

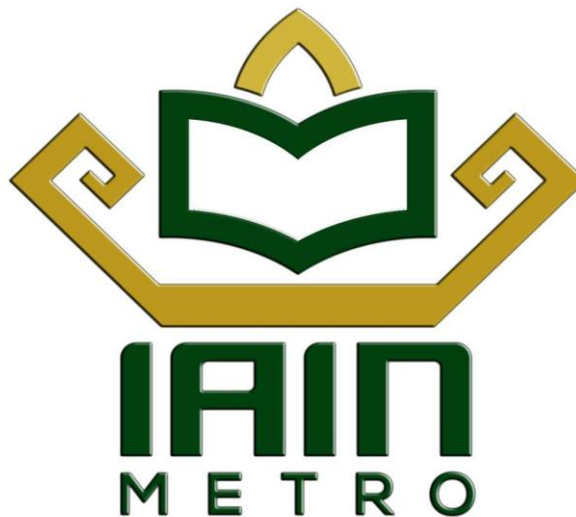
AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH SPEED READING TECHNIQUE
AMONG THE TENTH GRADE AT SMA MA'ARIF 1
SEPUTIH BANYAK CENTRAL LAMPUNG**

Written by:

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Student Id. 13106837



**Tarbiyah and Teacher Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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SEPUTIH BANYAK CENTRAL LAMPUNG**

Presented as a partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By :

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**Sponsor : Drs. Kuryani, M.Pd
Co-Sponsor : Ahmad Subhan Roza, M.Pd.**

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ABSTRACT

**By:
Dekky Kurniawan**

The main purpose of this classroom action research is to find out whether the use of speed reading technique could improve the students' reading comprehension of the tenth grade in SMA Ma'arif 1 Seputih Banyak Central Lampung.

This research is conducted as classroom action research, it was a research where the researcher who wants using this research should be involved the processing of learning directly in the class, and then after the researcher conducted the last cycle the researcher and collaborator made the conclusion that research has been done. The classroom action research conducted in SMA Ma'arif 1 Seputih Banyak Central Lampung by the two cycles. In this research each cycles consist of planning, acting, observing, and reflecting. The subjects of this research were 25 students of tenth grade of SMA Ma'arif 1 Seputih Banyak Central Lampung in academic year 2019/2020. In collecting of research data is used the test (pre-test, post test 1 and post test 2), documentation, observation and field note.

The finding of the research is speed reading technique could improve the students' reading comprehension at the tenth grade of SMA Ma'arif 1 Seputih Banyak Central Lampung. The research data showed from their average score in pre-test were 62, in post test 1 67,6 and Become 70,8 in post test 2. It means that there was available improvement of using speed reading technique on the students' reading comprehension of tenth grade of SMA Ma'arif 1 Seputih Banyak Central Lampung in Academic Year 2019/2020. The conclusion that speed reading technique can be used to improve students' reading comprehension in English recount text.

Keywords: Reading Comprehension, Speed Reading Technique.

**PENINGKATKAN PEMAHAMAN MEMBACA SISWA
MELALUI TEKNIK MEMBACA CEPAT DI KELAS SEPULUH
SMA MA'ARIF 1 SEPUTIH BANYAK LAMPUNG TENGAH**

ABSTRAK

**Oleh:
Dekky Kurniawan**

Tujuan utama penelitian tindakan kelas ini adalah untuk menemukan apakah teknik membaca cepat dapat meningkatkan pemahaman membaca siswa kelas sepuluh di SMA Ma'arif 1 Seputih Banyak Lampung Tengah.

Penelitian ini adalah dilaksanakan sebagai penelitian tindakan kelas, dimana peneliti yang ingin melakukan penelitian ini harus secara langsung mengamati proses pembelajaran secara langsung, dan kemudian setelah peneliti menyelesaikan siklus terakhir maka peneliti dan kolabolator dapat membuat kesimpulan bahwa penelitian nya telah selesai. Penelitian tindakan kelas ini telah dilaksanakan di SMA Ma'arif 1 Seputih Banyak Lampung Tengah melalui dua siklus. Dalam penelitian ini setiap siklusnya terdiri dari perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 25 siswa kelas sepuluh SMA Ma'arif 1 Seputih Banyak Lampung Tengah Tahun Ajaran 2019/2020. Dalam pengumpulan data penelitian menggunakan, tes (pre-test, post test I and post test II),,, dokumentasi, obsevasi dan catatan lapangan.

Temuan penelitian ini adalah teknik membaca cepat dapat meningkatkan pemahaman membaca siswa kelas sepuluh SMA Ma'arif 1 Seputih Banyak Lampung Tengah. Data penelitian ini dapat dilihat dari dari nilai rata-rata siswa pada pre-test 62, pada post test I 67,6 dan menjadi 70,8 pada post test II. Hal ini menunjukkan bahwa terdapat peningkatan dengan menggunakan teknik membaca cepat terhadap pemahaman membaca siswa di kelas sepuluh SMA Ma'arif 1 Seputih Banyak Lampung Tengah Tahun Ajaran 2019/2020. Kesimpulanya bahwa teknik membaca cepat dapat digunakan untuk meningkatkan pemahaman membaca siswa dalam memahami teks bahasa Inggris.

Kata Kunci : Pemahaman Membaca, Teknik Membaca Cepat



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APPROVAL PAGE

Title : IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH SPEED READING TECHNIQUE AT THE TENTH
GRADE OF SMA MA'ARIF 1 SEPUTIH BANYAK CENTRAL
LAMPUNG

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NOTIFICATION LETTER

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Dekky Kurniawan**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Title : IMPROVING THE STUDENTS' READING COMPREHENSION
THOURGH SPEED READING TECHNIQUE AT THE TENTH
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqsyahkan Skripsi
Dekky Kurniawan**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Students Number : 13106837
Judul Skripsi : IMPROVING THE STUDENTS' READING COMPREHENSION
THOURGH SPEED READING TECHNIQUE AT THE TENTH
GRADE OF SMA MA'ARIF 1 SEPUTIH BANYAK CENTRAL
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: B-0353/11-28.1/D/PP-00-9/01/2020

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH SPEED READING TECHNIQUE AMONG THE TENTH GRADE AT SMA MA'ARIF 1 SEPUTIH BANYAK CENTRAL LAMPUNG, Written by: Dekky Kurniawan, Student Number 13106837 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22th, 2020, at 11.00-12.00. PM

BOARD OF EXAMINERS

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STATEMENT OF RESEARCH ORIGINALITY

The under signed:

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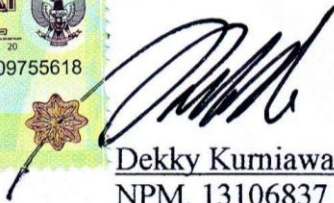
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States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.



Metro, January 2020.


Dekky Kurniawan
NPM. 13106837

MOTTO

وَلَا تَقَفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ
أُولَئِكَ كَانَ عَنْهُ مَسْعُولًا ﴿٣٦﴾

**And God did not make the reinforcements glad tidings for your victory, and
that your heart may be approved. and your victory is far from God.**

(QS. Al-Israa':36)

DEDICATION PAGE

It is my genuine gratefulness and warmest regard that I am dedicating this undergraduate thesis is dedicated to:

“My beloved family, father Mr. Suparman S.Pd, mother Mrs. Eko Yulis Astuti, and all of my beloved friends. Who always support me in their perfect love”

“My guide lecturers Drs. Kuryani, M.Pd. and Ahmad Subhan Roza M.Pd, Thanks for everything.

ACKNOWLEDGEMENT

In the name of Allah, The Most Gracious. Praise is to Allah, the Lord of the World. Without His Blessings, none of these would be possible. He has given his a chance to accomplish this Undergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for him to be a successful person someday (Amin).

The greatest gratitude would also be addressed to both of his advisors, Drs. Kuryani, M.Pd and Ahmad Subhan Roza M.Pd within their activities; they were still willing to read and revise the Undergraduate Thesis, to give him helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, he stills many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro, January 2020.
The writer



Dekky Kurniawan
NPM. 13106837

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CHAPTER I

INRODUCTION

A. The Background of the Study

Reading is one of the basic communication skills, but it has a very complex process. It can be said that reading is a process in which the reader finds the information given by the writer in the written form. Reading is an important skill in English. It is a source to get information and the researcher can increase students' vocabulary. No one can get much information without reading. Reading is the easiest and the cheapest way to get information. Students can read not because of incidentally or push by inspiration, but because at teach. Reading not natural activity, but component set that dominated personally and gradual, then integration and is automatic. In this case, emphasized that reading no other than reader activity which applies the amount of skill cultivates story is written (reading) at reading it in order to realize reading.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill. Lesson aim reading for students is to create the students love to read. Usually, this matter can be stimulated with a use story. Students make us their reading ability to enjoy, according to need, what merely comfort or erudition adder. Speed reading is one of the techniques that can be used to

improve the reading habits of the students to read quickly without reduction the comprehension. Using Speed reading supposed students can efficient in use time to learning and students can read information more quickly.

The students may also get a better understanding of it, as we would hold more of it in short term memory. Speed reading also is how can the students read with better comprehension during quicker and remember it. One of four skills in English that very important is reading skills because generally in senior high school, for example, reading is the main skill it's mean that at the end of the students' study they would get a reading test in the national examination or mostly the content of the test is reading.

In Senior High School, the basic competence should be achieved in the English subject that is the students have the ability how to read the text well and to get meaning from the text. At Senior High School are expected to have high reading comprehend, especially in getting a meaning or main from a text. English teacher of the Tenth Grade of SMA Ma'arif 1 Seputih Banyak decided 70 as the completeness Standard (CS). It can be proved from pre-survey at - October 28th, 2017 as follows:

Table 1

The Students Reading Comprehension Achievement

No	Name	English learning Achievement	
		Score	Categories
1	A C	70	Pass
2	B R W	60	Failed
3	ER	70	Pass

4	F S T	50	Failed
5	K L	70	Pass
6	L H S	50	Failed
7	N L	70	Pass
8	N I Q	50	Failed
9	N L	50	Failed
10	P L R	50	Failed
11	R I A K	50	Failed
12	R A S	50	Failed
13	S W	50	Failed
14	S F	50	Failed
15	S M R	50	Failed
16	S N	50	Failed
17	S	50	Failed
18	T T	60	Failed
19	U L K	50	Failed
20	U Z K	50	Failed
21	Y S	50	Failed
22	Z M	70	Pass
23	A F N	50	Failed
24	R D S	50	Failed
25	R M S	70	Pass

Source: The teacher's archives taken on October 28th, 2017

Based on the table above, it can be categorized that there are many students failed. There are 6 students who get the passing score. Meanwhile, there are 19 students who get failed score.

