



LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Erwandi Hidayat  
N.P.M : 1302050217  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation of Speed Reading Increase the Students' Reading Skill

sudah layak disidangkan.

Medan, 21 Maret 2018

Disetujui oleh:  
Pembimbing

Alfitriani Siregar, S.Pd, M.Ed

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Erwandi Hidayat  
N.P.M : 1302050217  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Implementation Of Speed Reading Technique To Increase Narrative Text Of The Students' Reading Skill

benar telah melakukan seminar proposal skripsi pada hari Kamis , tanggal 12, Bulan Oktober , Tahun 2017

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Oktober 2017

Ketua,

**Mandra Saragih, S.Pd, M.Hum**

# SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Erwandi Hidayat  
N.P.M : 1302050217  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Speed Reading Technique to Increase Narrative Text of Students' Reading Skill

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2018  
Hormat saya  
Yang membuat pernyataan,



Erwandi Hidayat

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Nomor : 1261 /II.3/UMSU-02/F/2018  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 27 Jum. Awal 1439 H  
13 Februari 2018 M

Kepada Yth, Bapak/Ibu Kepala  
MTs Babul Ulum  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, selubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Erwandi Hidayat  
N P M : 1302050217  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *The Implementation Of Speed Reading Technique To Increase Narrative Text Of The Students' Reading Skill.*

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
Dr. Efrianto Nst, S.Pd, M.Pd.  
0115057302

\*\* Pertinggal \*\*



# YAYASAN PENDIDIKAN ISLAM BABUL 'ULUM MADRASAH TSANAWIYAH

Alamat : Jl. Mesjid Pajak Rambe Kel. Martubung Medan Labuhan Hp : 0812 6491 1292 / 0852 9673 1988

Medan, 01 MARET 2018

Nomor : 103 /MTs.S / B.U / P-ML / 2018

Lamp :-

Prihal : Izin Riset

Kepada Yth .

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Di -

Tempat .

Assalamualaikum Wr.Wb.

Dengan hormat , Sesuai dengan permohonan mahasiswi saudara pada tanggal 13 februari 2018 untuk mohon izin Penelitian/Riset , maka dengan ini kami terangkan bahwa mahasiswa saudara tersebut :

Nama : **Erwandi Hidayat**

NIM : 1302050217

Semester : VIII ( Delapan )

**Benar** telah mengadakan penelitian guna mendapatkan informasi / keterangan data-data yang berhubungan dengan penyusunan skripsi yang disusun oleh bersangkutan pada MTs.S BABUL 'ULUM Pajak Rambe Medan Labuhan dengan judul skripsi :

**" THE IMPLEMENTATION OF SPEED READING TECHNIQUE TO INCREASE NARRATIVE TEXT OF THE STUDENTS' READING SKILL "** .

Demikian surat ini kami perbuat dengan sebenarnya untuk dapat dipergunakan dengan seperlunya .

Ka. MTs.S BABUL 'ULUM

Pajak Rambe Medan Labuhan



## SURAT PERMOHONAN

Medan, Agustus 2017

Lamp : Satu Berkas  
Hal : Seminar Proposal Skripsi

Yth. Ketua Program Studi Pendidikan Bahasa Inggris  
**FKIP**

Bismillahirrahmanirrahim  
Assalamu'alaikum, Wr. Wb

Saya yang bertanda tangan dibawah ini:

Nama Lengkap : Erwandi hidayat  
N.P.M : 1302050217  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Speed Reading Tehnique to Increase  
Narrative Text of Student's Reading skill

Dengan ini mengajukan seminar proposal skripsi kepada Bapak/ Ibu.

Sebagai bahan pertimbangan Bapak/ Ibu saya lampirkan:

1. Fotocopy proposal skripsi yang telah disetujui Pembimbing satu eksemplar
2. Kwitansi biaya seminar satu lembar (asli dan fotocopy)
3. Kwitansi SPP yang sedang berjalan satu lembar (asli dan fotocopy)
4. Fotocopy K1, K2, K3 masing-masing satu lembar

Demikianlah surat permohonan ini saya sampaikan ke hadapan Bapak/Ibu. Atas kesediaan Bapak/ Ibu mengabulkan permohonan ini saya ucapkan terima kasih

Wassalam  
Pemohon,

**Erwandi Hidayat**

## **CURRICULUM VITAE**

Nama : Erwandi Hidayat

Register Number : 1302050217

Sex : Male

Material Status : Single

Place/Date of Birth : Takengon, 18<sup>th</sup> of November 1995

Education :

1. Elementary School at SD Negeri 8 Takengon
2. Junior High School at SMP Negeri 1 Takengon
3. Senior High School at SMA Negeri 1 Takengon

Hobbies : Painting, and Fottball

Father's Name : Edizal Tanjung

Mother's Name : Ernawati Chaniago

Adress : Jln. Sehati Pasar III Medan No : 157

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini:

Nama Lengkap : Erwandi Hidayat  
N.P.M : 1302050217  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Implementation of Speed Reading Tehnique to Increase Narrative Text of Student's Reading Skill.

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun, dengan ,kata lain penilitian ini tidak saya tempahkan (dibuat) oleh orang lain dan uga tidak tergolong *plagiat*
3. Apabila poin 1 dan 2 diatas saya langgar maka saya bersedia untuk dilakukan pembatalan atas penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat dengan tanpa paksaan dari pihak manapun juga, dan dapat digunakan sebagaimana mestinya.

Medan Agustus 2017

Hormat Saya

Yang membuat pernyataan,

**(Erwandi Hidayat)**

Diketahui oleh Ketua Program Studi,  
Pendidikan Bahasa Inggris

**( Mandra Saragih,S.Pd, M.Hum )**



**THE IMPLEMENTATION OF SPEED READING TECHNIQUE TO  
INCREASE THE STUDENTS' READING SKILL**

**PROPOSAL**

*Submitted in Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**BY:**

**ERWANDI HIDAYAT**

**NPM : 1302050217**



**FACULTY OF TEACHER'S TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2019**

## TABLE OF CONTENTS

<b>ABSTRACT.....</b>	<b>i</b>
<b>ACKNOWLEDGMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>LIST OF TABLE.....</b>	<b>iv</b>
<b>LIST OF APPENDICES.....</b>	<b>v</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. The Background of the Study.....	1
B. The Identification of Problems.....	3
C. The Scope and Limitation .....	3
D. The Formulations of Problem.....	4
E. Objectives the Study.....	4
F. The Significances of Research .....	4
<b>CHAPTER II THEORETICAL FRAMEWORK .....</b>	<b>5</b>
A. Reading Comprehension .....	5
1. The Nature of Reading Comprehension.....	5
2. The Purpose of Speed Reading .....	9
3. Strategy of Reading Comprehension.....	10
B. The Nature of Speed Reading Strategy .....	11
1. Procedures of Speed Reading.....	12
2. The Advantages of Speed Reading .....	13
C. Narrative Text .....	13
1. The Nature of Speed Reading.....	13
2. Common Types of Narrative.....	14

<b>CHAPTER III RESERARCH METODOLOGY.....</b>	<b>20</b>
A. Location of Study.....	20
B. Population and Sample.....	20
C. Research Design.....	21
1. Cycle I.....	24
2. Cycle II.....	25
D. Instrument for Collecting Data.....	26
E. Tehnique for Analyzing Data.....	26
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>28</b>
A. Research Findings.....	28
a. Preliminary study.....	28
b. Implementation of speed reading.....	32
1. Cycle I.....	32
2. Cycle II.....	43
B. The Result of Students Questionnaires.....	53
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>62</b>
A. Conclusions.....	62
B. Suggestions.....	63
<b>REFERENCES</b>	
<b>APPENDIXES</b>	



## **LIST OF APPENDICES**

<b>Appendices.....</b>	<b>66</b>
<b>Appendix K-1.....</b>	<b>83</b>
<b>Appendix K-2.....</b>	<b>84</b>
<b>Appendix K-3.....</b>	<b>85</b>
<b>Appendix Berita Acara Bimbingan Proposal.....</b>	<b>86</b>
<b>Appendix Lembar Pengesahan Hasil Seminar Proposal.....</b>	<b>87</b>
<b>Appendix Berita Acara Seminar Proposal.....</b>	<b>88</b>
<b>Appendix Keterangan Seminar.....</b>	<b>89</b>
<b>Appendix Pernyataan Plagiat.....</b>	<b>90</b>
<b>Appendix Mohon Izin Riset.....</b>	<b>91</b>
<b>Appendix Balasan Riset.....</b>	<b>92</b>
<b>Appendix Bebas Pustaka.....</b>	<b>93</b>
<b>Appendix Curriculum Vitae.....</b>	<b>94</b>

## LIST OF TABLE

<b>Table of Result of The Test.....</b>	<b>31</b>
<b>Table of Result of Obsrvation in Cycle I First Meeting.....</b>	<b>38</b>
<b>Table of Result of Observation in Cycle II Second Meeting.....</b>	<b>39</b>
<b>Table of Result of Reading Post Test in Cycle I.....</b>	<b>40</b>
<b>Table of Student Responses in First Meeting.....</b>	<b>49</b>
<b>Table of Student Responses in Second Meeting.....</b>	<b>50</b>
<b>Table of Result Reading Post Test in Cycle II.....</b>	<b>51</b>

## ACKNOWLEDGMENTS



In the name of Allah SWT, the most gracious , the most merciful. Firstly the researcher would like to thank Allah SWT who has given his health , safety and chance in finishing this thesis.

