AN UNDERGRDUATE THESIS

IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

By:

BAGUS BHAKTI CAHYA
Student Number: 1501070229

TARBIYAH AND TEACHERS TRAINING FACULTY ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC INSTITUTE OF METRO 1443 H / 2021 M

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IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:
BAGUS BHAKTI CAHYA
Student Number: 1501070229

TARBIYAH AND TEACHER TRAINING FACULTY
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021

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Lampiran   : -

Perihal   : **Mohon Dimunaqosyahkan**

                    Bagus Bhakti Cahya

KepadaYth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alikum, Wr.Wb.

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

Nama	: Bagus Bhakti Cahya
NPM	: 1501070229
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

       Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr.Wb

                                            Metro, 4 Dec 2021

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NOTIFICATION LETTER

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Appendix   : -

Matter   : **In order to hold the munaqosyah**

                    of Bagus Bhakti Cahya

To :

The Honorable the Head of Tarbiyah Department

of State Institute for Islamic Studies of Metro

Assalamu'alikum, Wr.Wb.

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

Name   : Bagus Bhakti Cahya

Students Number   : 1501070229

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   : IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

       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.

Wassalamu'alaikum, Wr.Wb.

                                             Metro, 1 Dec 2021

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To be discussed in the Thesis (munaqosyah) in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.

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RATIFICATION PAGE

No. B-5613/In.28.1/D/PP.00.9/12/2021

The Undergraduate Thesis entitled: IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO written by: BAGUS BHAKTI CAHYA, Student Number 150107229, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, Desember 12, 2021 at 13.00- 15.00 p.m.

BOARD OF EXAMINERS

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Examiner I   : Dr. Widhiya Ninsiana, M.Hum

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IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

ABSTRAC

By:

BAGUS BHAKTI CAHYA

The main purpose of this research is to know that using Speed reading technique can improve the students' reading comprehension skills in the teaching and learning process. The objective of this research was the tenth grade students of SMK N 3 Metro. The subjects of this study were 36 students at SMK N 3 Metro. The focus of this research is Reading comprehension skills. The problem is related to the problem identification that the students have low to comprehend the text.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The material used in this study is a narrative text. The researcher used observation, tests, documentation, and field notes to collect data. The research is conducted collaboratively with an English teacher of SMK N 3 Metro.

The finding of this research shows that there is improving the students' reading comprehension skills by using speed reading technique. It can be proved by the students' progress of the average score in pre test, post-test I, and post test II.The results of the study indicated that the overall scores of students writing report text skills from two cycles are (a) 49,6 in pre-test, and (b) 70,5 in post-test 1 and (c) 77,00 in post-test 2. The activities of students inthe learning processto be more active.The condition of the class was getting better. The students pay attention to the teacher's explanation in the learning activity.Based on the results of this study, it can be said that the Speed reading technique can improve the students' reading comprehension skills in narrative text.

Keywords: Reading Comprehension Skills, Narrative Text, Speed reading technique, and Classroom Action Research

IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

ABSTRAC

By:

BAGUS BHAKTI CAHYA

Tujuan utama dari penelitian ini adalah untuk mengetahui bahwa penggunaan teknik membaca cepat dapat meningkatkan kemampuan pemahaman membaca siswa dalam proses belajar mengajar. Tujuan penelitian ini adalah siswa kelas X SMK N 3 Metro. Subjek penelitian ini adalah 36 siswa di SMK N 3 Metro. Fokus penelitian ini adalah keterampilan membaca pemahaman. Masalah tersebut terkait dengan identifikasi masalah bahwa pemahaman siswa terhadap membaca teks masih rendah.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Materi yang digunakan dalam penelitian ini adalah teks naratif. Peneliti menggunakan observasi, tes, dokumentasi, dan catatan lapangan untuk mengumpulkan data. Penelitian ini dilakukan secara kolaboratif dengan seorang guru bahasa Inggris di SMK N 3 Metro.

Temuan penelitian ini menunjukkan bahwa ada peningkatan kemampuan pemahaman membaca siswa dengan menggunakan teknik membaca cepat. Hal ini dapat dibuktikan dengan perkembangan nilai rata-rata siswa pada pre test, post test I, dan post test II. Hasil penelitian menunjukkan bahwa nilai keseluruhan keterampilan menulis teks laporan siswa dari dua siklus adalah (a) 49,6 pada pre-test, dan (b) 70,5 pada post-test 1 dan (c) 77,00 pada post-test 2. Aktivitas siswa dalam proses pembelajaran menjadi lebih aktif. membaik. Siswa memperhatikan penjelasan guru dalam kegiatan pembelajaran. Berdasarkan hasil penelitian ini dapat dikatakan bahwa teknik membaca cepat dapat meningkatkan kemampuan pemahaman membaca siswa dalam teks naratif.

Kata Kunci : Kemampuan Membaca, Naratif Teks, Penelitian Tindakan Kelas.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

    Name   : BAGUS BHAKTI CAHYA

    Student Id   : 1501070229

    Department   : English Education (TBI)

    Faculty   : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 30 December 2021

The Researcher

Bagus Bhakti Cahya
St. ID. 1501070229

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Bagus Bhakti Cahya
NPM	: 1501070229
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 30 Desember 2021

Yang Menyatakan,

Bagus Bhakti Cahya
NPM.1501070229

MOTTO

يُسْرًا الْعُسْرِ مَعَ إِنَّ .يُسْرًا الْعُسْرِ مَعَ فَإِنَّ

"So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.." (Q.S. Al Insyirah, 94 : 5 -6)

``*Live is a programmed struggle.*`` *(My Father.)*

DEDICATION PAGE

This undergarduate thesis would highly dedicated to:

1. *My beloved Parents Mr. Nurcahyo S.Pd, Mrs. Yatin, and My lovely brother Cahyan Dewandaru always gave me support, spirit, motivation, and inspiration.*

2. *My sponsor Dr. Mahrus As'ad, M. Ag, and my co-sponsor Dr. Ahmad Subhan Roza, M. Pd (thanks for your guidance).*

3. *Last but not least, I want to thank me for believing in me. I want to thank me, for doing all this hard work. I want to thank me for having no days off. I want to thank me, for never quitting. I want to thank me for always being a giver and trying to give more than I receive.*

ACKNOWLEDGEMENT

All praise due to Allah SWT, the most gracious and most merciful because of his wonderful blessing and his mercy, the researcher could finish this undergraduate thesis. Peace and salutation always be given to the beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

This under graduate thesis entitled: "Improving Reading Comprehension Skills in Narrative Text by Using Speed Reading Technique Among the Tenth Graders of SMK N 3 Metro.". The undergraduate thesis is presented to fulfill one of the requirements for the undergraduate thesis in the English Education Department.

The researcher would like thanks to :

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Ag, as the Head of Tarbiyah and Teacher Training Faculty of IAIN Metro

3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.

4. Dr. Mahrus As'ad, M.Ag as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.

5. Dr. Ahmad Subhan Roza, M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

6. My lovely parents, Mr. Nurcahyo S.Pd and Mrs. Yatin who always support and pray for my life.

Metro,   December 2021

The researcher,

BAGUS BHAKTI CAHYA
St Id. 1501070229

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CHAPTER I

INTRODUCTION

A. Background of study

English is an essential and international language. It is to connect people in a country with other people in another country which have different languages. Many people in the word use English because it can make unity. Because of English, some different countries can interface International Corporation. To illustrate that point, English is frequently used for the need for bilateral or multilateral corporation among the countries, such as economy, education, culture, social and so forth.

National education levels in Indonesia, such as elementary school, junior high school, senior high school / vocational school and university. Moreover, it becomes one of the primary subjects to be examined in the national examination; Consequently, English has been highly implemented in Indonesia for the need of education.

English learning is divided into fourth basic skills, namely listening, speaking, reading and writing. Those skills are needed develop students' English performance. In improving students' skills especially in reading, the students need to an interesting learning process. Therefore, to make the student more interested in reading, the writer uses visual media specifically Speed reading technique to help the students in improving their reading comprehension.

Furthermore, the writer found many problems with English skills, especially material in English lessons. Based on result of pre-survey data that was conducted in SMK N 3 METRO on 1st February 2020, from the mid-semester followed by 31 students, only 35,5% the students' passed in the mid of semester, and 64,5% the students' failed with the highest grade 80 and the lowest grades 45 with the minimum mastery criteria is 70 for English language. For the specific pre-survey result see table 1 below.

Table I
Mid Term Test at Tenth Graders Class C of SMK N 3 Metro

No.	Name	English Learning Achievement	
		Score	Category
1	AR	80	Excellent
2	AN	76	Good
3	AS	71	Poor
4	AM	74	Poor
5	AP	86	Excellent
6	AD	36	Low
7	AA	47	Low
8	AZ	72	Poor
9	BS	34	Low
10	DI	77	Good
11	DA	74	Poor
12	DL	74	Poor
13	AS	78	Good
14	ER	74	Poor
15	FR	79	Good
16	FI	40	Low
17	GS	79	Good
18	GA	74	Poor
19	HZ	69	Poor
20	ID	77	Good
21	JR	64	Poor
22	KR	74	Poor
23	MJ	71	Poor
24	MZ	78	Good
25	MD	74	Poor

26	MM	77	Good
27	N	74	Poor
28	PA	40	Low
29	PI	74	Poor
30	RN	74	Poor
31	RE	62	Low
32	SA	74	Poor
33	SA	74	Poor
34	VA	77	Good
35	WE	74	Poor
36	WP	60	Low

Source: *Students English Score at the Tenth Grade Specially Class TKJ B of SMK N 3 METRO (Pre Survey, on 1ˢᵗFebruary 2020)*

Table 2

The Students' Reading Achievement

No	Score	Categories	Frequency	Percentages (%)
1.	80-100	Excellent	2	5,6%
2.	75-79	Good	9	25%
3.	65-74	Poor	18	50%
4.	0-64	Low	7	19,4%
Total			36	100%

Sources: Ledger of English teacher, taken on February 1ᵗʰ, 2020

Based on the result of pre-survey data above, only 2 student that have excellent score, 9 students that have good score, many students that have poor score around of 18 students, and there are 7 students that have low score. It can be seen that the students' reading comprehension is still poor. It can be concluded there are 25 students of 36 students into the poor and low categories, because the students failed with the highest passing grade 75. It means that the result of pre-survey data is so far from the target of the passing grade.

From the data above, the researcher concludes that the students still have a problem's reading comprehension skills especially in narrative text. It is because of the students did not understand how to read of narrative text. The researcher intends to increase of the students find difficulties to improve the reading comprehension skills. Therefore, the researcher uses speed reading technique to improve student's reading comprehension skills.

Form table above, the researcher was inspired to conduct a research with the title "Improving Reading Comprehension Skills by using Speed Reading Technique"

B. Problem Identification

Based on background that, the researcher could identify the problem is:

1. The students have difficulties in reading comprehension s k i l l s especially in narrative text.
2. students have less motivation in reading skills
3. The Students still us ineffective reading technique.

C. Problem Limitation

The problem arises as follows: "Can be used of the Speed reading technique to improve students' reading comprehension skills in narrative text at SMK N 3 METRO?

D. Problem Formulation

The researcher formulated the research problems as follows:

1. Can the Speed reading technique improve the students' reading comprehension skills in Narrative text at tenth graders of SMK N 3 Metro?

