BOOSTING STUDENTS' SPEED READING THROUGH THE SCANNING AND SKIMMING METHOD AT SMPN 1 PA'JUKUKANG

(A Classroom Action Research study at the 8th)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in a Partial Fulfillment of the Requirement for the Degree of Education in English Education Department

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

2022

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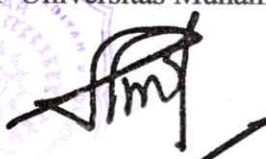
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MOTTO

The process may not be easy, but the ending makes us not stop to say Alhamdulillah

DEDICATION

In the name of Allah, I dedicate this thesis to:

My beloved parent,

My beloved brothers

All of my friends

And also,

My Self

ABSTRACT

HASRAWATI DEWI. 2021. Boosting Students' Speed Reading Through the Scanning and Skimming Methods at SMPN 1 Pa'jukukang. Thesis of the Department of English, Faculty of Teacher Training and Education. **University of Muhammadiyah Makassar. (Supervised by Ummi Khaerati Syam and Ariana).**

The speed reading ability of grade VIII E SMPN 1 Pa'jukukang students was still lacking. One of the reasons for the lack of students' ability to read quickly was due to the application of inappropriate learning techniques. In learning, the teacher only uses the lecture method so that students feel bored in the learning process. Therefore, appropriate learning techniques are needed to overcome these problems. Learning to read quickly with scanning and skimming techniques can be used as a way to improve students' speed reading skills.

The results showed that there was an increase in the speed reading ability of class VIII E SMPN 1 Pa'jukukang students after participating in speed reading lessons using scanning and skimming techniques. The improvement achieved is from diagnostic test with very not good, and in cycle 2 it becomes good category. The increase in students' speed reading ability can be seen from the results of the reading speed test in the diagnostic test (DT), first cycle, and second cycle. The result of the effective reading speed in the pre cycle was 99 wpm and in the first cycle the average was 132 wpm or an increase of 32.67% from the DT. Then in cycle II the average effective reading speed of students was 172 wpm or an increase of 30.30% from cycle I. The increase in effective reading speed from DT to cycle II was 73.73%. The results obtained indicate that learning to read quickly using scanning and skimming techniques for class VIII E SMPN 1 Pa'jukukang has been successful.

Suggestions that can be given include: (1) It is hoped that teachers can apply various kinds of appropriate learning techniques, especially in learning to read quickly so that students' speed reading abilities can be optimal. (2) Skimming and scanning techniques can be an alternative when learning to read quickly because they can improve, facilitate, and motivate students to read quickly.

Keywords : Reading, Speed reading, Scanning-Skimming

ABSTRAK

HASRAWATI DEWI. 2021. Meningkatkan Kecepatan Membaca Siswa Melalui Metode Scanning dan Skimming di SMPN 1 Pa'jukukang. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. **Universitas Muhammadiyah Makassar. (Dibimbing oleh Ummi Khaerati Syam dan Ariana).**

Kemampuan membaca cepat siswa kelas VIII E SMPN 1 Pa'jukukang masih kurang. Salah satu penyebab rendahnya kemampuan membaca cepat siswa adalah karena penerapan teknik pembelajaran yang kurang tepat. Dalam pembelajaran, guru hanya menggunakan metode ceramah sehingga siswa merasa bosan dalam proses pembelajaran. Oleh karena itu, diperlukan teknik pembelajaran yang tepat untuk mengatasi permasalahan tersebut. Pembelajaran membaca cepat dengan teknik scanning dan skimming dapat digunakan sebagai salah satu cara untuk meningkatkan kemampuan membaca cepat siswa.