Secondly, blessing and peace be upon the Prophet Muhammad SAW who has brought human being from the dark era to the light era. His beloved parents, Edizal Tanjung and Ernawati for prayers and support either moral or material during his academic years at FKIP UMSU.

In completing this thesis the researcher found a lot of difficulties. Without help and advice from number people, the study would not complete. Therefore, the researcher would like to thank her sincere gratitude to:

1. Dr. Agussani, M.AP as the rector of University Muhammadiyah Sumatera Utara for his help and leadership.
2. Elfrianto Nasution, S.Pd., M.Pd., as the deaan of Faculty the Theacher Training and Education University Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd.,M.Hum., and Pirman Ginting, S.Pd, M.Hum., as the head and Secretary of English Education Program in FKIP UMSU for her encouragement in completing this investigation.
4. Alfitriani Siregar, S.Pd, M,Ed.as advisor who had given suggestions, idea, advice, critics, and everything valuable gave been features in the writing process of this thesis from the begining until the end.
5. Dra. Diani Syahputri, M.Hum as supervisor who had given suggestions, comment, critics and everything valuable to quality the content of this thesis

6. The lectures of FKIP UMSU, especially those of English Education Program from who the researcher got valuable, interactions well as information during in academic years at FKIP UMSU
7. Especially for my brothers Afrizal, Ari Ermanto, ST, Ade Chandra, Feri Kurniadi,ST and Khairul Azhar, who had given support either moral or material to this research.
8. Especially for Rama Arbeto, Bima Chaniago, Ramadhany Rejezhenjany, and Safandi Andika who had given attention, supported and many time to help in finishing his thesis.
9. Especially for Indah Febiola who had given attention, supported moral or material and many time to help in finishing this thesis.
10. All beloved friends in class D- morning of 2013 who still care and supported each other in finishing this thesis.

The researcher realizes that this thesis is still far from being perfect, so the researcher hopes the suggestions and comments from all the readers or the researcher who want to study and learn to understand this study.

Finally, the researcher hopes that this study will be useful for the readers, especially, the students of English Education Program who want to do same research and also for the researcher himself. May Allah SWT bless all of us. Amin.

Medan, september 2018

The researcher

Erwandi Hidayat



## ABSTRACT

**Erwandi Hidayat. 1302050217. "The Implementation of Speed Reading Tehnique To Increase Narrative Text of The Students' Reading Skill". Skripsi, English Education Program of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2018**

This study deals with implementation of speed reading tehnique to increase narrative text of the students reading skill. The objectives of the study are to find out ability the students in reading especially in narrative text. The tehnique used in this research was using CAR ( Class action Research). The data of this study are taken from research in MTs,S Babul Ulum. The result of data it was concluded that there was some significant improvements of students' participation from cycle I and cycle II. The students' activeness was 39% in cycle I and 93% in cycle II. It meant that it increased 54%. The students' timing was 49% of cycle I and 100% of cycle II. It improved 51%. In addition, students' participation in asking was 34% of cycle I and 84 of cycle II. It increased 50%. In answering some questions, students' participation was 26% of cycle I and 79 of cycle II. It increased 53%. The last, students' participation of giving opinion was 26% of cycle I and 78 of cycle II. It improved 52%. Finally, learning speed reading was helpful and interacting the students in the process of teaching and learning reading narrative text.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Learning English is seen as the important aspect in teaching and learning process. In many school English is seen as the important subject that should be mastered by all of students. Actually there are some aspect that must be understood by the student in learning English one of them is reading comprehension. There are many English teachers that used the reading comprehension test to occur their students understanding in mastering English. So the students asked to really understand in answering or finding out of the main information from the text that used as material of test.

In addition, in reading process there are many kinds of the text that commonly taught such as descriptive, narrative, recount, report, procedure and many else. Legend is one of the text type that actually used by English teacher. It was on of genre narrative text that commonly tells the reader about the tragedy that happened in society and has strong roots in society.

Reading legend is seen as the interesting activity for the students. Because of that the English teacher usually uses the legend that nearly with the students' custom. The legend commonly seen as the interesting tools in teaching reading, so many teacher hopes by the using legend their students will more motivated in reading. So, by the high motivation the students will more easy in mastering reading and especially for reading comprehension.

But in reality how the interesting text model is not guarantee the students understanding in reading comprehension. From the survey the researcher concluded that there are still many student who faced the problem in reading comprehension. The problem found such as unable to find out information fast and accurately. Besides that the student also still has low understanding about the meaning of word so when they are going to answer the question the students must open their dictionary to find out the meaning. However, this condition of course make teaching and learning in reading comprehension become low. Depend on this problem of course becomes the interesting topic to discuss and especially to overcome the students' problem in reading comprehension.

According to Mohammad reading is a complex activity, in recent years; one approaches have been used in developing reading skills, known as speed fast reading. It is believe that the approach can be benefit, in one way or another, for improving students' reading comprehension ability.

Based on the above explanation Read quickly rarely trained to school-aged children due to limited time teachers have to trespass it. Reading methods and techniques applied to trained. How to read the child is relatively low. In addition, low interest in reading is also a factor supporting the low level of reading speed. With a high interest in reading, the motivation to read will be higher so that by itself the higher the ability to read and read speed increases.

Moreover, based on the problem described above of course how to ideal teaching strategy is necessary used for easier the student and speed fast the students in reading comprehension. Because of that in this research the

researcher will use the speed fast and extensive reading to help the students in mastering reading comprehension. Basically speed reading is quick read. According to Nurhadi (2005), in his book how to improve reading skills, speed reading is the kind of reading that prioritizes speed to manage rapid process of receiving information by not leaving the understanding of aspects of reading.

Based on the explanation above the writer would like to arranged the thesis with under the title “The implementation of Speed reading technique to increase Narrative Text of Students’ Reading skill”

#### **B. The Identification of Problem**

Based on the background of research above the researcher formulated the problem of this research is: “ Does the implementation of speed reading technique to increase Narrative text of students’ reading skill?”

#### **C. The Scope and Limitation**

Based on the identification of the above problem, the research focuses on the implementation of speed reading able to increase the students’ ability in reading comprehension especially in narrative text at MTs.S Babul ‘Ulum ?”

#### **D. The Formulations of Problem**

Based on the background of the problem, identification of problem, the problems of this research could thus be formulated as follows:” How does speed reading technique to increase the student’s reading skill of students MTs.S Babul ‘Ulum ?”

### **E. Objectives the Study**

Based on the problem of the study above, the objective of the study was to improve the reading skills of students MTs.S Babul 'Ulum using speed reading technique.

### **F. The Significances of Research**

There are two significances of study in this research they are theoretically and practically, the significances means as follow:

#### **1. Theoritically**

The theoretically significances of this research was giving more understanding especially for the educational govermnet especially in increasing the quality of English. On the other hand the result of this research will enrich our understanding about the teaching reading comprehension and the way that can be increasing its skill.

#### **2. Practically**

- a. The students can be easily mastering reading comprehension trough speed reading.
- b. The teacher will be helped in teaching reading comprehension by implementation this model of teaching
- c. This research may contribute for English teacher especially to know the advantages of using speed reading tehniue in reading comprehension.

## CHAPTER II

### CONCEPTUAL AND THEORETICAL FRAMEWORK

#### A. Reading Comprehension

##### 1. The Nature of Reading Comprehension

Reading comprehension seen as the largest number of learning context. Because of that it is important to know the specific description about reading comprehension. In this research there are some theories that used by researcher to describe this context that related with this research.

According to Constance Weaver reading is a process very much determined by what the readers' brain and emotions and beliefs bring to the reading: the knowledge/ information (or missing information, absence of information), strategies for processing text, moods, fears, and joys—all of it.

Based on the explanation above it can be concluded that reading is a very complex activity that actually does by readers. It commonly contains the reader's emotion, moods, interests and many other sensory aspects that are purposed to find out the new information from the process of reading.

In addition reading comprehension is a cognitively demanding task which requires use of the working memory system. In fact, virtually all models of language comprehension assume the relevance of this system to reading. Based on this definition it can be assumed that reading comprehension is the process of getting the information and saving them into memory system. Moreover the information found commonly used to answer or give the information based on reading passage.

