THE USE OF SPEED READING TECHNIQUE TO TEACHING
READING FOR STUDENTS OF MAN I BOJONEGORO

Thesis

Submitted as Partial Fulfillment of Requirements
for Degree of English Language Teaching
in State Institute for Islamic Studies
Sunan Ampel Surabaya

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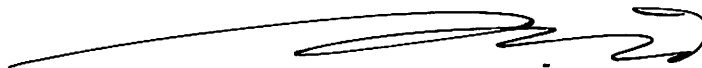
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ABSTRACT

Najmuddin. 2011. *The Use of Speed Reading Technique to Teaching Reading for Students' Of MAN I Bojonegoro. Unpublished Thesis IAIN Sunan Ampel Surabaya.*

Reading is a component skill must have every student's, reading was begun from our prophet Muhammad SAW. Many things that hidden by cover of book and to know the contains of the book we must read it. Many manner that could be used to reading the contains of book as like speed reading techniques is one manner for reading book.

Speed reading is the manners to attempt the time in reading, as like to looking for the important information we need to know the contains of in formations by fast. One good manner is speed reading. By this manner we can make the time shortly could make the students' easier in looking for the material has important to be studied. There for, the teacher always applies the speed reading in the classroom in order to increase students' comprehension toward the material, students' responses is also needed to make an active the interaction between the teacher and the students'. Besides, the strategy of the teacher in giving feedback has crucial role to encourage the students' behavior.

The research design used was descriptive qualitative design. The researcher took only one English teacher who taught in RMBI class at the 1st grade of MAN I Bojonegoro as the subject of research, the researcher used two instruments, observation field note and the questionnaire. They were done by the writer because he wanted to obtain the data from the research in order to know kinds of teacher manner in implementation, students' response toward teacher about the speed reading technique, and teacher strategy in giving feedback toward students' behavior.

The result of this study showed that *the use of speed reading in reading material was successfully, the main of speed reading is not to make the students' erases the words or regression of sentences by students' in reading and make they behavior in reading confidence to do speed reading.* Teacher used rereading, narrative text, and retelling in implemented of speed reading. So, it can be concluded that teacher procedural in implemented the speed reading is comfortable in the reading material.

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

A. The background of study

The era of globalization that brings people to the minimum boundary between space and time lead to the rapid wave of information from around the world through electronic media and print media. As a human being who compete, the students demanded by the times to follow the rapid rate of information. Having disadvantaged little from existing information means that losing a lot of opportunities.

The information circulated among the public both oral and written information captured by human with abilities that requires knowledge about anything's was relevant with language. Verbal information were arrested by humans through listening ability that requires knowledge of language sound systems, whereas written information captured by humans with the reading ability which is requires knowledge of the system of writing, especially about the letters and spelling.

The faster rate of information available more quickly acquiring skills information needed to compensate it. To obtain information on writing, reading is one way that commonly used. Reading basically has the goal of seeking and obtaining information including to the content and meaning of literature.

The question of whether humans yet are be able to read all the information flowing, remember that the day of the day more of information hidden between two book covers. Books provide most human with the situation in which learning takes places. We seeing such as a situation one solution that can be used to compensate is to increase the speed and the effectiveness of reading.

In the application, the ability to speed reading adapted to the purpose of reading, which is explored aspects of reading (purposes), and severity of reading material, speed reading does not mean to read with maximum speed without regard to other things than speed.

Many of the benefits of speed reading that has been applied by experts on speed reading one of them is Mohammad Noer which has applied ever since he read fast in high school, he is applying speed reading techniques to prepare him to go to collage, he said that speed reading is very efficient for all parties since he has proved the model of mind mapping and consistency to apply the principles of speed reading it self alone.[1]

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[1] http://www.muhammadnoer.com/download/speed-reading-for-beginners.pdf. Accessed 5/11/2009 at 02:17 AM

He applied the model to read fast with mind mapping, using the main keywords and build a sense of self. Because the real purpose of reading is not to memorize but to understand. Because whit what we perceive it will survive for the long term than what we tried to memorize. By these concept he feel that the results when the come to the bookstore and could spend some interesting titles in place without having to buy it.

In order to know any applied of speed reading such as above matters, Mohammad Noer also describes common problems faced by readers, including the low level of reading speed and comprehension is less than the process of reading it. The problem of low reading speed ability is a barrier for students to obtain information that continues to grow and more and more numbers from day to day. [2]

A problem of speed reading is often underestimated by students because students generally do not mind reading abilities. This is a bad problem that will be a major obstacle for students who daily have to stick to the book.

Poor reading ability in terms of lack of ability to read, obviously very disturb. Another factor that is also a problem: the lack of student interest in reading as a habit, inadequate facilities, and lack of reading material available in accordance with the interest owned. Knowledge of how effective reading also seems to be a factor that is no less important as a problem in reading.

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[2] http://www.mindtools.com/speedrd.html. Accessed 5/11/2009 at 9:17 AM

Theoretically, a slow reader is not stupid but readers who are not efficient reader. This can be improved by learning to read fast continuous.

Effective speed reading to get the widest knowledge in relatively short time so it is important for all parties to have this capacity if you do not want to left behind the new information. However, in reality a few of reader has reading ability to speed reading mastered by students who are unfamiliar with speed reading a good culture.

Reading as a complex activity and does not eka faktor activity not a problem that is natural that can not be measured because as one of language skills in addition to writing, speaking and listening. Speed reading requires a lot of practice, therefore one way to cope is with a variety of techniques and methods to develop speed reading, learn a variety of techniques in accordance with the purpose of reading, knowing the factors inhibiting the speed of reading, and seeing the possibility of developing it.

To reach a better reading, the teacher can use speed-reading. Speed reading is a technique that combines the speed of the students' reading and the comprehension of the reading passages. Speed reading helps the students to be able to read purposely and improve their speeds.

Reading is one of keys from four skills that must be developed in teaching English especially in reading. In any case of studying foreign language or a

second language, reading has special attention. Cause that many students release that reading is purpose of looking for the science.[3]

Usually we must read by speed caused we must to tread many materials. For example, when reading the following passage, usually don't really see it like this:

Once when I was six years old I saw a magnificent picture in a book, called *True Stories from Nature*, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing. In the book it said: "Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion."

I pondered deeply, then, over the adventures of the jungle. And after
some work with a colored pencil I succeeded in making my first drawing.

To your brain, it looks more or less like this:

Once when I was six years old I saw a magnificent picture in a book, called *True Stories* from *Nature*, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing. In the book it said: "Boa constrictors swallow

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[3] http:// www.education.com. Accessed 12/12/ 2009, 02:00 AM

prey whole, without chewing   After that they are not able to

move, and they sleep through the six months that they need for

digestion."

I pondered deeply, then, over the adventures of the jungle. And after

some work with a colored pencil I succeeded in making my first

drawing. [4]

B. Statement of the study

1. How is speed reading implemented in the teaching of reading to the first grade

   of MAN I Bojonegoro?

2. What are the problems found during the process of speed reading?

C. Statement of the problems

1. To describe how speed reading is implemented in the teaching of reading to

   the first grade of MAN I Bojonegoro.

2. To describe the problems found during speed reading implemented.

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[4] http://How to read English texts if you want to improve your English _ Antimoon.com, 12 -12-2009, 02:00 AM

D. Significance of the study

This study was expected to give contribution to the teachers, learners, and

the following researchers.

1. For the teachers

   The result of this study was expected to give information and description as a feedback in order to improve the quality of teaching and learning process for learners.

2. For the learners

   The result of this study was hoped to give information in order to improve their skill in giving response to teacher's instruction in the class.

3. For the following researchers

   The result of this study was expected to be used as a reference for their research.