Hasil penelitian menunjukkan bahwa terdapat peningkatan kemampuan membaca cepat siswa kelas VIII E SMPN 1 Pa'jukukang setelah mengikuti pembelajaran membaca cepat dengan teknik scanning dan skimming. Peningkatan yang dicapai dari tes diagnostik dengan sangat kurang baik, dan pada siklus 2 menjadi kategori baik. Peningkatan kemampuan membaca cepat siswa dapat dilihat dari hasil tes kecepatan membaca pada tes diagnostik (DT), siklus I, dan siklus II. Hasil kecepatan membaca efektif pada pra siklus adalah 99 wpm dan pada siklus I rata-rata 132 wpm atau meningkat 32,67% dari DT. Kemudian pada siklus II rata-rata kecepatan membaca efektif siswa adalah 172 wpm atau meningkat 30,30% dari siklus I. Peningkatan kecepatan membaca efektif dari DT ke siklus II adalah 73,73%. Hasil yang diperoleh menunjukkan bahwa pembelajaran membaca cepat menggunakan teknik scanning dan skimming pada siswa kelas VIII E SMPN 1 Pa'jukukang telah berhasil.

Saran yang dapat diberikan antara lain: (1) Guru diharapkan dapat menerapkan berbagai macam teknik pembelajaran yang tepat khususnya dalam pembelajaran membaca cepat agar kemampuan membaca cepat siswa dapat optimal. (2) Teknik skimming dan scanning dapat dijadikan alternatif dalam pembelajaran membaca cepat karena dapat meningkatkan, memudahkan, dan memotivasi siswa untuk membaca cepat.

Kata kunci : Membaca, Membaca cepat, Scanning-Skimming

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The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Language abilities have 4 components, particularly listening skills, speaking skills, reading skills, and writing skills. The four skills are basically a unity that can only be acquired and mastered by practice and a lot of training. Of these four skills, reading skills are one of the skills that influence the process of improving students' abilities. Through reading, students can explore their talents and potentials, spur increased reasoning power, train concentration, and improve school achievement. According to Soedarso (2005) as cited in Tantry (2017), reading is an activity to understand the content of reading. Between text and The reader is in the process of interaction. In other words, reading is the process of understanding the reading to get the message the author wants to convey to the reader. In this case, it is very important for students to have the ability to read quickly or speed reading in terms of the world of education.

Learning to read basically aims so that students are able to capture and understand the information conveyed through written media. In the current era of globalization, information sharing is conveyed through various media such as the internet, newspapers, magazines, newspapers, and so on. This requires students to have the ability to read quickly and quickly understand how to access this information.

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The ability to read quickly is needed by students to make it easier to understand the contents of the reading. By reading quickly, students can find the contents of the reading quickly as well. The speed of reading must be balanced with the speed of understanding the content of the reading. Students who have the ability to read quickly but the speed of understanding is less will certainly affect the effectiveness of reading. The reading speed of students is very dependent on the interest in the reading that will be understood. With interesting reading materials, students will be motivated to read quickly and understand the content of the reading

Speed Reading is a type of reading that prioritizes speed to quickly manage the process of receiving information without leaving the understanding of the reading aspect. According to Saleh Abbas from N, Nurdin (2011) speed reading is reading in the blink of an eye, at a glance. The goal is that in a short time the reader obtains information quickly and accurately. From some of the opinions above, it can be concluded that speed reading is a type of reading that prioritizes speed by using eye movements and is done without sound which aims to obtain precise and accurate information in a short time.

According to Nurhadi (2005:13), there are 2 factors that cause a person's reading speed to be less than optimal, namely internal factors and external factors. First, internal factors include intelligence (IQ), interests, attitudes, talents, motivations, reading goals, and so on. Second, external factors are in the form of

reading facilities, reading texts (simple-heavy, easy-difficult), environmental factors, or factors of socioeconomic background, habits, and reading traditions.

In addition, the lack of precise use of methods and approaches also causes the students' ability to read quickly at school to be less than optimal. The allocation of time in learning English at school is also very minimal, namely two hours of lessons a week. Therefore, the efforts made by the teacher only provide training by reading short readings contained in textbooks. The teacher's low understanding of techniques to improve speed reading skills will also affect students' reading speed.