2. Can Speed reading technique improve the students' learning activity at tenth graders at SMK N 3 Metro?

Object and Benefit of the Study

1. **Objective of the Study**

   1. Speed reading technique can improve the students reading comprehension skills in Narrative text at tenth graders of SMK N 3 Metro.

   2. Speed reading technique can improve the students' learning activity at tenth graders at SMK N 3 Metro.

2. **The Benefit of the Study**

   a. For the students

      1) To hope can give a positive contribution to the students improve reading comprehension

      2) To make an interest in the learning process by Speed reading technique.

      3) To motivate students to read a book more seriously.

   b. For the teacher

      1) To create interest in the learning environment.

      2) To extend English material easier.

      3) To gave information for English teachers about improvement the students reading comprehension by Speed reading technique.

c. For the school

1) Speed reading technique to create interest in learning environment

2) Speed reading technique could be substance for the foreign language teacher in their teaching.

3) The result of this research can be used as information and the contribution of knowledge in learning English for the future.

E. Prior Research

There are many researchers that had done the research about reading comprehension. One of the researchers is Yuli susanti priastuti with her thesis entitled "Improving the reading comprehension of the eighth grade students of SMP N 1 Wonosari by using the visualization strategy in the academic year of 2012-2013"

The similarity of research is it focused on reading comprehension and the difference in Yuli susanti priastuti research focused on the visualization strategy in this research it focus understanding words. The results of the first prior research are effective.[1]

The second prior by Nurainun with thetitle "Improving the student's reading comprehension in narrative text by using concept oriented reading instruction at grade VIII private Islamic Junior high school Ali Imron Medan". The research method used in the second prior research is classroom action research. The sample of the second prior research is private Islamic Junior high school Ali Imron Medan. The results of the second prior research

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[1]YuliSusantiPrihastuti "*Improving the reading comprehension of the eighth grade students of SMP N 1 Wonosari by using the visualization strategy in the academic year of 2012-2013*" 2013

are the narrative text as one of teaching techniques could be an effective method in teaching reading skills.[2]

The third prior research conducted by Abdurrahman Ibrahimwith the title "An analysis on difficulties in reading comprehension of Speed reading technique among the seventh graders of the SMP Kartikatama Metro". The research method used in the third prior research is qualitative reseacrh. sample third prior reseacrh is sevetnh graders the SMP Kartikatama Metro. The results of the third prior research are effective.[3]

Based on the whole descriptions related to some prior research above, it can be concluded that the reading comprehension by using Speed reading technique in reading is an important thing to study. That is because the application is very effective to be used in teaching reading. Therefore, taking into consideration some of the prior research, a researcher has a solid foundation to increase the reading comprehension among the tenth graders at Vocational High School using the Speed reading technique by implementing Classroom Action Research (CAR).

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[2]Nurainun*"Improving the student's reading comprehension in narrative text by using concept oriented reading instruction at grade VIII private Islamic Junior high school Ali Imron Medan"*2017.

[3]Abdurrahman Ibrahim "*An analysis on difficulties in reading comprehension of Speed reading technique among the seventh graders of the SMP Kartikatama Metro*" 2019.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension Skill

1. The Nature of Reading Comprehension

a. Reading

Anbar explains that reading is a key to learning, a means to open doors to knowledge.[4] It is an important skill in language learning because by reading people can get information and add knowledge.

According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed words.[5] It means that reading is an activity in order to get meaningful message through printed language.

M. Jain states that reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.[6] It is the result of interaction reader's exiting knowledge to understand the meaning by using language skills.

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[4] Ada Anbar, *The Secret of Natural Readers: How Preschool Children Learn to Read*, (Westport : Greenwood Publishing Group, Inc., 2004), 3.

[5] Caroline T. Linse, *Practical English Language Teaching : Young Learners,* (New York : The McGraw-Hill Companies, Inc, 2005), 69.

[6] M.F. Patel Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur : Sunrise Publishers & Distributors, 2008), 114.

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In addition, Smith defines reading is thinking that is partly focused on the visual information of print; it's thinking that is stimulated and directed by written language.[7] In other words, reading is language ability that has meaningful connection, all information that is gained by reading is represented in written forms.

Based on the statement above, the researcher infers that reading is the process to produce the meaning and information in the form of written language.

b. Comprehension

Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's pre-existing knowledge related to the topic of the text.[8] In other words, comprehension is needed for the readers to understand about content of the text.

Mikulecky and Jeffries explain that true comprehension means making sense of what people read and connect the ideas in

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[7] Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read,* (Mahwah : Lawrence Erlbaum Associates, Inc, 2004) 191.

[8] Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: the Interactive Strategies Approach*, (NY : A Division of Guilford Publications, Inc., 2010), 276.

the text to what they already know.[9] It is the ability to comprehend the writer's ideas.

Sadoski points out that comprehension is there construction of the author's message—the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.[10] It means that the readers should be able to construct the meaning in the text.

Based on the definition above, the researcher concludesthat comprehension is the ability to understanding the text based on readers' background knowledge.

c. **Reading Comprehension skills**

Woolly states that reading comprehension skills is the process of making meaning from text.[11] It means that the readers understand the total meanings of the reading text are selection.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text,

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[9] Beatrice S. Mikulecky, Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, (New York : Pearson Education, Inc., 2007), 74.

[10] Mark Sadoski ,*Conceptual Foundations of Teaching Reading*, (New York : A Division of Guilford Publications, Inc., 2004), 67.

[11] Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties,* (New York : Springer Science+Business Media B.V., 2011), 15.

understanding of text types).[12] It refers to the process in interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text.

McNamara explains that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.[13] In the other words, reading comprehension is an interaction between words and how the readers produce knowledge outside the text.

Based on the definition above, the researcher concludes that reading comprehension is the activity to understand the meaning of a reading selection to get the all of important information that required the readers.

2. The Element of Reading Comprehension Skills

Reading comprehension can be challenging for students for lots of reason. Whatever the cause, knowing the skills involved, and which ones your child struggles with, can help you get the right support.

Burns and De Silva Joyce's four related roles of a reader provide a useful typology for teachers to consider when teaching students to become effective readers.[14]

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[12] Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York : A Division of Guilford Publications, Inc., 2007), 8.

[13] Danielle S. McNamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies*, (New York : Lawrence Erlbaum Associates, Inc., 2007), 111.

[14] Lauren Stephenson & Barbara Harold, *Elements in the teaching of reading*, (Zayed University), Vol 4, 2009 P 16

The guidelines further specify five essential components in high quality reading instruction that emerged from the report of the National Reading Panel:[15]

a. Phonemic awareness

Phonemic awareness instruction should provide explicit instruction that focuses in letter-sound relationships, segmenting, and blending. The "Reading First" guidelines look for early linkage between sounds and letter symbols, even before letter names are learned, as well as ongoing assessment of phonemic awareness skills to inform instruction.

b. Phonics and word study

Phonics and word study instruction should also be explicit, systematic instruction that teaches letter-sound connections and blending skills to read whole words. These same skills must be applied to learning to spell.

c. Fluency

Fluency instruction is an essential component of reading. The opportunities for oral repeated reading that are supported by the teachers, peers, and at home by family members. The text that student read and reread should be well matched to their reading skills and should build rate and accuracy of oral reading.

d. Comprehension

Comprehension instruction must include teaching before, during, and after reading both narrative and informational text.

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[15] Corinne Burton, *Reading is All Around Us: Using Environmental Print to Teach Beginning Literacy Skills*, (Huntington Beach : Shell Educational Publishing, Inc., 2007) 11-12.

e. Vocabulary

Vocabulary instruction must also be direct, systematic, and explicit. The meanings of words and word-learning strategies must be taught by the teacher. Structural analysis of words and the etymology of words must be taught as well.

B. Speed Reading Technique

1. Definition Speed reading technique

Speed reading is one of techniques that can be used to improve reading habits of the students to read quickly. By applying this technique, the students can get many advantages.[16] The first one is the amount of time you will save when you're able to double your speed. The second advantage is that readers are able to concentrate better which leads to greater comprehension. Thirdly, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension. Therefore, by using this technique, it can help the readers, not only save their time but also the reader can improve their comprehension and can get much knowledge. According to Buzan said that speed reading is not only reading by using eyes, but the process of reading also needs brain. Brain plays important point in interpreting the words that come from brain and it makes someone can read the text

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[16] Rizkoh,et.al, '*The implementation of speed reading technique to improve comprehension achievement*', *e-Journal of English Language Teaching Society (ELTS),* Vol. 2 No. 3 ISSN 2331-1841 (2014): 2.

faster.[17] Based on Lauren, the steps as a procedure in teaching speed reading strategy are:[18]

1. Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.

2. Teacher asks the students to go through different blocks of text and highlight the important major points of each line.

3. Teacher asks the students to go back over the highlighted text and read just the highlighted area.

4. Teacher teaches the students to read the text aggressively and without regression.

5. Teacher helps the students to use their hand to keep focus while speed reading.

6. Teacher keeps timing the students reading regularly.

Furthermore, speed reading technique can be done through skimming scanning is the strategy in teaching reading comprehension. Harmer stated that skimming is a technique in looking for a text to get a quick idea of the gist of a text.[19] While, scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. Both of the strategies help the students to read in a more focused and efficient way. Therefore, skimming-scanning strategy is accelerated

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[17] Tony Buzan, '*The speed reading book'*, BBC Worldwide limited, London (2004): 6
[18] Lauren, Wise, '*How to Teach Speed Reading'*, electronic article USA: Demand Media, Inc., (2011) : 14
[19] Harmer, J. 1985. *Just Reading and Writing*: London: Marshall Cavendish. 2004

reading strategy to quickly looking for the idea and specific information of the text. Skimming-scanning is a speed reading strategy. This strategy has purpose to get the ideas and specific information of the text quickly. According to Brown skimming is the process of rapid coverage of reading matter to determine its gist or main idea.[20] In addition, Maxwell stated that scanning is the ability to locate specific facts and details quickly.[21] Skimming-scanning is regarded as a desirable reading skill and it is taught in most developmental reading courses because it helps students to get information easily in efficient way. According to Arundel in Reading and Study Skill Lab, skimming is a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and the general overview of the content.

Furthermore, there are steps in applying skimming strategy, those are:

(1) Read the title,

(2) Read the introduction of lead paragraph,

(3) Read the first paragraph completely, if there are subheadings, read each one, looking for relationship among them,

(4) Read the first sentence of each remaining paragraph,

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[20] Douglas Brown, 'Principle of learning and teaching', Pearson, New York (2001): 42
[21] Maxwell M. J. Skimming and scanning improvement. New York: McGraw-Hill, (1969): 54

(5) Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typographical cues,

(6) Read the final paragraph completely.

She also presented several steps to maximize the use of scanning system on reading comprehension:

(1) Keep in mind at all the time what is you are searching for,

(2) Anticipate in what form the information is likely to appear numbers, proper nouns, etc

(3) Analyze the organization of the content before starting to scan. If the material is familiar or fairly brief, we may able to scan the entire article in a single search. But if the material is long or difficult, it may be necessary to determine which part of the article to scan.

(4) Let your eyes run rapidly over several lines of print at a time,

(5) Read the entire sentence when you find the sentence that has the information you seek.

