PROCEEDINGS

International Conference on
Teaching English as a Foreign Language

The 8th COTEFL International Conference
Faculty of Teacher's Training and Education UMSU 04-05 Agustus 2016

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"Action Research and Reflective Practive as Tools for Exploring Different Pedagogical Practices in Language and Literature Education."

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P R E F A C E

Bismillahirrahmanirrahim,
Assalamu'alaikum, Wr. Wb

First of all, I would like to thank to Al-Mighty God, Allah SWT, for His blessings to allow us to have The 8th International Conference on Teaching English as a Foreign Language (8th CoTEFL) at University of Muhammadiyah Sumatera Utara - Medan held on 04th - 05th August, 2016 by the English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Please be informed that this conference is a continuation of CoTEFL previously organized by the Faculty of Literature, Universitas Muhammadiyah Purwokerto located in Central Java-Indonesia. The previous conferences were well-received. We hope that this incoming conference will also be well-attended, because this conference is geared for English teachers, English practitioners, and faculty members who are concerned about innovation in English language and literature education.

The conference aims at creating a forum for further discussion on English Education. The scope of the paper promoted on Action Research on Reflective Practice as Tools for Exploring Different Pedagogical Practices in Language and Literature Education. I am sure that new ideas and findings will be debated, discussed, and shared among presenters and participants with the intention of enhancing the English language pedagogy in language and literature education. Besides, the conference is also aiming at creating a forum for further discussion on the scope of innovation in English Language Teaching, Innovation in Methodology, Innovation in Literature Education, Evidence based ELT, Theory Informed ELT and Crafting and Research Grounded Innovation in ELT.

I wish to thank the Rector, the University of Muhammadiyah Sumatera Utara: Dr. Agussani, M.AP and the Vice Rectors for supporting us to have this conference. I wish to thank and congratulate the committee who has worked to prepare this activity. I wish also to thank the presenters; Prof. Dr. Philip Towndrow P. Alexander, Prof. Muhammad Kamarul Kabilan, Ph.D, Handoyo Puji Widodo, Ph.D, Jo-AA Shek, Ph.D and Dr. Nur Arifah Drajati, M.Pd as you are the chosen. At last, I wish to thank all the participants for spending your previous time at this conference and making this conference a reality. Thank you. Happy conferencing!!!

Wassalamu'alaikum Wr.Wb

Warm Regards,
Hj. Dewi Kesuma Nasution, SS., M.Hum
Chairperson

FOREWORD BY DEAN
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

Assalamu'alaikum Wr.Wb.

I would like to extend a warm welcome to all presenters and participants of the 8th International Conference on Teaching English as a Foreign Language (8th CoTEFL) and sincerely congratulate the committee for making this conference happen.

The theme of the conference highlights the need for **Action Research on Reflective Practice as Tools for Exploring Different Pedagogical Practices in Language and Literature Education.** Throughout the 8th CoTEFL, the faculty hopes to explore opportunities to identify such innovation. I am certain that this conference will provide fruitful ideas to all presenters and participants.

I wish to thank the conference presenters for enriching us with their presentations, and the conference participants for being here to share their ideas, findings and experiences with us. My appreciation also goes to the Rector of UMSU, Dr. Agussani M.AP., TheVice Rectors, the chairwoman of the 8th CoTEFL Hj. Dewi Kesuma Nasution, SS., M.Hum, and the committee for their support and contribution to this conference. For all inconveniences, may we be forgiven. Thank you.

Best Regards,
Elfrianto, M.Pd
Dean of Faculty of Teacher Training and Education

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IMPLEMENTATION OF SPEED READING TECHNIQUE TO IMPROVE CAPABILITY OF FINDING THE MAIN IDEA

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ABSTRACT

In the world of education, activities and tasks for university of students categorized an adult. Speed Reading Technique is a way of reading with emphasis on speed to manage rapid process of receiving information by not leaving the understanding of aspects of reading. The purpose of this study improved the ability of reading by using sprites to find the main idea of Reading material on the first semester of English language courses. Class Action Research method conducted on I and II cycles and the data collected using descriptive qualitative research. From the results of study conducted on student' improvement to capable to find the main idea in reading quickly by using Speed Reading Technique.

Keywords: *Speed, reading, Main idea, technique*

A. Introduction

Indonesia is a developing country, an Industrial Countries has advanced there UNISCO study (2005) that some of the students in Industrial Countrieshad an average reading for eight hours per day, while in Indonesia only two hours per day.An innovations of learning is learning which is using new ideas or techniques / methods to do on the steps of learning, so as to obtain the desired progress of learning outcomes. Changes to the learning paradigm originated from the reflection of the existence of the old paradigm is changing toward a new paradigm that is expected able to solve the problem. Innovative learning based on constructivist paradigm, this is the learning of the curriculum KKNI (Indonesian National Qualifications Framework).