The same thing happened to the eighth grade students of SMP Negeri 1 Pa'jukukang. Based on interview data and documentation owned by an English teacher in class VIII of SMP Negeri 1 Pa'jukukang, that the level of speed and understanding of students in reading is still not optimal. Students' reading speed is still lacking, which is around 700-90 words per minute (wpm), and reading comprehension is only able to understand 60%.

The effective reading speed for the classification of readers is Elementary School (140 wpm), Junior High School (140-175 wpm), Senior High School (175-245 wpm), and college (245-280 wpm) (Soedarso 2002:75). With reference to this theory, the reading speed of grade VIII students of SMP Negeri 1 Pa'jukukang is still below the standard for reading speed at the junior high school level. In this study, skimming and scanning techniques were used to improve the

speed reading skills of students in class VIII IPA SMP Negeri 1 Pa'jukukang. By using this technique, it is expected that students' reading speed will increase.

Based on the explanation above, the researcher is interested in conducting research that can improve students' speed reading skills with the title "Boosting Students Speed Reading Through the Skimming And Scanning Method at SMPN 1 Pa'jukukang".

B. Problem Statement

Based on the background before, the researcher make some problem statements:

1. How to use the skimming and scanning to improve students' speed reading?

2. Is reading comprehension improving after being taught through the skimming and scanning technique in reading material?

C. Research Objective

The aims of this research is:

1. To find out that the use of skimming and scanning can increase students' reading speed.

2. To find out the reading comprehension that improved after being taught through the skimming technique in reading material.

D. Significant of the Research

There are two significances of this research, such as theoretically and practically. Theoretically, the result of this research may give the contribution and support for the previous research concerning the use skimming technique in improving students' reading comprehension in reading material. Practically, this research can be useful for English teachers to implement the skimming technique to improve the students' reading comprehension in reading material.

E. Scope of the Research

The scope of this research is to boosting students' reading speed using scanning and skimmin techniques on narrative text readings for class VIII SMPN 1 Pa'jukukang. In this study, the author will limit the problem from problem identification, namely students who fail to apply optimal scanning and skimming to get sufficient reading comprehension because they are not given the opportunity to apply these techniques properly.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

Many researchers have been conducting studies relate to this research, there are as follows;

Fauzi (2018) in his journal, concluded that skimming and scanning techniques were effective in improving students' comprehension in speed reading. The increased score in the experimental group showed that the behavior given to the group looked better in improving reading comprehension than the control group. In addition, the experimental group showed better results in terms of speed reading than their peers where there was a significant difference between the two groups. To conclude, skimming and scanning strategies are effective in minimizing time-consuming reading tasks. Finally, the researcher can argue based on this finding that the faster students perform in reading, the better their comprehension in completing reading assignments.

Andriyani (2018) in her thesis the result of the three cycles show that the use skimming and scanning technique was effective to improve the students' reading comprehension on report text. Based on the reading test scores the students' scores kept improving in every test. In cycle I test the mean was 67.50, in cycle II test the mean was 76.87 and in cycle III test the mean was 85.78. The improvement of students' activeness and participation in the class

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were also seen from observation sheet and field note in implementing skimming and scanning when reading the texts in the classroom. The result of the research showed that skimming and scanning significantly improved students' achievement in reading report text, particularly for eleventh grade students of IPA 1 class in SMAN 2 Tebo.

Windayani (2014) In Her Thesis concluded that the use of skimming and scanning techniques could improve the eighth grade students' reading comprehension achievement in the teaching learning process at MTs N 1 Jember. It is suggested that the English teacher can use skimming and scanning techniques in the teaching learning process of reading. The skimming and scanning techniques could be as the alternative techniques to reduce the students' problem in reading. The future researchers are suggested to conduct a further research dealing with a similar problem by using different research design at different schools.