According to Marie Clay she defined reading as message-getting, problem-solving activity which increases in power and flexibility the more it is

practiced. It means that reading is the communication that makes by the readers and material of reading. Shortly, symbols that present in reading material was giving message for the readers and automatically give the readers a new information

In the other hand based on this explanation reading activity is given the readers advantages on many aspect not only on reading competence but also gave the readers the advantages on another skill such as speaking and listening. But actually these skill is taught before the English teacher are going to teach reading.

Based on its point of view it clear the reading defined as complex system of deriving meaning from print that requires all of the skills and knowledge to understand how phonemes, or speech, sounds, are connected to print. In the other hand the reading within comprehension means after reading activity the readers should understand the passages of the text read.

In addition according to Davies states that reading is private. It is a mental or a cognitive process which involves a reader in trying to follow and a response to a message from a writer who is distant and space and time.

Based on definition reading is defines as the process of getting information from the text material as sources information that enrich the student knowledge.

Related to the effective way in teaching reading comprehension, speed reading technique was one of the alternative ways that could be used to help the students read quickly. Feldman (2013:1) defines "Speed reading as a collection of reading techniques that will allow them to at least double their

reading speed, on average, compared to their reading speed before they took my course. These techniques must also maintain or even improve their reading comprehension". From the statement, speed reading can be increased by following some steps. Spargo and Willingston (1980:10) describe the steps of speed reading:

1. Previewing main idea. Good readers preview the selection first. This helps to make them good and fast readers.
2. Read for meaning. Good readers see beyond the words, they read for meaning. This make them faster reader
3. Grasp paragraph sense. The paragraph is the basic unit of the meaning. Good readers know how to find the main ideas of paragraph quickly.
4. Organize facts. Understanding how the facts all fit together to deliver the author's message is, after all, the reason for reading. Good readers organize facts as they read

From the explanation above, reading can be assumption as the contact process among the readers and text. In reading process the readers are asked to understand the content of the text as the out put of their reading. On the other hand reading activity is concern on finding out the main purpose of the readers that commonly to find new information.

Meanwhile, reading ia about understanding written texts. It is a complex activity that involves both perception and thought. Reading consist of two related process: word recognition and comprehension.

Based on this definition reading comprehension is define as the student or readers ability in read the text and also understanding all of the content material that they read. Not only that in reading readers also asked to interprate the information that they have read.



H. Douglas Brown states that.

Research has shown that reading is only incidently visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories... skills in reading depend on the efficient interaction between linguistic knowledge and knowledge of the world.

Clearly, reading is the most important activity in any language class, not only as a source of information and pleasurable activity, but as a means of consolidating and extending ones's knowledge of the language and its related aspects such as culture, civilization, and history.

This explanation suggest that the attention of the reading. Was done with the understanding that in interpreting the meaning in words and sentences so that the readers understand or knows the messages to author readings. In the process of reading comprehension is a process of the engangement beetwen facts, concepts, and generalization are new with all the knowledge already held by reader about the topics presented. Reading comprehension ability of a person's ability to understand things in the story with all skills and knowledge

Based on the opinions of the, Reading comprehension can be defined as the ability to understand and obtain information from the reading materials and it is possible for someone to realize as a result of reading, reading comprehension is certainly through several stages such as remembering the meaning of the word in context and get the details of reading and draw conclusions.

## **2. The Purpose of Speed Reading**

Objectives are the foundation of every activity and the most powerful motivation in doing any act. Reading should have a purpose, because someone who reads with a purpose, tends to gain more understanding than people who do not have a purpose. Briefly the purpose of others captured in written form.

Speed reading is one of the techniques that can be used to improve reading habits of the students to read quickly. By applying this technique, the students can get many advantages and purposes. Klaser in Browning (2003:1) presents four positive points in learning to read faster. The first one is the amount of time you will save when you're able to double your speed. The second advantage is that readers are able to concentrate better which leads to greater comprehension. Thirdly, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension. Therefore, by using this technique, it can help the readers, not only save their time but also the reader can improve their comprehension and can get much knowledge.

Based on the description above, speed reading is seen as the way of reading that helps and gives many benefits to the students. Especially in increasing their motivation, knowledge, and understanding in reading comprehension. So, in the implementation of research, it is hoped that the students' ability in reading will increase by applying the technique.

Meanwhile, in teaching reading comprehension, there are some approaches that can be used by English teachers. They are:

- a. Focus on one skill at a time
- b. Explain the purpose of working on this skill, and convince the students of its importance in reading effectively.
- c. Work on example of using the skill with the whole class. Explain your thinking aloud as you do exercise.
- d. Assign student to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work

Based on explanation it is clear that in reading there are many approach that can be used by the English teacher in teaching reading comprehension. Some of them in reading comprehension the students asked to focus on purpose of reading, by using this ways it is expected the readers will easy to find out the informations and purpose of the reading.

### **3. Strategy for Reading Comprehension**

Beale (2013) wrote ideas about speed reading strategies as “people who know how to skim and scan are flexible readers. They read according to their purpose and get information they need quickly without wasting time. They do not need everything which is increases their reading speed. Their skill lies in knowing what specific information to read and which method to read” (p. 1).

The strategies skimming and scanning are well-known and help students to improve their speed. Macleod (2013) wrote that skimming involves a through overview of a text and implies a reading competence. Scanning is more a limited activity, only retrieving information relevant to a purpose. Brown (1994) suggested that “perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning” (p. 283). Pugh

(1978) suggested that since scanning is a less complex style of reading it can be introduced first. .

Different literary methodologists agreed about steps which can be followed in skimming.

- 1) Read the title
- 2) Read the introduction or the first paragraph
- 3) Read the first sentence of every other paragraph
- 4) Read any headings and sub-headings
- 5) Notice any pictures, charts, or graphs
- 6) Notice any italicized or bold face word or phrases
- 7) Read the summary or last paragraph.

From the strategies above, it can concluded that strategies of reading comprehension is depending on the purpose of reading and also level learners. But, for each main activity the readers should be clearly understand what their purpose of reading for example when the readers wants to gain to spesific information, so the readers use may use scanning strategy.

### **B. The Nature of Speed Reading Strategies**

In reading comprehension practice there are many ways or tehniqe that commonly used by the English teacher to increase their students' competency on reading. A lot of writers defined reading as the getting of meaning which the writer means from his or her writing. Flesh (1955) defined reading as getting the meaning from a certain structure to letters. Goodman (1970), Nuttal (1982) and Jacobowitz (1988) agreed as it is an interaction operation. The present researchers agreed with Goodman's definition as reading is an

interaction operation that the reader forms expectations about the content he is reading as after that to choose the most practical signs that help to get the meaning.

in addition, according to Yamasita, reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to builds up knowledge of vocabouлары and structure, and to encourage a liking for reading.

### **1. Procedure of Speed Reading**

Because of its complexity, Speed reading offers is a simple skill tehniqe with time and practice can help the average college the readers to double reading speed. This method reduces skipback, fixation, and increase the fixation zone. In addition, it will help to reduce vocallization, or sounding out each words as the students read.

There are four basic conditions that should be recognized for anyone wishing to improve their reading rate. They include:

1. Checking for correctable eye defects.
2. Learning to avoid pronouncing words (aloud, whispering or "inward").
3. Learning to avoid re-reading (regression).
4. Developing a wider eye-span (reading more than one word with each eye fixation).

Another key element in speed-reading is learning to read several words, or units of meaning, at a glance while fully absorbing what is read and being able to automatically retain its essence for later recollection. Reading rates should not be applied equally for all reading material.

Therefore, one needs to learn how best to adjust reading rates to suit the reading material. As an example, reading a novel might be considerably faster than reading technical material. With experience, the readers soon learns when

it's okay to speed up and when it's best to slow down in order to grasp the material with full understanding and comprehension.

## **2. The Advantages of Speed Reading**

Speed reading technique is an innovation on learning of English. Inside this innovation has benefits for students in order to apply well, there are several advantages of speed reading technique are:

- a. Faster completing a reading so we are excited to read the other readings
- b. Make it easy for us to quickly controls the information.
- c. Can be applied in any literature such as books, newspaper, magazines, textbook, and others.
- d. It is appropriate to be applied to a person who a hurry or have a limited time.
- e. It can help a person to make judgments/ decisions, an example of which is related to a report of an activity
- f. It helps students to know the main idea of their handbooks.

## **C. Narrative Text**

### **1. The Nature of Narrative Text**

Narratives, from the latin word “*narre*” to make known, to convey information’, provide individuals with a tool for learning and teaching others about the world. Narrative is central to children’s learning. They use it as a tool to help them organise their ideas and explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and

authorial knowledge but is also an essential means for children to express their creatively and imaginatively.

Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types.

While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narratives to support planning for range and progression. Each unit of work in the primary framework (fiction, narrative, plays and script) provides suggestions for teaching writing of specific forms or features of narrative. For example : genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories which familiar settings, historical settings, imaginary world) and style (older literature, significant authors).

