity data analysis showed that most students were active during learning.

### **Student Response**

Data about students' responses to learning activities is obtained from questionnaires that are distributed to each student. The results of the analysis of student response data to the implementation of learning through the Demonstration Method filled by 22 students are expressed in the percentage that can be lickered in table 3.5 below.

**Table 5.** Observation Results of Class III Student Responses At Talitakum Private Elementary School To The Application of The Demonstration Method

No.	Questioned Components	Percentage (%) Yes or No	
1.	Do you enjoy following the process of learning English using the demonstration method?	94,4	5,6
2.	Are you comfortable this away?	83,3	16
3.	Do you feel freer to express your ideas or opinions by studying like this?	77,8	22,2
4.	Are you studying like this able to increase your enthusiasm for learning?	83,3	16
5.	Do your friends help you when you have learning difficulties?	44,4	55,6
6.	Do you understand every subject matter delivered by the teacher?	94,4	5,5
7.	Do you feel that you don't know much from reading material and are trying to find out?	50	50
8.	Do you ask every chance the learning process takes place?	72,2	27,8
9.	Does studying like this make you feel compelled to master reading material in order to improve your reading skills in depth?	77,8	22,2
10.	Do you feel satisfied every time you take lessons in class?	94,4	5,6

Based on this table, it can be deduced that, on average, 77.2% of students responded favorably to the demonstration technique's application. This indicates that students generally favor learning English through the demonstration method.

### **Posttest Analysis Results**

Table 6 below provides information on the learning results of class III pupils at Talitakum Private Elementary School following the action (Posttest) on reading skills content.

**Table 6.** Posttest Statistics of Score of English Learning Outcomes for Class III Students of Talitakum Private Elementary School.

Statistics	Score
The number of students	22
Ideal Score	100
Average Score	76,7
Highest Score	100

Lowest Score	60
Score Range	40
Standard Deviation	13,7

According to Table 6, students who were taught English using the demonstrative technique had an average grade of 76.7 out of a possible 100. With a standard deviation of 13.7 and scores ranging from 60 to 100 on the posttest for class III English learning outcomes at Talitakum Private Elementary School, the best score children could receive was 100. The lowest score they could receive was 60.

The distribution of frequency and percentage scores is shown in Table 7 below if the demonstration technique results in learning English are divided into five categories.

**Table 7.** Posttest Distribution of Frequency and Percentage of English Learning Outcomes Scores for Grade III Students of Talitakum Private Elementary School.

Score	Category	Frequency	Percentage
$0 \leq x < 59$	Very Low	0	0
$60 \leq x < 69$	Low	2	22,2
$70 \leq x < 79$	Medium	5	22,2
$80 \leq x < 89$	High	5	22,2
$90 \leq x \leq 100$	Very high	10	33,3
Amount		22	100

Based on table 7 above, it can be concluded that the percentage score of English learning outcomes after the Demonstration Method was applied, namely out of 22 students there were 2 students or 22.2% who were in the low category, 5 students or 33.3% who were in the medium category, 5 students or 11.1% who fall into the high category and 10 students or 33.3% who fall into the very high category.

Then to see the percentage of mastery of English learning outcomes after treatment (posttest) by applying the Demonstration Method can be seen in table 8 below.

**Table 8.** Criteria for The Completeness of English Learning Outcomes for Third Grade Students at Talitakum Private Elementary School.

Score	Criteria	Frequency	Percentage %
$0 \leq x < 69$	Not Completed	2	16,7
$70 \leq x \leq 100$	Completed	20	83,3
Amount		22	100

Based on table 8, it can be seen that 20 out of a total of 22 participants in the action (Posttest) achieved complete learning outcomes, representing an 83.3% percentage, while only 2 out of a total of 22 participants in the action (Posttest) did not achieve mastery learning, representing a 16.7% percentage. This demonstrates that it has mastered classical learning.

From the discussion above, if it is presented in a table, it will be clear that the difference in student learning outcomes before the pretest action is carried out and the posttest action has been carried out is shown in table 9 below.

**Table 9** Statistics On Students English Learning Outcomes Pretest and Posttest.

Statistics	Pretest Value	Posttest Value
The number of students	22	22
Ideal score	100	100
Average score	68,3	76,6
Highest score	90	100
Lowest score	40	60

Score range	50	40
Standard deviation	14,6	13,7

The average student score after the demonstration method was used was higher, at 76.7 with a score range of 40, compared to the pretest or before the therapy was carried out, at 68.3 with a score range of 50, as shown in table 9 above. It was discovered that the average number of students present during the learning process was 22, the percentage was 100% (very good category), the average number of students who paid attention to the teacher's explanation during the learning process and the demonstrations was 13.5, the percentage was 75%, the average number of students who were animated during the demonstration process was 14.7, the percentage was 81.9%, the average number of students who dared to ask questions was 11, the percentage was 61.1%, and the average student who participated in the demonstration process was Table 3.8 demonstrates that the typical rate of student involvement is 76.9%. This demonstrates that third graders at Talitakum Private Elementary School fall under the category of engaged learners.

### ***Inferential Statistical Analysis Results***

In accordance with the hypothesis which says that if  $H_1$  is successful then  $H_1$ : Effective demonstration method is used for reading skills for Class III of Talitakum Private Elementary School. Whereas if  $H_0$  is accepted then  $H_0$ : The demonstration method is not effective for reading skills for Class III of Talitakum Private Elementary School. So the technique used to test the hypothesis is to use inferential statistical techniques using the t-test.