The similarity of this study with previous research is the use of scanning and skimming techniques in reading. And the difference between this research and previous research is that this research focuses on how students can understand or get accurate information in speed reading by using scanning and skimming methods.

B. Some Pertinent Ideas

1. Reading

a. The Concept of reading

Reading has many benefits in human life because by reading the reader can understand the information provided by the author. With this, reading is not as easy as people think because it not only reads a series of sentences, but also requires the reader to understand the contents of the reading text.

Reading in general can be defined into several definitions. According to Rivers (1981), reading is the process of pronouncing in a conventional way a sound which is symbolized by a marker written on a text. Brown (2004) adds that reading is a process of negotiating meaning. In this process, readers bring their initial thoughts from the reading process to reach their understanding of the meaning of the text they read.

In addition, Nunan (1989) says that in reading, the reader performs a solitary activity in which the reader interacts with the text or writing separately. This activity involves a lot of interaction between readers and what they bring to the text for example prior knowledge and use of strategies, as well as text-related variables such as interest in the text and an understanding of text type. According to Apprilia (2015) reading is an active process to get meaning from written words or verbal symbols in written texts. To find the desired meaning of the text, the reader must understand what he is reading.

According to Harmer (2007:99) reading is useful for gaining or improving language. The more students read, the better they understand it. Meanwhile Grellet (2004:7) said reading is a constant process of guessing words, and what is brought to the fore is often more important than what is found in it. In reading, students must be taught to use what they know to understand elements that are poorly understood or unknown, whether it is an idea or simple words.

In addition, according to Rizkoh, et. al. (2014) reading is said to be a process that requires understanding to understand a written text by identifying and combining words into very simple information or ideas so that readers can more easily understand the meaning of a text. However, reading is not a passive process or an active process that not only spells and reads words in a short time, but also teaches students to know the meaning of what they read. Therefore, understanding is needed which is called reading comprehension and its purpose.

Nuttal (1996) stated that reading is an activity that is essentially related to transferring a meaning from mind to mind, getting a message from a writer to a reader. Reading requires comprehension to get new information and understand the context of the text.

Reading in language learning is one of the most important skills because by reading someone will be able to increase their knowledge. Reading can also improve one's vocabulary. Grabe & Stoller (2002:9)

Reading is an ability to derive meaning from printed readings and interpret information appropriately.

Wallance (1996:4) says that reading is interpreting which means reacting to written texts as part of a communication. In other words we assume some intense more communicative on the part of the writer where the reader has some purpose in reading to understand. M.F Patel (2008) said reading means understanding the meaning of written words, namely a written symbol. Reading is an active process consisting of an introduction and recognition and comprehension skills in reading.

Reading is an important activity in life so that a person can update his knowledge. Reading skills are essential for academic success. Reading is a very useful and important skill for humans. These skills are more important than writing and speaking. Good reading is reading that makes students calm in reading which gives them pleasure and benefits. Reading is a form of experience. Reading brings us in touch with the minds of great writers, with written records of their experiences, and the progress made by them in various fields. Clapham (1996:1) says that reading is defined as the ability to understand printed and written symbols. Readers use symbols to retrieve information from their memory and then use that information to construct a plausible interpretation of the author's message.

b. Skill of Reading

Reading skills are acquired in a relatively predictable manner by someone who has normal or above average language skills, has experiences in early childhood that can foster motivation and provide exposure to the literacy used, also obtain information about the nature of print through opportunities to learn letters and to recognize the internal structure of spoken words, and an explanation of the contrasting nature of written and spoken language, as well as attending schools that provide effective reading teaching and opportunities to practice reading.

Reading skills are an individual's place on multiple reading assessments. Skills are those who have scored above the standard of assessment, readers who have low skills are those who score below a certain standard. (N.J. Smelser, 2001) Reading is an active process. An approach with teaching that reinforces reading activity and that engages the reader in a different way may be the right approach. While reading in a language classroom is an interactive activity and is largely teacher-directed. They use different techniques to make students' reading activities more meaningful.