## **2. Common Types of Narrative**

It is too general if the people tell about narrative text. This kind of the text has many types to be explained. In this point the researcher will introduce some narrative types that commonly teach to students. Following are some types of narrative text means;

### **a. Traditional Tales**

Traditional or “folk” tales include myths, legends, fables and fairy tales. Often originating in the oral tradition, examples exist in the most cultures, providing a rich, culturally diverse resource for children’s reading and writing. Many of these stories served an original purpose of passing on traditional knowledge or sharing cultural beliefs. They tend to have themes that deal with life’s important issues and their narrative structures are often based on a quest, a journey or a series of trials and forfeits. Character usually

represent the archetypal opposites of good and evil, hero and villain, strong and weak or wise and foolish. The style traditional stories usually retains links with their origins in oral story telling: rich, evocative vocabulary, repetition and patterned language, and strong use of imagery. When written in a traditional style, they also use some archaic languages forms and vocabulary. Many regional stories include localised vocabulary and dialect forms. Different types of traditional tales tend to have some narrative features (purpose, character, language, style, structure) of their own.

The essential purpose of narrative is to tell story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions beliefs.

#### b. Myth

The usual purpose of a myth is to provide an explanation for the origins of phenomena (thunder, day and night, winter) by the telling story of how they came to be. Most cultures used myths, handed down orally from generation to generation from an anonymous source, to explain the world and its mysteries, so mythology from different regions usually reflects the wonders that people saw around them in their own environment. Myths often provide narrative clues that help to build a picture of the beliefs, lifestyles and ideology of the people who first told them. There are many similarities between the myth of different cultures (Why the Crow is Black: Aboriginal Australia, Sioux and Dakota, Filipino and Ancient Greek)

Myths are set in the past, usually a distant and non specific past, and are presented (unlike fables) as something that actually happened. There is



evidence that the content of some myth is based on real events and places that may have existed.

Myths explain why the world is the way it is and, for this reason, they reflect the basic principles of the religion or spirituality of the people. For example, Norse and Greek myths narrate what the gods did and how they interacted with human. The most famous Hindu myths, The Mahabharata and the Ramayana, are epic tales that contain the teachings of Hindu sages told as exciting stories about the lives of people and gods. The social and religious status of myths varies from culture to culture but for some they continue to be sacred texts.

Opposites occur frequently in myths as themes, including.

1. Good and Evil
2. Night and Day
3. Calm and Storms
4. Wise and Foolish
5. Old and Young
6. Beautiful and Ugly
7. Mean and Generous
8. Just and Unjust

Like other traditional stories, myths use quest, journey and trials as themes. The hero or heroine often has undergone some kind of test (The trial of Hercules) or set off on a long and difficult journey where dangers arise at each stage (The Odyssey).

Characters typical of traditional stories appear in myths (talking animal, rich, kings, foolish young men, clever villains) although the 'trickster' character is often a mischievous god (Loki, for example). The most notable character types in this sub-class are classic heroes and supernatural beings.

Characterisation is an interesting focus for composition when children write their own myths or retell versions because the character need to be awe-inspiring and larger-thanlife.

### c. Legend

The purpose of legend is to provide information about the way particular people lived, and what they believed. Legends also help us to reflect on our lives because they often deal with issues that are cross-cultural and relevant today. There are a great many similarities between myths and legends and some stories are categorised in both these subclasses of traditional tales. Although legend often include mythical beings and supernatural events, their narrative spine is more closely connected to the real world of human history. The events in legends tend to seem more likely and less fictionalised than those in myths. Legend are usually based on real characters and events, even though these have been richly embellished and exaggerated over time. This gives the narrative an exciting quality because all the events seem to be within to realm of possibility even when the plot has become so widely adapted or update that is completely fictional.

The plot of a legend usually focuses on an individual character, a cultural hero or a person respected and remembered (Jason, King Arthur, Robin Hood, William Tell, Roland) but there are also legends about places (Atlantis, Shangri La), object (the Holy Grail), the Philosopher's Stone) and legendary animals (the Yeti, Loch Ness Monster, Sasquatch, Chupacabra).

Structure is usually episodic, as in the phases of a journey over several years or the stages of a great battle. Like myths, legends, sometimes use a more literary style than fairy tales or fables for example.

1. Rich, evocative vocabulary
2. Memorable language use
3. Use of rhythm repetition techniques
4. Formulaic openings and endings
5. Imagery: simile, metaphor and symbolism

Legends employ many of the typical themes of traditional stories.

1. Good and evil
2. Friend and foe
3. Magic
4. The supernatural
5. Rich and poor/rags to riches/riches to rags
6. Wise and foolish
7. Strong and weak
8. Just and unjust
9. A quest or search
10. A journey

Legends, like myths, reveal information about the way people lived, what they believed, what was important to them, what they valued and what they were afraid of. They also convey meaning about the way we live our lives that make them relevant and interesting across cultures and time. This makes them worth repeating through generations and publishing as new versions or adaptations for twenty-first century readers. Brand new legends continue to be developed as part of contemporary literary and oral story-telling cultures.

d. Fable

A fable sets out to each the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early birds get the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folk tales. Although they use many of the typical themes, characters and settings of traditional stories, fables have a very specific purpose that strongly influences their content.

Plot is overtly fictitious as the point of story is its message, rather than an attempt to convince the reader of real setting or characters. There is a shared understanding between storyteller and audience that the events told did not actually happen. They are used as a means to an end, a narrative metaphor for the ethical truth being promoted. For this reason, fables do not carry any non-essential narrative baggage. There are usually few characters and often only two who are portrayed as simple stereotypes rather than multidimensional heroes or villains. Narrative structure is short (sometimes just a few sentences) and simple and there is limited use of description. Action and dialogue are used to move the story on because the all-important moral is not clearly evident in what the main characters do and say.

The main characters are often named in the title (the town mouse and country mouse, the north wind and the sun) and they are also frequently animals, another subtle way of signaling the fictional, 'fabulous' nature of the story and its serious purpose. Animal characters speak and behave like human beings, allowing the storyteller to make cautionary points about human behaviour without pointing the finger at the real people.

Many fables use the rich vocabulary, imagery and pattered language common in traditional tales but generally speaking, the shorter, the fables, the more simple its use of language. In these short texts, use of vocabulary is often pared down and concise.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location of Study**

This research will be conducted in MTs.S Babul ‘Ulum. The research choose this location because:

1. The similiar research had never been conducted yet in this school.
2. The researcher found this problem that the students still has weakness at comprehension reading text

#### **B. Population and Sample**

##### **a. Population**

According to Beat he states that: Population is any groups and individuals that have one or more characteristic that interested for the researcher. The population in this research is the second grade MTs.S Babul ‘Ulum. The total numbers of population are 172 students that divided into seven class.

##### **b. Sample**

Sample is one of part population, of course sample has characteristic that population owned. The researcher took sample of this study from the second grade students at MTs.S Babul ‘Ulum Medan. According to Sugiono,” there are four tehniques in take sample, which one was simple random sampling, simple random sampling is take from sample in a random tehniqe can use if population homogeneity

### **C. Research Design**

This research will be conducted in a Classroom Action Research (CAR), aimed to solve problems through direct application in the classroom and improving outcomes of teaching and learning. According to Arikunto (2010:130), CAR is scrutiny of the activities that are intentionally raised, and occurs in a classroom.

In conducting the research the researcher will work together with one of classroom teacher to solve the students' problem in teaching learning of speed reading technique

The design of CAR will be conducted in some cycles. A cycle process adapted from model by Kemmis and Mc. Taggart (cited in Arikunto, 2010:137). It consisted of four main steps, namely: planning, action, observation, and reflection. The cyclic process ended whenever the problems have been overcome

#### Reconnaissance (Preliminary Study)

1. Identifying the problems
2. Identifying the source of problem
3. Analyzing the problem
4. Formulating the problem

Preliminary study, cycle I and cycle II (Adapted from Kemmis and Mc. Taggart(1992))

The cycle process consist of four main steps namely:

1. Planning of the action, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered
2. Implementing of the action, in this step, we think and consider what action was done, how method will be applied, and waht material was provided.
3. Observing of the action is some activities that consist of gathering data to identify the result of action. Collecting can be considered from several factors: students' and teacher's interaction
4. Reflection is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enchance the succesful of teaching.

There are various kinds of classrrom action research models. The researcher would like to describe the model of Kemmis and Mc. Taggart (1992). In implementing this model, the following visualization is presented:



## **Cycle I**

### **a. Planning of the Action**

1. Design lesson plan
2. Prepare material to teach the reading speed
3. Prepare observation sheets for students
4. Prepare test sheets for students
5. Preparing criteria success.