Table 1.2

The Data of the students' Reading comprehension

No	Score	Category	Total
1	≥ 70	Pass	6

2	≤ 70	Failed	19
Result			25

Source: The teacher's archives taken on October 28th, 2017

The percentage of students' activity has increased in every cycle and reached high predicate or $\geq 80\%$ from Minimum Mastery Criteria (MMC) 70.

Based on the table above, the total students failed category higher than the pass category. The student who passed for the material of reading is 24,00 % and the students who include failed category 76,00 %, with the highest grade 70 and the lowest grade 50 with the minimum mastery criteria (MMC) for English is 70.

Seeing from the data and the case above, the writer would apply one of the teaching technique. This was an interesting technique and it can increase the students' reading comprehension, namely speedreading. This technique was advantages to create the students' atmosphere more active in learning English in the classroom.

Based on the background before, the writer was interested in carrying out the study entitled: Improving the Students' Ability in Reading Comprehension through Speed Reading Technique at the Tenth grade of SMA Ma'arif 1 SeputihBanyak Central Lampung.

B. Problem Identification

The writer has stated the problem of Correlation between Students' Speed Reading and Their Reading Comprehension at the Ten Grades of SMA Ma'arif

1 Seputih Banyak. Based on the per-survey result, the problem identification as follows:

1. The students read a long text slowly because they tend to read in a single word.
2. The students have limited vocabulary so they are difficult to understand the reading text.
3. The students did not know the structure of the sentence; it made the students work hard to translate the word in a sentence of the text.

C. Problem Limitation

Based on the problems identified above, the writer would like to limit the problem only on “The students read a long text slowly because they tend to read in a single word”.

D. Problem Formulation

Concerned with the background of the research and problem identifications above, the writer formulates the problem as follows: “Can The speed reading technique improve the students Reading comprehension among the Ten Grades at SMA Ma’arif 1 Seputih Banyak Central Lampung?”

E. Objectives of the Research

In line with the problem above, the objective of the research is to know whether the use Speed reading technique can improve the students reading comprehension ability.

F. Benefits of the Research

The result of this research is expected to give essential contributions to English teaching. Specifically, the benefits are listed as follows:

1. for the Students

The result of this research is to make the students will be more interested and motivated in learning English.

2. for the Teacher

The result of this research is a contribution for the teacher to apply the speed reading technique in the reading activity.

3. for the other researchers

The result of the research is expected as a reference to give some knowledge's about research in the reading learning process.

CHAPTER II

THE REVIEW OF THE RELATED THEORIES

A. Concept of Reading

1. Definition of Reading

Reading is very closely applied to other language processes such as listening, speaking, and writing. Let us say a word as sound, with the meaning which those words symbolize¹. On the other hand, Reading better understood when it is regarded as language processes². Reading must be recognized that is a language process. Reading must be recognized that is a language process. It is closely linked to other language processes, particularly to the cognitive process. It is centered in the brain and it involves all the processes that the brain uses in the normal course of mental activity like we pay attention, we perceive, we remember, we forget, etc³.

Harris and Sipay define that “Reading is the meaningful interpretation of printed of the written symbol”⁴. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language⁵. Reading is the result of the

¹Broughton et al. *The Correlation Between Reading Habit and Writing Skills*. (Unpublished, 1999). P.8

²Taylor, Barbara. *Study Skill*. Third Edition (New York: Scottforesman, 1983). P.3

³ Ibid P. 5

⁴Harris, Albert & Sipay, Edward R. *How to Increase Reading Ability. Seventh Edition (Revised and Enlarged)*. (New York: Longman Inc. 1980) P.8.

⁵S.Pang, Elizabet and Muaka Angaluki. *Teaching reading*, (new york, language center, 2006). p.35

interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.

other than that Reading is an activity to understand the passage of written text. It's a complex activity that needs comprehension and time to read effectively and efficiently. According to Nunan, reading is a fluent process of readers combining information from a text and their background knowledge to build meaning⁶. In a simple definition, reading can be said a process to understand the written text by identifying words to become simple information or ideas, in order to make the reader easier to obtain the meaning of the texts. However, Reading is an inseparable part of studying because, reading does not only means magazines or books reading, but also browsing the internet to read digital books or social media.

Remember that the reading process is the same whether the text is long or short, complex or simple, and the way to respond to the questions correctly is to read closely and carefully.

2. The Strategy of Reading

a. Skimming

Skimming is to read text superficially a rapidly in order to obtain the gist or main idea it is a skill that requires concentration. There are three basic aims in skimming, namely:

- 1) To get the impression from a book of articles or short stories.

⁶David Nunan, *Practice English Language teaching first edition*, (New York: McGraw-Hill Companies, Inc, 2003) P. 68

2) To find specific cases from reading the material.

3) To look for material that we need in the library

The eye runs quickly over the next to discover what it is about, the main idea, and the gist. Thus skimming occurs when the reader looks quickly at the content pages of a book, or at the chapter headings, subheadings, etc. This is sometimes called previewing when the reader glances quickly through a newspaper to see what the main items of the day are. This will often mean just glancing at headlines when the reader goes through a particular passage such as newspaper and article merely to get the gist.

b. Scanning

Scanning is to read a text quickly in order to locate a specific item of information. We simply have our eyes through the text until we find what we are looking for, whether it is a name, a date, or less of specific information. In addition, there are some procedures for scanning, they are:

1) Keep in mind only the specific information to be located.

2) Read the section containing the clues to get the information needed here the reader is on the lookout for a particular item or item.

He believes is the next. For example the name of the scorer in a football report. It is fairly fast reading with the instant rejection of all irrelevant data, perhaps most of the text.

3. Kinds of Reading

There are kinds of reading, they were:

a. Reading aloud

Reading aloud is a very important device that cannot be overlooked in achieving the goal because it is a great aid in developing our habits to practice. In reading aloud the students will get experience in producing a sound that should be practice as many times as possible.

b. Silent reading

Silent reading tends to reinforce the readers to find out the meaning of the words. This kind of reading leads the readers to have better comprehension. Silent reading is a skill to criticize what is written. To discuss something written means to draw inferences and conclusions as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading is used to improve speed and comprehension in reading. This skill of speed reading must run side by side with the main purpose of reading that is comprehension. The rate of speed reading, however, depends on

the kinds of material. The rate of speed reading a story or narration will be different from the reading scientific material⁷.

4. The Genre of Reading

a) Academic reading

General interest articles (in magazines, newspapers, etc.), technical reports (e.g., lab reports), professional journal articles, reference material (dictionaries, etc.), textbooks, thesis, essays, papers, test directions editorials, and opinion writing.

b) Job-related reading

Messages (e.g., phone messages), letters/letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, financial documents directories (telephone, office, etc.), manuals and directions.

c) Personal reading

Newspapers and magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc.), recipes, menus, maps, calendars, advertisements (commercials), novels, short stories, jokes, drama, poetry, etc.

⁷Muh.Yunus, *Developing the Students' Ability in Reading through Speed Reading Technique*, (Jurnal of english education, Vol. 1, No. 1, March 2016), P.45

B. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading is not a passive process, it is not read and spells the word in fast time, but also suggests the students know the meaning from what they have read.

For example when the students read the word “Apple banana blue”. Surely students were able to read each of the words in that sentence and understand what they meant independently. An apple is a fruit that is usually round and red, green or yellow. A banana is another yellow fruit. Blue is a color and so on. However, when students look at the sentence as a whole, does it make sense, probably not? This nonsense sentence demonstrates the difference between being able to read words and comprehend text.

Reading is the process of decoding symbols to derive meaning so when the students succeed in this process is measured as reading comprehension⁸. Comprehension is the process of making sense of words, sentences and connected text. The readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. If the students do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind’s ability

⁸Anjali Hans, Mr. Emmanuel Hans, “*Role of Computers in Reading Skills*”, *IOSR Journal Of Humanities And Social Science IOSR-JHSS* (Saudi Arabia : English-University of Dammam Kingdom of Saudi Arabia) Volume 15, Issue 4 (Sep. - Oct. 2013), PP 15-19

to make links and ask questions regarding the particular reading event⁹.

Therefore, reading comprehension plays an important role in the learning process. Sometimes, the reading text is complex, so if students work together using a suitable technique, they could interact and increase their understanding, and overcome their comprehension problems¹⁰.

2. Assess of Reading Comprehension

This section will describe how to assess the reading comprehension of students with learning disabilities (LD). When selecting a test or assessment procedure to use with students with LD, it is important to select the measure that most closely matches the users' needs or purposes.

Teachers should consider numerous factors when choosing a test or assessment procedure:

- a. The purpose of the testing (screening, progress monitoring, assessing the level of reading, research, or assessing students' competence in comparison peers)
- b. The specific information needed about the student's reading comprehension (types of questions missed, level)

⁹Linda J. Dorn Carla Soffos, *Teaching for Deep Comprehension A Reading Workshop Approach*, (United States: Stenhouse Publishers Portland, 2005). P. 6

¹⁰Abbas.Ali.zarei and Maryam.S.G, *L2 Vocabulary Learning Through Collaborative Techniques*, (iran, Islamic Azab University, 2013).p.89

- c. The number of students being tested (i.e., an individual, a small group, or whole class)
 - d. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks provide sufficient information about a student's performance)
 - e. Whether the test is an individual or group-administered test
- Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students know and what they are thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than these.

On the other hand, when assessing comprehension it is important that the material students are asked to read is at their instructional level (rather than frustration level) and that they can read the passage with adequate fluency. If the student cannot read at least 95% of the words, comprehension will be hampered. Similar if the student is a slow, laborious reader (though accurate), comprehension will suffer.

3. Principal Strategies For Reading Comprehension

There are several principal strategies for reading comprehension, such as¹¹:

- a. Identify the purpose in reading a text.
- b. Apply spelling rules and conventions for bottom up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine to mean.
- d. Guess at meaning (of words, idioms, etc.) when students are not certain.
- e. Skim the text for the gist and main ideas.
- f. Scan the text for specific information (names, dates, key words).
- g. Use silent reading for rapid processing.
- h. Use marginal notes, outlines, charts, or semantics maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationships

4. The Scoring of reading comprehension

To know the students' Reading comprehension the writer using test to measure how students' comprehend the text given by the writer. Reading comprehension Test, Total number of question there were 10 multiple questions asked in the test. The score for

¹¹H.Douglash.B, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Ed*,(Inggris: Longman, 2009), P. 105

each correct answer was 10. Reading comprehension (RC) was computed using:

$$RC = \frac{\text{Total Correct Answer}}{\text{Total Number of Question}} \times 100$$

Criteria Assessment of Reading comprehension

Score	Criteria
10	If the answer is right
0	If the answer is wrong

C. Concept of Speed Reading Technique

1. Definition of speed reading technique

Feldman defines “Speed reading is a collection of reading techniques that will allow them to at least double their reading speed, on average, compared to their reading speed before and This technique must also maintain or even improve their reading comprehension”¹².