Reading has various skills to build meaning from a text. Namely, (1) recognize the text in the language (2) conclude the meaning and use of lexical items that cannot be recognized, (3) understand the information stated explicitly. (4) Understanding a conceptual meaning. (5) Understanding a communicative value (function) of speech and sentences, (6) Understanding a

relationship between parts of the text through grammatical cohesion devices, (7) identifying the main ideas/main points or information that is important in a discourse, (8) distinguishing the main ideas of supporting details, (9) basic reference skills. (10) Skimming, (11) scanning to find the required information. (Grellet, 1999:4-5).

c. Types of reading

According to Patel and Jain (2008: 117-123) the types of reading:

1. Intensive Reading; Intensive reading is related to language learning under the guidance of a teacher.

2. Extensive Reading; Extensive reading is used to gain a general understanding of a subject and includes reading longer texts for enjoyment.

3. Read aloud; Reading aloud is a basic form of organization and discipline in the classroom. When reading aloud, students are faced with written sentences that students have never spoken before.

4. Silent Reading; Silent reading is a very important skill in teaching English. This reading is good to use to improve reading skills among students. Silent reading is done to obtain various information.

d. Technique of reading

Reading is a good habit that can change a person's life to be more significant. It can entertain us, amuse and enrich with the knowledge and experiences that are included.

There are several techniques in reading, which when mastered at the growth stage can help us become better and more comprehensive readers.

These skills may not necessarily be learned as rigid theories or rules. However, if it is understood well, it can certainly improve reading skills and increase the quality and quantity of output that we get after reading. 5 Reading Techniques are as follows:

1) Scanning

Scanning is a technique of reading at a glance to find certain information in a reading quickly and accurately. Another understanding of scanning reading is how to read at a glance and quickly but carefully which aims to find and obtain certain information.

As an example,

This technique is used to look up names from telephone guidebook.

2) Launching

In reading this technique is used to get the gist of the whole in the main text. Usually someone uses this technique when reading a magazine or newspaper.

Under this technique, we are advised to read quickly to get to the main point and skip the details. This technique is useful for getting a preview of a passage before reading it in detail or reviving understanding of a passage after reading in detail.

3) Active Reading

Active reading aims to get a deeper understanding of the text. In this technique, the reader is actively engaged with the text while reading a passage. Gaining deeper knowledge of the existing text is not possible by skimming or scanning the text.

4) Detailed

This technique is used to obtain accurate information from the whole in the text. In this technique, a person reads each word to understand the meaning in the reading text. In this careful reading, we can skim through the text to get an overview and then go back to reading in detail. We can use the dictionary to find the meaning of each unknown word.

2. Speed reading

a. Definition of Speed Reading

According to Andriyani and Ningsi (2008: 18) speed reading is one of the reading activities that focuses on understanding the content of reading quickly in a relatively short time. So, there are two factors that are really important in speed reading, namely speed and consistency.

As stated by Kundharu Saddhono and Slamet (2012:12) it is important that we master this speed reading skill with regard to obtaining daily information such as news and reports (main reports of mass media (newspapers and magazines). Speed reading is carried out in a zigzag or vertical manner, has the principle of moving on.

When speed reading, we not only read quickly, but also must be able to understand the content of the reading that is read quickly as well. People who are only quick to read but do not understand anything they read can't actually be called fast readers. The application of the speed reading ability must be adapted to every situation, atmosphere, and type of reading it faces. He must be able to self-regulate when to read quickly and when to slow down. This is intended when you have found the main idea and the main outline of a reading that must be better understood.

At the time of speed reading, what you have to do is keep reading, keep going without repeating or looking at the lines that have been read. In speed reading, we no longer read a word per word or sentence per sentence, but paragraphs per paragraph are read quickly. The parts that are easy to leave immediately, attention are focused on new things or parts that have not been mastered.