### **b. Implementing of the Action**

1. The teachers teaches based on lesson plan
2. The students listen about the explanation of material
3. The teacher will use startegy in teaching reading
4. Provide the students with concept on a given topic enabling them to formulate individuals ideas
5. Share these idea

### **c. Observation**

1. Observe each other in reading performance
2. Assesing students use observation shhet

### **d. Reflection**

In reflection, the researcher will analyze the students reading performace with the purpose to measure wheter first cycle is success or not. If the first cycle is not success, so the second cycle will be established . the researcher will improve the implementation of the first cycle.

## **Cycle II**

### **a. Planning the Action**

1. Design lesson plan
2. Prepare material to teach the reading speed
3. Prepare observation sheets for students
4. Prepare test sheets for students
5. Preparing criteria success.

### **b. Implementing of the Action**

1. The teacher teaches based on lesson plan.
2. The students listen about the explanation of material speed reading
3. Students are grouped of 4 to discuss their thought. This step allows students to articulate their ideas and consider those of others.
4. Two member of each group move to other group, and two others members stay at their group. After that, they back to their home group and share the information gotten from other group.
5. Students group share their ideas in larger group, such as the whole class.

### **c. Observation**

1. Observe each group.
2. Assesing students reading performance.

#### **d. Reflection**

In reflection, the researcher will make reflection and analyze about the student reading performance, and make conclusion. If the second cycle reaches the criteria of success, the researcher will stop on the second cycle, if not, the researcher will continue to next cycle.

#### **D. Instrument for Collecting Data**

The instrument that will be used in collecting data are:

##### **a. Observation.**

The researcher will observe the students, teacher and classroom, and take note all things that related to research by using observation format.

##### **b. Test**

Test is included as part of the learning process. The success of a lesson can be seen from the test results. Test will be used in this research is speed reading technique because of the skill is reading. The method of testing is different with another. In this research, the students will be required to present read narrative text in front of a whole class.

#### **E. Technique for Analyzing Data**

The implementation of the first cycle of The students' activeness was 39% in cycle I, it means the first cycle is fail, and the researcher will be continued to second cycle with the same material to reach the activeness of learning by using the same formula.

There are two points that will be used in this research to measure the success of this classroom action research:

1. Individually

Every students should reach the Minimum Completeness Criteria (KKM) in reading skill (based on the school KKM)

2. Clasically

The class should be reach the Minimum Completeness Criteria (KKM) or more.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussions dealing with the data that had been collected during the research. The data were taken from the instruments, namely observation sheets, field-notes, questionnaires, and reading tests. As mentioned in the previous chapter that in this research, the researcher would answer the research question, that was: ““ Does the implementation of speed reading able to increase the students’ ability in reading comprehension especially in narrative text on Second Grade of MTs.S BABUL ‘ULUM ?”

#### **A. Research Findings**

In these findings, the researcher presents the result of research and the analysis of the data that were collected through pre-test and two times of treatments. Pre-test was conducted in preliminary study. Two times of treatments were the teaching and learning processes and the assessment were conducted as implementation done. The descriptions of the results are as follow:

##### **a. Preliminary Study**

Preliminary study was conducted at the beginning of the research. The purpose of this meeting was to find out the problems of reading instruction and the students’ ability in reading. This activity was conducted on Tuesday, 13 february .In this activity, the researcher observed the situation of the classroom before conducting the study. Researcher also shared with Mr. Drs. Waluyo, the

English teacher explained that the students of the still poor in readingability especially in speed reading especially narrative text, because the motivation of students to learn English was poor.

Next, the researcher also observed the process of teaching learning in the class. In the teaching learning process, the teacher taught 32students without learning. Besides, the researcher found some facts that happened in the classroom during in English lesson. In teaching learning process, the students were not active to ask to the teacher related to the material. They just kept silent and did the exercise from the teacher without understanding the point of the material. There were only half of the students were active and enthusiastic. A half of students needed more attention from the teacher in teaching and learning process.

The last researcher prepared the material of pre test. The researcher gave a pre-test that the students were asked to analyze narrative text about “The Legend of Lake Toba” The pre-test was followed by 32students as the participants of the study and they were given 30 minutes to do it.

The purpose of the pre test was to measure students’ reading competence before given an action. After giving the test, the researcher examined the answer sheet and found the results. The result of test can be seen in the following table :

No	Students’ Name	Score
1	HH	45

2	SN	46
3	KH	43
4	DK	44
5	JM	49
6	SA	50
7	HK	35
8	ZF	37
9	EL	64
10	NI	49
11	HT	43
12	HR	61
13	FH	42
14	EM	55
15	SF	53
16	NF	52
17	FZ	70
18	SA	69
19	DM	61
20	ES	64
21	KS	51

22	MY	59
23	FY	58
24	DM	52
25	SN	60
26	RL	55
27	HS	59
28	HF	68
29	PR	69
30	UZ	70
31	SI	72
32	NK	66
Total		1771
Average		55

Based on the result of pre-test that the students did, it can be concluded that the average score of pre-test was 55 points. The highest score was 72 and the lowest score was 35. Also, the researcher analyzed that among 32 students who joined the test, only 2 (6%) students could get score 70 or more and the 30 (94%) got score less than 70. It meant that the students' reading ability in the VIII grade was still poor. It was in line with the students' result, the teacher intended to improve the students' score that was 15 points from the average



score of pre-test. It was also explained in chapter III that the criteria of success of the implementation of graphic organizer strategy could be said successful if 85 % of students' reached standard minimum score that was 70.

#### **b. Implementation of Speed Reading**

This research was done by the researcher on Wednesday, 14 february to improve the students' ability in speed reading . This section covers the actions of research. It was conducted into phases in cycles and each cycle consisted of four steps, namely: planning, action, observation, and reflection.

#### **Cycle I**

The activity of cycle 1 was conducted on Wednesday, 14 february . Cycle 1 activity was in three meeting (6x40 minutes). In cycle 1, there are four steps that were carried out concerning the aims of this research. The steps were as follow:

##### **a. Planning**

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan and its instruments. The researcher also prepared the instrument of collecting data, such as observation sheets, field note in order to know students activeness in joining teaching learning process. Then, the reseacher conducted post-test to know the students' improvement in reading skill. It consisted of one topic. There were 32 students joining in the class.

In this occasion, the researcher determined the criteria of succes by considering the passing grade. The learning was succesfull if 85 % of students got at least score 70 (passing grade).

**b. Action**

In this step, the teacher conducted activities according to the schedule that was arranged in planning stage. As mentioned in the lesson plan, the use of speed reading strategy was conducted by the teacher in three phases of activities, namely: pre-reading, whilst-reading, and post-reading.

These phases of teaching reading were explained in three meetings. In the first meeting, the teacher gave material entitled “My House”. Then, the researcher asked the students to analyze a narrative text by using speed reading. The second meeting, the students were given a review of the first meeting and the thirdmeeting, the students were given readingtest to measure their reading competence. Here are the explanation of the activity during the first cycle.

**1. First Meeting**

First meeting was conducted on Monday, 19 February. In the teaching reading, the teacher was implemented in three phasesof activities, as below:

Pre-reading

Generally, in the opening session the teacher always greeted the students and checked the students’ attedance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to start the learning

process. After that the teacher gave some questions, such as; “Have you ever read?”, “What is it?” “What are their characteristics?” So, that is what we call as narrative text.” All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

□            Whilst-reading

This stage was the central of the teaching and learning activity. Teacher divided the students into six groups. Each groups consisted of five on six students. The students were divided based on the seats or line. It took a long time because students were to turn around their seats.

Next, the teacher explained all about narrative text including definition, features or language features and example narrative text. After explaining it, the teacher gave a contextual example of narrative text. Students must be given an example of the material around them. The material must be related with their environment.

In addition, the teacher introduced how the use of speed reading strategy in analyzing the generic structure of narrative text. The teacher asked the students to read two story. After read two graphics, the teacher asked the students to divide the second story The teacher explained what the meaning of each story.

Then, teacher distributed a simple narrative text entitled “My House”. And also the teacher asked the students to read and comprehend the text. While the students were reading and comprehending the text, the teacher went around moved from one to others. The teacher observed the students’ activeness and

helped them if they got problems. Furthermore, the teacher asked the students to analyze the text. And the last, the students had to write their analyzing.

Further, the teacher asked the groups to present their analyzing. It was conducted in order that the students could share each other about their understanding in analyzing the text. After that, other groups were to give some responds, suggestions, or criticisms about the group doing presentation.

#### Post-reading

The teacher stopped the reading instruction because of time was over. He did reflection by giving question and students answered orally in short time. It was done as the teacher wanted to measure how deep the students mastered the material. The last, Teacher and students conclude the material.

## **2. Second Meeting**

Second meeting was conducted on Wednesday, 21 February. In the teaching reading, the teacher was implemented in three phases of activities, as below:

#### Pre-reading

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; "Have you ever heard about narrative text?", "What is generic structure of narrative?" All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly

□            Whilst-reading

Teacher asked the students to join with their groups made in previous meeting. The group consisted of five on six students. It still took a long time because some of students forgot their groups. Teacher was to re-read their groups.