E. Scope and limitation

This research focuses on the teaching of English using speed reading through reading comprehension. The researcher observes speed-reading in the classroom and analyses the improvement from the students reading rate and the percentage of the right answer on reading to know the development of the students speed in reading and understanding of the text. The result would indicate the students speed in reading and their comprehension and show the improvement of each practice.

Based on the statement above, the writer wants to conduct a research on the use of speed reading technique to teaching reading for the first grade of MAN 1 Bojonegoro period 2010-2011. The writer wants to know how the speed reading can make the students interesting and more active in English class especially in reading activities. The writer chooses first grade with the assumption that this class will be applied for the speed reading material based on Lesson plans has been structured by the own teacher, so the new technique of learning English such as speed reading is important to make students more active especially in reading activities.

F. Definition of the key terms

Since it is possible that same terms will be used by different researchers, to refer to different concepts, the following key terms need defining so that there will not be any misinterpretation.

➢ Speed-reading: Is a strategy of reading in high speed with good comprehension or speed-reading is a reading program to change low reading ability into better reading ability.[5]

➢ Improve: To become or to make something better[6]

➢ Ability: The mental or physical capacity[7]

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[5] http://www.tempo.co.id/edunet/meikey. accessed 7/12/2009 at 10: 15 PM
[6] Hornby, *Oxford Advance Learner's Dictionary*, 598
[7] Hornby, *Oxford Advance Learner's Dictionary*, 02

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter described about: reading definition, purposes of reading, teaching reading technique, speed reading, and previous study on speed reading.

A. READING

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reading is one of four language skills; reading can be categorized into the area of a receipted skill. This category is a skill to comprehend a piece of information in the written language. And many people may also read for enjoyment, or to enhance knowledge of the language being read.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of receiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge,

vocabulary grammatical knowledge, experience with text and other strategies to help them understanding written text.

Reading is one of the most important skills in learning language besides listening, speaking and writing. The goal in any reading activity is to get information or knowledge in book. Nuttal has defines that reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers' language skill, cognitive skill, and the knowledge of the world. In this process the reader tries to recreate the meaning intended by the writer.[1] For the beginner, reading is the concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he or she has read. The reason of reading is becomes increasing important as word recognition is mastered. As proficiency in reading with the purpose for reading and the restrictions imposed by the material.

The reading activity needed a process which is people comprehend what they read. The process happened when they face written symbols, they look at the written symbol through their eyes so their mind will process it when a process of viewing changes into a process of comprehension. Therefore, this process can be called a cognitive process. Furthermore, kustaryo suggest that

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[1] Nuttal, N. *Teaching Reading Skill In Foreign Language,* (Oxford: Heinemann International Publishing Company), 22

reading is an active cognitive process of interacting with printed and monitored

comprehension to establish meaning.[2]

In comprehend of the message text, reading can be function as a

communicative process between a writer and a reader. kustrayo suggest that

reading is an intention recognition of various written symbols, simulation of the

symbols with exiting knowledge, and comprehension of the information and

ideas communicated When a reader interact with print, his prior knowledge

with the print and visual (written) information results in his comprehension of

the message.[3]

The reader must also recognize the structure of the passage such as

questions, negations, coordination, and subordination. The reader must also

recognize the relationship between parts of the sentence, for example

conditional, purpose, and temporal relationship.

To summarize, reading is an ability of cognitive process of interaction

between the graphic symbols and the language skills of a reader. Reading is

also a process of communication between a writer and reader. A writer has

messages in his or her mind, it means that the communication happens. In

comprehension of the content text, the reader must not only use eyes, but also

mind concentration to catch the writers' idea.

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[2] Kustaryo, S. *Reading Technique Or Colleague Students*, Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kpendidikan, Direktorat Jenderal Pendidikan Tinggi, Depdikbud, 47.
[3] Kustaryo, S. Reading Teaching.....49.

The purpose for reading be able determines the appropriate approach to reading comprehension. For example a person who needs to know whether he

can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words of poet uses and the ways they are put together, but does not need to identify main idea and supporting details.

B. PURPOSE OF READING

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writers' ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

The main purpose of reading is to seek and obtain information, including

the content and understand the meaning of reading. The meaning and significance have a very close relationship with the object and purpose of our readers.

Furthermore, reading helps a reader tackle any kinds of texts and also helps him or her read without any assistance. It enables them to get the reading skill in such a flexible speed needed by a competent reader. It also helps a reader gain a competence in silent reading skill because this skill can improve the reader's comprehension.

A good reader is who could to take feedback on the language (ideas,

style, and desire of the author) and a decent of speed. A good reading skill is

very important in a reading.

Nurhadi has points out that the objectives of reading are to understand

detailed information from any books, to get the main ideas of any passages

and also to recognize the meaning of words. So, by understanding the

objectives of reading, the reader can get information not only implicitly but

also explicitly. Moreover, he or she is able to read quickly because they only

skim the idea. Reading foreign text may force us to be rich of new words.[4]

According to Tarigan there are seven goals in reading, including:

1. Reading to obtain details or facts

2. Reading to obtain the main ideas

3. Reading to find out the order or the organizational structure of the

   story

4. Reading to conclude their overall

5. Reading for a breakdown or clarify

6. Reading to provide an assessment or evaluation,

7. Reading for comparing or contrasting.[5]

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[4] Nurhadi, *Bagaimana Meningkatkan Kemampuan Membaca*, (Sinar Baru Algensindo Offset Bandung.1998), 13
[5] Tarigan, *Membaca*, (Angkasa Bandung. 1979), 09

C. TEACHING READING TECHNIQUES

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

There are five major work lists before continuing to read a more detailed methodology. Among others:

1. Extensive reading

2. Intensive reading

3. Speed reading

4. Reference and study skills

5. The development of critical judgment.[6]

As well as we know that speed reading is a technique for study. There are
two kinds of speed reading techniques, skimming and scanning. Engineering skimming or reading reviews (hindsight) according to Soedarso is a reading skills systematically arranged to obtain an efficient outcome for various purposes including:

1. To know people's opinions,

2. Its' important to get the necessary parts without reading the whole,

3. To recognize the topic reading,

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[6] J. A. Bright and G. P. Mc. G. Regor, *Teaching English As a Second Language*, (Longman House), 65

4. To know the organization of writing, the order of the main idea, and

how all of it arranged in the unity of mind and to find out the

relationship between the readings it,

5. For refresher has reads before, for example in preparing for exams or

before delivering lectures.[7]

Reading technique is a technique scanning read to obtain information

without reading the others, so straight to the point that sought, among other

things:

1. Specific facts

2. Certain facts.

D. SPEED READING

Speed reading is the fast act through written information. The goal is to

read fast but still retain comprehension of the material. Speed reading is
maximizing our reading and comprehension skills. It is digested information

with the fast as possible reading time. Speed reading is characterized by an

analysis of trade offs between measures of speed and comprehension,

recognized that reading call is different types of different speed and

comprehension rates, and those rates may be improved with practice.[8]

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[7] Soedarso, *Sistem Membaca Cepat dan Efektif*, (Gramedia Pustaka Utama, Jakarta. 1996), 55
[8]http://www.dyrkjs.com/radically-increasing-your-reading-speed/. Accessed 9/12/2009
2.30 AM

According to Buzan, faster reading may aid better comprehension. Actually reading slowly and carefully encourages your brain to read more and more slowly, with less and less comprehension.[9]

Speed reading is a technique to read a brief and precise in finding important information needed in relative short time. To do this technique the reader should understand the steps in choosing the words which is he/she said it important, so do not miss the information needed. In choosing the right words, a reader should understand well about the skimming and scanning methods, because in practice of these two methods in speed reading is related and could not be separated.