From the previous understanding, it can be concluded that speed reading is a process of reading readings to gain understanding or knowledge of the contents of the reading in a short time. Speed reading provides an opportunity to read more broadly, parts of the reading that are already well known or understood do not need to be ignored. Attention can be focused on new parts. By speed reading, a person can gain extensive knowledge about what he reads according to the nature of reading that does not require deepening.

According to Soedarso (2002: 73-74), broadly speaking, speed reading skills are divided into five levels, namely very high level for speeds <1000 wpm (words per minute), high level for speeds of 500-800 wpm, fast level for speeds of 350-800 km/h. 500 wpm, the average rate for speeds of 250-350 wpm, and the slowest rate for speeds of 100-125 wpm. The speed is adjusted according to one's reading needs.

The average speed should be accompanied by a minimum of 70% understanding of the reading content, because the average speed is still a rough speed calculated from the number of words per reading time. Based on the results of research by reading experts in America, the reading speed for final grade elementary school students is around 200 wpm, junior high school students are between 200-250 wpm, high school students are between 250-350 wpm with a minimum reading comprehension of 70% (Soedarso, 2002:73)

To determine a person's ability to read quickly, it is necessary to calculate the effective reading speed. Effective reading speed is a combination of motor skills (eye movements) or visual abilities with one's cognitive ability to read. In other words, the effective reading speed is a combination of reading speed and reading comprehension (Soedarso, 2002: 56). The effective speed of reading is obtained through the formula, namely the number of words read per reading travel time in one minute times the test weight score that can be answered correctly with the ideal score or maximum score. Then the value of the effective reading speed will be obtained in units of words per minute.

The formula for effective reading speed according to Soedarso (2002:69) is as follows:

$$KEM = \frac{p}{q} \times \frac{r}{100} \times 60$$

Description:

p = the number of words in the reading

q = amount of time in seconds

r = the number of correct answers

So, if the effective speed of each reading is calculated, it will be:

1) Elementary School level : $200 \times 70\% = 140$ wpm

2) Junior high school level : $200 \times 70\% - 250 \times 70\% = 140\text{-}175$ wpm

3) High school level : $250 \times 70\% - 350 \times 70\% = 175\text{-}245$ wpm

4) College Level : $350 \times 70\% - 400 \times 70\% = 245\text{-}280$ wpm

b. The Purpose And Benefits of Speed Reading

The purpose of speed reading is basically to gain a lot of understanding from reading quickly. It is not useful if you can read quickly but cannot understand the content of the reading adequately. On the other hand, if you can read with full understanding, but the reading speed is slow, it can be said to be reading inefficiently. Therefore, a good and equal balance is needed between reading speed and reading comprehension.

The purpose of speed reading will be realized if the reader has the ability to read. The ability to read quickly does not mean the ability to

understand is reduced. With diligent and continuous practice, of course you will be able to read quickly and at the same time understand the contents of the reading.

Albert et.al (2008:33) suggests the main objectives of speed reading are:

1) Get general impressions and messages from books, articles, and short messages.
2) Find a certain thing from a reading.
3) Find or place the required material in the library.

While the benefits of speed reading are as follows:

4) To find the information we need from a reading quickly and effectively.
5) Not much time is wasted because we don't have to pay attention or read the parts we don't need.

c. Speed Reading Method

To be able to read quickly, there are special techniques that must be mastered. Indeed, not everyone will immediately be proficient to read. In this skill one needs repeatable practice so that one can master proper speed reading techniques. These exercises are considered important to do because usually someone who is first learning to read quickly will find it difficult.

There are several speed reading techniques, but the principle of speed reading is to move on without being affected to re-read the passages that were skipped. Many experts offer various techniques so that someone has

the ability to read quickly. According to Soedarso (2002:29-50), there are several speed reading techniques which include eye movements in reading, widening the range of the eyes, eye muscle movements, and increasing concentration.