Then, the teacher explained more clearly all about narrative text including definition and example of narrative text. In this occasion, the teacher asked the students before continuing to the next steps. Before continuing to the next steps, teacher added their explanation.

In addition, the teacher distributed narrative text. The teacher asked the students to read and translate the text. While reading and translating the text, the teacher went around observing the students' activeness. After that, the teacher asked the students to analyze the generic structure of the text using graphic organizer strategy.

□            Post-reading

The teacher stopped the reading instruction because was over. He did reflection by giving question and students answered orally in short time. It was done because the teacher wanted to know how deep the students mastered the material. Then, Teacher and students conclude the material. And the last the teacher told there would be test in the next meeting to measure the students' capability.

### **3. Third Meeting**

Third meeting was carried out Thursday, 22 February, In this meeting, the researcher did an evaluation. He wanted to measure the students' reading ability after doing reading instruction by implementing speed reading The evaluation material was "Sangkuriang and Dayang Sumbi" The students were asked to analyze the generic structure of narrative texting individually. It was done in 60 minute.

#### **a. Observation**

In this research, the researcher was as a teacher. To complete the data of the observation, the researcher used the observation sheet, which to observe the students' action. The researcher was assisted by another teacher as his collaborator to observe the teacher's action. As a result of observation in cycle I, it is found the following findings as follows:

##### Teacher's action

Teacher taught the students based on the lesson plan and teacher. He focused on how to teach the students to read narrative text by using speed reading technique. He taught them by using speed reading to make students easier to read fast and analyze about generic structure of narrative. The teacher focused on elaborating the strategy and the text. The teacher asked the students to implement speed reading in reading narrative text and represent in their own groups. The teacher monitored all of the students' work in individually and in group.

□ The Students' Action

The results of observation on the students' actions were the processes taken during the teaching and learning process in every activities. It could be shown in the following students' observation.

The result of observation sheet in cycle 1 of first meeting.

No	Name of Group	Criteria				
		Active	On time	Asking	Answering	Giving opinion
1	Banana	2	-	2	1	1
2	Orange	1	-	2	2	1
3	Apple	1	-	1	1	1
4	Fruit Star	2	-	1	1	1
5	Grape	3	Yes	2	1	1
6	Pineapple	3	Yes	2	2	2
<b>Total</b>		12	2	10	8	7
<b>Percentage</b>		38%	33%	31%	25%	22%

The result of observation sheet in cycle 1 of second meeting.

No	Name of Group	Criteria				
		Active	On time	Asking	Answering	Giving opinion
1	Banana	2	Yes	2	1	2
2	Orange	1	-	2	2	2
3	Apple	1	Yes	3	1	1
4	Fruit Star	3	-	1	1	1
5	Grape	3	Yes	2	1	1
6	Pineapple	3	Yes	2	2	3
<b>Total</b>		13	4	12	8	10
<b>Percentage</b>		41%	67%	38%	25%	31%

Based on the data above it showed that there were improvements from the first meeting to the second meeting. The students' participation of the first meeting was 30% and the students' participation of the second meeting was 45 %.

These data showed that the average students' participation of the first and the second meeting was 37%. It was along with average of each criteria; active was 39%, on time was 49%, asking was 34%, answering was 26%, and giving opinion was 26%.



**b. Reflection**

Furthermore, after whole activity had finished, the researcher assessed the students reading result. The result of the reading test in cycle I was as follow :

No	Students' Code	Score	Qualification
1	HH	50	Not Achieved
2	SN	60	Not Achieved
3	KH	70	Achieved
4	DK	73	Achieved
5	JM	82	Achieved
6	SA	69	Not Achieved
7	HK	67	Not Achieved
8	ZF	75	Achieved
9	EL	70	Achieved
10	NI	47	Not Achieved
11	HT	45	Not Achieved
12	HR	80	Achieved
13	FH	79	Achieved
14	EM	71	Achieved
15	SF	69	Not Achieved

16	NF	60	Not Achieved
17	FZ	59	Not Achieved
18	SA	50	Not Achieved
19	DM	80	Achieved
20	ES	67	Not Achieved
21	KS	73	Achieved
22	MY	50	Not Achieved
23	FY	44	Not Achieved
24	DM	54	Not Achieved
25	SN	56	Not Achieved
26	RL	45	Not Achieved
27	HS	65	Not Achieved
28	HF	62	Not Achieved
29	PR	58	Not Achieved
30	UZ	51	Not Achieved
31	SI	65	Not Achieved
32	NK	66	Not Achieved
Total		2012	
Average		63	

(Data Source: Post-test I, Thursday, 22 February)

Based on the test result the average of students' score in first cycle was 63. It increased 8 points from pre-test. The highest score was 82 and the lowest score was 44. From the calculation above, it could be known that there were improvements before they were given treatment and after they were given treatment but it did not achieve the criteria of success. It can be calculated that 10 (31%) of the students passed and 22 (69%) failed in this first cycle. The learning was successful if 85 % of students reached standard minimum score. It meant that the first cycle was unsuccessful enough. In first cycle, also, the researcher analyzed the result of observation that some students still had some problems as the following:

- 1) Some students did not give contribution to their groups. They were still not active with the group.
- 2) Students did not understand well the instruction that had been by teacher. It was caused the teacher explained too fast
- 3) Students were still difficult to analyze the generic structure of descriptive text because they were lack on vocabularies and phrases.

Then, the researcher and collaborator decided that the researcher was to conduct the second cycle. It needed the next cycle to solve the problem above.

## **Cycle II**

The second cycle was done based on the result of the reflection from first cycle. The result of the observation show that the students' achievement was still below the criteria of succes. The average score was 63 points. Having

this result, the researcher re-planned the action and conducted the cycle 2. It was conducted three meetings.

**a. Planning**

Planning the cycle 2 was based on the recommendation and reflection in cycle 1. In the cycle1, the teacher concerned to analyze narrative text by guiding them into individual and team work. Then, the researcher also prepared the instruments of collecting data, such as observation sheets, field note in order to know students activeness in joining teaching and learning process. Then, the reseacher prepared post-test to know the students improvement in reading skill.

**b. Action**

In action stage, the teacher conducted three meeting of cycle 2, which was scheduled on Friday,23 February, Saturday, 24 February, and Monday ,26 February 2018. From the result of this research, the teacher concerned to drill the students' understanding in order to analyze narrative text, particularly in analyzing generic structure components. In the teaching and learning process, the students were given more practice of using speed reading. Here are the explanation of the activity during the second cycle:

**1. First Meeting**

First meeting was held on Friday,23 February. In the teaching reading, the teacher implemented three phases of activities, as below:

#### □ Pre-reading

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; "Have you ever read something?", "How to read this story?" So, that is what we call as narrative." All these questions were answered by the students. These questions were stated in English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

#### □ Whilst-reading

Teacher divided the students into six groups. The group consisted of five to six students. The students were divided based on result of cycle I. Two students' low competence gathered with three or four students' high competence.

Then, the teacher explained all about narrative text including definition, social function, generic structure, and example of narrative text. After the teacher explained it, the teacher gave the contextual example of narrative text.

Next, the teacher explained more clearly how the use speed reading in analyzing the generic structure of narrative text. The teacher also collaborated with the students who did not give contribution in their group. The teacher asked them to explain in their groups. Before continuing to the next topic, teacher asked the students about the explanation.

Furthermore, the teacher distributed a narrative text. Then, the teacher asked the students to write the difficult words or phrases. There were many difficulties words which the students wrote. Some of them were “obelisk”, “foil”, etcetera. Teacher and students translated them. The last, the teacher asked the students to analyze the narrative text. In this activity, the teacher also guided them. This activity was conducted in group.

□ Post-reading

The teacher stopped the reading instruction because of time limitation or the time was over. He did reflection by giving question and the students answered orally in short time. It was done because the teacher wanted to know how deep the students mastered the material. The last, Teacher and students concluded the material.

## **2. Second Meeting**

Second meeting was held on Saturday, 24 February 2018. In the teaching reading, the teacher was implemented in three phases of activities, as below:

□ Pre-reading

Generally, in the opening session the teacher always greeted the students and checked the students' attendance by calling the roll. Then, the teacher also did some conversation to make conducive circumstance to starting the learning process. After that the teacher gave some questions, such as; “Who can read this story?”, “Who can analyze and read this story? All these questions were answered by the students. These questions were stated in

English and translated into Indonesian. After that, the teacher explained the instructional objectives clearly.

#### □ Whilst-reading

Teacher divided the students into six groups. The group consisted of five to six students. The students were divided based on students' competence gender heterogeneously. The students' low competence gathered with students' low competence.

Then, the teacher explained more clearly all about narrative text including definition and example of narrative text. After explaining it, the teacher gave a contextual example of narrative text.