Speed reading is technique of improving a reader’s reading ability, improving both the speed at which text can be assimilated, and the level of understanding of the material¹³.

Speed reading is one of the techniques that can be used to improve the reading habits of the students to read quickly. By applying this technique, the students can get many advantages.

¹²Feldman, R.L. *Definition of Speed Reading*. download at : [http:// www. learning techniques . com / definition_speed_reading.html](http://www.learningtechniques.com/definition_speed_reading.html). on June 01 2018.

¹³Berg.*Suggestion for Improving Speed Reading*.download at [http://www.idi.no/english/guidelines/ guidelines55.asp](http://www.idi.no/english/guidelines/guidelines55.asp). on june 20 2018.

Spargo and Willingston describe the steps of speedreading¹⁴:

- a. Previewing the main idea. Good readers preview the selection first. This helps to make them good and fast readers.
- b. Read for meaning. Good readers see beyond the words, they read for meaning. This makes them a faster reader.
- c. Grasp paragraph sense. The paragraph is the basic unit of the meaning. Good readers know how to find the main ideas of paragraphs quickly.
- d. 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.

Other than that, Klaser in Browning presents four positive points in learning read faster¹⁵. 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.

¹⁴Spargo, E & Willingston, G.R. *Timed Readings*. (Providence, RI: Jamestown Publishers, Inc. 1980) P.10

¹⁵ Browning, J. *Why Teachers Should Use Timed Reading in ESL classes*. The Internet TESL Journal, [Online], Vol. IX (6): 1-13 2003., retrieved from <http://iteslj.org/Articles/Browning-Timed-Reading.html> on July 27, 2018.

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.

2. Applying the speed reading technique

For applying speed reading techniques, students should first mentally prepare for comprehensive reading with a purpose in their subconscious mind with a definite goal with these steps¹⁶:

- a. Students must sit with comfortably.
- b. Students must be relax.
- c. Take three deep breaths.
- d. Make the students think in their mind that they have sat to read with a purpose.
- e. They start reading with calmness
- f. Skim. Search the sentences of a page for the main idea.
- g. Skip over text that is less interesting or relevant: this is important for online reading.
- h. Guide their reading. Guide student eyes using a finger or pointer, such as a pen, in order for the eye to move faster along the length of a passage of text. Draw invisible shapes on a page of text in order to broaden the visual span for speed reading. Using a finger or pen to make these shapes on a page will speed up students' visual cortex, increase the student's visual

¹⁶ Buzan, Tony , *The Speed reading Book*, (BBC: Worldwide Limited, 2003), P.70

span to take in the whole line, and even imprint the information into students' subconscious for later retrieval. It also reduces sub-vocalization, thereby speeding up reading.

- i. Learn to use students' existing brain maps more efficiently, so the students can move through familiar words and concepts at a higher rate of speed. When unfamiliar material is discovered, take care to learn them thoroughly, so you can process the new information for greater comprehension.
- j. Practice and practice students with comprehensive reading.
- k. Practice students by reading signboard instantly with purpose.

Speed reading is one of the techniques that can be used to improve the reading habits of the students to read quickly. By applying this technique, the students can get many advantages, although it has advantages, it also does not escape disadvantages.

3. The Advantages of Speed Reading Technique

If we read a reading by speed reading, then we will get some advantages and disadvantages, there are several advantages of speed reading including:

- a. Faster completion of reading so that we feel enthusiastic about reading other readings.
- b. It makes it easy for us to quickly master information.
- c. It can be applied in any reading, such as books, newspapers, magazines, textbooks, and others.

- d. It is very appropriate to be applied by people who are in a hurry or have time constraints.
- e. It can help someone to make a judgment / decide something, for example, related to making a report on activity. Very helpful for students to fulfill the main ideas of their handbooks¹⁷.

4. The Disadvantages of Speed Reading technique

The disadvantage is that there is a sense of confusion or loss of understanding of what has been read because the students have not or have not mastered reading skills using speed reading techniques, Have a lacking vocabulary, and the still read by vocalization.

D. Action Hypothesis

Based on the frame of theories and assumption the research formulates the hypothesis as follow: can the use speed reading technique to Improve Students Reading Comprehension ability at Tenth Graders of SMA Ma'arif 1 Seputih Banyak Central Lampung?

¹⁷Buzan,Tony , *The Speed reading Book*, (BBC: Worldwide Limited, 2003), P.29

CHAPTER III RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics in this discussed about object of the research, setting of the research, subject of the research, action plan, data collection method, data analysis technique and indicator of success.

A. Object of The Research

The object of this research is the students' reading comprehension. In this research, the writer chooses reading because the writer hoped that it could be improving students' learning results in the teaching and learning process.

B. Setting of the Research

SMA Ma'arif 1 SeputihBanyak is located in Jl. KH. HassyimAs'ari No.8 TanjungHarapan Central Lampung. It was established on October 28th, 2017. It consists of 14 classes, a computer laboratory, IPA laboratory, an office, and a library. It has 43 teachers, 4 staff, and 362 students. The total students of the SMA Ma'arif 1 Seputih Banyak are:

1. The Tenth Graders	= 138 students
2. The eleventh Graders	= 113 students
3. The twelfth Graders	= 109 students
Total	= 361 students

C. Subject of the Research

The subject of this research is X MIPA 2 students of SMA Ma'arif 1 Seputih Banayak Central Lampung. Actually in the Tenth grade of SMA Ma'arif 1 SeputihBanyak there are four classes, those are X MIPA 1, X MIPA 2, X MIPA 3, X IIS 1, and X IIS 2 But, the researcher chose XMIPA 1 grade, because the students have lower score than the other class. That is based on pre survey and interview with the English Teacher of X MIPA 2 grade at SMA Ma'arif 1 SeputihBanyak.

Table 3
The Subject of The Research

No	Grade	Sex		Total
		Male	Female	
1	X MIPA 2	-	25	25

Source: Document of the SMA Ma'arif 1 SeputihBanyak

D. Research Procedure

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for improving and modifying the working system of a classroom in school¹⁸. It means that in doing the study the writer collaborated with one of the real teacher of SMA Ma'arif 1 SeputihBanyak. They would work together in planning and action, implementation the action, observing the action and analyzing and reflecting the action. In this case the writer as a teacher and the real teacher as an observer. The real teacher would observer all activities were done by

¹⁸ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005) p.261.

the teacher and the students as long as the implementation of the speed reading technique in the teaching and learning process. In observing the action, the study used the observation sheets that were arranged.

Furthermore, Classroom Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.¹⁹ It means that, classroom action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class. This research is a collaborative study.

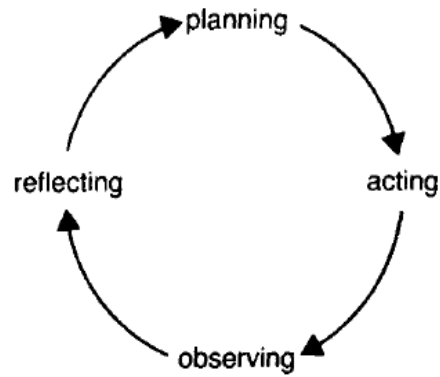
From some opinion above, it can be concluded that Classroom Action Research (CAR) is an obvious research that is used to investigate and evaluate their work in the teaching and learning process in the classroom.

In this research, the writer would like to hold the research in two cycles. The cycle consists of planning, action, observing, reflecting. The researcher used the cycle of Classroom Action Research (CAR) by Jean McNiff and Jean Whitehead like the figure below²⁰:

¹⁹ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.8

²⁰ Jean McNiff & Jean Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002), Second Edition, p.40.

Figure 2
The cycle of the Classroom Action Research (CAR)



CAR Model Jean McNiff

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation, and reflection. If the first cycle failed, and that cycle must be reviewed be again in the second cycle. It is illustrated like these procedures as follow

In conducting the study would be done the action in the form of cycles referring to the model of Kemmis, and Mc. Taggart R (1998), which consists of four steps. They were planning an action, implementing and action, observing the action, and reflecting the action. It means that if the first cycle fails, the design would be continue to the first cycle. The study stopped, if the criteria of success achieved

The implementation of this classroom action research (CAR) in general consists of four they are; planning, implementation, observation and reflection. If the first cycle failed, and that cycle must reviewed be again in the second cycle. It is illustrated like these procedures as follow

a. Cycle I

1) Planning

Planning is the first stage which must be passed in each activity. Researcher explain about what, why, when, where, who, and doing action.”⁷

Without planning, the researchers’ activity will not be focus. Here is step that the writer can make in planning:

- a) The researcher prepares the lesson plan (RPP) about material that will be conduct use Clustering Technique by guiding and consideration from the English Teacher at the tenth grade (X MIPA 2) SMA Ma’arif 1 Seputih Banyak
- b) The researcher prepares media that will use; handout, pictures about the Speed Reading.
- c) The researcher prepares research instrument, such as; observation sheet, score sheet.
- d) The researcher prepares the students’ task by English teacher’s consideration with consideration from the English Teacher.

2) Action

This activity is the implementation of learning activities that have been prepared in the planning. “It is the realization from the planning that the researcher has made.”⁸ Without the action, the planning is just imagination that never is real.

The process followed the sequence of activities contained in the learning scenario. Here are the steps that the researcher does in the action:

⁷*ibid*, p. 17.

⁸*Ibid.*, p. 18.

- a) Pre teaching activities
 - (1) Greetings and apperception.
 - (2) Checking the attendant list.
 - (3) Give information about the material.
 - b) While teaching activities
 - (1) The teacher gives the material.
 - (2) The teacher asks the students to comprehend the text.
 - (3) The teacher teaches about the materials; explain about Generic Structure, and Language Features.
 - (4) The teacher explains about material and gives an example how to apply Speed reading Technique.
 - c) Post teaching activities
 - (1) Evaluate learning activities
 - (2) The teacher reviews the material.
 - (3) Closing.
- 3) Observation

Observation is the activity of documenting everything associated with implementation. Observations were carried out using an observation sheet has been prepared by researchers and conducted every hour lessons. The researcher observed the students' learning activity in the classroom such as; class situation, students' response using observation sheet. Identify the students' achievement in learning recount text by giving test after CAR in Cycle I. The researcher

calculates the students' increased score test before CAR and test after CAR. It is to know how far the students' understood about the using speed reading technique in reading comprehension.