Speed reading basically blasts the short term memory faculties of the mind with information. Actually Mind mapping is a great deal and make to easy understanding and dissemination of information. It is based on non linear technique of writing and thus kind creativity and whole brain thinking.[10]

Tony Buzan's speed reading techniques are based upon forty years research into how the eyes actually function and upon how the eyes interact with the brain. Buzan's techniques are entirely natural and more in contrast with how the mind actually works that many of the 'ordinary' slow reading techniques that most people use. [11]

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[9] Tony Buzan, *Speed Reading Book*, (BBC Ltd, 2000) 135
[10] http://www.avezah.com/ accessed 21/10/2009 02:33 AM
[11] Tony Buzan, *Speed Memory*, (BBC Ltd, 2004) 41

Speed reading is the tool that collaborates with the scanning and the skimming technique in the reading of book. Speed reading is a range of

techniques for reading rapidly by assimilating several words or phrases at a glance or by skimming. [12]

According Sjamsiah, there are two techniques to read faster, both are skimming and scanning. Skimming is a technique to read the outline (briefly) to get an overview of the book, then track the information that we want to know in depth. While the scanning technique, basically do not need to read all the sentences. Simply to look for the phrase that became the core readings. Speed eyes to find out one by one were hided in the sentence has also plays an important role. The way requires is high concentration.[13]

Speed reading is the technique which is need total physical understanding and more concentrated in reading to gain the information that hided in the book, magazine or another things.

Speed reading as the term indicates, is reading faster and at the same time assimilation and understanding information in the same speed. This is a high useful skill, more in the current times as now, whereas we were severely hard pressed for time, even as we were expected to keep pace with the information overflow.[14]

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[12] http://www.speed-reading.org.uk/, Accessed 9/11/2009 at 2:07 AM.
[13] http://indonesiabuku.com/ Accessed 9/10/27/2009 at 2:17 AM.
[14] http://www.buzzle.com/articles/effective-teaching-reading-comprehension-strategies.html, Accessed 5/11/2009 at 02:35 AM.

Based on the understanding of reading, understanding of speed reading can not be separated from such as an insight. Speed reading is a reading activity that aims to read with optimum speed. According to Nur hadi speed reading is reading that gave priority to speed without ignore its understanding.[15]

Speed reading, usually associated with reading goals, purposes, and reading materials. A speed reader who either does not apply a constant reading in speed reading is different circumstances. The point of speed reading is comprehension and quickly contained. But that does not mean slow reading can improve comprehension.

Reading speed depends on material and purpose of reading. According to Harjasujana, a speed reading strategy was conducted in order to understand the essence of reading, even the detailed parts of the detail.[16] Therefore, this strategy requires to the highest speed to the reader. The Experienced readers always read the way is to skip the parts which is considers informative, did not need be responded. The main key is kept on moving speed reading.

When the discourse is not found things that are considered important, the reader can be kept going at high speed until he finds something that is considered necessary. Up here the speed of reading can be reduced with a view to improving understanding of the discourse. So in this case there are two important factors that must be considered in speed reading. The both factor are

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[15] Nurhadi, *Bagaimana Meningkatkan Kemampuan Membaca*, (Sinar Baru Algensindo Offset Bandung.1998), 89

[16] Harjasujana, *Membaca Yang Praktis dan Efisien*, (Angkasa Bandung: 1979), 17

the speed reading factor and comprehension factor of content discourse. According to buzan Speed reading is a selective reading process in which a reader increases their reading rate while attempting to retain as much reading comprehension of the text as possible.[17]

1. Bad habit in speed reading and how the solution

Often when reading, a reader did some bad habits that are often carried out in the reading process. It has released or not, everyone usually has one or more of the bad reading habits that slow read speed. This habit is derived from the process of reading the wrong since childhood and carried on hold when mature. In this case Mohammad Noer has definite that there are five bad habit in speed reading:

a. Vocalization

As the name implies, vocalizations meant reciting what is read. These rate sub vocalizations vary in each person, including a pronounced high and low sounds. I guess the habit vocalizations appear when first we learn to read and asked to recite them.

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[17] Tony Buzan, *Speed Reading Book,* (BBC Ltd, 2000). 23

For example:

Ini Budi

Ini Ibu Budi

Ini Bapak Budi

Vocalization will cause the read speed dropped dramatically to equal the speed of speaking. The speed is very slow to pronounced about 120 words per minute (word per minute / wpm) even if we include people who read quickly though. The maximum speed that can be obtained by vocalization is 200 words per minute (wpm) and this includes the category of slow readers.

Vocalization is quite easy to avoid. Every time I read, take a pencil or ballpoint pen and place it between your lips. Start

reading and feel when your lips begin to speak and move a pencil or ballpoint fall. Be aware of the condition and put back the pencil or ballpoint between both of your lips. Continue reading and make sure the pencil did not fall back.

Do this continuously in a few weeks until you can recite the habit of reading materials without the need to use a pencil between his lips.

b. Lip movement

Lip movement is very similar to the vocalizations. The difference is if the vocalizations sound, then the movement of the lips there is only movement only without sound. Because the tools used to speak basically the same that is using your lips and tongue, it can be ascertained by reading speed is also equivalent to the speaking rate.

Try to observe the people around you, but if anyone has read his lips constantly moving like reciting something? Note also if you do the same. If yes, then that is called the lip movement. This habit appears as vocalization that is when we begin to learn to read and carry over until now. The difference is that the first should be pronounced loudly, it is now enough with moving lips in silence.

How to eliminate bad habits are the same as eliminating vocalizations. Use a pencil or ballpoint pen between your lips when reading. If the pencil falls, then certainly your lips move. Repeat back and continue reading in this way until you can eliminate the lip movement even when it does not use a pencil as a tool.

c. Head movement

The following habits are relatively lighter than the first two habits. The next bad habit is to move his head from left regularly slowly move to the right following the line of reading material. Head movement is often done also in conjunction with the pattern of eye movements with a similar groove.

Head movements in reading will reduce the read speed because you need a certain time to do so. Actually, without moving your head like that reading materials can already be visible and legible. But with the head movement is usually someone wants to make sure that what was read previously been passed and that movement indicates the process of moving to the next reading material.

Practice of moving the head emerges from the reading habits of a syllable or read it word for word. In the process of reading this, reading materials are grouped in the smallest unit that is word for word or even just a syllable. Thus the read speed will be limited although it is not no one who reads with vocalization or lip movement.

By eliminating this practice is usually at the same time will eliminate the habit of reading word for word and started trying to

catch a few words at a time.

To eliminate this bad habit is by placing a finger on your right cheek when reading. Do these things and feel when your head starts to move and start pressing your finger on the cheek. When those happen then realize that you have moved the head and avoid it. Repeat until 2-3 weeks until you can eliminate the practice of moving the head earlier. If using the finger less effective, try using a pencil is placed on your cheek. Typically the pressure may be more pronounced and easier to realize when you have head movement.

d. Regression (read backwards)

Regression is a habit of reading literature and then repeats it again for fear of what you have just read is not incomprehensible. Regression most commonly experienced by students who will take an exam, especially if previously had no preparation. When reading a paragraph will emerge feeling less confident that the paragraph has been understood and then tried to repeat again from

the beginning of the paragraph or the beginning of the line up several times.

It turned out that this regression is quite dominant habits one has even been able to read faster than the average person. Regression is a way to ensure understanding of the reading material. In one page, one can conduct regression 20 to 25 times.

In a fast reader, regression is also still occurred even if the frequency is less frequent. To avoid the regression can be done by trying to read as quickly as possible. Additionally you can use a sheet of paper used to cover the lines that have been read before. This way there is no chance to see another line that was skipped.

Are we not allowed to do regression? Is not the repetition needed to understand a reading?