In addition, the teacher explained more clearly and fast how the of speed reading in analyzing the generic structure of narrative text. The teacher also collaborated with the chiefs of group. The teacher asked the chief of group to explain in their groups. Before continuing to the next topic, teacher asked the students about the explanation.

Further, the teacher distributed a narrative text. Then, the teacher asked the students to write the difficult words or phrases. Teacher and students translated them; moreover, the teacher asked the students to analyze the text.. This activity was conducted in group.

#### □ Post-reading

The teacher stopped the reading instruction because of the time limitation or the time was over. He did reflection by giving question and the students answered orally in short time. It was done because the teacher wanted to know how deep the students mastered the material. Then, the teacher and

students conclude the material. The last, the teacher told that for the next meeting would be conducted a post-test because students could understand the material.

### **3. Third Meeting**

Third meeting was carried out on Monday, 26 February. In this meeting, the researcher did an evaluation. He wanted to measure the students' reading ability after doing reading.

The evaluation material was entitled "Sangkuriang and Dayang Sumbi". It was done in 70 minutes. Then, the students were asked to analyze the generic structure of the narrative text in individual. After doing the post-test, the students were given 10 minutes to answer the questionnaires.

#### **a. Observation**

As what the teacher did in the previous cycle, the teacher also divided the discussion into two; the teacher's presentation or performance in teaching reading and students' responses.

Therefore, all the findings on the teaching and learning process were recorded based on the results of observation that was carried by a teacher as collaborator of this research.

#### Teacher's Action

Teacher taught the students based on the lesson plan and teacher implemented speed reading. He focused on how to teach the students to read narrative text. He taught them to make students easier to read and analyze about generic structure of narrative text. The teacher focused on



elaborating the strategy and the text. The teacher asked the students to implement reading narrative text and represent in their own groups. The teacher monitored all of the students' work in individually and in group.

□ **The Students' Responses**

˘ The results of observation on the students' responses were the processes taken during the teaching and learning process in every activities. It could be shown in the following students' observation.

The result of observation sheet in cycle 1 of first meeting.

No	Name of Group	Criteria				
		Active	On time	Asking	Answering	Giving opinion
1	Banana	4	Yes	3	3	3
2	Orange	6	Yes	5	4	3
3	Apple	6	Yes	5	5	6
4	Fruit Star	5	Yes	5	5	5
5	Grape	3	Yes	2	1	1
6	Pineapple	5	Yes	5	6	5
<b>Total</b>		29	6	25	24	23
<b>Percentage</b>		90%	100%	78%	75%	72%

The result of observation sheet in cycle 1 of second meeting.

No	Name of Group	Criteria				
		Active	On time	Asking	Answering	Giving opinion
1	Banana	5	Yes	4	4	5
2	Orange	6	Yes	5	4	3
3	Apple	6	Yes	5	5	5
4	Fruit Star	5	Yes	5	5	5
5	Grape	4	Yes	3	4	4
6	Pineapple	5	Yes	5	5	5
<b>Total</b>		31	6	27	27	27
<b>Percentage</b>		97%	100%	84%	84%	84%

Based on the data above, it showed that there were improvements from the first meeting to the second meeting. The students' participation of the first meeting was 84% and the students' participation of the second meeting was 90 %.

These data showed that the average students' participation of the first and the second meeting was 87%. It was along with average of each criteria; active was 93%, on time was 100%, asking was 84%, answering was 79%, and giving opinion was 78%.

**b. Reflection**

After the researcher had finished the whole activity, the researcher assessed students' reading result as in cycle II. From the result, the teacher could calculate the mean of the score students' reading result. The result of the evaluation test in cycle II is as follow:

The Result of Reading Post Test in Cycle II

No	Students' Code	Score	Qualification
1	HH	50	Not Achieved
2	SN	94	Achieved
3	KH	94	Achieved
4	DK	94	Achieved
5	JM	88	Achieved
6	SA	75	Achieved
7	HK	94	Achieved
8	ZF	94	Achieved
9	EL	94	Achieved
10	NI	75	Achieved
11	HT	88	Achieved
12	HR	94	Achieved
13	FH	88	Achieved

14	EM	94	Achieved
15	SF	88	Achieved
16	NF	75	Achieved
17	FZ	44	Not Achieved
18	SA	88	Achieved
19	DM	94	Achieved
20	ES	88	Achieved
21	KS	88	Achieved
22	MY	88	Achieved
23	FY	89	Achieved
24	DM	75	Achieved
25	SN	70	Achieved
26	RL	80	Achieved
27	HS	81	Achieved
28	HF	72	Achieved
29	PR	76	Achieved
30	UZ	74	Achieved
31	SI	75	Achieved
32	NK	70	Achieved
Total		2631	

Average	83	
---------	----	--

Based on the result above, it could be concluded that there were 94% of the students who passed and 6% failed in this third cycle. It increased 63% from the first cycle. The criteria of succes had been determined 85%. It meant that the second cyle was succesful.

### **B. The Result of Students' Questionnaires**

This section is to discuss about the result of the students' questionnaires in order to know about the students' participation. These questionnaires were given two times. It was in preliminary study and after doing reflection of cycle II. The teacher distributed the questionnaire to 32 students who joined the class at that day. The questionnaires consisted of 5 questions in which each student was free to answer the questions and giving their reasons. It was arranged in *yes/no question*. It was arranged like it because it was easier and more simple to answer. As the result of analyzing the questionnaires are elaborated as follow:

#### 1) Questionnaires of Preliminary Study

In this section, the teacher distributed questionnaires to the students. These questionnaires consisted of five questions. It arranged in *yes/no question*. Students were free to answer and give the reasons. The result of these questionnaires are elaborated as follow:

For the question "Do you enjoy studying English?" There were only 5 (15%) students stated that they enjoyed studying English and 28 (87%)

students stated that they did not enjoy. Their reasons why they did not enjoy English because the teacher explained ungainly.

Next, for the second question “Are you active in teaching and learning English?” In answering this question, 12(38%) said that they were active in teaching and learning English but there were 20 (62%) students were not active.

From the students’ answers about the question “Do you always read your English material at home?” There were only 7 (22%) students answered that they read their English material at home. While 25(78%) said that they did not read it.

Next, the responses to the question “Do you like your teacher’s way of teaching English?” There were only 5 (16%) students who liked their teacher’ way of teaching English but 27(84%) students said that they disliked it.

The last question, “Do you often make a note in teaching and learning English?” There were only 12 (38%) students said they made a note but 20 (62%) students did not make it.

Finally, many students whole not interested in studying English. The students also felt bored in teaching and learning English. Having these result, the students needed a significant strategy to improve their interest to study English.

2) Questionnaires of Teaching and learning process using speed reading

In this occasion, the teacher distributed questionnaires to the students. These questionnaires consisted of five questions. It arranged in *yes/no*

*question.* Students were free to answer and give the reasons. The result of these questionnaires are elaborated as follow:

For the question “Do you enjoy studying English?” In answering this question, 30(94%) answered that they enjoyed English. While 2 (6) said that they still did not enjoy it.

Next, for the second question “Are you active in teaching and learning English?” In answering this question, 30 (94%) students said that were active and 2(6%) students stated they were not active.

Next, the responses to the question “Do you always read your English material at home?” 29(91%) said that they always read their English material at home and 3 student (9%) responded that they seldom did it.

From the students’ answers about the question “Do you like your teacher’s way of teaching English?” There were 30(94%) answered that they liked their teacher’s way of teaching English and 2(6%) students answered that they disliked it.

The last question, “Do you often make a note in teaching and learning?” 28 (87%) students said that they often made a note and 4 (13%) students stated that they did not made it.

Finally, many students liked toward implementing of speed reading in the reading narrative text instructional. Almost of the students were interested to implement of speed reading tehniqe to increase narrative text of the students reading skill in the teaching and learning of reading narrative text. It also could increase the students’ interest and reading narrative text ability in MTs.S Babul ‘

### **a. Discussion**

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher intended to concern the implementation speed reading to improve students' skill in reading narrative text. In this research, the researcher used classroom action research. Its purpose was to know whether there was implement of students' skill in reading narrative text or not after being taught using speed reading especially in narrative.

In the meantime, the researcher presented the result of research and the analysis of the data were collected through pre-test and two times of treatments. Pre-test was conducted in preliminary study. Two times of treatments were the teaching and learning processes and the assessment tests were conducted as implementation done. In the teaching and learning processes, the teacher was conducted in three phases namely: pre-reading, whilst-reading, and post –reading. Here is the descriptions of the result as following:

### **b. The Analysis of Preliminary Study**

In this activity, the teacher gave a piece of paper and the students were asked to analyze generic structure of narrative text. Based on the observation in this activity, most of the students had difficulties in analyzing generic structure of narrative text. It could be seen from their reading result. After implementing the pre-test, the researcher assessed the result of the students' reading. From the result.