4) Reflecting

Reflection is an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection is done by analyzing the results of tests and observation, and it is used as the basis for improvements in the next cycle. It means if from cycle 1 has failed in cycle 2 must reviewed.

b. Cycle 2

If from cycle I, there are some students are not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only. The procedures of the research are:

a. Planning

- 1) The researcher identified the problem and found the problem from the reflection result in cycle I.
- 2) The researcher discusses with the teacher about obstacles in students' learning activity.
- 3) The researcher revises lesson plan (RPP) with consideration from the teacher.

4) The researcher prepares and modifies the material with speed reading technique.

b. Action

1) The researcher teaches the student about reading according to new lesson plan (RPP).

2) The researcher modifies Speed reading technique by giving the meaning of keyword and getting students to bring dictionary.

c. Observing

In this step, the researcher observes the students' learning activity in the classroom such as; class situation, learning process, activeness. The student given the test after CAR in cycle II, then the teacher calculates increased score test after cycle I and score test after cycle II.

d. Reflecting

After analysis the data, the writer and observer did reflection towards the implementation of the strategy in teaching and learning process. Reflection was very important to do evaluate the effect of the action that would be carried out, it was intended to see whether the effect of the action success or not. In other words, reflection is intended to see to successfulness or the failure of what was done in the previous action or during the action. The writer and observer predetermined criteria.

E. Data Collection Method

In collecting the data, the researcher applied some methods as follows:

a. Test

In educational research achievement tests are most commonly used.²¹

The writer uses test to get data result of students' reading comprehension.

The result of this test is students' reading based on the topic given by the teacher. The aim of this test is to measure the students' ability in reading comprehension based on the topic. These tests are of two types there are:

1) Pre- test

Pre-test focused on assessing the level of a variable before application of the experimental intervention (or independent variable).²²The researcher will give the students pretest at the first meeting. The kind of test is multiple choice form.

2) Post–test

Post-test is conducted to assess the effectiveness of the independent variable.²³ The post-test will be done after the treatment, after having the treatment; the student will have a posttest. The form and the procedure of the post-test are the same as pretest.

b. Observation

²¹ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 209.

²² Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (Canada: New Jersey, 2005), p. 187

²³*Ibid* .,

The research takes field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in Classroom Action Research. Observation plays an important part in any kind of data-gathering and most action research project use this as an instrument.²⁴ In this research, the researcher will directly organize observation in the field research; the researcher looking for the information that related the students' reading in that school and the researcher will take the data of the class X MIPA 2.

c. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. Documents can often provide relevant evidence and are very useful for constructing the whole picture.²⁵ The researcher uses to documentation obtain data about state of students, the history of SMA Ma'arif 1 Seputih Banyak, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school. Moreover, the researcher use documentation about archives planning learning activity and the results of students' activity, and use document in the pictures form to prove about students' picture during learning process.

Here were the lists of the documentation:

²⁴Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.98.

²⁵*Ibid.*, p.96.

- a.) Documentation about historical background of SMA Ma'arif 1 Seputih Banyak.
- b.) Documentation about structural Organizational of SMA Ma'arif 1 Seputih Banyak.
- c.) Documentation about facilities of SMA Ma'arif 1 Seputih Banyak.
- d.) Documentation about skatch of location SMA Ma'arif 1 Seputih Banyak.
- e.) Documentation about condition of the teachers and official employees of SMA Ma'arif 1 Seputih Banyak.
- f.) Documentation about students of SMA Ma'arif 1 Seputih Banyak.

d. Field Note

The field note uses to describe the activities in every meeting. The use of field note to get the data objectively, which cannot be recode through observation sheet, such students activities during the treatment, their reaction or other guidance which can be used which in reflection.

F. Data Analysis Technique

Data analysis conducted step by step the average score of the pretest and posttest. Furthermore, to know the gain, the researcher will compare between pretest and post-test.

The formula to get the average as follow:²⁶

$$M = \frac{\sum X}{N}$$

Note:

M = Average/ Mean

$\sum X$ = Total of Score

N = Total of Students.

In gaining the class percentage which pass the *Minimum Mastery Criteria* (MMC) 72, uses the formula:²⁷

$$P = \frac{F}{N} X 100\%$$

Note:

P =The class percentage

F = Total percentage score

N = Number of the students

Next, step the researcher identifies the improving score on students' reading comprehension from pre-test up to post-test score in cycle I and cycle

II. The researcher uses the formula:²⁸

²⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International, 2006), p. 296.

²⁷*Ibid.*,p. 278.

$$P = \frac{y_1 - y}{y} \times 100\%$$

Note:

P = Percentage of Students' Increased

y = Pre-test result

y₁ = Post-test 1

G. Indicator of Success

Using of Speed reading Technique to Increase Reading

Comprehension can say successful if:

1. Percentage of students' activity has increase in every cycle, and reached high predicate or $\geq 80\%$ from Minimum Mastery Criteria (MMC) 70.
2. There are increased average score in every cycle.

²⁸ David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Jowa Department of Physics and Astronomy, 2008), p. 3.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Profile of the Research Setting

1. A Brief History of SMA Ma'arif 1 Seputih Banyak Central Lampung

This research has been conducted at Sma Ma'arif 1 Seputih Banyak. SMA MA'arif 1seputih banyak is one of the High Schools in seputih banyak. It is located on. KH. Hassyim As'ari No.8 Tanjung Harapan central Lampung and has various majors such as IPA and IPS. It was built on the land area of $\pm 20.000 \text{ m}^2$ and building broad is 1021 m^2 , bordering by SMP Ma'arif 9 "Seputih Banyak". which was established since 1984 with name the SMU Ma'arif 09 "Seputih Banyak based on the Decree of the Minister of Education and Culture of the Republic of Indonesia number: 751/I.12.G4/U/1984 January 17, 1984. based on the number of Metro Mayor SK: 1789/I.12.G4/U/2000 February 10, 2003 to SMA MA'ARIF 1 "SEPUTIH BNAYK" until now.and started operating since 1985.The headmasters who have served in SMA Ma'arif 1 Seputih Banyak since the beginning of their establishment are as follows:

Table 4

The periods of leadership were as follows

NAME	PERIOD
Drs. Ahmad Munawir	1985 – 1987
H. Purwanto	1988 – 1989

Drs. Jembar Budiono	1990 – 1992
Sarjo HS	1993 – 1994
Drs. Gunarto	1995 – 1996
Drs. Sukartin	1997– 2001
A. Rozi	2002 – 2010
Isnantoro, S.Ag	2011 – Until Now

2. The Conditions of Teacher and Official Employers in Sma Ma'arif 1 Seputih Banyak

The total of the teacher and official employers of SMA Ma'arif 1 Seputih Banyak central lampung that could be identified in table bellow:

Table 4.1

The Condition of Teacher and Official Employer at SMA Ma'arif 1 Seputih Banyak central lampung in The Academic Year 2019/2020.

No.	Name	Position
1	Isnantoro, S.Ag	Teacher
2	Suparman, S.Pd	Math
3	Drs.Nursalim	Sociology
4	Sugeng, S.Pd	History Teacher
5	Ahmad Roji, S.Pd	English teacher
6	Drs. Ach. Purwanto	Religion teacher
7	Yamroni, S.Pd.i	Teacher
8	Siti Lutfiyah, S.Pd	Teacher
9	Jarwati, S.Pd	Physics

10	Nuri Siswanto, S.Pd.	Computer teacher
11	Ernalina Yuliani, S.Pd	Chemistry teacher
12	Sri Siyami, S.Pd.i	Indonesian language
13	Dra. Nurhasanah	Religion teacher
14	Surahmin	Teacher
15	Alim Kurniawan, S.T	Cemistry
16	Haroes Dini S, S.Pd	Cemistry
17	Heni Ratnawati, S.Pd	English teacher
18	Retno Eva Afriana, S.Pd	Sport tracher
19	Zainul Chusna, S.Pd	Math
20	Anang Kurniawan, S.Pd	English teacher
21	Muzayanah,S.Pd	Economi teacher
22	Zulfiatul Astna	Teacher
23	Aziz zulkarnain, S.Pd	Geography
24	Anggun Siskawati.S.Pd	Teacher
25	Sylvia Lanova, S.Pd	Art teacher
26	Rosy Maksita Sari,S.Pd	Math teacher
27	Windi Anjani, S.Pd	Math teacher
28	Mar'atus Sholikhah, S.Pd.i	Sociology teacher
29	Misbahudin	Teacher
30	Eriyen Hertiana, S.Pd	History teacher

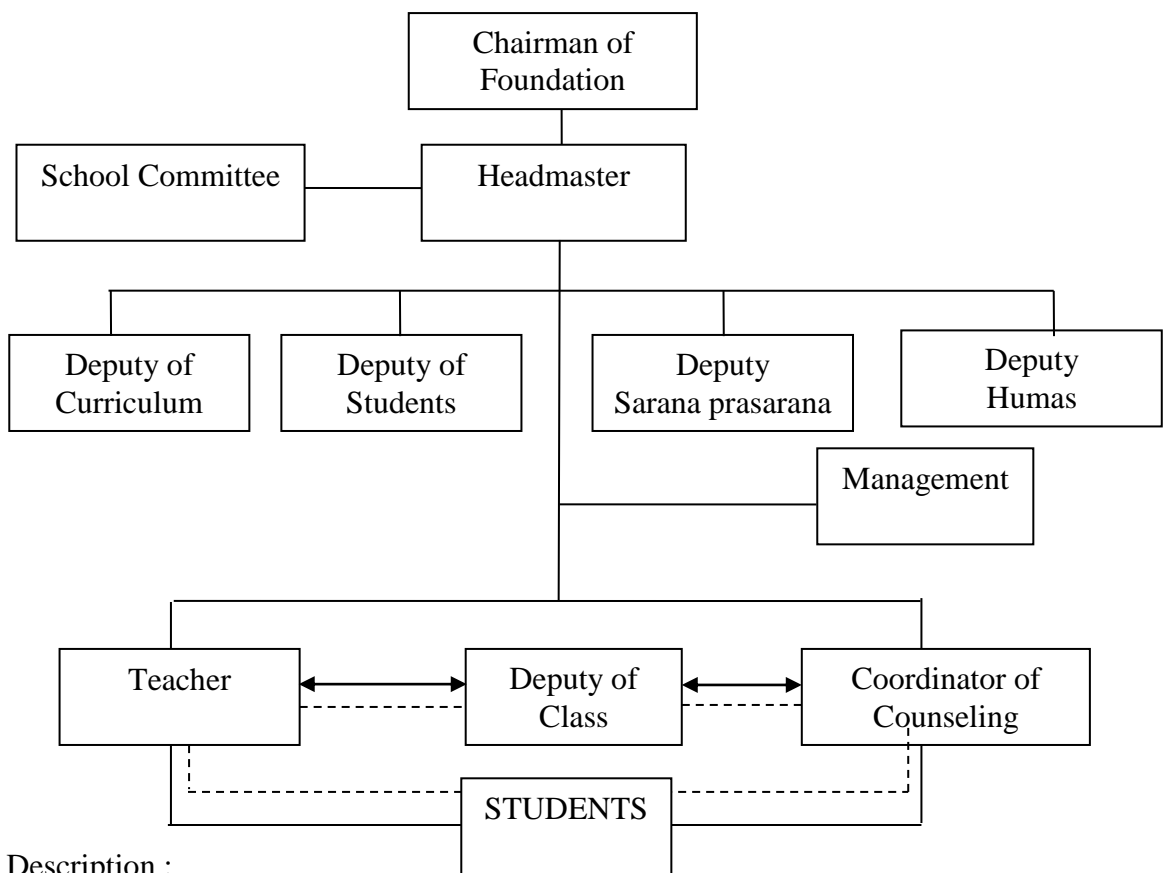
Sources : Observation Result In SMA Ma'arif 1 Seputih Banyak central