C. The Concept of Narrative text

a. The definition of Narrative text

According to Otong S Djuharie, narrative is kinds of essay in the form of a story or events that aim is to entertain the readers. Even though, Nikki said that narrative relates a sequence of events.[22]

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[22] Nikki Gamble and Sally Yates, *Exploring Children's Literature: Teaching theLanguage and Reading of Fiction,* (New Delhi: Sage Publication Inc., 2002), p. 20.

Narrative also places occurrences in time and tells what happened according to natural time of sequence. The quotation above of the narrative, it can be referred that to retell an event in order to the readers to get the information in reading discourse.

b. Reading Comprehension skills in Narrative text

Otong S. Djuharie said that there are the characteristics of narrative reading comprehension abilities,[23] as follow:

1) The Generic Structures of Narrative Text:

a) Orientation is told about the introduction figure's story,time and the location's story.

b) Complication is developing of the conflict.

c) Resolution is Resolving of the conflict or the steps take toresponse of the conflict or problems.

d) Reorientation is expressions to show the story had done,and this story has optional character.

2) The Grammatical Features of Narrative Text includes:

a) Use of noun as a pronoun of people, animal, and thing in the story; for examples are stepmother, household, etc.

b) Use of past tense; for instances are went, ran, ate, etc.

c) Use of time connectives and conjunction to sequence of events; such as after, before, soon, then, after that, etc.

d) Use of action verbs to indicate an event; for instances are

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[23] *Ibid*

stayed, climbed, killed, etc.

e) Use of adverbs and adverbial phrases to locate the particular events; such as once upon a time, one day, etc.

Based on the characteristics above, it can be concluded that narrative text used in classroom by seeing the generic structures and grammatical features because this characteristics can help students to comprehend of narrative text.

D. Speed Reading Strategy to Improve Students' Reading Comprehension.

Speed reading is a strategy that can improve reading comprehension. It happens because speed reading allows opportunity to read the material. Each word that is read has meaning with the other words in the text. In improving reading comprehension, there are several skills that can be used. The goal of these skills is to make speed reading more effective and efficient to be done by students.

1. Using silent Reading

To be a speed reader, one thing that should be mastered is silent reading. It can help to increase reading speed. Silent reading means that reading with no vocalizing the word that we read. Zainil (2003) says that vocalizing is a distraction factor in reading fast. It can decrease your reading speed. The same argument it also stated by Sutz and Weverka (2009) that Vocalizing slows your reading down considerably and it is a

bad habit that should be break. So, in speed reading strategy, the use of silent reading is much needed.

2. Using Pacer to Focus

While Reading Pacer is a simple tool that can eliminate speed reading problems. A pacer is a tool that can be used to focus and give attention on the words on the page by moving it by reading the material. Konstant (2003) clarifies that a pacer helps to eliminate most distractions, and it involves an extra sense in reading process. It encourages eyes to focus on more than one word at a time. This immediately increases your reading rate.

3. Reading aggressively without regression

Speed reading is a state of mind in which reading is more aggressively. In many ways, speed reading is just the act of reading with a deeper level of concentration and efficiency. It is caused by reading several words at the same times. Detecting and reading word group with a single eye fixation. Afterwards, reading aggressively without regressing. Regressing can decrease the concentration in reading. Obviously, regression slows your reading speed. It takes twice as long to turn back and read what already read. Worse, regression also slows comprehension because it can make you lose the flow of meaning in the words.

4. Using skimming and scanning

To Find Highlighted Text Skimming is reading at the fastest speed, a person can accomplish. It is used when a reader wishes to cover material in a hurry. It is used when seeking more of general impression of what the text is about. It is activity to take the gist of something. Skimming can be used for purpose to find topic of reading, author's argument and finding mind idea. Scanning is a reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything. It is more high speed than skimming. It is used to get information more specific. It just reads the question that should be answered. Then, scanning needs more concentration to catch information. The purpose of scanning is to locate the information quickly. Thus, a high rate of speed is essential. 5. Timing Students Reading this skill is related to how to measure reading speed. There are two tests to measure the rate of reading. The first is Words per Minutes test (WPM). This test measures how many words can be read per minute. The second is effective reading rate (ERR). This test measures the comprehension of reading fast in reading text.

3. **The Urgency of Speed reading technique to Improve the Reading Comprehension**

The utilization of Speed reading technique can be rousing because of its more brilliant, made with quality papers, format allure, and open by the understudies. Utilizing Speed reading technique could improve understudies' perusing execution just as building their Islamic character:[24]

a. Speed reading technique motivates students to read

b. Speed reading technique can enhance students' reading skill

c. Speed reading technique can build students' character.

C. **Action Hypothesis**

In this research, the researcher has a hypothesis as temporary answer toward some problem get occurs in this research. The hypothesis of this research is:" There is Improvement on students reading comprehension skill by using Speed reading technique".

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[24]SirajulMunir& Rudi Hartono, *Islamic magazine articles to enhance students' reading skill and build their character values*, Vol. 9 No. 1, August 2016, pp. 68-73

CHAPTER III

RESEARCH METHOD

A. The Operational Definition of Variable

1. Variable of research

   This research consists of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it. The two variables can be explained as follow:

   a. Independent Variable (X)

   Independent variable is a variable that can be influenced by an dependent variable. The independent variable in this research is the students' reading comprehension. The improving of student reading comprehension can be seen after using Speed reading technique. The researcher used the test method, answer the questions and guess the plot of the story.

   The indicators of this variable are:

   1) The students understand about the main idea of the Speed reading technique.

   2) The students can identify word of the Speed reading technique.

   3) The students understand meaning context of the Speed reading technique.

The students can find out the purpose of the Speed reading technique.

b. Dependent variable (Y)

The dependent variable in this research is improvement on reading comprehension skill. Reading comprehension can be challenging for lots of reasons. Whatever the cause, knowing the skills involved, and which ones your child struggles with, can help you get the right support. Here are three essential skills needed for Reading Comprehension, and tips on what can help students improve this skill.

1) Decoding

Decoding is a vital step in the reading process. Students use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.

2) Fluency

To read fluently, students need to instantly recognize words, including words they can't sound out . Fluency speeds up the rate at which they can read and understand text. It's also important when students encounter irregular words, like of and the, which can't be sounded out.

3) Vocabulary

To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key

component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

B. Research Setting

The kind of this research in Classroom Action Research. According to Hendricks, Action research is a powerful tool for studying and improving one's practice.[25] Furthermore, McNiff, Action research is a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.[26] It means that, action research is an activity to practice and analyze the student's comprehension about the material using action in the class.

The researcher conducts this research at tenth grade of SMK N 3 Metro.

However, the research chooses X TKJ B class because most of the student's ability in reading comprehension is still low. This is based on the result of Pre-Survey at the tenth grade of SMK N 3 Metro. The total of the students are:

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[25]Ary Donald, et.al, *Introduction To Research In Education*, (USA : wards worth Cengage Learning, 2010), p.512

[26]McNiff, Jean & Whitehead, Jack. *Action Research : Principle And Practice*. London & New York: Routleg de Falmer. P.15

Table 4

The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1.	X TKJ B	16	20	36

C. Subject and Object of Research

The subject of this research is the students' at tenth grade of SMK N 3 Metro. This class is consisting of 31 students. The object of this research is the students' reading comprehension. The researcher will be helped by collaborator; she is Mrs. Diana Suryani, S.Pd.

D. Action Plan

In this classroom action research, there are four steps in each which have relationship one another. The step are planning, acting, observing, and reflecting. Those steps can be seen in the following design:

Here in steps classroom action research design:

Jean Mcniff's Model[27]

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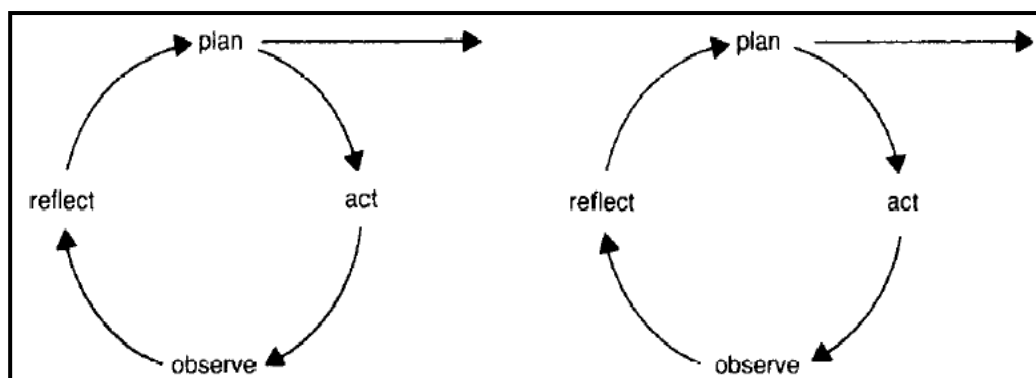
[27]*Ibid.,* p.41

From the illustrated above, the explanation about four steps of action research produce are conducted in each cycle:

1. **Cycle 1**

   1. Planning

      The researcher prepares some learning equipment such as:

      1) The researcher identifies the problem causes and finds the problem solving.

      2) The researcher makes a lesson plan.

      3) The researcher prepares the material, approach and technique of teaching.

      4) The researcher prepares the source of learning.

      5) The researcher prepares format to observe.

      6) The researcher prepares format to evaluate the students' activities after teaching learning process.

   2. Acting

      Acting is the second step in the action research. It is the implementation about the planning. The step is taken by the researcher in the action are as follows:

      1) Pre Teaching activities

         a) Greeting and praying together with the students.

         b) The researcher checks the attendance list.

         c) The researcher asks the students condition.

2) Process of learning

    a) The researcher played English Acoustic songs for students.

    b) The students listen to the songs.

    c) The researcher gives a paper containing the narrative text.

    d) The students read the paper and compose it properly.

    e) The students answer the question.

2. Cycle 2

a. Planning

The researcher prepares some learning equipment such as:

1) The researcher identifies the problem causes and finds the problem solving.

2) The researcher makes a lesson plan.

3) The researcher prepares the material, approach and technique of teaching.

4) The researcher prepares the source of learning.

5) The researcher prepares format to observe.

6) The researcher prepares format to evaluate the students' activities after teaching learning process.

b. Acting

Acting is the second step in the action research. It is the implementation about the planning. The step is taken by the researcher in the action are as follows:

1) Pre Teaching activities

a) Greeting and praying together with the students.

b) The researcher checks the attendance list.

c) The researcher asks the students condition.

2) Process of learning

a) The researcher gives a paper an example Speed reading technique.

b) The students read and identify the Speed reading technique.

c) The students answer the question in a paper fill in paper bellow the Speed reading technique.

d) The researcher corrects the students answer from question to know their comprehension skills.

3) Evaluation

A pre-test is given to the students to know the early students ability before treatment and a post test is used Speed reading technique to know the students ability in reading comprehension skill.

c. Observing

The observation is the activity of recording the event and action. In this research the observation would do in a learning process related as the schedule. The observation in teaching learning process is recorded by using media. The observer asked the English teacher become observed. The collaborator observes the students activities, in this research the researcher acts as a teacher who improve using Speed

reading technique. This is to know how far the students reading comprehension skill.

d. Reflecting

The reflection is the last step in this process. The researcher will try to analyze the observation and test result that is done. It is also know whether there is effected to the students' learning process. The first step that will be done in this reflecting is analyzing the quantities data; the researcher would evaluate the score of each assignment. Subject can be successful if they got the improvement score. The second, after collecting the data, the researcher would evaluate the teaching learning process. By reflection, the researcher would know the strength and weakness from the action.