From the result of the table above, there were 3 (10%) students got good mark, 19 (60%) students got fair mark. The average of students' score of preliminary test was 55 points. It was in line with the students' result, the teacher intended to improvement the students' score that was 15 points from the average score of pre-test. It also explained in the criteria of succes of the implementation speed reading can be said succesful if 85 % of students' reached standard minimum score that was 70. Therefore, The researcher was aware that most the students in the A seventh grade still had difficulties to analyze a narrative text. Most of them could not analyze generic structure well. Therefore, the students had low motivation in learning reading.

### **1. The Analysis of Cycle I**

The first cycle was teaching and learning process and the assessment. In the teaching learning process of this cycle, teach students reading narrative text with phases technique. Then, the researcher gave the test for first cycle. After whole activities had finished, the researcher assessed the students' reading result. From the result, researcher calculated the mean of the score students'. From the result of the first cycle, there were 7 (22%) students got good mark, 18 (56%) students got fair mark. The average of students' score of post-test in first cycle was 63 points. It increased 8 points from the pre-test. and it could be concluded that first cycle was unsuccessful enough. In first cycle, the researcher analyzed that some students still had difficult to analyze generic structure of narrative text, particularly in generic structure components. Based on the problem above, the teacher conducted cycle 2 in

order to improve the students narrative text. The researcher decided to conduct the next cycle and give better explanation.

## **2. The Analysis of Cycle II**

In this cycle, the teacher reviewed the previous lesson and gave teaching reading narrativetext. In this cycle, students could improve their ability in analyzing. Based on the observation, the majority of the students joined the class fervently. All activities in the cycle II could run well. It can be seen from their responses. While the teacher was presenting the lesson, majority of the students were paying attention to the teacher. Same as the previous meeting, the researcher gave the test. The theme of reading test in this cycle was analyzing “Sangkuriang and Dayang Sumbi” text . From the result of students’ test.

From the result of the second cycle, there were 10 (31%) students got good mark, 1(3%) students got fair mark. The average of students’ score of post-test in second cycle was 83 points. It increased 20 points from the first cycle. and it could be concluded that first cycle was successful enough, it showed that there were improvements from cycle I to cycle II. The result of this cycle was also considered as implementation. It was better than the previous one. The average of students’ test result of this cycle was 83 with the highest score was 94 and the lowest score was 44. The researcher concluded that the problems have been using narrative text and the teaching and learning process was effective to improve their reading skill. Thus, by this result, the researcher found that the criteria of succes 85% was passed.

### 3. The Analysis of the Whole Meeting

Based on concluded that in the preliminary study, all of the students have been doing the test, and the average result was 55. In this activity, almost of the students were not ready to read and analyze. There were only 2 (6%) students could achieve score 70 or more and the 30 (94%) could get under score 70.

In the cycle I, there were improvements from preliminary study. The average result was 63. There were 10 (31%) students who achieved score 70 and 22 (69%) students who did not achieve score 70.

In the cycle II, the average of students score result was 83. It meant that there were improvements from cycle I. It show that there were significant improvements in students' achievement. There were 30 (94%) students who achieved score 70 and 2 (6%) students who achieved under score 70. Furthermore, the using of speed reading as a learning aid was helpful in the process of teaching and learning reading narrative text.

Based on above, it was concluded that there was some significant improvements of students' participation from cycle I and cycle II. The students' activeness was 39% in cycle I and 93% in cycle II. It meant that it increased 54%. The students' timing was 49% of cycle I and 100% of cycle II. It improved 51%. In addition, students' participation in asking was 34% of cycle I and 84 of cycle II. It increased 50%. In answering some questions, students' participation was 26% of cycle I and 79 of cycle II. It increased 53%. The last, students' participation of giving opinion was 26% of cycle I and 78 of cycle II. It improved 52%. Finally, learning speed reading

was helpful and interacting the students in the process of teaching and learning reading narrative text.

Based on above, it was concluded that there was some significant improvements of students' interest from before and after treatment. There were 5 (15%) students said enjoyed studying English. While there were 30 (94%) students who stated that enjoyed studying English after being given treatment. 12 (38%) students said that they were active in teaching and learning English and 30 (94%) students were active after being given treatment. Then, there were 7 (22%) students who always read the English material at home but it increased becoming 29 (91%) students who stated that they always read their English material after being given treatment. Next, 5 (16) students who said that they liked how their teacher taught them. While it increased 30 (94%) students who stated that they liked their teacher's way of teaching after being given treatment. The last, there were 12 (38%) students stated that they often made a note in teaching and learning English and it increased 28 (87%) students often made a note in teaching and learning English after being given treatment. Finally, the use of learning speed reading was helpful and interacting the students' interest in the process of teaching and learning reading narrative text.

In relation to the results of this research, The researcher found that there was significant difference between the students' ability, students' participation, and students' interest who were taught those taught before using speed reading. Those who were taught using speed reading was better..

It meant that speed reading could help the students in improving in their skill in reading narrative text. It could also help the teacher to improve the students' participation and interest in reading narrative text. Teaching reading using speed reading could stimulate the students in improving their reading narrative text. So, the students' achievement who were taught reading narrative text .

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter discusses about conclusion and suggestion on the basis of the research finding and discussion presented in the previous chapter.

#### **A. Conclusion**

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the study in the on Second Grade of MTs,S Babul Ulum', the implementation of speed reading increase narrative text. There are the conclusions of this study:

##### **a. Theoretical Conclusion**

The use of speed reading to improve students' skill in narrative text was an alternative way. The use of speed reading very useful in teaching and learning English. The speed reading was easy to use because it did not require any equipment. Moreover, speed reading was the strategy that could make students more interested in the material of reading narrative text. By using speed reading, teacher could stimulate the students to analyze the generic structure of narrative text. Speed reading was an excellent learning, the students only developed their understanding and analyzed the generic structure of narrative text. Speed reading was interesting and could motivate students to learn English reading easily.

##### **b. Empirical Conclusion**

Based on the result of the research that had been done in two cycles (cycle I and Cycle II), it could be gotten the conclusions that there was an improvement. The students' skill in narrative text improved after being taught by using speed

reading. The implementation of speed reading as a learning aid to improve students' ability in reading narrative text was very effective. It was supported by the significance result of students score in the pre-cycle (55), Cycle I (63) , and Cycle II (83). The using of speed reading in teaching and learning English was interesting for the students; it could be seen in the result of observation and the result of the test. The researcher speed reading as learning because it could motivate students to learn English reading more fun and easily. However, there were some problems in using speed reading to improve students' reading skill, for example some of students still confused in instruction because some of them never analyzed the generic structure of narrative text in speed reading. So the English teachers had to give some explanation about speed reading.

## **B. Suggestion**

From the conclusion above, there are some suggestions that are proposed by the writer:

### **1. The Teacher**

The teacher can make the teaching and learning process interesting by speed reading in order to make the students easy to understand in learning English.

The teacher could evaluate students, how deep they understand the material in each meeting.

## **2. The Students**

The researcher hopes that the students can find a way to improve their ability especially in narrative text by various ways for example by using speed reading.

## **3. The Further Researcher**

The further researcher can use the result of this study as reference to other researches with different skills or subject.



## REFERENCES

- Ahmadi, Abu and Prasetya, Joko Tri. 2005. *Strategy Belajar Mengajar*. Bandung: Pustaka Setia
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi 2010*. Jakarta: Rineka Cipta
- Arikunto, Suharsimi, Suhardjono & Supardi. 2010. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Azar, Betty Schramper. 1993. *Fundamental of English Grammar, Edisi Dwibahasa*. Jakarta: Binarupa Aksara
- Lie, Anita. 2010. *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: Grasindo
- Murphy, Raymond. 1985. *English Grammar In Use: a self-study reference and practice book for intermediate students with answer*. Great Britain at the Bath Press, Avon: Cambridge University Press 1985
- Simanjuntak, Herpinus. 2003. *Bahasa Inggris Sistem 52 M Edisi Revisi Cetakan ke-10*. Jakarta: Kesaint Blanc
- Tarigan, Henry Guntur. 2012. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa Bandung
- [http : // furahasekai. wordpress.com /2011/09/07/ pembelajaran baca cepat/](http://furahasekai.wordpress.com/2011/09/07/pembelajaran-baca-cepat/) accessed on friday, august 25, 2017 at 11:11 AM
- [http : // en.wikipedia.org/ wiki/ English\\_ language](http://en.wikipedia.org/wiki/English_language) accessed on friday, august 25, 2017 at 12:00 PM
- [http : // educatinalwithptk. wordpress. com /2012/06/05/ panduan- proposal- dan- laporan- ptk/](http://educatinalwithptk.wordpress.com/2012/06/05/panduan-proposal-dan-laporan-ptk/) accessed on friday, august 25, 2017 at 12:30 PM