lampungon January ,06th,2020.

The Organizational Structure of Management of Counseling Guidance Services

SMA Ma'arif 1 Seputih Banyak that could be identified in Structure bellow:

THE ORGANIZATIONAL STRUCTURE OF MANAGEMENT
AND COUNSELING GUIDANCE SERVICES
SMA MA'ARIF 1 SEPUTIH BANYAK



Description :

———— = Command line

----- = Coordinator line

↔ = Consultancy line

3. Profil of SMA Ma'arif 1 Seputih Banyak

a. Name of School : SMA Ma'arif 1 Seputih Banyak

b. NSS / NPSN : 10810638

c. Province : Lampung

- d. Regency : Central Lampung
- e. Region : Seputih Banyak
- f. Village : Seputih Banyak
- g. Name of fondation : SMA Ma'arif 1 Seputih Banyak
- h. Oprational license : 22251/I.12.G4/U/2000

4. The Students' Quantity of SMA SMA Ma'arif 1 Seputih Banyak in Academic Year 2019/2020.

Table 4.2

The Students'Quantity of SMA Ma'arif 1 Seputih Banyak in Academic Year 2019/2020 based on their class.

Level of Grade	Men	Women	Total
10	52	87	139
12	55	58	113
11	47	62	109
Total	154	207	361

5. The School facility in SMA Ma'arif 1 Seputih Banyak in Academic Year 2019/2020.

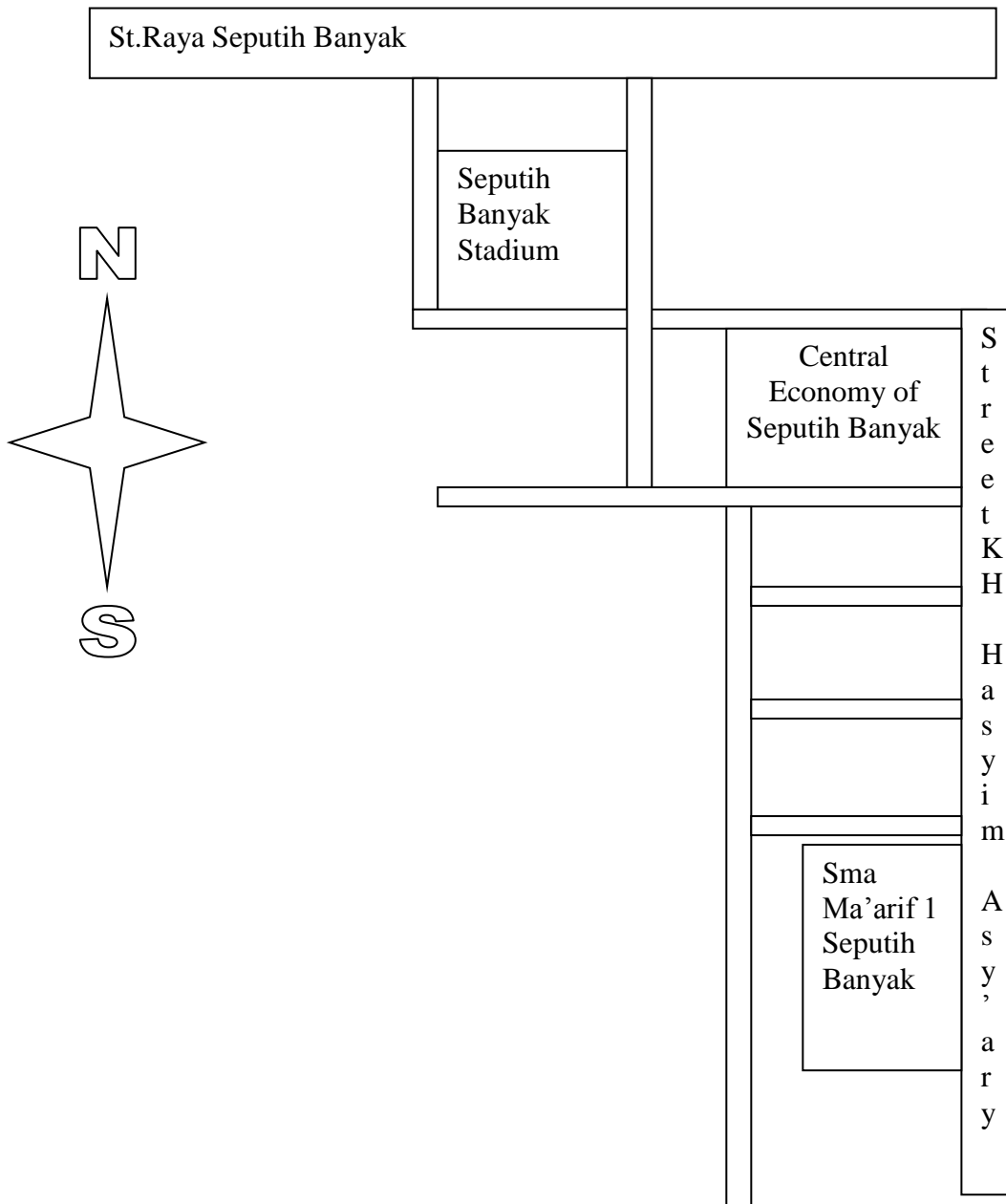
Table 4.3

The Students'Quantity of SMA Ma'arif 1 Seputih Banyak in Academic Year 2019/2020 based on Facility.

No	Facility
1	Gudang
2	Laboratorium Biologi

3	Laboratorium Fisika
4	Laboratorium Kimia
5	Laboratorium Komputer
6	Mushola
7	Perpustakaan
8	Ruang BP/BK
9	Ruang Guru
10	Ruang Kelas X IPA 1
11	Ruang Kelas X IPA 2
12	Ruang Kelas X IPA 3
13	Ruang Kelas X IPS 1
14	Ruang Kelas X IPS 2
15	Ruang Kelas XI IPA 1
16	Ruang Kelas XI IPA 2
17	Ruang Kelas XI IPA 3
18	Ruang Kelas XI IPS 1
19	Ruang Kelas XI IPS 2
20	Ruang Kelas XII IPA 1
21	Ruang Kelas XII IPA 2
22	Ruang Kelas XII IPS 1
23	Ruang Kelas XII IPS 2
24	Ruang Kepala Sekolah
25	Ruang Serba Guna
26	Ruang TU
27	Ruang UKS
28	WC Guru
29	WC Siswa Putra
30	WC Siswa Putri

6. Location of SMA Ma'arif 1 Seputih Banyak



B. Result of the Research

This Classroom Action Research (CAR) was conducted with four steps in each cycles; they were planning, action, observation, and reflection. In collecting of this research data, the researcher used two cycles that consist of

cycle I and cycle II. The material of this research based on the syllabus, lesson plan, the book of curriculum 2013, recount text material and Speed Reading Tecchnique. This research was accomplished as action classroom research, that has main goal of this research to improve the students' reading text comprehension at the tenth grade in SMA Ma'arif 1 Seputih Banyak in Academic Year 2019/2020. To know the data result in the each cycle as follows:

1. Cycle I

a. Planning

In the planning, the researcher and collaborator given the material about tEnglish recount text and Speed Reading Tecchnique to the students. The researcher and collaborator were prepared some tools to teach in English learning process such as: reading comprehension material, prepared the lesson plan, made the instrument that would be examined as the pre-test and post-test I in the cycle I. Then, the researcher made observation guidance of the students' activity in classroom, and the researcher given evaluation to measure how far the students' reading comprehension recount text on English comprehension learning.

b. Action

In the cycle I, the reseacher's action was conducted of speed reading technique steps:

- a. Students must sit with comfort.

- b. Students must relax.
- c. Take three deep breaths.
- d. Make the students Think in their mind that they have sat to read with a purpose.
- e. They start reading with calmness
- f. Skim. Search the sentences of a page for the main idea.

And this research was contained of 3 meetings. The first meeting was used to exam students' pre-test, The second meeting was used to implement of speed reading technique to the students and in the third meeting was used to post-test 1. The explanations of every meeting were:

1) The First Meeting

The first meeting has been conducted on Monday, January 6th 2020. This allocation used as the pre-test before the students were given action (the implementation of speed reading technique). The teacher was opened the class by opening, greeting, checking attendance of students list, and asking the students' condition in the classroom. After that, the researcher gave the pre-test to measure students' reading recount text comprehension ability before the researcher applied the speed reading technique. The test was given by students' reading comprehension test. Then, the teacher gave a task and gave 45 minutes to finish the test.