Students' activities and tasks are considered adult. Henry Guntur Tarigan's book (1986) Reading is a language skill, that described a learning success will be determined by their ability and interest in reading. Even after a student has completed his education, the ability to read it will greatly affect the breadth of views on various issues. They are assumed to be able to read English text with the understanding reached 80% and an average speed of 250-300 wpm (words per minute). Indicators of understanding reached 80% and the speed of 250-300 words per minute is reading material with category until relatively difficult for example to get the details, look for relationships and evaluate.

The subject of ―Reading for general purpose‖ has been instructing in language aspects: reading a passage, revise, develop vocabulary, develop grammar, finding the main idea of reading, editing, and using a language learning program with the help of computers. This research has seen students reading skills, and create a book for students. They can find out the knowledge and experience of reading on the subject Reading.

B. SPEED READING TECHNIQUE

Speed reading means a 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. Before using Speed Reading Technique, to apply the speed and efficiency of reading can be cultivated with the exercises quick read as follows:

1. Seeing with brain

According to Soedarso (2005), reading activities carried out jointly with the eyes and brain. Eyes works like a camera, is photographed. As a result, negative film. Further, the process is done in the brain, the result is a positive image. Eyes see and the brain interprets that moment so that "what you see, is what you can".Brain absorb what eyes be also found. Therefore, seeing is understood. The main element of reading is the brain, only tool that delivers images to the brain and the brain provides the interpretation of what is intended by the eyes. Then, during the life we can save millions of memories in our brain.

2. Accelerates the eyes movement

The process of reading, often a person to do that by capturing word per word. The speed of eyes movement is indispensable in the type or read this way. The faster your eyes movement, the speed reading will increase as well.

3. Widening the eyes

According to Soedarso (2005), when the eyes stops reading, the reach of our eyes can catch a variety of words at once. Words within reach of the eyes can be recognized even if the reader is not focusing on every word of it. When read a line consisting of 12 words, you stopped 3-4 times, 2-5 words reach your eyes. Reach the eyes is not exactly / diagonal, sometimes on a word or letter, and reach out to the left margin and right margin, and sometimes between the two words. Reach the eyes more to the right than to the margin left margin. Thus, the practice of widening the eyes is very important to train your eye movement speed in reading. Train the eyes range sideways (horizontal) and catch down (vertically). In Speed reading technique is done by reading the passage, while the formula by calculating the time in reading the passage specified, is as follows;

$$\text{Reading time} = \text{minute} + (\text{Second}: 60)$$
$$= \text{................. minute}$$

The watch on stopwatch begin counting when reading the passage then that will be calculated are minutes and seconds. Calculation of the time in words per minute to determine the reading speed reading, is as follows;

$$\text{Speed Reading} = \text{word} : \text{minute}$$
$$= \text{................. wpm (word per minute)}$$

C. STEPS OF SPEED READING TECHNIQUE

Speed Reading Technique needs to be understood in a few quick steps to read as follows:

The first step is the preparation of this preparatory stage begins with reading the title. This passage's title will try to interpret in accordance with the association and imagination and experience that we have experienced. We can interpret the passage's content of the title will be read. Connect on experience / insight by reading the title will be read. Subsequently need bold / italics font.Furthermore, there needs to be bold / italics font. The printed letters symbolize different words / phrases in the content of reading is important. The next step is to read the beginning and end paragraphs. At the beginning paragraph will introduce the reader to the content of passage, while the end paragraph usually the main idea of the content of passage. Through the beginning and end paragraphs can help to interpret the overall content of passage. Then read the summary of passage.

The second step is the implementation, if we carry out the preparatory stage before, we can already imagine the general overview of the content passage in a book that will be read. Then we can begin to read faster by using two techniques,

for example; scanning and skimming. Here we can look for a few key words contained in the sentence, then connected through our association and imagination. So it can quickly take on the essence of the content of reading without having to read overall the content of passage.

The third step, do read as quickly as possible. Look at the keywords in an instant, and immediately slid to the right, find the same word. Do not linger. Having found directly streak. If you have arrived at the right words and it turns out you do not manage to find do not be nervous, just move to the next line. Remember: do not go back to back. Move your eyes as soon as possible. If it turns out you were wrong, do not try to fix the strike, continued to move to the next line. Your target is 550 words within 60 minutes.

D. ADVANTAGES OF READING TECHNIQUE

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, newspapers, magazines, textbooks 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.