The answer is you can repeat, but after completing a chapter or a particular part is quite large. Such repetition is necessary to strengthen what is already read to remember and well understood. Repetition is not the same type of regression and I will discuss in the next post about the techniques to read textbooks or other books that are relatively thick.

e. Sub-vocalizations

From his bad habits this one had a similarity with the

vocalizations. The difference is, if vocalizing vocally recite the

reading material, then the sub-vocalization is reading in the liver.

When do you read the reading process in the liver either word for

word, a group of words, or even reading in the liver quickly.

Sub-vocalization, including the most difficult to overcome

even by a fast reader though. Naturally occurs in everyone. Sub

vocalization will interfere if the read speed tends to be low

because you become too "live" word for word. As for the reader a

quick, sub-vocalization is usually no longer the word for word but

rather an understanding of the context of "re-dictated" in the heart

or your mind.

In the process of rapid reading, the primary sense is the eye

that captures the words and sent quickly to the brain. Brain both

consciously and subconsciously will process words and

information that goes very quickly. In principle, the sooner you

transfer the information to the brain, the faster the process of

reading occurs.

To eliminate sub vocalization can be done by reading the quickest to exceed the speed you would normally. In this way sub-vocalization usually do not have the opportunity to re-dictate. Initially there will probably be lost meaning or understanding. But over time the sub-vocalization would be much reduced and you will become a much faster reader.[18]

2. How to speed reading?

To practice speed reading exercises known as the internal rhythms (the internal rhythm of one second per page) and so on. With an internal rhythm that means someone must be able to read a page in one second.

There are speed reading patterns as follows:

1) Vertical pattern

Vertical pattern is done by sliding downward movement, either at the center stage of a page or cross the line of stage can be understood by using the ability to figure out. This method is the most concise and can be facilitated with the help of index finger left hand.

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[18] http://www.muhammadnoer.com/download/speed-reading-for-beginners.pdf. Accessed 5/11/2009 at 02:17 AM

2) Diagonal pattern

Diagonal pattern starting from the left corner of the page
moves slid into the bottom right corner of the page down like an

arrow. Left hand index finger can be used to help but not to

obstruct the limit of point.

3) Zig-zag pattern

Zig-zag pattern moves from left corner of the page slightly

descend to the limit of right, then slightly descending to the left

until the left boundary. This movement is repeated until the upper

left or lower right corner of the page.

4) Spiral pattern

This spiral pattern is usually mind of reading in the middle of
the page. To maintain that too much repetition of this movement

can be modified slightly to changed as the number of triangles. By

using this pattern of relationship between the one with the other

part is more continuous.

5) Pattern blocks

On this pattern reader pauses at the end of certain blocks. This

block is generally a paragraph. By reading the first paragraph and

sentence of a paragraph in a good end, the reader is expected to guess the contents of these paragraphs.

6) Horizontal pattern

With this pattern reader must launch his views on the fly from the left end to right end of each line. Left view moves from right to left the speed should be maximum at that time because nothing needs to be noted and that a single line relationship with the other line can be faster.[19]

3. The advantages of speed reading and disadvantages of speed reading

1) The advantages of speed reading

In the generally this speed reading application has many advantages. Among others, the information absorbed so much more within a shorter time. With fast reading, slowly we are trained memory to store information in a structure that is organized and easy to bias recalled. The other profit is, our eyes are trained to look at information with pointed of view to got the more result than the reader the usual way.

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[19] Gordon Wainwright, *Speed Reading Better Recalling*, (Gramedia Pustaka Utama. Jakarta), 78

When we read a reading with speed reading, then we will get

some benefits and drawbacks, according to Soedarso on his book

speed reading explained that there are some advantages of speed

reading:

1. It allows more rapid completion of a reading, so we are excited

   to read another passage.

2. It allows us to quickly master the information

3. It can be applied in any literature, such as: books, newspapers,

   magazines, textbooks, etc.

4. It is precisely applied by a person in a hurry or have limited

   time

5. It can help a person to exercise or decide something, such as

   those associated in making an activity report

6. It helps students to identify the main idea in their handbooks.[20]

Mohammad nur in his book entitle "Panduan Membaca

Lebih Cepat, Lebih Cerdas, Dan Pemahaman Yang Lebih Baik",

has definite that here are three way in advantages of speed reading,

they are:

1. Sorting Whether Important Information or Not

   The ability to speed reading is useful when you want to

   decide whether a book, document or reading material is that

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[20] Soedarso, *Speed Reading Sistem Membaca Cepat dan Efektif,* (Gramedia. Jakarta, 1996), 43

something was important and relevant material or not. For example: When we come to the bookstore, there are many

titles that look interesting and necessary. But is this true? Or perhaps just a small part of the book is indeed qualified and will bring many benefits to read it through to completion.

If we have mastered speed reading, then the decision to select the important information and not only be done more easily and quickly. The trick is to read quickly through of titles, subtitles, list of contents, back page, preface and quickly catch a mind idea of that book. Within 1-3 minutes you can decide whether the book is suitable for you or not.

2. Mastering The Information More Quickly

After performing the first step, the ability to read faster would help in mastering the information faster and better. If we

previously spent one week to complete a 300-page book, then with the ability of speed reading the same book could be completed in one day. In fact some people thoroughly trained could be finished his reading within 1-2 hours. It is an invaluable time saver.

3. Improving Comprehension

Speed reading would create a better understanding. So it is not only has mastering the material more quickly, even

though we can understand it better. This would be happens because the speed reading will take us to focus on the issues and to see more clearly the relationship between chapters, between paragraphs, or between ideas presented in the material. To know this way we need to practice first in order to feel the differences in the level of understanding that occurred before we mastered a speed reading with subsequent.[21]

The best part about speed reading is that is do not confined to the work. It could save time for the other activities like sports as it also increases your enjoyment for sports where reading is necessary. For those who go the foreign movies and unable to read the subtitles fast enough not to distract them from the screen, it can work wonders to their entertainment. Novel, magazines and books readers can make best use of their library. These are some areas where fast reading can benefit you in the sphere of entertainment and leisure.

2) **The disadvantages of speed reading**

According to Gordon wainwright, there are several factors that make it less interesting reading speed, including:

- Loss of a sense of relaxation

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[21] Nurhadi, *membaca cepat dan efektif,* (Sinar Baru Algensindo Offset Bandung.1998), 57

- Lack of a sense of anticipation

- Loss of concentration

- Incurred o retention

- Loss of purpose

- Lack of motivation[22]

While most of readers feels that they are has missing is a sense of confusion or loss of comprehension whit what they has been read because they have not or less to master in reading skills by using the method of speed reading, and therefore held practice for them to master reading skills rapidly.

E. PREVIOUS STUDY ON SPEED READING

The study related to the use of speed reading was conducted by some researcher: Lalak Triska, Dyan, Luluk Purwati and sukarmi. Each of them discusses about the Speed reading. In applying speed reading with quantum teaching methods that have been done by Lalak triska, she said that teaching learning by using speed reading in quantum teaching methods is not comfortable, because the average student is not adequate to the standard value of the average level of 140 KPM. The result of student at that time is between 31-35% in every cycle and standard for junior high school is 50%.[23] learning to reading fast by using the training perceptions methods on students' of X SMA

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[22] Gordon Wainwright, *Speed Reading Better Recalling*, (Gramedia Pustaka Utama. Jakarta), 131
[23] Lalak triska *"Peningkatan Kemampuan Membaca Cepat dengan Metode Quantum Teaching Siswa Kelas VII F SMPN I Sukorejo-Pasuruan"* UNESA unpublished thesis, 81

Negeri I Porong-Sidoarjo has been conducted by Dyan is not quite achieved,

because the average results achieved of students in conducting speed reading

their average value under the level in every cycle average speed is only reached

12-15%. The standard of curriculum definite is 165 KPM.[24]

A study done by sukarmi likewise, the results of research on speed

reading results with the application of the narrative discourse on class VII

skimming H SMP Negeri 15 Surabaya, classified as less successful with an

average rating of below standard 152 KPM.[25] In Luluk purwati's thesis entitled

the influence of speed reading thesis on improving students' reading interest in

the subjects of Islamic cultural history (SKI) in I MTs Yatabu Kedining tengah

baru Surabaya has been concluded that the application of speed reading in the

classroom has exceeds the standard percentage 62,51% of the standard

percentage is 60% speed reading[26]

Those studies indicate that speed reading is a good alternative in teaching

reading.