E. Data Collection Method

In collecting the data, the researcher uses test, observation, and documentation. The collecting data as follows:

1. Test

In this research, the researcher gives the students two tests. Firstly the researcher give the paper contains the Speed reading technique, students then read to the story, then the students write the answer, after that the student is asked by the researcher to look for meaning in stories .

a. Pre- test

In this research, the researcher give pre-test in a way read the stories, and the students listen to the story and then the researcher ask to the students about the material. The test is to know how for students' reading performance before given the treatment.

b. Post-test

The post-test is given after the treatments. The post-test holds in order to know whether the treatments give any contribution to the students' achievement in the class or not. This step will be done after the treatment to know the Speed reading technique whether improving reading comprehension.

2. Observation

In this research, the researcher observes the student's behaviors and the student's activities in the learning process to knowhow the process of learning will be held. In doing the observation, the researcher makes the observation sheet that contains of list of the students activities.

3. Documentation

Documentation is a way that uses a written source such as private documents (like journals, diaries, e-books, and e-mails) and public documents (like newspaper, magazing, and official report). In this research, the researcher took the data from the school such as history of the school, total of teacher, total of the students, and condition of the school.

4. Field Note

To collect the data to be more accurately, the researcher used the field note to make easy when analyze the data. This is to know the activity of the students in learning English. It is done after finishing of teaching learning process.

F. Data Analysis Method

In this research, the researcher conducts the data analysis by taking average from the result of score of pre-test and post-test. To know the students achievement after the actions are conduct and given test at the early and the last cycle.

The formula for counting the average score is as follow:

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

Note:

$\overline{X}$: Average (mean) of the student score.

$\sum X$: Total of the student score.

N   :Total of the students.[28]

Furthermore, to know the result the researcher compares between pre-test and post-test. Then, the result is match by indicator of success at the

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[28]Ary Donald, et.al, *Introduction To Research In Education*, (USA : wardsworthCengage Learning, 2010), p.108

school at least 70. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

G. Indicator of success

The indicator of success of this research is 75% of the stdents' get at least 70, it means that by using Speed reading technique in English learning process success to improve the students reading comprehension. It also means that the research will be finish.

CHAPTER IV

RESEACH RESULT AND DISCUSSION

A. **Research of Result**

1. **Description of research Location**

   a. The History of SMK N 3 Metro

   SMKN 3 Metro is located at Kemiri Street on Kampus 15A Iring Mulyo, East Metro, Lampung. SMKN 3 Metro was established since 2003 and started operation in 2003. SMKN 3 Metro begins from 06.30 am.

   b. School Identity

   Number of School   :10807614

   Name of School   : SMKN 3 METRO

   Postal Code   : 34111

   Geographic Position   : -5.106667 latitude, 105.3394 longitude

   Accreditation   : A

   c. Vision And Mission

   Vision:

   Becoming an Excellent Based on IMTAQ, Discipline, IT-Based and Environmentally Friendly

Mission:

1.) Creating an ISO-SHINE learning environment ((Clean, Healthy, Beautiful, Comfortable, Beautiful and Religious with ISO 9001:2008 Management).

2.) Implementing Information Technology-based Learning.

3.) Implementing Information Technology-based school management.

4.) Develop disciplinary behavior and national values.

5.) Develop awareness in preserving the environment.

6.) Improving the quality of learning by integrating the environment.

7.) Build an entrepreneurial spirit.

d. Number of Teacher and Staff of SMKN 3 Metro
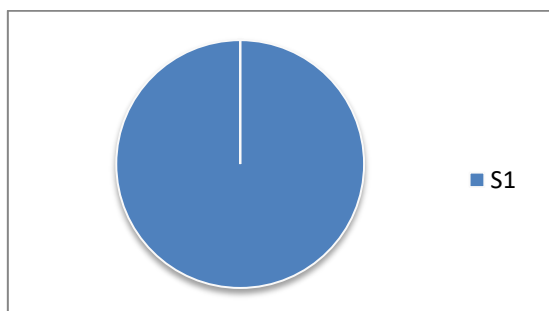
Figure 1
The Condition of Teachers and Official Employers
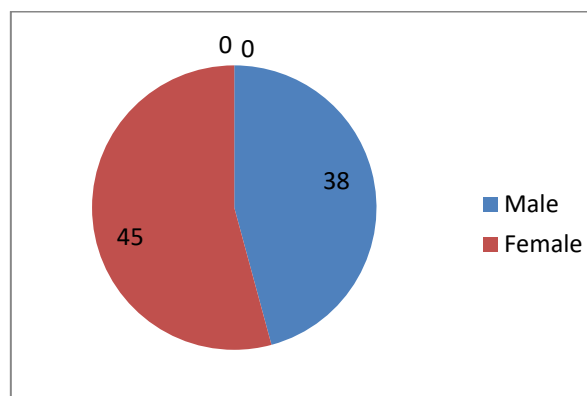
Figure 2
The Gender of Teachers and Official Employers

Based on figure 1.and 2, this school has totaled 83 teacher and staff. It was to support the learning process activities for the students. Consist of 38 male teacher and 45 female teachers.

e. Number of Student of SMKN 3 Metro

Total of the students at SMKN 3 Metro could be seen in the chart below:
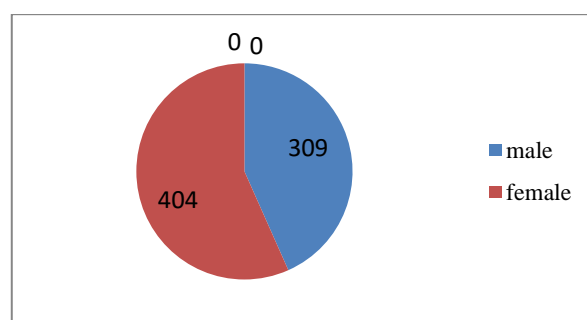
Figure 3

Total of the Students at SMKN 3 Metro

Based on the figure 3 above, it can be seen that there are 1331 students. Consisting of 309 male students and 404 female students

B. Description and Research

1. **Cycle I**

    a. **Result of Pre-Test**

    Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Tuesday, September 13th, 2021. In this meeting the writer was being an observer and the collaborator was being a teacher. Then, the result of pre-test could be seen on the table below:

Table 3
The Students Results' Pre-test of
Reading Comprehension Skill Using Speed Reading Technique

NO	NAME	SCORE	CATEGORY
1	AR	60	Poor
2	AN	70	Low
3	AS	60	Poor
4	AM	80	Very Good
5	AP	70	Low
6	AD	60	Poor
7	AA	70	Low
8	AZ	60	Poor
9	BS	70	Low
10	DI	60	Poor
11	DA	60	Poor
12	DL	50	Poor
13	AS	70	Low
14	ER	50	Poor
15	FR	70	Poor
16	FI	80	Very Good
17	GS	70	Low
18	GA	60	Poor
19	HZ	70	Low
20	ID	60	Poor
21	JR	60	Poor
22	KR	60	Poor
23	MJ	60	Poor

24	MZ	80	Very Good
25	MD	45	Poor
26	MM	50	Poor
27	N	60	Poor
28	PA	70	Low
29	PI	60	Poor
30	RN	60	Poor
31	RE	70	Low
32	SA	60	Poor
33	SA	70	Low
34	VA	80	Very Good
35	WE	70	Low
36	WP	60	Poor
Total		1785	
Average		49,6	
High Score		80	
Low Score		45	

Source: The result of Pre-test on September 13th, 2021

Table 4
Frequency of Students 'Score of Pre-test of Reading
Comprehension Ability

NO	SCORE	FREQUENCY	PERCENTAGES	CATEGORY
1	45	1	2,8%	Poor
2	50	3	8,3%	Poor
3	60	13	36,1%	Poor
4	70	16	44,5%	Low
5	80	3	8,3%	Very Good
Total		36	100%	

Source: the result of Pre-test on September 13th, 2021.

Based on the table above, it can be seen that only 8,3% (3 students) got very good score, 47,2% (17 students) got poor and 44,5% (16 students) got low score. While the standard minimum for English lesson in SMKN 3 Metro at least 75. It was the lowest score from standard score. That is the reason, why the researcher chooses improving their

reading comprehension skills in SMKN 3 Metro.

b. Description of the Research

    a) Planning

In the cycle, the researcher and collaborator would like to make and discuss the lesson plan. The minimum mastery criterion (KKM) at SMKN 3 Metro for English was 75. The lesson is reading comprehension especially in narrative text. In this meeting, the students were expected to get specific information of the narrative text. In the first and second meeting, the teacher explained narrative text and the Speed reading technique strategy. Therefore, in the last meeting, the teacher evaluated the 36 students of TKJ B class. The evaluation was about multiple choices, it consisted of tenth questions based on the narrative text.

Based on the evaluation, the students were expected to be able to achieve the minimum mastery criteria (75). Then, they discussed what Speed reading technique is and the procedure of Speed reading technique strategy, because the researcher would be implemented the Speed reading technique strategy in reading lesson.

b) Action

The implementation of this cycle was conducted in two meetings. The first meeting was done on Wednesday, September 14th 2021. In this meeting the collaborator was being the teacher and the researcher was being the observer. This meeting was start by praying, greeting, checking the attendance list, and asking the students' condition. Before doing the next action, the teacher explained about Speed reading technique for students.

In the second meeting was conducted on Thursday, September 15th 2021. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was start by praying, greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher reviewed the assignment that the students have done at the first meeting and the teacher asked the students what they understanding about Speed reading technique. Then, the teacher explained Speed reading technique and after that the researcher gave a test. The teacher and the students made conclusion

together before closed the meeting.

Table 5
Students Results' Post-test 1 of Reading Comprehension Skills in Cycle I

NO	NAME	SCORE	CATEGORY
1	AR	80	Very Good
2	AN	60	Poor
3	AS	80	Very Good
4	AM	80	Very Good
5	AP	80	Very Good
6	AD	80	Very Good
7	AA	70	Low
8	AZ	80	Very Good
9	BS	70	Low
10	DI	70	Low
11	DA	70	Low
12	DL	50	Poor
13	AS	70	Low
14	ER	60	Poor
15	FR	70	Low
16	FI	80	Very Good
17	GS	60	Poor
18	GA	80	Very Good
19	HZ	80	Very Good
20	ID	80	Very Good
21	JR	50	Poor
22	KR	70	Low
23	MJ	70	Low
24	MZ	80	Very Good
25	MD	60	Poor
26	MM	50	Poor
27	N	80	Very Good
28	PA	60	Poor
29	PI	70	Low
30	RN	70	Low
31	RE	70	Low
32	SA	70	Low
33	SA	80	Very Good
34	VA	80	Very Good
35	WE	70	Low
36	WP	60	Poor
Total		2540	
Average		70,5	
High Score		80	
Low Score		50	

Source: The result of Post-test 1 on September 15th, 2021

Table 6
Frequency of Post-Test 1 Score

No	Score	Frequency	Percentages	Category
1	50	3	8,3%	Poor
2	60	6	16,7%	Poor
3	70	13	36,1%	Low
4	80	14	38,9%	Very Good
Total		36	100%	

Source: The result of Post-test 1 on September 15th, 2021

Based on the data above, it can be seen that 25% (9 students) got poor score and 36,1% (13 students) got low score 38,9% (14 students) got very good score. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score 75. Learning process is said success, when 75% got score above 75. The fact showed that the result was unsatisfactory

c) Observation

In observation of the researcher's action, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. In the first meeting, the teacher explained about the Speed reading technique strategy to the students. Although the teacher explained Speed reading technique strategy, but the students confused about what should they do and got difficulty to find information of the text.