The students' pre-test were done for 45 minutes, to measure how far the students' reading comprehension of English recount text Reading. The result of pre-test showed on table below:

Table 4.4
The Students' Pre-test Result of Students' Reading Comprehension

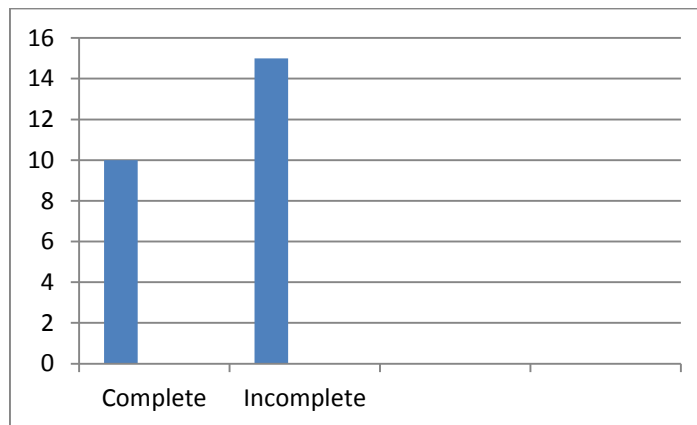
No	Name	Score	Category
1	A C	70	Complete
2	B R W	70	Complete
3	ER	70	Complete
4	F S T	70	Complete
5	K L	70	Complete
6	L H S	80	Complete
7	N L	50	Incomplete
8	N I Q	50	Incomplete
9	N L	50	Incomplete
10	P L R	50	Incomplete
11	R I A K	60	Incomplete
12	R A S	60	Incomplete
13	S W	70	Complete
14	S F	50	Incomplete
15	S M R	60	Incomplete
16	S N	60	Incomplete
17	S	50	Incomplete
18	T T	60	Incomplete
19	U L K	80	Complete
20	U Z K	50	Incomplete
21	Y S	70	Complete
22	Z M	70	Complete
23	A F N	60	Incomplete
24	R D S	60	Incomplete
25	R M S	60	Incomplete
Total		1550	
Average		62	
Max		80	

Min	50	
Percentage	62%	

Table 4.5
Distribution of Students Score at Pre-test

Score	Category	Frequency	Percentage %
≥ 70	Complete	10	40
≤ 70	Incomplete	15	60
Total		25	100%

Graphic of Students Score at Pre-test



Based on the result of pre-test data above, it was shown that most of students were gotten score under Minimum Standard Criteria (MMC). Based on the data above, the highest score was 80 and the lowest score is 50. The average score of pre-test is 62. Therefore, the researcher concluded that most of students were gotten the score below the target of Minimum Standard Criteria. Related on the result data of pre-test above, it could be described that the target of English recount text comprehension based on the minimum standard criteria was not good.

2) The Second Meeting

In this meeting at cycle I, the second meeting has been conducted on Wednesday, January 8th 2020 for 45 minutes. In the second meeting, the researcher conducted to implement speed reading technique in the cycle I. This meeting began by greeting, asking the students' condition and checking the attendance list. The teacher gave the explanation about the material of speed reading technique and recount text reading to the students.

Then, researcher gave speed reading technique the students. Afterwards, the researcher gave a task about reading comprehension of recount text to students based on the rules of speed reading technique. The researcher helped student who is difficult in comprehending English reading text, generic structure of recount text and the researcher made conclusion.

3) The Third Meeting

This meeting has been conducted on Saturday, January 11th 2020 for 45 minutes. As the last meeting in the cycle I, the researcher used this meeting to give a post-test 1 to the students. In this meeting, the researcher used post-test 1 after the students given an action (Implementation of speed reading technique) in the second meeting. This meeting began by greeting, checking the attendance list, and asking the students' condition in the classroom. After the students of tenth grade SMA Ma'arif 1 Seputih Banyak has been

given the treatment and they have understood, then the researcher gave the post test 1 to measure their reading comprehension ability in English recount text after using speed reading technique.

Based on the classroom action research target, the researcher gave post-test 1 to the students. The test is about students' reading comprehending on recount text test. Afterward, researcher gave time 45 minutes to the students based on the teacher agreement. The result of post test I can be showed as follows:

Table 4.6
The Data Result of Students' Post-test 1 Score

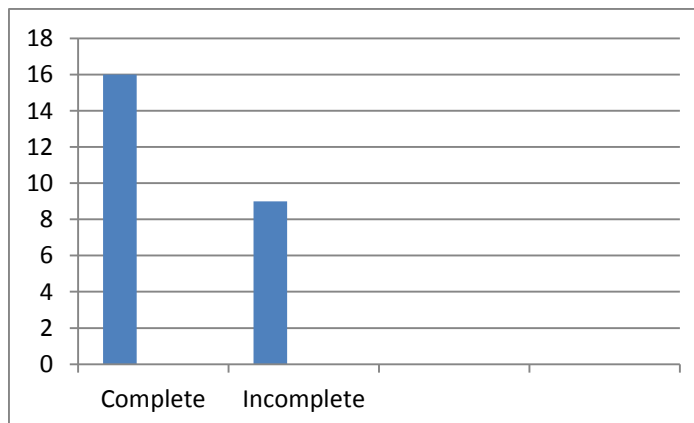
No	Name	Score	Category
1	A C	70	Complete
2	B R W	70	Complete
3	ER	80	Complete
4	F S T	70	Complete
5	K L	70	Complete
6	L H S	70	Complete
7	N L	70	Complete
8	N I Q	60	Incomplete
9	N L	70	Complete
10	P L R	60	Incomplete
11	R I A K	60	Incomplete
12	R A S	80	Complete
13	S W	70	Complete
14	S F	60	Incomplete
15	S M R	60	Incomplete
16	S N	60	Incomplete
17	S	70	Complete
18	T T	70	Complete
19	U L K	60	Incomplete
20	U Z K	70	Complete
21	Y S	60	Incomplete

22	Z M	70	Complete
23	A F N	60	Incomplete
24	R D S	70	Complete
25	R M S	80	Complete
Total		1690	
Average		67,6	
Max		80	
Min		60	
Percentage		67,6%	

Table 4.7
Distribution of Students Score at Post-test 1

Score	Category	Frequency	Percentage %
≥ 70	Complete	16	64
≤ 70	Incomplete	9	36
Total		25	100%

Graphic of Students Score at post-test 1



Based on the post-test data above, in the post-test I most students (16) were given scores based on the minimum standard criteria. The highest score was 80 and the lowest score is 60. The average score of post test 1 is 67,6 because the students' score is under minimum standard criteria so the researcher needs the next action in cycle II.

c. Observation

The researcher observed the students' activities during learning English process in cycle I. Researcher gave the recount text material and explanations to the students but some of the students still had difficulties in the English reading learning especially on reading comprehension skill.

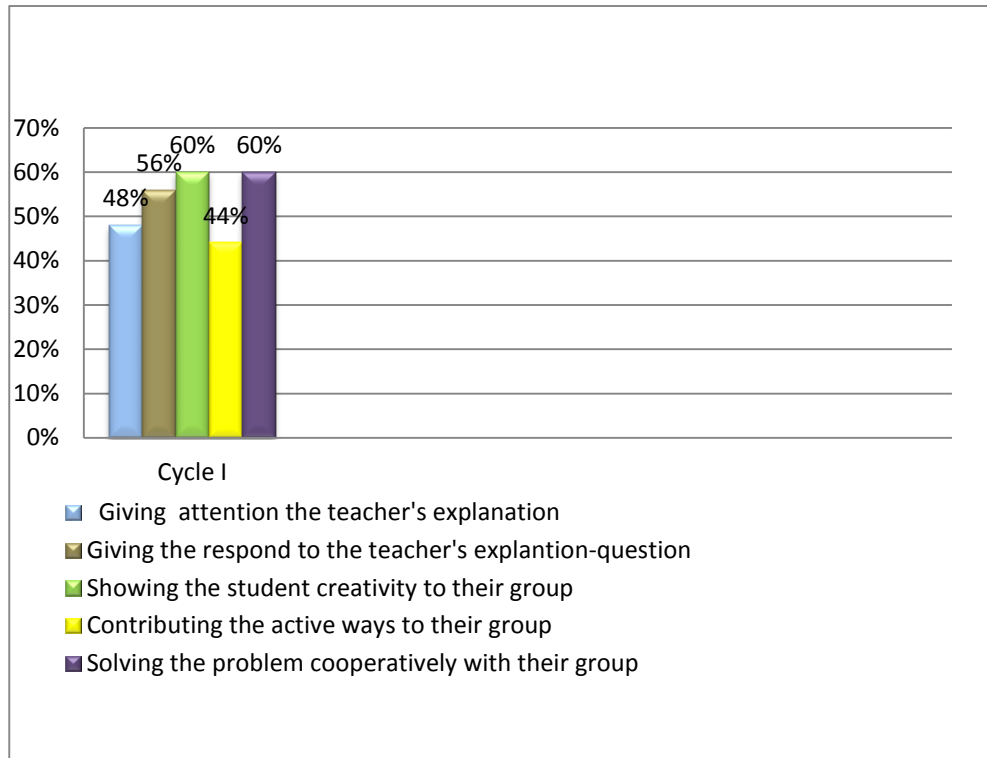
To know the effect of speed reading technique that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English reading process. Based on the observation data of students' activities in cycle I, some of students were active in the teaching learning process.

The observation data result of the students activity can be seen in the table belows:

Table 4.8
The Result of the Students' Activities in the Learning Process of Cycle 1

No	Students' Activity	Frequency	Percentage
1	Giving attention the teacher's explanation	12	48%
2	Giving the respond to the teacher's explanation-question	14	56%
3	Showing the student creativity to their group	15	60%
4	Contributing the active ways to their group	11	44%
5	Solving the problem cooperatively with their group	15	60%

Graphic of Students' Activities in the Learning Process of Cycle 1



Based on the data observation above, the researcher explained that Giving attention the teacher's explanation is 12 (48%). Giving the respond to the teacher's explanation-question is 14 (56%). Showing the student creativity to their group is 15 (60%). Contributing the active ways to their group is 11 (44%). And Solving the problem cooperatively with their group is 15 (60%).

d. Reflection

Related on the research data result of cycle I, it was showed that there was a small improvement of the result from pre-test until post-test 1. In the cycle I the students were began interested in English

learning process. Although, the class condition of learning English process still not good enough. In the fact, the researcher found some weakness in the cycle I so researcher need the cycle II to repair every steps in the cycle I.

Based on the data result of cycle I the researcher has been gotten the data research under minimum standard criteria. Because of the target in the indicator of success was 70% from the students tenth grade were gotten more than 70 score. Therefore, this research should continue on the cycle II.