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[24] Dyan Siswandi *"Peningkatan Kemampuan Membaca Cepat dengan Pelatihan Persepsi Pada Kelas X SMA Negeri I Porong-Sidoarjo"*, UNESA Unpublished thesis, 72

[25] Sukarmi, *"Peningkatan Kemampuan Membaca Cepat Melalui Metode Skiming dan Scaning pada Siswa Kelas VII SMP Negeri 15 Surabaya"*, UNESA unpublished thesis, 67

[26] Luluk Purwati *"Pengaruh Speed Reading Terhadap Peningkatan Minat Baca Siswa pada Mata Pelajaran Sejarah Kebudayaan Islam (SKI) I MTs Yatabu Kedining Tengah Baru Surabaya"* Unpublished thesis, 89

CHAPTER III

RESEARCH METHODS

This chapter describes aspects that are used to conduct the study. They involve the research design, the subject of the study, the setting of the study, the instrument of the study, the data collection technique and the data analysis technique. Those are six elements are required to developed descriptive qualitative study that will be applied by the writer in considering the study.

A. The Research Design

Research design is used in research in order to know how to precede the data. It means that it is a plan for collecting and analyzing the data in order to answer the research questions.[1]

This study used descriptive qualitative research design. Descriptive qualitative is to gain an understanding of some groups or some phenomena in its natural setting. Qualitative research can also be intended as a kind of research that findings out were not obtained through statistical procedures or other forms of matter. Nevertheless, the data collected from qualitative research allows for analysis through the calculation.[2]

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[1] Robert C Bogdan and Sari Knopp Biklen. *Qualitative Research for Education,* (Boston. Syracuse University 1992), 58

[2] Syamsudin, Vismaia S. Damianti, *Metode Penelitian Pendidikan Bahasa,* (PT. Remaja Rosdakarya, bandung 2007), 73

From the research question in the previous chapter, this study is intended

to know the result of using speed reading technique in teaching reading material

to X students' of MAN I Bojonegoro. This study uses descriptive qualitative

study, because the researcher want to know the speed reading technique

implemented in reading class to represent the data that are going to be analyzed

to make general conclusion.

Here, the researcher acts as the observer who observes the students at the

reading class which is using speed reading technique. He also observes the

teacher and the students' activities when the teaching and learning process takes

places.

In this research, the researcher collects, identifies, analyzes, and interprets

the data. As a non-Participant observer, the observer simply observes the use of

speed reading technique in the classroom. The researcher does not interact

directly with the subject of the study. The data presentation is followed by the

result of interpretation. In other words, an inductive analysis is employed in the

study.

At last, the researcher focuses on making a judgment whether the study is

successful or not. The researcher compares the result of data analysis with the

criteria of success, the criteria are: The students reading speed and reading

comprehension got the result of 60% or above it.

B. The Subject of Study

The subjects of the study are the first grade of senior high school MAN I
Bojonegoro. This is a favorite school in bojonegoro. Its' environmental

situations to fulfill the requirement for a good teaching and learning activity.

The facilities comprise chemistry laboratory, computer laboratory, language

laboratory, and there are some extracurricular activities such as journalistic,

music, karakteka, football club, basketball. There are seven classes for the first

grade and to make this research more conduction and more comparative in his

research, the researcher chooses only first for the data collection.

C. The Setting of Study

The setting of the study is MAN I Bojonegoro; it's located on Jl.

Monginsindi NO. 160 Telp. /Fax. (0353) 881320 Bojonegoro.

D. The Instrument of the study

The instruments that are used by the researcher to get the data are:

observation checklist, questionnaire, and documentation.

1. Field notes

The field notes are used to investigate the teachers' and the

students' activities which are the researcher saw, heard, experienced and

thought when the teacher begun teaching and learning process in the

classroom. These field notes are intended to anticipate the possibility of

losing the relevant data during the implementation of teacher in teaching

speed reading.

2. Questionnaire

Students' responses field in the instrument with the form of

questionnaire. Responses consist of several written questions about the

speed reading. Student response contains a statement of attitude,

knowledge, and opinions on the implementation of the learning material

reading by using speed reading techniques.

E. The Data Collection Technique

In collecting the data, the teacher introduces researcher to the students,

then researcher starts to observe. He takes notes about the activities during the

teaching learning process. The notes include the teaching learning process.

In qualitative research, data is collected in a form of words, pictures, and

a little of numeral as supported like the students score. The data includes

transcript of interview, observation, field note, questioner, and the description

of situation. Generally the data collection includes: interview, questionnaire,

observation check list, and documentation. [3]

The data collection techniques here includes: the first is field notes which

is the researcher observes the students and teacher activity in teaching learning

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[3]Donal Ary. *Introduction to Research in Education,* (USA: Wadsworth Group a Division of Thompson Learning Inc, 2002), 88.

process and how they use speed reading in reading class and wrote every activities whereas important in every meeting.

The second is the questionnaire technique. Questionnaire sheet contains the student response to written questions that reveal some knowledge, attitudes, and student opinions regarding the application of speed-reading systems. Student response sheet is provided for in content by students in the end meeting of the learning process implemented.

F. The Data Analysis Technique

1. Field notes

    The researcher would analyze the data obtained from four meetings by using descriptive qualitative manner. He would describe the data to give the information on how the used of speed reading technique in teaching reading to X –A of MAN 1 Bojonegoro, teacher and students' activities in the classroom, teaching and learning process, teachers in managing learning activity from the preliminary activities, core activities, closing, and class situation of teaching learning process.

    The aspect include the appropriateness of speed reading task, the practicality and ease of speed reading implemented, and students' behaviors and problems during the implementation of speed reading technique. The observer take a note in every meeting, the notes taken from the teacher and students' activities when the process of learning process taken place. The

notes taken when the teacher begun in teaching speed reading, the material of

speed reading, etc.

2. Questionnaire

Data obtained on the basis of a questionnaire about students' response to

learning tools and learning activities were analyzed using descriptive

statistics, which calculates the percentage of a given statement.

Questionnaire responses are used to measure students' opinions of

students towards new device, and then to understand the components, they

are: the material/lesson content, learning objectives, learning environment,

and how teachers to teach and to make an interest in the use of teaching

method, clarity of explanation and teachers guidance.

Percentage of student response is calculated by using the formula:

Percentage of student response= $\dfrac{A}{B}$ X100%

Description:

A : Proportion of students who choose

B : Number of students (respondents)

Analysis of students' response to this learning is to describe students'

response about the learning process. Percentage of each response was

calculated by using the way: The number of aspects divided by the total

number of students multiplied by 100%. Student questionnaire given to

students after all learning is completed.

If the students' speed reading ability average of 150 WPM, it

possibility   the percentage of students' speed reading result will become

positive to be achieved for about 60% or more above it. Student response is

positive if 70% or more of the students in responded the positive categories

(happy, helped, improved, motivated and interested).

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter the researcher tries to introduce the data, which were obtained during the research. The results and discussions including the answer to the research problems which are as follows: (1) How is speed reading implemented in the teaching of reading to the first grade of MAN I Bojonegoro? (2) What are the problems that found during the process of speed reading?