Basically, there are four different reading techniques: regular (regular), skimming, scanning, and warp speed.

1) Regular

That is, a relatively slow way of reading, by reading line by line as we can do in light reading.

2) View quickly (skimming)

Done a little faster. This is what we do when we are looking for something specific in a text. Like the way we read a phone book or a dictionary.

3) View at a glance (scanning)

Used to view the contents of a book or to see at a glance, like the way we read a newspaper.

4) High speed (warp speed)

Is a technique of reading a reading material at a very high speed and with high comprehension.

3. **Theory of Skimming and Scanning**

a. **Skimming Technique**

Skimming is a method of reading at high speed to find things that are important or the main point of a reading. A very useful reading skill is skimming. Which engages the reader at a glance and quickly to get an overall and general impression. According to Farida Rahim, Skimming is reading quickly to find out the general content or parts of a reading. Speed reading is often needed when reading. To expedite the skimming process, first read the table of contents, preface, introduction, title or subtitle and conclusion. From the parts of this book, at least the reader can interpret what is the essence of the contents of the book to be read. Skimming begins with previewing, i.e. quickly reading the title, subtitle, then read the first or last sentence of each paragraph because usually the main idea is in that position. Readers use skimming to seek specific information, not a thorough understanding. The main idea will also be reflected in the facts given in tables, graphs or charts.

Skimming is one of strategies that require readers to read quickly in order to get an overview or the general idea or gist of a section. According to Djuwarsih (2006:14), skimming is a skill of getting general idea of a text. It means that we need only short time to read the text. It is because general idea of the text usually is located at certain lines or certain sentences of the text. In other word, we only need to read certain parts or

lines of the text quickly. It is also supported by Djuharie (2008:12) who claimed that skimming refers to look at the text quickly for getting the main idea from the text. It may be true that by using skimming, readers don't need to read the whole text. They only need to look at the text quickly and find the main idea of the text. So, they wouldn't waste their time when they are reading the text.

In addition, Hanckock in Simanjuntak (1989: 58) also says that in preview skimming a reader reads the introductory information, the heading and subheading, and the summary, if one is provided. After skimming, decide whether to read the material more thoroughly, and select the appropriate speed which to read. Skimming to get an overview is an important skill for students. By skimming to get the "gist" of the material, the students are able to cover all of it. According to Liao (2011) in Hong (2013: 2), skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time.

According to Arundel in Reading and Study Skill Lab (1999), 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.

4. Read the first sentence of each remaining paragraph.

5. Dip into the text to looking for clue words, proper noun, unusual words, enumeration, qualifying adjective, typhoraphical cues.

6. Read the final paragraph completely.

Skimming is usually used in three different part of situation. The first is pre-reading, reviewing, and reading. In pre reading, skimming is more thorough than simple previewing and can give a more accurate picture of text to be read later. In reviewing, skimming is useful for reviewing text already read. The last situation is for reading, skimming is most often used for quickly reading material that, for any number of reasons does not need more detailed attention. When someone skims, he alternate reads and glances, and the goal is to obtain an impression of the whole.

1. Steps to read skimming technique

According to Ahmad (2010), the steps for reading with skimming techniques are:

1) Pay close attention to the title. What are the implications. Focus on the most important words in the title.

2) See sub-divisions, subsequent divisions to get an appreciation of the structure of writing.

3) Observe graphs, tables, pictures, photos to make it easier to clarify the meaning.

4) Pay attention to paragraphs, short length, typeface, italics, bold print to identify and separate important things.

In addition, Ahmad also added about tips for reading with skimming techniques, while the tips are:

1) Ask first what is sought or needed from the reading.

2) With the help of the table of contents or introduction look for the possibility that the required information is in the book.

3) With great attention, try to browse at high speed every line of reading encountered

4) Stop when you feel you find a sentence or title that points to what you are looking for.

5) Read at normal speed and understand well what you are looking for.