2. Cycle II

Based on the data result of cycle I, the researcher concluded that overall steps in Cycle I were not successful during the learning English process because the students' score reading comprehending test of recount text is under minimum standard criteria, So the researcher should be continued to cycle II because the cycle II was used to repair the some weakness in the first cycle. The steps of cycle II as follows:

a. Planning

Based on the students' observationsheet data, evaluation and reflection in cycle I, the researcher concluded that the cycle I was failed. Because of it, the researcher try to arrange planning and given an evaluation in the cycle II. In the cycle II, the researcher would give speed reading technique and recount text material more interested than before. Afterwards, the researcher prepared the lesson plan, speed

reading technique material, some of tools that used in [this](#) technique, made observation sheet of the students' activities, and try to find some problems in the cycle II and then researcher try to solve the problems in students' recount text comprehension.

b. Action

The action in the cycle 2 was contained of two meeting. The first meeting was used to apply an action (Implementation of speed reading technique), and the last meeting in cycle 2, it was used to the post-test

2. The explanation for each meeting was as follows:

1) The First Meeting

The first meeting has conducted on Monday, January 13th 2020 for 45 minutes. This meeting was used to apply of the technique (speed reading) to teach English recount text and this meeting was opened bygreeting, checking the attendance list, and praying. In this segment, the researcher gave speed reading techniqueto the students and gave English recount text material more enjoyable. Therefore, In this meeting of English reading comprehension by using speed reading technique was good. Then, the teacher's explanation more enjoyable, learning process actively and the students were gotten the teacher explanation easily.

Then, the students followed the rule of speed reading technique that is suitable with English recount text comprehending like as:finding the topic, looking for generic structure of recount text,

fluency, comprehending text, accuracy, and vocabulary to know the capacity of students' comprehension.

After that, the researcher gave task to students that contained material of English recount text comprehension. Afterwards teacher helped students who were difficult to comprehend English recount task, such as: finding the main idea, support sentences, generic structure, vocabulary and fluency. This treatment made the students more interested in the English reading subject.

2) The Second Meeting

The second meeting was conducted on Wednesday, January 15th 2020. This meeting used to take post-test 2 for 45 minutes. The researcher gave post-test 2 to the students by English recount text test. In this last meeting of cycle 2, most of the students could answer the test well because speed reading technique given the positive effect on the students' reading comprehension skill especially of English recount text. It can be seen from the result of post-test.

Table 4.9

The Data Result of Students' Post-test 2 Score

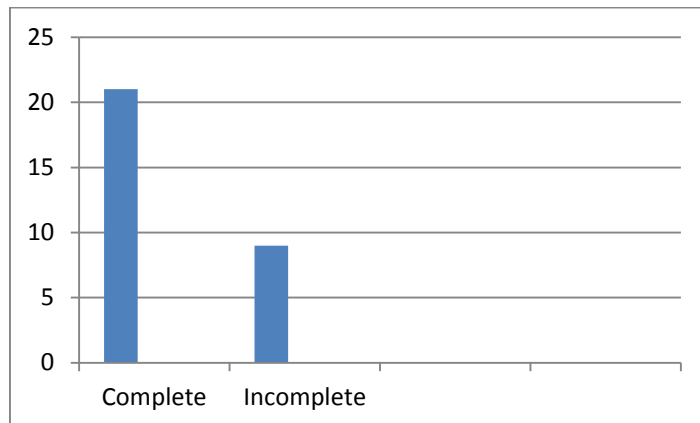
No	Name	Score	Category
1	A C	80	Complete
2	B R W	80	Complete
3	ER	70	Complete

4	F S T	70	Complete
5	K L	80	Complete
6	L H S	80	Complete
7	N L	70	Complete
8	N I Q	60	Incomplete
9	N L	70	Complete
10	P L R	70	Complete
11	R I A K	70	Complete
12	R A S	70	Complete
13	S W	70	Complete
14	S F	60	Incomplete
15	S M R	50	Incomplete
16	S N	70	Complete
17	S	70	Complete
18	T T	80	Complete
19	U L K	70	Complete
20	U Z K	80	Complete
21	Y S	70	Complete
22	Z M	70	Complete
23	A F N	60	Incomplete
24	R D S	70	Complete
25	R M S	80	Complete
Total		1770	
Average		70,8	
Max		80	
Min		50	
Percentage		70,8%	

Table 4.10
Distribution of Students Score at Post-test 2

Score	Category	Frequency	Percentage %
≥ 70	Complete	21	84
≤ 70	Incomplete	4	16
Total		25	100%

Graphic of Students Score at post-test 2



Based on the research data above, There were 21 students (84%) got the scores of post-test II passed based on the minimum standard criteria (MSC). Therefore, the researcher concluded that Most of the students could improve their English reading comprehension of recount text and this research reached indicator of success . It means that cycle II was successful.

c. Observation

The observation on the cycle II, a researcher has been observed during the English learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of speed reading technique that applied in the classroom was success or not.

Based on the data observation of students' activities in cycle II, most of students were showed actively in the learning English process especially in English recount text comprehension.

This observation was done on the cycle II. Data result of observation was almost having a similarity form with the observation

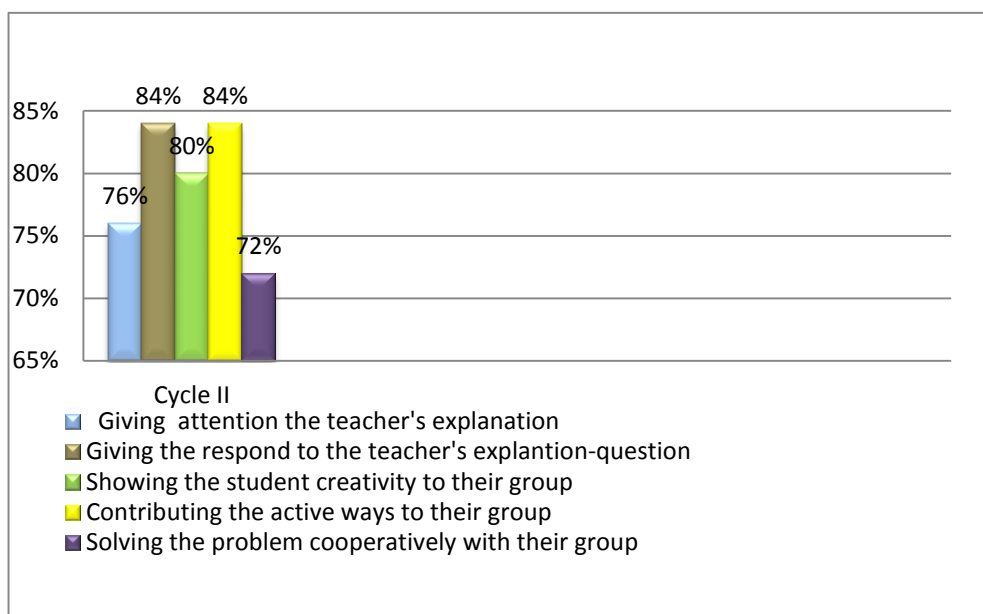
of the first cycle, but there were any significant improvement of observation cycle 2 data than observation in the first cycle. It can be showed from the result of observation data on cycle 2, as follows:

Table 4.11

Result of the Students' Activities in the Learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1	Giving attention the teacher's explanation	19	76%
2	Giving the respond to the teacher's explanation-question	21	84%
3	Showing the student creativity to their group	20	80%
4	Contributing the active ways to their group	21	84%
5	Solving the problem cooperatively with their group	18	72%

Graphic of the Students' Activities in the Learning Process of Cycle II



Related on the observation sheet above, the researcher explained that Giving attention the teacher's explanation is 19 (76%). Giving the respond to the teacher's explantion-question is 21 (84%). 20 students (80%) are Showing the student creativity to their group. 21 students (84%) are contributing the active ways to their group. And Solving the problem cooperatively with their group is 18 students (72%)

From the observation sheet on the cycle II, all of the students were active during following the learning English in the classroom, and students could comprehendwell based on the recount text topic. Therefore, evaluation was given on cycle 2 showed succesful. It can be seen the result of post-test 2 was reached the improvement. The highest score was 80 and the lowest score was 50. The average score of post-test 2 was 70,6.

d. Reflection

Reflection is the last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process on cycle II and post test 2, it can be concluded that most of the students were evoked significant improvement. Based on the research data result in cycle II, it was showed that the teaching learning process was successful and researcher was not need of new cycles .

Based the data research above, the researcher concluded that the learning process in English recount text comprehension by using speed reading technique could improve the students' reading comprehension of the tenth grade of SMAMA'arif 1 Seputih Banyak Central Lampung in Academic Year 2019/2020.

C. Interpretation

Based on the data collection method of this classroom action research like as: test, students' observation sheet, documentation, and field notes were very helpful in repairing learning of English reading comprehension process and implementation steps in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II as follows:

1. The Result of Students' Observation Sheet

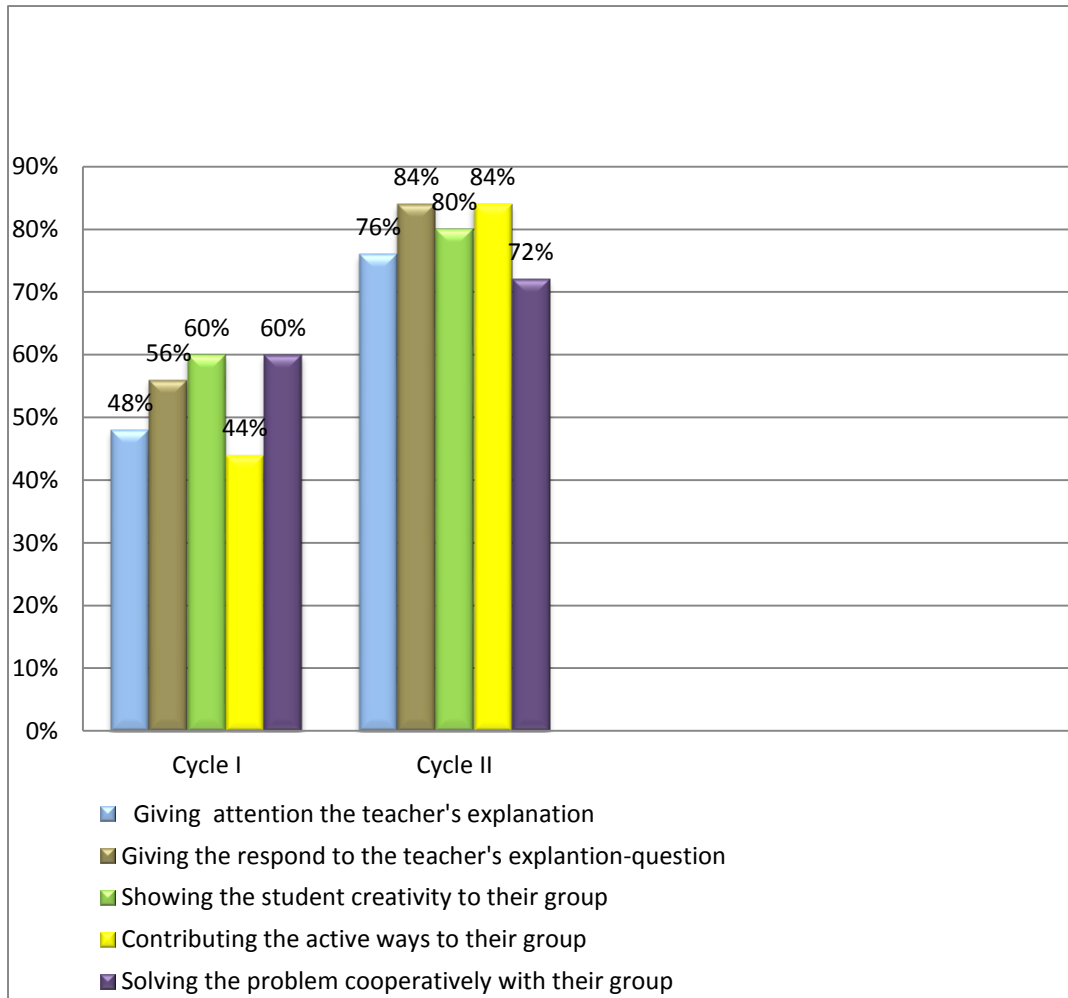
The researcher observed the students' activities during the English recount text subject process by using students' observation guidance. The

comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

Table 4.12
The Result of the Students' Activity in Cycle I and Cycle II

No	Students' Activity	Cycle I		Cycle II		Note
		F	(%)	F	(%)	
1	Giving attention the teacher's explanation	12	48%	19	76%	Improve
2	Giving the respond to the teacher's explantion-question	14	56%	21	84%	Improve
3	Showing the student creativity to their group	15	60%	20	80%	Improve
4	Contributing the active ways to their group	11	44%	21	84%	Improve
5	Solving the problem cooperatively with their group	15	60%	18	72%	Improve
Average			54%		79%	Improve

Figure 4.
Chart of the Students' Activities Result in Cycle I and Cycle II



Based on the data of chart above, most of the students' activities got significant improvement from the cycle I and cycle II. The students are Giving attention the teacher's explanation improved from 12 students (48%) became 19 students (76%). Then Giving the respond to the teacher's explantion-question in the cycle I and cycle II had improved from 14 students (56%) became 21 students (84%). Showing the student creativity to their group was improved from 15 students (60%) became 20 students

(80%). Contributing the active ways to their group has improved from 11 students (44%) became 21 students (84%). Finally, Solving the problem cooperatively with their group was improved from 15 students (60%) became 18 students (72%).

Based on the research data above, the researcher made a conclusion that the students' activities were reached a significant improvement in cycle I and cycle II. It was from 54% became 79%. It has been reached the indicator of success 70% of students were active in the learning English process. The improving point in the observation is 25%.

2. Result of the Students' English Reading Comprehension Test in Cycle I and Cycle II

The researcher got the data test result based on the students' learning of English reading comprehension skill, such as the score of the post-test 1 was better than pre-test (cycle 1) and the score of the post 2 was better than post-test 1. The score showed in the table below:

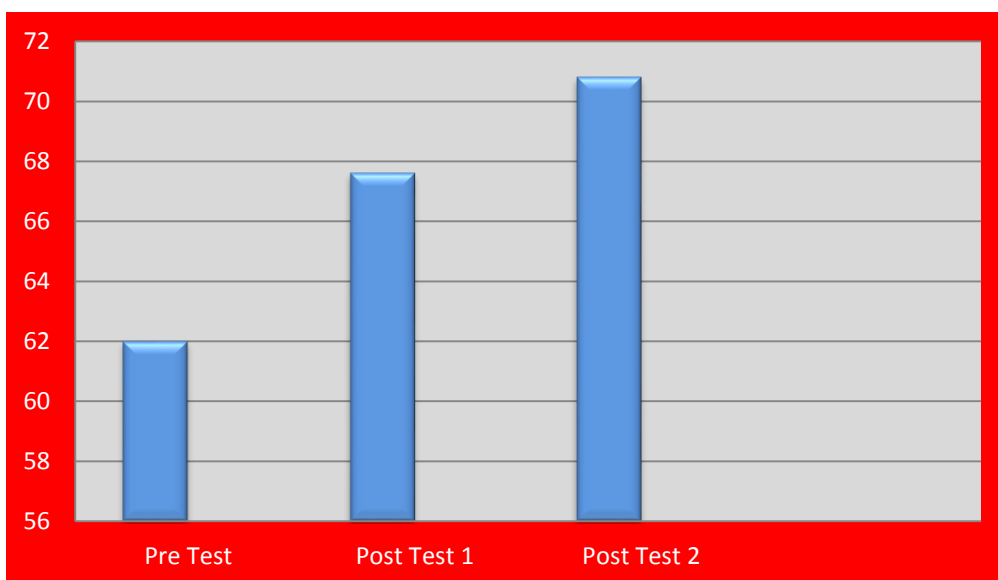
Table 4.13
The Result of the Students' English Reding Comprehension Score
In the Pre-Test, Post-Test 1, and Post-Test 2

No	Name	Pre-Test	CYCLE				Note
			Cycle I		Cycle II		
			Post Test 1	Improving score	Post Test 2	Improving score	
1	A C	70	70	0	80	10	Improve
2	B R W	70	70	0	80	10	Improve
3	ER	70	80	10	70	-10	Decrease
4	F S T	70	70	0	70	0	Constant
5	K L	70	70	0	80	10	Improve
6	L H S	80	70	-10	80	10	Improve
7	N L	50	70	20	70	0	Constant
8	N I Q	50	60	10	60	0	Constant
9	N L	50	70	20	70	0	Constant
10	P L R	50	60	10	70	10	Improve
11	R I A K	60	60	0	70	10	Improve
12	R A S	60	80	20	70	-10	Decrease
13	S W	70	70	0	70	0	Constant
14	S F	50	60	10	60	0	Constant
15	S M R	60	60	0	50	-10	Decrease
16	S N	60	60	0	70	10	Improve
17	S	50	70	20	70	0	Constant
18	T T	60	70	10	80	10	Improve
19	U L K	80	60	-20	70	10	Improve
20	U Z K	50	70	20	80	10	Improve
21	Y S	70	60	-10	70	10	Improve
22	Z M	70	70	0	70	0	Constant
23	A F N	60	60	0	60	0	Constant
24	R D S	60	70	10	70	0	Constant
25	R M S	60	80	20	80	0	Constant
Total		1550	1690		1770		
Average		62	67,6		70,8		
Max		80	80		80		
Min		50	60		50		

Based on the data above, researcher concluded that students' reading comprehension skill of recount text were evoked an improvement. It was showed by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 62 which were far from minimum standard criteria target. After researcher used of speed reading technique the score was improved good enough because the average score in the post-test 1 is 67,6 post test 2 is 70,8 and increased 3,2 point.

Students' reading comprehension ability had an improvement, it can be showed from the result of the post-test I and post-test II where the average of the students' score in post-test 1 were 67,6 and the average of post-test 2 were 70,8. The improvement is showed in the chart below:

Figure 4.1
Chart of the Students' Result in Pre-Test, Post-Test 1, and Post-Test 2



Based on the chart above, the researcher concluded that there was an improvement of students' reading comprehension skill in the cycle I and cycle II through speed reading technique. It means that this technique has a positive effect toward the English recount text process.

Related on gathering data until cycle II, the students' test result and the students' activities result of the students was achieved the target that was decided on indicator of success. Indicator of success this research is 70% from the students got score is 70. Based on the students' result of this research showed that 70,6% from the students got minimum score 70. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycles.

D. Discussion

Reading comprehension needed for teaching English as a foreign language. It means that teaching reading important role in mastery of English reading text. In this case, teacher should pay more attention to the teaching and learning English reading comprehension to students. Teacher should choose and apply some teaching technique and media which are suitable with the students' needs based on the curriculum. Therefore, to achieve the goal of teaching reading comprehension is required creativity of teachers to organize learning English reading text. By using speed reading technique as the innovation in teaching reading technique.

Teaching English reading plays important role in students' comprehension learning, English reading text would be easier to teach when is supported with

the technique because the lesson will take more concrete for students and the students have to complete understanding.

During the research, the researcher observed that the students were interested in teaching English reading text based on research data result. They were enthusiastic the learning process.

The researcher assumes that teaching reading by using speed reading technique can improve the students' reading comprehension. By using speed reading technique students learn a new reading text easier because the students could comprehend the generic structure of recount text more easily and effectively, they learn by speed reading technique. Related on the statement above, this technique proved that speed reading technique be one the interesting technique in learning English, especially for the students' reading comprehension among the tenth grade at SMA Ma'arif 1 Seputih Banyak Central Lampung in Academic Year 2019/2020.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research data result of students' SMA Ma'arif 1 Seputih Banyak Central Lampung In the Academic Year 2019/2020, the researcher concluded the research as follows:

Based on the research data result, the average score on the students' reading comprehension test of the tenth grade of SMA Ma'arif 1 Seputih Banyak in pre-test is 62, post-test 1 is 67,6 and post-test 2 is 70,8.

Students' observation data in cycle I and II the students' observation sheet data of the tenth grade SMA Ma'arif 1 Seputih Banyak was good, it was based on observation data from 54% became 79%. It mean that this research reached the indicator of success 70% of students were active in the learning English process that students were very active in the learning English process.

Related on the statement above, It means that the action hypothesis which stated that, "improving students reading comprehension through speed reading technique among tenth grade at SMA Ma'arif 1 Seputih Banyak Central Lampung in Academic Year 2019/2020, was accepted and reached.

B. Suggestion

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. To the Students:
 - a. The students are suggested to improve their skill in English reading comprehension.
 - b. The students are suggested to comprehend their skill in English recount text by using teachers' speed reading technique.
2. To the English teachers:
 - a. The English teacher is recommended to use speed reading technique as an innovation in English learning.
 - b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge of generic structure text, vocabulary and accuracy in English learning especially on English reading comprehension.
3. To Headmaster.

It is suggested for the headmaster in order to persuade the teachers to use this technique it can be enjoyed by the students and efficient in teaching English. And it is suggested in supporting the English learning process by preparing the facilitation and instrument completely.

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CURRICULUM VITAE



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