To answer the first question, the researcher need to describe the data from the result of the field note that contains the description the application of the speed reading technique in teaching reading based on the teachers own material.

To answer the second question, the researcher use the data of questionnaires, which contains many questions that given to the students in the last meeting of the teaching and learning process during the application of speed reading. Then the
researcher describes and analyzes the data to know the students' responses toward the implementation of speed reading technique.

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A. The discussion of implementation on speed reading

The researcher found several things that can be noted down from the result of the observation during the implementation of speed reading technique. The result showed the development of the students' speed reading technique. In this case, the researcher observed what was happening in some activities.

The teacher has manner to implements this technique, he has begun his implementation of speed reading by three activities; (1) Initial activity, (2) Core activity, and (3) Final activity.

1) First meeting

The study begun on Wednesday, February 15th 2011. Teacher gives salam to the students' and students' answered. In the first meeting, teacher introduce on how to do speed reading. At the initial activity, teacher described the variety of speed reading technique, as follows:

vertical, horizontally and block. Although this technique has been studied before but the teacher want to make the students' to know as well, teacher

provides examples of speed reading technique by the way of a block by using the media of LCD projector to the students, the block method is to take some standard words that are often expressed in writing in each book by author, then sorted out the words important so that it can be concluded in reading.

The teacher asked back although that material has been explained to students that all have to be clearly understood and can be applied in teaching reading at the opportunity or need to review again to increase students' understanding about speed reading technique, although the students has understood fully about the speed reading technique that has been described by own teacher on the occasion in the other session but in

this case the teacher would like to make the students' mastering in speed reading as well as before and make them measure in reading in his daily activity, after all teacher explanation has done the students' begin to know the speed reading technique and was interested with speed reading and they would like tries and to practice.

On that occasion the teacher describes some rules to the students to know the level of students on speed reading by explaining the time allocation to revise how to measure the average time. The tools needed to measure the speed of students in reading by using a stopwatch, because at

that time still a lack of responsiveness of teacher so only the teacher who

brought a stopwatch to measure the speed of time on that occasion. After

the teacher explained how to do speed reading techniques imply, the

teacher began to explain the rules that will be used in speed reading. The

role is every student has be finish their reading before the dead time has

specify, but who has more than the time location that students has

indicated low level in speed reading technique.

In this core activity, the teacher gives reading sheet to each student

and provides allocation of 15 minutes to finish the reading that they hold.

After all students' got the reading sheet, teacher ordered the students' to

reading the reading sheet by the use of speed reading technique. After a

little time later in the 9 minutes, there are two students who have

completed the reading, and then 5 students' later another students' has

finished reading in the 10 minutes, and a few minutes later 11 students'

another who has finished the content of reading completed. From this

moment there are 4 students who exceed the provisions of time that given

by own teacher.

In the final activity, teacher asked to some students to be come

forward to tried the rereading content that they have read, the teacher want

to know the students' in speed reading ability, here the role of teacher in

knowing how far the reading comprehension of students in the end of

reading teacher asking to the students' who has in reading pointed by the

teacher to make the main of idea of the reading material and then gives its

own value in the record book value of student proficiency. And after word

the teacher asked to the students' what is the point of the reading material

in that session is talking about, after all students' has concluded about the

main idea of the reading sheet, the teacher asked what the difficulties

during implementation of speed reading that have been done by the

students', students' difficulties are: lack of vocabularies, heavy in

monitoring the important words, regression, nervous, and lost

concentrations. After that teacher gives an evaluation of the material that

has been learned on that occasion clearly and gives support to students to

improve and develop their reading speed in order to deal with materials

that will later face. (See Appendix. 1)

2) Second meeting

For the second meeting has begun at Saturday, on February 19th

2011, relating with the session as before the teacher can take a lot of

mistakes and lack of perfect, than teacher tried to fix the mistakes of the

previous meeting. On this occasion the teacher provided direction to

students to be more attention to the content of reading and give the

motivation to more develop the students' reading ability and to increase

understanding of the reading with a good and true that according to

expectations. teacher asked to students' to more pay attention in reading and to use speed reading by the right way.

At the initial activity, the teacher asked to the students about the narrative text as well as they know, student's has understand full about the narrative text, but to again reemphasized the more understanding full, teacher repeated the explanation about the narrative text because the material that would be delivered on that occasion is about narrative text. Teacher explains about the writing of descriptive text because teacher is also wanted to attempts the levels of student in understanding through writing. The teacher gives directions clue based on the material would like to be studied at that meeting, the purpose is to make students measure in the main topic and could to increase the level of student understanding and help them in order to guess what the discussion would like be done at the meeting.

Teacher writes vocabularies on a white board as students doesn't know and to make easier to work on narrative text in that section. Teacher review the explanation of the narrative text and the manner of writing the narrative text until the students understand fully about the narrative text. Teacher ordered students' to tear out a paper for writing the narrative text after they had done in speed reading.

In this core activity, after all students understand and no questions from students, the teacher gives reading sheet to each student by the title

"Malin Kundang". As a reminder the teacher explained about the limited time needed to reading it, teacher provides allocation for about 15 minutes to finish reading that they hold, and 20 minutes for writing the narrative text.

After all students got ready, teacher ordered them to reading the material of Malin kundang until 5 of some student's finished and after a few minutes some of others has done and begun to writing the narrative text as well as they work, after 17 minutes 3 of some students has done in narrative text and some other after few minutes has done for writing the narrative text. After all of students' has done in writing, the teacher takes all of the students' work sheet and ordered one of students' to reading his work in front of the class as to know the students' compare the speed reading and comprehension skills of students in previous meetings with the form of writing by narrative text.

In the final activity, teacher asked the problems during writing the materials about malin kundang, the difficulties is also related with speed reading, the difficulties are: lack of vocabularies, arrangement of sentences, unable to recognize and respond immediately to the material. After that teacher make an evaluation to the students on reading text which were wrote through narrative text as a reference for that all correction and understand about writing by narrative text. Teacher shows the narrative text as malin kundang title by LCD projector to the student

and make the clarification for about the narrative text as well. (See Appendix. 2)

3) Third meeting

This third meeting has begun on Wednesday, February 23rd 2011. On this occasion teacher emphasize to the students about the reading comprehension because on this occasion the teacher would give a rather long reading material.

In the initial activity, the teacher shows kind of fruits picture as like bananas, eggplant, peppers, and squash as make clue to students' before teacher begun to the main title on that day, after students' got guess about the themes that will be learned on that day by the title "Timun Mas". Teacher gives to the students about the vocabularies which was related with the theme at that session as students' doesn't know, after all students'

got the vocabularies has wrote on the white board, teacher ordered to students' to make couple in order to make easier in record of the time allocation for speed reading.

In this core activity, after all students' understand and no questions from students', the teacher gives reading sheet to each student. As previous session the teacher emphasize to all students to understand the reading contents carefully to provide an understanding of reading materials that would be studied, teacher provides allocation of 15 minutes

to complete the reading and to explain speed reading it in order to understand the content of the reading because the goals of reading is

captures the essence of reading is the main idea of the author. Teacher emphasizes the return on the pattern speed reading and how to make the time efficiency. To make the time efficiency, teacher ordered the students by the way of each individual next student to record the time have been completed in reading and note the emphasis on the tiers of paper written his name and his couple to make easier of teacher in making a judgments and give the score to the students', on the contrary a friend who listened to note also the allocation of time spent in completing the reading with speed reading techniques. After all students' has understand about the role of speed reading at that time, teacher ordered to the students' to begun in reading text. After few minutes most of them has completed their reading

work as well as before and as teacher describes a friend as his couple in record changed to reading the material, the situation of class very variously and enthusiast, in this occasion many of students' used various of reading some of them who are reading aloud, some of them reading in silence, and some of them reading by pointing by their fingers. After all has completed sheets teacher asks to collect students' record time to forward, then the teacher pointed to a few students to come forward in order to retell about the content of the topic material in order to measure

understanding serve students in speed reading, some of them telling in detail and some of them telling figure in the story of timun mas.