In the second meeting, the researcher still explained
about the strategy before giving the students assignment.
In this meeting, the students began active. They also
began to be interested in teaching and learning process.
In the test, there were 14 students (38,9%) out of 36
students got very good score. Even though only 14
students who got very good score, but the result of the
students' post-test was better than the students' pre-test
before giving treatment.

Table 7
The Students' Activities Result in Cycle I

NO	Name	First Meeting		Second Meeting		Category
		act	Percentages	act	Percentage	
1	AR	3	60%	3	60%	Constant
2	AN	2	40%	3	60%	Improve
3	AS	3	60%	3	60%	Constant
4	AM	3	60%	3	60%	Constant
5	AP	2	40%	3	60%	Improve
6	AD	3	60%	3	60%	Constant
7	AA	2	40%	3	60%	Improve
8	AZ	3	60%	3	60%	Constant
9	BS	2	40%	3	60%	Improve
10	DI	3	60%	3	60%	Constant
11	DA	3	60%	2	40%	Decline
12	DL	1	20%	1	20%	Constant
13	ES	2	40%	2	40%	Constant
14	ER	1	20%	1	20%	Constant
15	FR	2	40%	3	60%	Improve
16	FI	3	60%	3	60%	Constant
17	GS	2	40%	1	20%	Decline
18	GA	1	20%	3	60%	Improve
19	HZ	2	40%	2	40%	Constant
20	ID	1	20%	2	40%	Improve
21	JR	3	60%	1	20%	Decline

22	KR	3	60%	2	40%	Decline
23	MJ	3	60%	2	40%	Decline
24	MZ	3	60%	3	60%	Constant
25	MD	1	20%	1	20%	Constant
26	MM	1	20%	1	20%	Constant
27	N	3	60%	3	60%	Constant
28	PA	2	40%	3	60%	Improve
29	PI	3	60%	3	60%	Constant
30	RN	1	20%	2	40%	Improve
31	RE	2	40%	2	40%	Constant
32	SW	1	20%	2	40%	Improve
33	SA	2	40%	2	40%	Constant
34	VA	3	60%	3	60%	Constant
35	WE	2	40%	2	40%	Constant
36	WP	1	20%	1	20%	Constant

Source: The result of students activities on September 13-15th, 2021.

Note : ≤50% = Not Active

≥50% = Active

The students Score Criteria:

1. The students' attention of explanation from the teacher.

2. Answer the question from teacher or other students.

3. Giving attention to the teachers' explanation.

4. Making note from the material.

5. Doing the task.

Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

Table 8
Frequency of Students' Activities Result In Cycle I

NO	Score	First Meeting		Second Meeting		Category
		Frequency	**Percentages**	**Frequency**	**Percentages**	
1	5	-	-	-	-	Excellent
2	4	-	-	-	-	VeryGood
3	3	15	41,7%	18	50%	Good
4	2	11	30,5%	11	30,5%	Enough
5	1	10	27,8%	7	19,5%	Low
Total		36	100%	36	100%	

Source: the result of students activities on July 13-15th 2021

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there are some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 41,7% of positive activity in learning process, 30,5% enough active and then 27,8% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d) Reflection

Based on the result of the first meeting, it can be seen that the most of the students got

difficulty in answering the assignment about narrative text. It happened because the teacher has not explained more about Speed reading technique strategy yet. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained Speed reading technique more. So, it has positive effect to the students in teaching and learning process. It can be seen from the result of the assignment in the first meeting and the test in the second meeting. Although few students who got score more than 75 only, but there was increase in it. It proves that implement the Speed reading technique strategy was better than not implement it. The teaching and learning process will be effective if the teacher used Speed reading technique strategy to the students, because this strategy help the students to make a predict if the answer of the questions.

Even though there was increasing of the result from the first and second meeting, but the research should be continued to the next cycle

because the students' average have not achieved the minimum mastery criteria yet.

2. Cycle II

1) Planning

In the planning, the researcher and collaborator would like to make and discuss about the lesson plan. The lesson was reading, narrative text especially. In this meeting, the students expected are able to get specific information of the narrative text. In the first and second meeting, the teacher would explain more about narrative text and the procedure of Speed reading technique strategy. Therefore, in the last meeting, the teacher would evaluate for the 36 students of TKJ B class. The evaluation was about essay, it consisted of twenty questions based on the narrative text. Then, they discussed more about what Speed reading technique is and the procedure of Speed reading technique strategy, because the researcher would like to implement the Speed reading technique strategy in reading lesson.

2) Action

The action of this cycle was conducted in two meetings. The first meeting was done on Tuesday, September 20th, 2021. In this meeting, the collaborator was

being the teacher and the researcher was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the researcher explained the material. The material was the narrative text. Therefore, the teacher explained the Speed reading technique more.

The second meeting was conducted on Wednesday, September 21, 2021. In this session, the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the teacher asked to the students to explain what narrative is and Speed reading technique is. After some students explained, then the teacher gave a test. There were tenth questions based on the narrative text. Therefore, the teacher asked the students to answer the questions. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. There were 27 out of 36 students could do well.

Table 9 The Students Post-test 2 Result of
Reading Comprehension Ability in Cycle II

No	Name	Score	Category
1	AR	80	Very Good
2	AN	70	Low
3	AS	80	Very Good
4	AM	80	Very Good
5	AP	80	Very Good
6	AD	80	Very Good
7	AA	70	Low
8	AZ	80	Very Good
9	BS	80	Very Good
10	DI	70	Low
11	DA	70	Low
12	DL	60	Poor
13	AS	80	Very Good
14	ER	70	Low
15	FR	80	Very Good
16	FI	80	Very Good
17	GS	80	Very Good
18	GA	80	Very Good
19	HZ	80	Very Good
20	ID	80	Very Good
21	JR	80	Very Good
22	KR	80	Very Good
23	MJ	80	Very Good
24	MZ	80	Very Good
25	MD	80	Very Good
26	MM	60	Poor
27	N	80	Very Good
28	PA	80	Very Good
29	PI	80	Very Good
30	RN	70	Low
31	RE	80	Very Good
32	SA	80	Very Good
33	SA	70	Low
34	VA	80	Very Good
35	WE	80	Very Good
36	WP	80	Very Good
Total		2770	
Average		77	
High Score		80	
Low Score		60	

Source: The result of Post test 2 on September 21th, 2021

Table 10
Frequency of Post-Test 2 Score

No	Mark	Frequency	Percentages	Category
1	60	2	5,6%	Poor
2	70	7	19,4%	Low
3	80	27	75%	Very Good
Total		36	100%	

Source: The result of Post test 2 on September 21th, 2021.

Based on the data above can be seen that 5,6% (2 students) got Poor score, 19,4% (7 students) got Low score, 75% (27 students) got very good score and 0% students got high score. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum criteria 75. Learning process is said success, when the 75% students got score above 75.

3) **Observation**

From the observation of the researchers' action, she presented two meetings in cycle II. The researcher implemented the Speed reading technique for the reading lesson. It expected able to help the students to get information of the text easily. In this meeting, the students were seriously in following the class. They interested to find out something important in the text.

In the second meeting, the researcher explained the speed reading technique before giving the students a test. In this meeting, the students began active. They also began to be interested in teaching and learning process. In this meeting, the teacher gave the test. The result was very good score because most of the students could do the test easily. The students who got score more than 75 were 27 (75%) out of 36 students.

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AR	4	80%	5	100%	Improve
2	AN	4	80%	5	100%	Improve
3	AS	4	80%	4	80%	Constant
4	AM	5	100%	5	100%	Constant
5	AP	5	100%	5	100%	Constant
6	AD	4	80%	4	80%	Constant
7	AA	4	80%	4	80%	Constant
8	AZ	5	100%	5	100%	Constant
9	BS	5	100%	5	100%	Constant
10	DI	5	100%	5	100%	Constant
11	DA	3	60%	4	80%	Improve
12	DL	3	60%	4	80%	Improve
13	AS	4	80%	5	100%	Improve
14	ER	4	80%	5	100%	Improve
15	FR	4	80%	5	100%	Improve
16	FI	5	100%	5	100%	Constant
17	GS	3	50%	4	80%	Improve
18	GA	4	80%	4	80%	Constant
19	HZ	4	80%	5	100%	Improve
20	ID	4	80%	5	100%	Improve
21	JR	4	80%	5	100%	Improve
22	KR	3	60%	4	80%	Improve
23	MJ	5	100%	5	100%	Constant
24	MZ	5	100%	5	100%	Constant
25	MD	4	80%	4	80%	Constant
26	MM	3	60%	4	80%	Improve
27	N	5	100%	5	100%	Constant

28	PA	5	100%	5	100%	Constant
29	PI	5	100%	4	80%	Decline
30	RN	4	80%	5	100%	Improve
31	RE	4	80%	4	80%	Constant
32	SA	3	60%	4	80%	Improve
33	SA	5	100%	5	100%	Constant
34	VA	5	100%	5	100%	Constant
35	WE	3	60%	4	80%	Improve
36	WP	3	60%	4	80%	Improve

Source: The result of students activities on September 20-21th 2021.

Note : ≤50%   : Not Active

≥50%   : Active

The students Mark Criteria:

1. The students' attention of explanation from the teacher.

2. Answer the question from teacher or other students.

3. Giving attention to the teachers' explanation.

4. Making note from the material.

5. Doing the task.

Scoring:

Score 1, with percentage 20% = low

Score 2, with percentage 40% = enough

Score 3, with percentage 60% = good

Score 4, with percentage 80% = very good

Score 5, with percentage 100% = excellent

Table 12
Frequency of Students' Activities Result In Cycle II

No	Score	First Meeting		Second Meeting		Criteria
		Frequency	Percentages	Frequency	Percentages	
1	5	13	36,1%	21	58,3%	Excellent
2	4	15	41,7%	15	41,7%	Very Good
3	3	8	22,2%	-	-	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		36	100%	36		100%

Source: The result of student's activities on July 27-30th 2021.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Reflection

Based on the result of the first meeting, it can be seen that most of the students have not difficult in answering the assign and the test. It happened because the teacher explained direct reading activity strategy more. The students have serious in doing the assignment. In this meeting, the most of the students got very good score. It happened caused the teacher and the researcher has revised.../and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the question. It means that the Speed reading technique is effective strategy to improve the student's reading comprehension skills. The students who got score more than 75 were 27 (75%) out of 36 students. The research did not continue to the next cycle because most of the students got very good score than cycle before. So, this strategy could help the students to improve the students' reading comprehension ability of the text especially in narrative text.

B. Interpretation

1. The Result of Student's Score in Cycle I

In Classroom Action Research (CAR), the writer presented pre-test to measure the student's ability before implementing the treatment. The writer obtained the data through test in the form of multiple choices test. The researcher conducted of the pre-test carried out on Tuesday, September 13th, 2021.