E. READING TO FIND OUT THE MAIN IDEA OF PASSAGE

The main idea is the most important idea of a paragraph. A main idea is often stated in the first sentence of a paragraph. Points of main sentence / topic sentence is usually traceable to the parts of the passage:

a) The main idea at the beginning of paragraph (the lead).

Refer to the main sentence, there is the main idea of a passage at the beginning of the paragraph. The conclusion then new explanation.

b) The main idea at the end of paragraph (closing sentence).

If it does not find the main idea in the first sentence, then read the last sentence. Conclusions contained in the last paragraph.

c) The main idea contained in the first sentence and the last sentence.

If still not found, then look at the joint between the first sentence and the last sentence.

d) The main idea of paragraph contained each paragraph.

If the above procedure is not found, then you can look for the main idea by itself. In a way; reading should be made at the conclusion of the passage.

F. IMPLEMENTATION OF SPEED READING TECHNIQUE TO IMPROVE CAPABILITY TO FIND OUT THE MAIN IDEA OF THE PASSAGE

In the pre-action activities has been class is a class I A afternoon in faculty of education and teacher training (FKIP) at Muhammadiyah University of North Sumatera as the sample for the data collection, used purposive sampling technique in qualitative research. The research has been done on first cycle to second cycle by using Class Action Research (CAR), it contained planning, action, observing and reflecting. Students of the first semester has been tested with a speed reading technique to find out the main idea of passage titled "Internet" on page 44 in the student handbook, entitled "Reading for General Purpose". This course is a course in the curriculum KKNI (Indonesian National Qualifications Framework) which has been renewed.

In collecting the data that has been collected is the result of a systematic data analysis techniques to ease the researcher in obtaining conclusions. According to Miles and Huberman (2007) analysis of data consists of three flow of activities that occur together; data collection, data reduction, data presentation, conclusion and verification.

Data instrument is a form of the passage has been tested to students by using Sprite (Speed reading technique), this is done in the classroom. Speed reading is done by reading using a stopwatch. The stopwatch is activated when the measurement time and the reading starts at the end of the measurement can be stopped (turned off). When stopped, the needle stopwatch show time interval in \accordance with the stopwatch is turned on and not go back to zero. Thus, the old measurements can be read easily. When re-measurement is done, then simply pressing a button to return the needle to the zero position.

Description of the discussion in the first cycle, students have been enthusiastic and motivated participating in learning activities. Despite of these activities there are some students who are less active, but there are some people who are not active in the learning activities. Whereas in the first cycle of all students 44 people on the line chart reached the speed of 100-149 words per minute on reading is higher. It can be observed that in the first cycle, lecturer implemented

learning in the classroom is still not done optimally. It is seen still many activities that have not been implemented by the lecturer, so the dominance of the category of non-performance in the classroom is very less. So we can say that reading quickly by using speed reading technique has decreased and less active role in student learning.

In the discussion at the second cycle, students are more enthusiastic to participate in learning characterized by readiness of students in the upper division courses, have noticed an explanation by lecturer, read the passage correctly, reading comprehension, finding the main idea, and to conclude the passage, more students' active than less inactive. In addition, most students are able to understand the speed reading technique they have learned and have been reflected by collaborating more than one language skills at once.

Based on measures of speed reading technique has been applied to an increase in learning to read quickly, it can be seen that the student attends actively in learning. The lecturer did not need to stand in front of the class for presenting the material. When she was a facilitator, she has been around the classroom to observe and record students' activities. Thus, the attitude of the students in the classroom during the learning process through an approach the speed reading technique was able to change the way students learn, can improve students' learning activities and foster self-confidence in a quick reading activities. In this picture below, hand movements have followed the reader while reading a passage, read the title carefully, reading the content of passage with as quickly as possible. Students can carry out the exercises better.

When compared from previous study. The test results on the second cycle to be an improvement from the first cycle, assessment tests carried out in the manner and the same order with the assessment exercise test on the first cycle. Results of the line chart can be analyzed that the number of students 44 of the first cycle of the number of words read under 150 said it happened increase in the second cycle to 450 words. In general, the test results an increase in speed reading.

G. CONCLUSIONS

The beginning of learning has taken place student conditioned well, when the lecturer began to explain the learning objectives to be achieved in learning to read faster with the speed reading technique, the students became interested in new methods such as methods of speed reading technique, students are quite active during the learning takes place. However, students have been overburdened on reading the passage of 550 words by using a stopwatch in pursuit of a predetermined time.

There was an increase from the first cycle to the second cycle in the use of speed reading technique. This is a breakthrough innovation that is effective and efficient to improve the ability to read quickly to find out the main idea of passage, because the majority of students more interested and given a positive response during the learning takes place. The use of speed reading does not require a largefee and make it easier for students to do a quick read to find out the main idea of passage.

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