After all completed and deadlines are determined efficient, teacher tried to tell the level of student understanding by retelling the content to students in the class then the teacher noted the student's level of understanding on the special note.

In the final activity, teacher asked about the difficulties what the students' have, and the difficulties only lack of vocabulary and reading by regression. After ward teacher makes an evaluation to the students on reading text which has studied at that time. Teacher gives an overview as a reference that the level of comprehension and reading techniques on that occasion has been better than before and gives to students the best reword that deserve in the last meeting. Students' condition at that time was very happy full and satisfied with the learning on that situation of the meeting.

(See Appendix. 3)

4) **Fourth meeting**

On this fourth meeting, begins on February 26th 2011. On this occasion, the teacher will use a similar way as the day before, because that manner makes more efficient and better to the students' behavior in the previous meeting than this final meeting teacher was very enthusiast to

make better in learning of reading because students' was very ambitious and enthusiast in this speed reading technique.

In the initial activity, the teacher has make the measure to make students' behaviors in good condition, teacher gives clue about the kinds of animal venomous, and after few minutes students' got about the main idea that would like be studied at that time, the topic on that day is "Cobra". After that the teacher gives vocabularies and wrote on the white board, after all students' has done teacher explained the rules to be used on that occasion because in the end there would be a sheet of questions that must be filled comes from the researcher. Teacher provides allocation of 15 minutes to complete the reading, the manner has same with the previous study. Teacher always emphasize to students under on reading better than the previous learning and the teacher always give encouragement to the students to did not to be loose with his couple of

friends desk to make students' reading are motivated and improve the quality of speed reading more better.

In this core activity, Teacher share the reading sheet to the students, after all get the reading sheet, teacher asked to the students' to read the reading sheet, in this occasion most of students' has fast done their reading than previous session, and afterward friends of beside desk will record the allocation of time that has been resolved in speed reading and then noted it. Students' behaviors have more controllable, most of

students' is very happier in speed reading. After all is completed and accurate record of time, the teacher pointed to a numbers of students to retelling the main aim of reading text. Besides that, teacher also provides assessment of students' description and announced who has high level reading average.

In the final activity, after all studies has completed teacher gave evaluation as feedback that study of reading at that day is successfully its' shows that most students' has finished their reading before the allocated time. And the last teacher has announced and gave a reword to students whose level of reading and understanding from the first meeting until the final meeting of high value. There are 3 people who value high average speed reading practice. (See Appendix. 4).

B. The discussion of problems on speed reading

a. The classified of problem speed reading

In the description of the research findings, the researcher has classified the problems during the implementation of speed reading into three; they are material of speed reading, implementation of speed reading, and responses of students' about speed reading.

The first is about the students' about material of speed reading. Based on the questionnaire, it could be concluded that most of students'

liked of the material of speed reading. Although of the students' stated that they are rather liked the material of speed reading.

The second is about the speed reading technique has applied by the teacher. The data has shows that most of students' stated 68, 18% helped. While 54, 54% of students said that it is useful to know well about speed reading technique. Only 4, 54% said that is not. About 18, 18% admitted that speed reading is very helpful in reading material, and 27, 27 % said that they was exhaust with speed reading technique. In addition, 22, 73% most of students considered that the technique of speed reading was very needed and able to help them in explore of their potential in reading habit. this could be seen from the result of the questionnaire that 31, 50% of the students' could get their easier in taking a main idea of author by using speed reading technique.

The third is about the responses of speed reading applied. The data

pictured that there were 31, 82% of the students stated that the speed reading applied was very exhaust in reading material. 50 % the students stated that helped, although 45, 45% of them stated that rather helped.

b. **The results of questionnaire**

In conducting his research, the researcher also used questionnaire to collect the data. He used this technique to know the students' responses to the use of speed reading technique in teaching reading materials. The

researcher analysis of students' responses then indicates the use of speed

reading technique when the teacher implements of the reading materials.

In this part, the discussion would be analyzed based on the

research problem that is going to be revealed. The followings are the

indicators being measured and elaborated in the questionnaires:

1. Do you like reading?

   Based on the result of the questionnaire, some of the students'

   responses that they are very like in reading 31, 82 %, this is because

   the students' feel that they are used in their spare time to reading in

   anywhere and in any time. It could be seen that 45, 45% most of

   students' liked in reading, for some of students like in reading for

   interprets their knowledge. And a few students' 22, 75% of students'

   answered that they rather liked in reading, a few students reading just

   for knows the contents. Than the conclusion are most of students in

   this case are 45, 45 % liked in reading.

2. Do you like reading in reading class?

   On this occasion, there are 36, 36 % responses that they are very like

   in reading class. The other students' shows that 40, 91 % students' like

   in reading class, they used the efficient time to make them self in

   reading the material before the teacher delivered a new material for

   them. And some of students' answered 22, 75% that they rather liked

in reading, they did not release to used the efficient time to prepare them self before the teacher delivered the new material. On this

section most of student pictured that of students' stated that they like in reading class, than it could be concluded of this section most of students 40, 91 % like in reading in reading class.

3. Do you understandable the reading as well?

From this case there are 13, 64 % students' who has stated that they are in understandable when they do speed reading as well, they know as well about the technique of speed reading than they tried in every time to do speed reading when they find an important information. And most of students stated that they are 68, 18% could understandable the reading as well. They have understanding enough

about the aped reading technique than when they faced a reading material they were easier in reading. There are 18, 18% answered rather understandable the reading as well, they haven't enough in mastering of speed reading then they were confused when they do speed reading. Than it could be concludes on this section is 68, 64% students could understandable the reading as well as they can.

4. Do you agree that the reading is an activity was hard for you?

A few of students 22, 73% has answered that the reading is an activity hard for them, they stated about it because they felt that reading is not the solution one in their life. Another students' opinion that they stated 31, 82 % answered agree. Its' shows that they felt heavy in mastering of vocabulary and have minimums about the important thing about reading. And another students' has stated 22, 73% that reading is rather hard to do and other statement that 22, 73% answered did not agree, they now that reading is important for them than they believe that they said the reading is easy for them. Than it could be concludes that most of students' stated that reading is not hard for them and easy to do in their daily activity.

5. What is your opinion with the speed reading technique in teaching reading?

Students responses in this section has stated that 13, 64 % very liked in speed reading technique in teaching of reading in the class, the other students' opinion that 40, 91 liked. Although 40, 91 % stated rather like. That concludes students more like in teaching reading by using speed reading in implementation of speed reading in the class. Most of them liked because the manners of teacher in teaching was very interested for them.

6. Do the speed reading helpful for you when doing questions of reading comprehension?

Based on the result of the questionnaire, the data pictured that there were 68, 18 % answered helpful and another students' 4, 54% answered did not helpful. And 4, 54% students' have responses that speed reading is helpful in doing the questions on reading comprehension. So it could be conclude that speed reading is could be helpful when they doing question of reading comprehension, because they need more time when they do the question especially when the examination.

7. Do you feel speed reading useful for your reading competence?

A data has shows that 31, 82 % students has very good feeling that speed reading useful for measure their reading comprehension, its'
another students' responses that 54, 54 % of them stated useful and a few of them 13, 64% stated rather useful its' shows when they do the question for their reading comprehension. Based on students' responses that most of them stated that speed reading is useful in reading competence, than the conclude is they has in useful being use speed reading in their reading competence.