**Table 10.** Analysis of Pre-Test and Post-Test

No.	X1 (Pre-Test)	X2 (Post-Test)	d= X2 - X1	d <sup>2</sup>
1.	80	90	10	100
2.	40	60	20	400
3.	60	70	30	900
4.	70	80	10	100
5.	60	70	10	100
6.	90	90	0	0
7.	60	70	10	100
8.	90	90	0	0
9.	60	70	10	100
10.	60	70	10	100
11.	90	100	10	100
12.	60	80	20	400
13.	60	60	0	0
14.	60	70	10	100
15.	60	70	10	100
16.	80	90	10	100
17.	90	100	10	100
18.	60	60	0	0
19.	60	90	30	900
20.	40	60	20	400
21.	60	80	20	400
22.	60	80	20	400
	1.450	1.700	270	4.900

The steps in hypothesis testing are as follows:

1. Find the price of "Md" by using the formula:

$$Md = \frac{\sum d}{N} = \frac{220}{22} = 10$$



2. Find the price of “ $\sum X^2d$ ” by using the formula:

$$\sum x^2d = \sum d^2 \frac{(\sum d)^2}{N} = 4.900 - \frac{(220)^2}{22} = 4.900 - \frac{48.400}{22} = 4.900 - 2.200 = 2.700$$

3. Determine the price  $t^{\text{tabel}}$  by using the formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-1)}}} = \frac{10}{\sqrt{\frac{2.700}{22(22-1)}}} = \frac{10}{\sqrt{4,4}} = 4.5$$

4. Determine the price  $t^{\text{tabel}}$

To find the  $t^{\text{tabel}}$ , the researcher uses the t distribution table with a significant level of  $\alpha = 0.05$  and  $df = N - 1 = 22 - 1 = 21$ , so that  $t_{0,05} = 21$  is obtained. After obtaining  $t^{\text{arithmetik}} = 4.5$  and  $t^{\text{tabel}} = 2.1$ , it is obtained  $t^{\text{arithmetik}} > t^{\text{tabel}}$  or  $4.5 > 2.1$ . So it can be concluded that  $H_0$  was rejected and  $H_1$  was accepted. This means that learning by using the demonstration method on reading ability has a good influence on the process of learning English.

## Discussion

### 1. Descriptive Statistics Analysis Results

#### A. Data Analysis of Student Learning Outcomes

The findings of the descriptive statistical analysis showed that before the demonstration technique was used, the results of learning English for class III at Talita Kum Private Elementary School were in the low category. The average value of student learning outcomes of 33.3% shows this. Class III learning outcomes also increased after using the demonstration approach, especially those in the high category, where 83.3% of the 22 students were in that category.

As with the Minimum Completeness Criteria (KKM) for Talita Kum Private Elementary School which has been set, students are considered to have completed their studies if their learning outcomes have reached a score of 70 and have achieved classical completeness. If 80% of students get a score of 70, then the percentage of students who complete the study is 20 out of a total of 22 students or 83.3%. This means that the demonstration method can help students achieve classical mastery.

#### B. Student Activity

The results of observations of student activity in learning English by applying the Demonstration Method for Class III students of Talita Kum Private Elementary School show that the five aspects observed fulfill the criteria of being effective, students are very enthusiastic and motivated in the learning process. This is because in the learning process, students are interested in and focused on what is being demonstrated, students become active in the demonstration process, and feel they have their own responsibilities so that time is wasted as students are sleepy, playing or falling asleep during the process. learning takes place can be reduced. By learning English through the application of demonstration methods, the quality of learning can be improved, because with learning tools designed, the teacher is no longer a center of education, namely as much information as possible for students, but the role of the teacher here is guiding students, asking questions and helping students in learning process.

#### C. Student Response

Based on the analysis of student responses, it was found that 77.2% of students gave a positive response to the implementation of the demonstration method in learning English. This means that learning English using the Demonstration method can result in

a change in students' views of English from boring to fun so that the desire to learn English is even greater.

## 2. Inferential Statistical Analysis Results

The t-value is 4.5, as can be observed from the outcomes of inferential statistical analysis using the t-test formula. T-table = 2.1 is produced with a frequency of  $22-2 = 20$ , at a significance level of 5%. The null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted since the t-count > t-table is at a significance level of 0.05, which suggests that the demonstration method application is successful in improving reading skills for class III at Talita Kum Private Elementary School.

It can be concluded that the demonstration method is effective for improving the reading abilities of third grade students at Talita Kum Private Elementary School based on the results of the analysis of descriptive statistics and inferential statistics obtained as well as the results of observations that have been made.

## CONCLUSION

The following general conclusions can be drawn from the data collected for the study Improving Fluent Reading Skills in Learning English Using the Demonstration Method for Grade III Students At Talita Kum Private Elementary School: Student learning outcomes before being given action (pretest) based on an average score reaching 33.3% are in the low category. Student learning outcomes after being given action (posttest) based on an average score reaching 83.3% are in the high category and classical learning mastery reaches 77.8%. In the category of Active, the average student activity percentage was 76.9%. The percentage of pupils who felt that learning English through demonstration was beneficial reached 77.2%. Following the achievement of t-count = 4.5 and t-table = 2.1, it can be concluded that Improving Fluent Reading Skills In Learning English Using The Demonstration Method For Grade III Students At Talita Kum Private Elementary School, obtained t-count > t-table or  $4.5 > 2.1$ .

## Suggestions

Based on the results obtained from this study, the author submitted several suggestions as follows: Teachers should be creative in creating a classroom atmosphere so that students don't get bored and tense in learning and are more motivated to pay attention to what is being taught. It is better for the teacher to be good at applying a method that is suitable for the material that will be delivered. In an effort to enhance student learning outcomes and student engagement in learning English, it is conceivable that the demonstration approach can be used during the teaching and learning process. Following up on the implementation, it is desired that the instructor would keep an eye on, direct, and mentor students as they learn to be autonomous.

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