From the result of pre-test shown that most of the students difficult for answering the test. It can be seen that the students' average was 49,6. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 3 students (8,3%) out of 36 students passed of the

minimum criteria mastery. It can be seen that most of the students failed in achieving materials. So, it needs improvement by Speed reading technique strategy.

After the implementing the pre-test and calculating all the result, the writer conducted the treatment in cycle I. The treatment was carried outin twice meeting by teaching reading narrative text by using Speed reading technique strategy in teaching. Then in the end of the cycle I, the writer gave post test I. The writer obtained post test I through multiple choice test. It can be seen that the students' average was 70,5; it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 14 students (38,9%) out of 27 students passed of the minimum criteria mastery. It can be seen that most of the students failed in achieving materials. So, it needs improvement by Speed reading technique strategy.

Table 13
The Student's Result of Pre-test and Post-test 1

No	Name	Students Result			Category
		Pre test	Post test 1	Improve	
1	AR	60	80	20	Improve
2	AN	70	60	10	Decline
3	AS	60	80	20	Improve
4	AM	80	80	0	Constant
5	AP	70	80	10	Improve
6	AD	60	80	20	Improve
7	AA	70	70	0	Constant
8	AZ	60	80	20	Improve

9	BS	70	70	0	Constant
10	DI	60	70	10	Improve
11	DA	60	70	10	Improve
12	DL	50	50	0	Constant
13	AS	70	70	0	Constant
14	ER	50	60	10	Improve
15	FR	70	70	0	Constant
16	FI	80	80	0	Constant
17	GS	70	60	0	Decline
18	GA	60	80	20	Improve
19	HZ	70	80	10	Improve
20	ID	60	80	20	Improve
21	JR	60	50	10	Decline
22	KR	60	70	10	Improve
23	MJ	60	70	10	Improve
24	MZ	80	80	0	Constant
25	MD	45	60	15	Constant
26	MM	50	50	0	Constant
27	N	60	80	20	Improve
28	PA	70	60	10	Decline
29	PI	60	70	10	Improve
30	RN	60	70	10	Improve
31	RE	70	70	0	Constant
32	SA	60	70	10	Improve
33	SA	70	80	10	Improve
34	VA	80	80	0	Constant
35	WE	70	70	0	Constant
36	WP	60	60	0	Constant
	Total	1785	2540		
	Average	49,6%	70,5%		

Source: The result of pre test and post test 1

Graph 1
The Average of the Students' Score on Pre-test and Post-test 1
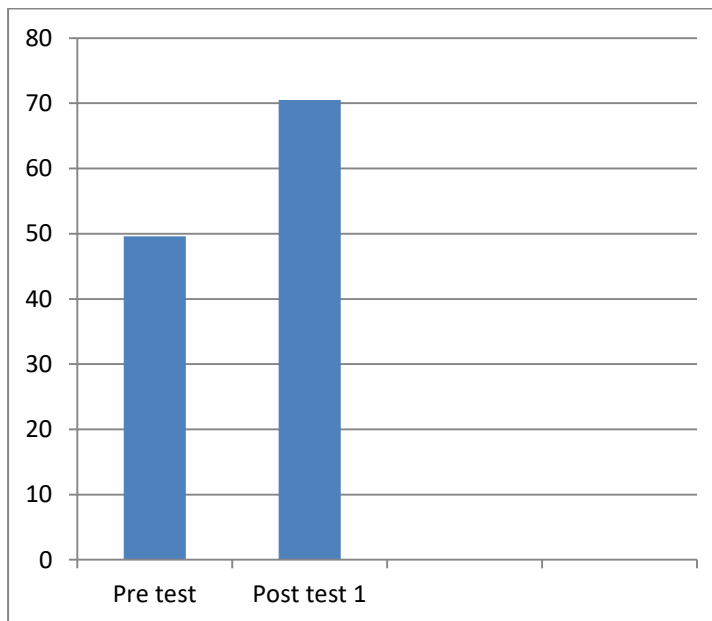
Source: the result of pre test and post test 1

## 2. The Result of Student's Score in Cycle II

In this cycle the writer conducted the treatment in twice meeting. Then to measure the student's achievement, the writer held post test II. It carried out on Wednesday, September 21th, 2016. It can be seen that the students' average was 70,5%, it shown that most of the students passed in achieving the minimum criteria mastery (75). Therefore, there are 27 students (75%) out of 36 students passed of the minimum criteria mastery. It can be seen that most of the students passed in achieving material. This cycle, the students can achieve the material by using Speed reading technique strategy, so the student's reading comprehension ability can be improved.

Table 14
The Student's Result of Post-test 1 and Post-test 2

No	Name	Students Result			Category
		Post test 1	Post test 2	Improve	
1	AR	80	80	0	Constant
2	AN	60	70	10	Improve
3	AS	80	80	0	Constant
4	AM	80	80	0	Constant
5	AP	80	80	0	Constant
6	AD	80	80	0	Constant
7	AA	70	70	0	Constant
8	AZ	80	80	0	Constant
9	BS	70	80	10	Improve
10	DI	70	70	0	Constant
11	DA	70	70	0	Constant
12	DL	50	60	10	Improve
13	AS	70	80	10	Improve
14	ER	60	70	10	Improve
15	FR	70	80	10	Improve
16	FI	80	80	0	Constant
17	GS	60	80	10	Improve
18	GA	80	80	0	Constant
19	HZ	80	80	0	Constant
20	ID	80	80	0	Constant
21	JR	50	80	30	Improve
22	KR	70	80	10	Improve
23	MJ	70	80	10	Improve
24	MZ	80	80	0	Constant
25	MD	60	80	20	Improve
26	MM	50	60	10	Improve
27	N	80	80	0	Constant
28	PA	60	80	20	Improve
29	PI	70	80	10	Improve
30	RN	70	70	0	Constant
31	RE	70	80	10	Improve
32	SA	70	80	10	Improve
33	SA	80	70	10	Decline
34	VA	80	80	0	Constant
35	WE	70	80	10	Improve
36	WP	60	80	20	Improve
	Total	2540	2770		
	Average	70,5%	77%		

Source: The result of post test 1 and post test 2.

Graph 2
The Average of the Students' Score on Post test 1 and Post test 2
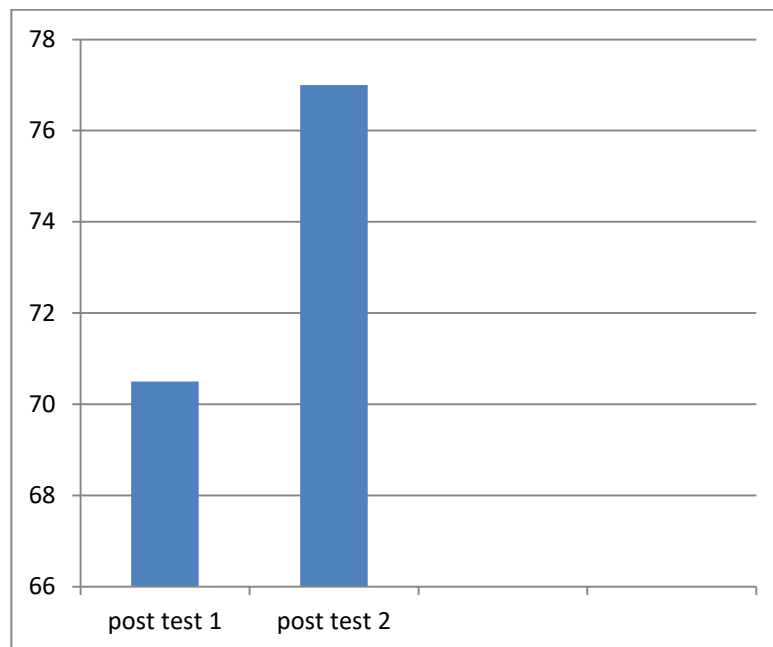
Source: The result of post test 1 and post test 2.

3. The Comparison of Pre-test, Post-test I and Post-test II

Based on the table, it can be seen that there is progress from 49,6 to 70,5 to 7. From pre-test to the post-test cycle I, there is increase, and from the post-test cycle I to the pot test cycle II, there is increase for about. To know clearly about the increase of the pre-test, post-test cycle Iand cycle II, the researcher shows the line of table and graph.

Table 15

The Student's Result of Pre-test, Post-test 1 and Post-test 2

No	Name	Students Result			Category
		Pre test	Post test 1	Post test 2	
1	AR	60	80	80	Improve
2	AN	70	60	70	Constant
3	AS	60	80	80	Constant
4	AM	80	80	80	Constant
5	AP	70	80	80	Improve
6	AD	60	80	80	Improve
7	AA	70	70	70	Constant
8	AZ	60	80	80	Improve
9	BS	70	70	80	Improve
10	DI	60	70	70	Improve
11	DA	60	70	70	Improve
12	DL	50	50	60	Improve
13	AS	70	70	80	Improve
14	ER	50	60	70	Improve
15	FR	70	70	80	Improve
16	FI	80	80	80	Constant
17	GS	70	60	80	Improve
18	GA	60	80	80	Improve
19	HZ	70	80	80	Improve
20	ID	60	80	80	Improve
21	JR	60	50	80	Improve
22	KR	60	70	80	Improve
23	MJ	60	70	80	Improve
24	MZ	80	80	80	Constant
25	MD	45	60	80	Improve
26	MM	50	50	60	Improve
27	N	60	80	80	Improve
28	PA	70	60	80	Improve
29	PI	60	70	80	Improve
30	RN	60	70	70	Improve
31	RE	70	70	80	Improve
32	SA	60	70	80	Improve
33	SA	70	80	70	Decline
34	VA	80	80	80	Constant
35	WE	70	70	80	Improve
36	WP	60	60	80	Improve
Total		1785	2540	2770	
Average		49,6%	70,5%	77%	

Source: The result of pretest, post test 1 and post test 2

Graph 3
The Comparison of the Average Mark of the Studentson Pre-test,
Post-test 1 and Post-test 2
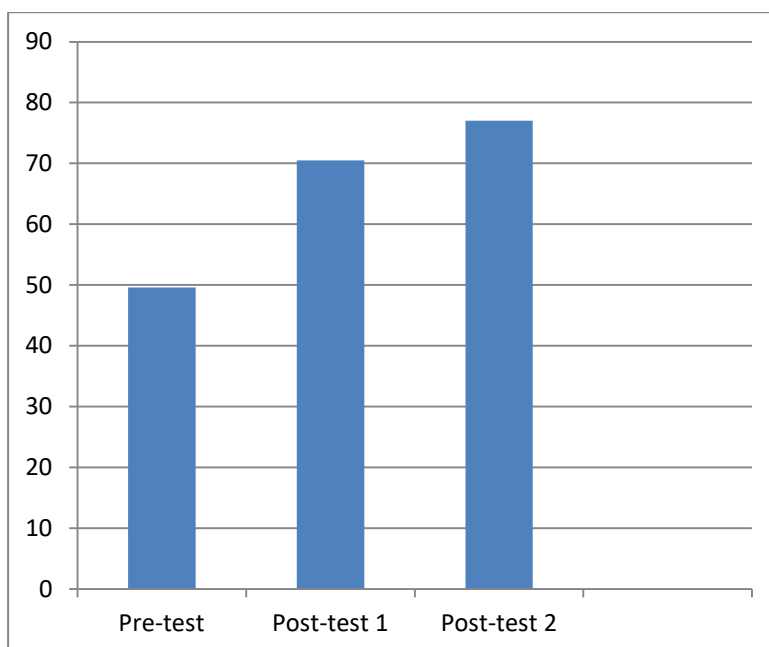
Source: The result of pretest, post test 1 and post test 2.