8. Does speed reading help and increase in your reading?

A few students has responses that 18, 18% speed reading has helped
and increased in their reading, its' shows when they do speed reading
in the third and fourth meeting they do reading well and got finished
before the end of time allocation. The other students' responses that
54, 54% of them answered helpful. And 27, 27% of them answered
rather helpful. So the concludes of this case is most of them has feel
that speed reading helped and increased their reading.

9. What is your opinion speed reading needed implemented in the class
for motivation understanding of students' in reading?

Based on the result of the questionnaire, students' 22, 73% answered
needed. The data pictured that there were 31, 82% has stated that
speed reading needed implemented in the class for motivation
understanding of students' in reading, and 36, 36 % answered rather
needed and another 9,09% students' has don't needed speed reading
for motivation in reading material in their reading class caused some
of them didn't find the advantages of speed reading technique.

10. Is speed reading needed every student' not only students' has minimums in reading?

On this section most of student pictured that 45, 45 % of students' stated that needed. And some of them has stated that 45, 45% of them has good enough responses that speed reading is needed in every students' has minimums in reading, that caused the students' was very low motivation in beginning of speed reading but after speed reading implemented they felt that is needed. Although 9, 09% of students' stated that they unnecessary, caused they found some problems when they do speed reading.

11. What is your opinion about reading text was provided in speed reading implementation?

Most of the students' stated that reading text was provided in speed

reading implementation and the result is 36,36%, on the other students' opinion that 36, 36% interested. Although 13, 64% stated rather interested. So it could be concludes that both of them was feel in provided and another not in sure.

12. Do you feel confident when speed reading?

On this section most of student pictured that 59, 09 % of students' stated that they feel confident when speed reading in reading class.

22,73% result has identity that half of students' has feel confident when speed reading, Although 18, 18% of students' answered that

they feel not confident when speed reading in reading class. Than the concludes is most of them in good confident when they do speed reading.

13. Do you feel speed reading exam your reading competence?

Some of students has responses that 27, 27% of them feel speed reading has examined their reading competence, many students' responses 54, 54 % f them stated increase and 4, 5% a few of them stated not increase. Based on the result of the students' responses than the concludes of this questionnaire is most of them has feel that by speed reading technique could make them examined in reading comprehension.

14. Do you feel that you were motivated to reading after speed reading implementation?

The data has captured that 22, 73% students' has motivated after speed reading implementation in that occasion, On this section most of student pictured that 59, 09 % of students' stated that they were motivated to reading after speed reading implementation. And 13, 64% students' has answered that they were motivated to reading after

speed reading Implementation, Although 4, 54% of students' answered that they were unmotivated to reading after speed reading implementation. The concludes of this session is most of student was motivated after speed reading implemented.

15. Do you satisfied with your reading competence after speed reading implementation?

The data has shows that 27, 27% students' has satisfied with their reading competence after speed reading implementation, Based on students' responses that 50 % most of them stated satisfied, 13, 64% students' stated that they were feel rather satisfied in their reading competence after speed reading implementation, and 9, 09 a few of them stated didn't satisfied. Than it concludes that they most feel satisfied with their reading competence after speed reading competence.

16. Do you feel satisfied with your comprehension competence after speed reading implementation?

In this occasion that the data has shows 31, 82% students' were feel satisfied with their comprehend after speed reading implementation, Based on students' responses that 50 % most of them stated satisfied and 18, 18% a few of them stated rather satisfied. So it concludes that most of them is feel satisfied with their comprehension.

17. Is speed reading helped you to study not reading word by word?

Based on students' responses that 22, 73% of them has stated that they were feel helped to study in reading without reading word by word in reading comprehension, Based on students' responses that 50 % most of them stated helped and 27, 27% a few of them stated rather helped. It could be concludes that most of them speed reading is rather helped them to do not reading word by word.

18. Is speed reading helped you for not only pointing the text by finger and moved your head when you reading?

Based on the result of the questionnaire, the data pictured that there were 36, 36% % answered helped and although 45, 45% students' answered helpful. On this section the students' has stated that 18, 18%

of them feel speed reading could rather helped them not only pointing the text by finger and moved your head when reading process. So the responses shows that could be conclude that most of them helpful to do not pointed the text by finger.

19. Is speed reading helped you to do not miming or voiced when reading?

The data has shows that 36, 36% responses has stated that they feel speed reading could helped them to not miming or voiced when they

reading the material, On this section most of student pictured that 45,

45 % of students' stated that they helped. Although 18, 18% of

students' answered that rather helped. Than the concluded is the most

of them feel helped by using speed reading is helped to do not miming

or voiced when reading.

20. Does speed reading help you to erase or reread the sentences or words

when reading?

Students' responses that 13,64% they feel speed reading could help

them t not to erases or reread the sentences or words when they do in

reading the materials, Based on students' responses that 59, 09 % most

of them stated helped and 27, 27% a few of them stated rather helped.

So the concludes is most of them feel speed reading helped them to do

not reread when reading. (See Appendix 5 and 6)

CHAPTER V

CONSLUSION AND SUGESTION

This chapter presented the conclusion and suggestion based on the result of the previous chapter. The conclusion is taken from the data analysis and some are given to the English teacher and other research that are going to observe the object of research.

A. CONCLUSION

This study focuses on the implementation of speed reading technique, how is speed reading implemented in the teaching of reading to the first grade of MAN I Bojonegoro, What are the problems found during the process of speed reading. Based on the result of this study, it can be concluded that:

1. Speed reading technique was implemented very well through four topics
on four meetings. The topics used are: Timun Mas, The Right On The Roads, Malin Kundang and the last is Cobra. These are implemented by using speed reading technique. Based on the description and the discussion in the previous chapter, teacher implemented the speed reading in 3 manners: (1) rereading, (2) narrative text and (3) retelling. In first meeting teacher asked to some of students' to come forward to reread and after have finished his reading teacher asked the main idea to know the comprehension after reread who was he/she done. In the second meeting

teacher implemented speed reading by the way writing narrative text to measure the comprehends of students' teacher asked one of students' to come to forward for reading the narrative text what had they done. And last, for the third and the fourth meeting teacher implemented speed reading by the way teacher ordered the students of each individual next student to record the time have been completed in reading and note the emphasis on the tears of paper written his name and his couple to make easier of teacher in making a judgments and gives the score to the students', and to measure the comprehends teacher asked to some of students' to come forward for retelling. By these manners it can be seen that the implementation of the speed reading technique could be conducive and implemented to the students' of 1st grade of MAN I Bojonegoro in every reading materials.

2. Concerning the results of the questionnaire, the researcher comes with a conclusion that based on questionnaire during the speed reading implementation, there are four kind of students' statements. On the speed reading the barrier of speed reading is reading word by word, in this case most of students' do that when they faced a reading material and tried in speed reading as the teacher recommended. Another section that there are some of students' stated when they do the speed reading they do bad habit in speed reading, that they were pointing the text by finger and moved a head when reading. Another barrier of speed reading is mumbling or

voiced when reading, its' hard for students' feel mumbling or voiced when reading.

The heavy things that most of students' do in speed reading is to erases or reread when reading, some of them feel that when they do speed reading they do reread, its' caused that they found new words that they never read than before so that they do these, Its' the trouble one because they had no more in mastering of speed reading technique.

B. SUGESTION

To improve the students' competence in reading skill, teacher used speed reading technique in order to make the material interactive and efficient. And to make the study better the researcher has formulated suggestions that should be considered by English teacher. The suggestions presented as follows:

1. Controlling time allocation in order to make the students could speed reading accurately.

2. Non-threatening situation should be made around the students especially when they got the speed reading in reading materials.

3. Giving rewards or punishments during the implementation of speed reading. It could stimulate them to be the better.

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