Table 16
The Percentage of Students' Score
At Post test Cycle I and Post test Cycle II

No	Score	Percentage		Category
		Post test 1	Post test 2	
1	50	8,3%	-	Poor
2	60	16,7%	5,6%	Poor
3	70	36,1%	19,4%	Low
4	80	38,9%	7,5%	Very Good
Total		**100%**	**100%**	

Source: The result of pretest, post test 1 and post test 2.

From the table above can be seen that there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 75% of students got score ≥75 and they could understand the material and can reading English book

well than before. It means that they can improve their skill in reading comprehension.

4. The Result of Student's Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycleI and cycle II can be seen as follow:

Table 17
The Result of the Students' Activity in Cycle I & II

No	Name	Cycle I		Cycle II	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	AR	3	3	4	5
2	AN	2	3	4	5
3	AS	3	3	4	4
4	AM	3	3	5	5
5	AP	2	3	5	5
6	AD	3	3	4	4
7	AA	2	3	4	4
8	AZ	3	3	5	5
9	BS	2	3	5	5
10	DI	3	3	5	5
11	DA	3	2	3	4
12	DL	1	1	3	4
13	ES	2	2	4	5
14	ER	1	1	4	5
15	FR	2	3	4	5
16	FI	3	3	5	5
17	GS	2	1	3	4
18	GA	1	3	4	4
19	HZ	2	2	4	5
20	ID	1	2	4	5
21	JR	3	1	4	5
22	KR	3	2	3	4
23	MJ	3	2	5	5
24	MZ	3	3	5	5
25	MD	1	1	4	4
26	MM	1	1	3	4

27	N	3	3	5	5
28	PA	2	3	5	5
29	PI	3	3	5	4
30	RN	1	2	4	5
31	RE	2	2	4	4
32	SW	1	2	3	4
33	SA	2	2	5	5
34	VA	3	3	5	5
35	WE	2	2	3	4
36	WP	1	1	3	4
Total		78	83	149	165
Average		2,1	2,3	4,1	4,5

Source: The result of students' activities in cycle I and II

Graph 4
The Comparison of Percentage Students' Activityin Cycle I and Cycle II
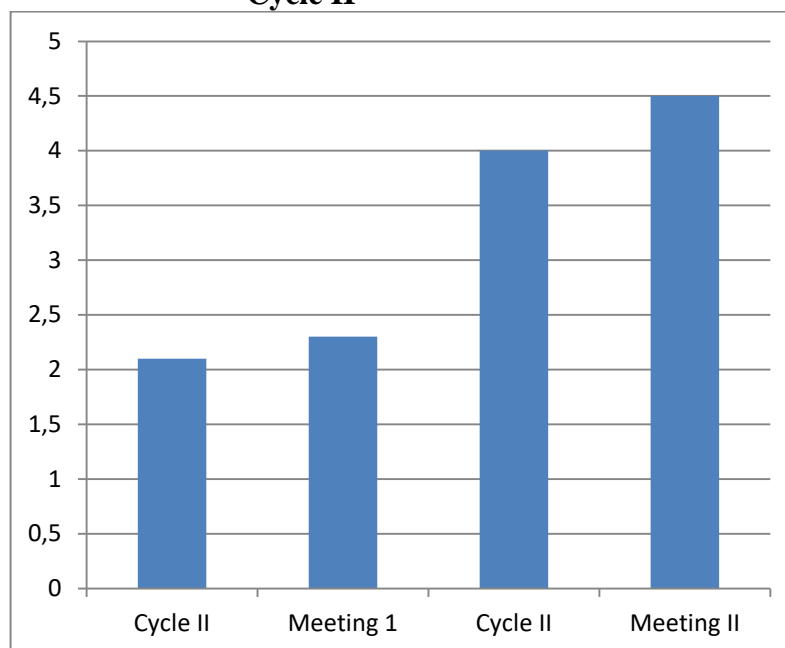
Based on the table and graphic above, it could be concluded that using Speed Reading Technique can improve reading comprehension ability in narrative text. There is also improvement of students' activities during the learning process of cycle I and

cycle II through using narrative text. It means that using Speed Reading Technique had positive effect to improve the teaching and learning process in narrative text.

Related this research until cycle II, the learning result score and the activities of the students achieved the target of teaching invented as by the indicator of success 75% from students who get minimum score 75. Based on the result of this research, it is known that more than 75% from the students get minimum Score 75. In short, the research was finish and it is not necessary to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research above, it can be concluded that there is a improvement of the students' reading comprehension skills by using speed reading technique at the tenth grade of SMKN 3 Metro. Therefore, the Speed reading technique can be an effective in reading comprehension skill and it can be used as an alternative choice in process of learning reading, because the technique is easy to be implemented and it can improve the students reading comprehension skills.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestions as follows:

1. For students

   a. The students are suggested to be active in learning process, especially inEnglish reading subject.

   b. The students are suggested to improve their reading skills, especially innarrative text by using speed reading technique.

   c. The students should be accustomed to read English text in daily activitiesto get the important of information.

2. For English teacher

    a. It is suggested for the English teacher to use speed reading technique because this technique is effective to improve thestudents reading comprehension skills in learning process.

    b. It is suggested for the English teacher to give explanation about speed reading technique clearly, without give more explanation from the teacher,the students difficult for understanding what speed reading technique is and how implement in reading skill. The explanation can be used Englishor combine; it is depending on the students' condition.

3. For Headmaster

    a. The headmaster should be support the English learning process by preparing the facilitations and instruments completely

    b. The headmaster is recommended to make the further research about improving reading comprehension skills in narrative text by using speed reading technique.

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A RESEARCH INSTRUMENT

IMPROVING READING COMPREHENSION SKILLS BY USING SPEED READING TECHNIQUE AT TENTH GRADERS OF SMK N 3 METRO

By:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC INSTITUTE OF METRO

1442 H / 2020 M

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 1 (Pre-Test 1 and Post-Test 1)

Nama Sekolah : **SMK N 3 METRO**

Mata Pelajaran : **Bahasa Inggris**

Kelas/ Semester : **X/2**

Alokasi Waktu : **2x 45 Menit (1x pertemuan)**

Topik Pembelajaran : **Narrative Text**

Ketrampilan : **Reading**

Pertemuan ke : **1**

A. Standar Kompetensi
Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

C. Indikator

Indikatoor Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon wacana monolog text : Narative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasilangkah-langkah retorika dari teks Menggunakan kalimat past	Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri.

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

E. Materi Pokok

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers thequestion: who, when, what, and where).

2. Complication: Tells the problems of the story and how the main characters solve them.

3. Resolution: The crisis is revolved, for better or worse.

4. Re-orientation: The ending of the story.

   F. Metode Pembelajaran / teknik:

     Cooperative Teaching and Learning

   G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
• Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca • Membahas unsur dan langkah retorika dalam teks narrative • Membahas ciri-ciri leksikogramatika dalam teks.	• Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. • Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.	• Siswa mencari teks-teks narrative pendek (*how to make, how to use*, dan *how to do something*) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, *generic structure*, dan *language features*, serta *content*-nya

Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti (80 menit)

Eksplorasi (15 menit)

➤ Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
➤ Siswa dan guru mendiskusikan materi mengenai teks narative
➤ Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
➤ Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

➤ Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
➤ Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
➤ Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

➤ Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas

➢ Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.

➢ Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.

➢ Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

Kegiatan Penutup (5 menit)

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah

3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

H. Sumber/Bahan/Alat

- Kamus
- Bahan Internet
- Buku Interlangguage

I. Penilaian

I. Indikator : - Merespon wacana text

   - Membaca dan memahami teks narrative dengn cepat

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

PRE-TEST 1

Name :

Class :

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next

times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1.   What does the first paragraph talk about?

a. The earthquakes and thunders in the sky

b. The voice in the sky

c. The couple's promise

d. The condition of the volcano on one day sky

e. The condition of Kesuma's family

2.   How is Kesuma's personal characteristic?

    a.   Melancholic   c.tragic   e.shameful   b.
Heroic   d. fearful

3.   What problem was faced by Kesuma's parents?

a. They had to give sacrifices for the Gods

b. They couldn't get a baby after getting married for a long time

c. They couldn't bring all of their children to the Gods to be sacrificed

d. The villagers would force them to sacrifice themselves

e. They couldn't save all their children from the earthquake

4.   What lesson can we get from the story?

    a. Kesuma is very brave

    b. Kesuma's parents loved him very much

c. Every **one must** keep his promise

d. A promise must be said clearly

e. Gods want sacrifices from the people.

5.   "The baby grew up into a handsome, <u>tough</u> man." What is the synonym of the underlined word?

a. strong   b. handsome   c. hard   d. very firm

e. easily offended

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir:} \quad \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Mengetahui   Metro,

The Collabolator   The Researcher

ASIH PURWANTI. S.Pd   **BAGUS BHAKTI CAHYA**
NIP. 19711019 199802 1 001   NPM. 1501070229

POST-TEST 1

Name :

Class :

The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

1. What problem did the little mouse have?

   a. She was trapped in a net

   b. The lion caught her

   c. She gnawed the ropes

   d. She was caught by hunters

   e. She didn't have food

2. What problem did the lion have?

   a. The mouse awakened him

b. He was killed by some hunters'

c. He couldn't get the mouse

d. He was caught in a net

e. The mouse gnawed the ropes

3. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"

a. The mouse would give the lion some food

 b. The mouse would help the lion some day

c. The mouse release the lion from a danger

d. The mouse would not run over the lion's face

e. The mouse would turn to the left direction

4. What did the mouse do to help the lion?

a. She ran up and down on his face

b. She cried and begged the lion

c. She cut the ropes with a knife

d. She asked the hunters to help her

e. She gnawed the ropes

5. "…she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right …" (last line). What does the underlined word refer to?

a. The lion

b. The mouse

c. The King

d. The hunters

e. The monster

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

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Mengetahui   Metro,

The Collabolator   The Researcher

ASIH PURWANTI. S.Pd   **BAGUS BHAKTI CAHYA**
NIP. 19711019 199802 1 001   NPM. 1501070229

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle 2 (Pre-Test 2 and Post-Test 2)

Nama Sekolah   **: SMK N 3 METRO**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/ Semester   **: X/2**

Alokasi Waktu   **: 2x 45 Menit (1x pertemuan)**

Topik Pembelajaran **: Narrative Text**

Ketrampilan   **: Reading**

Pertemuan ke   **: 2**

J. Standar Kompetensi

Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Menulis

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K. Kompetensi Dasar

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L. Indikator

Indikatoor Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon wacana monolog text : Narative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasilangkah-langkah retorika dari teks Menggunakan kalimat past	Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri.

M. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
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N. Materi Pokok

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O. Metode Pembelajaran / teknik:

Cooperative Teaching and Learning

P. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
• Siswa mampu mengidentifik asi makna yang ada dalam text narrative yang dibaca • Membahas unsur dan langkah retorika dalam teks narrative • Membahas ciri-ciri leksikogramat ika dalam teks.	• Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. • Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.	• Siswa mencari teks-teks narrative pendek (*how to make, how to use*, dan *how to do something*) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, *generic structure*, dan *language features*, serta *content*-nya

Langkah langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (5 menit)

7. Mengucapkan salam dengan ramah ketika masuk ruang kelas
8. Mengecek kehadiran siswa
9. Apersepsi
10. Memotivasi siswa
11. Menyampaikan tujuan pembelajaran
12. Menyampaikan cakupan materi dan uraian kegiatan

Kegiatan Inti (80 menit)

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➢ Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
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Elaborasi (50 menit)

➢ Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
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➢ Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

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➤ Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.

➤ Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

Kegiatan Penutup (5 menit)

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah

3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

Q. Sumber/Bahan/Alat

- Kamus
- Bahan Internet
- Buku Interlangguage

R. Penilaian

I. Indikator : - Merespon wacana text

- Membaca dan memahami teks narrative dengn cepat

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

PRE-TEST 2

Name :

Class :

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat."Yummy, this is my lunch," said Baya."No way! This is my lunch. You are **greedy**" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. **He** bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

1. What is the type of the text above?
   a. Recount
   b. Narrative
   c. Descriptive
   d. Spoof
2. What is the type of the text?
   a. Science fiction
   b. Fairy Tale
   c. Fable
   d. Mhyth
3. How many characters in this story?
   a. 2
   b. 3
   c. 4
   d. 5

4. Why are they fighting?
   a. Because Looking for some food
   b. Because Sura hates Baya
   c. Because of goat
   d. Because hungry
5. Where did the story happen? (paragraph 4)
   a. Forest
   b. River
   c. Beach
   d. Sea
6. Who was looking for some food?
   a. Sura and Goat
   b. Goat and Baya
   c. Sura and Baya
   d. Sura, Baya and Goat
7. What was the border between Sura and Baya?
   a. Sea
   b. Wood
   c. Hill
   d. Beach
8. He bit very hard… (paragraph 4), "**He**" refers to…
   a. Sura
   b. Baya
   c. Goat
   d. Whale
9. "No way! This is my lunch. You are **greedy**"…. (Paragraph 2), **"Greedy"** what does the similar mean?
   a. Stingy
   b. Polite
   c. Selfish
   d. Wicked
10. What lessons can we learn in this story?
    a. Don't be greedy and keep our promise
    b. Never forget your parents' services
    c. Mother's prays are God will
    d. Every time you lie, you will continue to lie to cover up your lies

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir:} \quad \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Mengetahui

The Collabolator

ASIH PURWANTI. S.Pd
NIP. 19711019 199802 1 001

Metro,

The Researcher

BAGUS BHAKTI CAHYA
NPM. 1501070229

Post-TEST 2

Name :

Class :

The Story of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. His named was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, **his** daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a **huge** disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1. Where did the background story happen?
   a. West Sumatra
   b. East Sumatra
   c. North Sumatra
   d. South Sumatra
2. What was the man job?
   a. Gardening and Planting
   b. Planting and Fishing

    c. Fishing and Gardening
    d. Gardening and Teaching
3. When did the man catch the golden fish?
    a. When he was in the river
    b. While the man was fishing
    c. When he was gardening
    d. While the man planting
4. Where is the complication steps in this story?
    a. Line 1-2
    b. Line 4-6
    c. Line 12-14
    d. Line 15-17
5. Why Toba angry with her daughter?
    a. Because Toba lunch eaten by his children
    b. Because she lates bringing her father's lunch
    c. Because his wife told to her daughter to run up the hills
    d. Because his wife broke the promise
6. Why his wife angry with him?
    a. Because the man caught her
    b. Because children lunch eaten by her father
    c. Because the man broke the promise
    d. Because she heartbroken of her
7. Why her mother told her daughter to run up the hills?
    a. Because the man angry with his daughter
    b. Because her daughter ate her father's lunch
    c. Because a huge earthquake was coming
    d. Because a huge disaster will come
8. One day, his daughter was so hungry… (Paragraph 3), "His" refers to…
    a. The man
    b. Mother
    c. Children
    d. The golden fish
9. A huge disaster was about to come… (Paragraph 4), "Huge" what does the similar mean?
    a. Big
    b. Small
    c. Tiny
    d. Tall
10. What lessons can we learn in this story?
    a. Father has to care to his daughter
    b. Children must obey their mother
    c. Mother's prays are God will
    d. It is not good to break our promise

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir:} \quad \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Mengetahui

The Collabolator

ASIH PURWANTI. S.Pd
NIP. 19711019 199802 1 001

Metro,

The Researcher

BAGUS BHAKTI CAHYA
NPM. 1501070229

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Bagus Bhakti Cahya   Fakultas/Jurusan : FTIK /TBI
NPM : 1501070229   Semester/TA : XIII/ 2021

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	1/08/2021		– tambat teori	
2	10/08/2021		– teori	
3	19/08/2021		– Revisi penulisan	
4	10/09/2021		An Munyord See I Advisor	

Diketahui :
An Kepala Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

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Nama : Bagus Bhakti Cahya   Fakultas/Jurusan : FTIK /TBI
NPM : 1501070229   Semester/TA : XIII/ 2021

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	1 - Nov 2021		- Judul - Acnowledment - Table of Content	
	8 - Nov 2021		- Add teory - Background Study	
	03 - Dec 2021		- Acc Munaqoyah	

Diketahui :
An Kepala Jurusan TBI

Dosen Pembimbing I

Andianto, M.Pd
NIP. 198711022015031004

Dr. Mahrus As'ad M. Ag
NIP. 1961121 1996 03 001

KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Bagus Bhakti Cahya   Jurusan : TBI
NPM : 1501070229   Semester : XII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 1 Juni 2021		√	BIMBINGAN APD	
2.	Kamis 17 Juni 2021		√	ACC APD	

Mengetahui,   Dosen Pembimbing II
Ketua Jurusan TBI

Andianto, M.Pd   **Ahmad Subhan Roza, M.Pd**
NIP. 19871102 201503 1004   NIP. 19750610 200801 1 014

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Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Bagus Bhakti Cahya

NPM : 1501070229

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 4 Desember 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

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UNIT PERPUSTAKAAN

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Nomor : P-1310/In.28/S/U.1/OT.01/12/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Bagus Bhakti Cahya
NPM	: 1501070229
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1501070229

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

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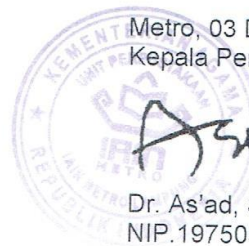
Metro, 03 Desember 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

by Bagus Bhakti Cahya 1501070229

AN UNDERGRDUATE THESIS

IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXT BY USING SPEED READING TECHNIQUE AT TENTH GRADERS OF SMK N 3 METRO

By:

BAGUS BHAKTI CAHYA
Student Number: 1501070229
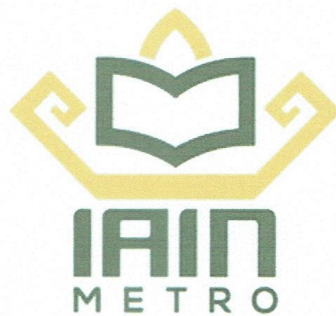
TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT
STATE ISLAMIC INSTITUTE OF METRO

1442 H / 2020 M

IMPROVING READING COMPREHENSION SKILLS IN NARRATIVE TEXTS BY USING SPEED READING TECHNIQUE AMONG THE TENTH GRADERS OF SMK N 3 METRO

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S U R A T   T U G A S
Nomor: B-2375/In.28/D.1/TL.01/06/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**BAGUS BHAKTI CAHYA**
NPM	:	1501070229
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Melaksanakan observasi/survey di SMK N 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION SKILLS BY USING SPEED READING TECHNIQUE AT TENTH GRADERS OF SMK N 3 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 24 Juni 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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S U R A T T U G A S
Nomor: B-2375/In.28/D.1/TL.01/06/2021

Wakil Dekan Akademik dan Kelembagaan Fakultas Tarbiyah dan Ilmu Keguruan Institut
Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**BAGUS BHAKTI CAHYA**
NPM	:	1501070229
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Melaksanakan observasi/survey di SMK N 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION SKILLS BY USING SPEED READING TECHNIQUE AT TENTH GRADERS OF SMK N 3 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.
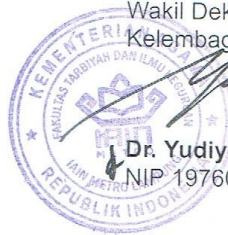
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksankan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 24 Juni 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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Nomor   : B-2374/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK N 3 METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2375/In.28/D.1/TL.01/06/2021, tanggal 24 Juni 2021 atas nama saudara:

|		
Nama	:	**BAGUS BHAKTI CAHYA**
NPM	:	1501070229
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 3 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING READING COMPREHENSION SKILLS BY USING SPEED READING TECHNIQUE AT TENTH GRADERS OF SMK N 3 METRO".

Kami mengharapkan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Juni 2021
Wakil Dekan I,
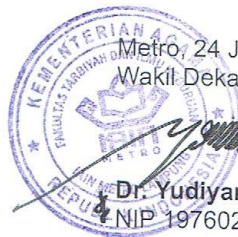
Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 3 METRO

Alamat : Jl. Kemiri Iringmulyo 15A Metro Timur Kota Metro
Telp./Fax (0725) 41103 Website : smkn3metro.sch.id Email : smk3metro@yahoo.com

Nomor   : 423/099/V.01/SMK.03/2021
Lampiran   : -
Perihal   : *Balasan Izin Pra Survey*

Kepada Yth : Dekan Institut Agama Islam Negeri (IAIN) Metro
             di
             Metro Timur

Dengan Hormat,

Menindaklanjuti Surat Nomor: B-0667/In/.28.1/J/TL.00/03/2020 tanggal 09 Maret 2020 Perihal **Izin Pra Survei** atas nama:

Nama   : **Bagus Bhakti Cahya**
NPM   : 1501070229
Semester   : 10 (sepuluh)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan   : Bahasa Inggris
Judul   : *IMPROVING READING COMPREHENSION SKILLS BY USING ISLAMIC STORIES AT TENTH GRADES OF SMKN 3 METRO.*

dengan ini kami sampaikan bahwa pada prinsipnya SMK Negeri 3 Metro mengizikn atas nama tersebut di atas untuk melaksanakan *Pra Survey* di SMK Negeri 3 Metro.
Pra survey telah di laksanakan pada Rabu, 07 April 2021.

Demikian kami sampaikan untuk dapat dipergunakan sebagaimana mestinya

Metro, 07 April 2021
Kepala Sekolah,

Erlian Eka Damayanti, S.Kom.,M.Ti.
NIP 19850530 200902 2 009

CURICULUM VITAE

Bagus Bhakti Cahya was born on December 15th 1995 in Kotabumi, North Lampung. He comes from Javanese family descent. He is the first child of Mr. Nurcahyo, S.Pd and Mrs. Yatin. He was graduated from elementary school at SDN 2 SIDOMUKTI (2003-2009). Three years later she graduated from Junior High School 1 ABUNG SEMULI, Lampung Utara in 2011. Then, she continued to Vocational High School 3 Metro, and finished in 2014. Actually, at the next year, He was registered as a S1 student of English Education Department of State Islamic Instituate (IAIN) of Metro