2. The Benefit of Skimming

1) Can find more specific information needed from reading texts or books quickly and precisely

2) Can explore many book pages in a short time

3) Don't waste too much time looking for something you want from books, especially actions that support the search for that information.

b. Scanning Technique

Scanning is a technique of skimming quickly, but carefully with the intention of finding and obtaining certain information or specific facts from a reading (Harjasujana and Mulyati, Tarigan in Haryadi 2007:170). In its use, the reader immediately looks for certain information or special facts desired without paying attention or reading other parts of the reading that are not sought. After what is sought is found, the reader reads carefully to obtain or understand the information or facts sought.

This scanning reading technique depends on several predetermined objectives or questions. Indeed, in its use this scanning technique is combined with skimming techniques. For example, the reader may scan a quote to get the gist of paragraphs that mark the required content, then he or she skimming the paragraphs to determine whether the content is applicable or useful for solving the problem. In the context of learning, the implementation of skimming and scanning techniques is carried out simultaneously. Once you have read it, you will immediately look for the gist of the paragraph as well as look for certain information or special facts needed.

In everyday life, scanning techniques are used for the following purposes; finding specific topics, selecting television shows, finding words in the dictionary, looking up telephone numbers, and looking for index entries (Soedarso in Haryadi 2007:171).

According to Cross (1992), scanning is simply means searching with a purpose. David Cross also give the analogical between the use of scanning on daily life. When someone has a medical problem, the doctor scans or searches the part of the body which is giving a problem. This search is done very carefully and meticulously. And after the scanning is done, what does the doctor do with the findings? He uses the data to diagnose the medical problem and to start the treatment. Scanning a reading text has the same procedure and purpose. The reader does not read a text or a passage in a vacuum. He has a purpose and the scanning process helps him to realize the purpose of reading. So, scanning can be defined as reading the text quickly to find specific information.

Someone uses scanning as a reading sub-skill when he wants to find out answers to specific questions. Scanning means running your eyes over a text to find something that stands out, like a name or a date. The reader usually scans a text for information related to specific words, names, numbers, figures, locations, etc. When scanning, the reader only tries to locate specific information and often does not even read the whole passage to do so. He simply lets his eyes wander over the text until he finds what he is looking for, whether it be a name, a date or a less specific piece of information.

The description about scanning is stated by Ana Arundel Community Colege Reading and Study Skill Lab (1999), scanning is very useful for

finding a specific names, date, statistic, or fact without reading the entire article. Scanning is useful in locating statements, definitions, formulas, etc. which you must remember completely and precisely. While Bell (2001) describes scanning system as a technique someone often uses when looking up a word in the telephone book or dictionary. It is usually used for searching key words or ideas. In most cases, the reader knows what he is looking for, so he is concentrating on finding a particular answer. Scanning is also used when the reader first finds a resource to determine whether it will answer his questions. When scanning, the reader has to look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

According to Arundel in Reading and Study Skill Lab (1999), there are 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) Analize 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 neccessary 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.

In conclusion, when you are scanning, you do not read the entire text. you read only those parts of the text which will answer your questions or which serve your purpose of reading. For example, when someone wants to label a diagram, he reads only that paragraph which gives a description of the object. The other parts are irrelevant to him.

They are alike in that the reader does not read all of the material.. In scanning, the reader usually has a question to, or something specific to look for. It might be a telephone number, a particular quotation in a book, or supporting facts to use in a discussion. When someone scans, the goal is only to find the information he wants. When he found it, he is finished reading. In skimming, the purpose is quite different. The reader may be interested in the "gist" of an article, or he may want to sample a book in the library before deciding to take it out.

C. Conceptual Framework

Referring to all of the statements above related: Boosting Students' Speed Reading Trhough The Scanning and Skimming Method at SMPN 1 Pa'jukukang.

This following is an explanation of the conceptual framework. This section describes the research scheme. This is illustrated by Figure 2.1 below;
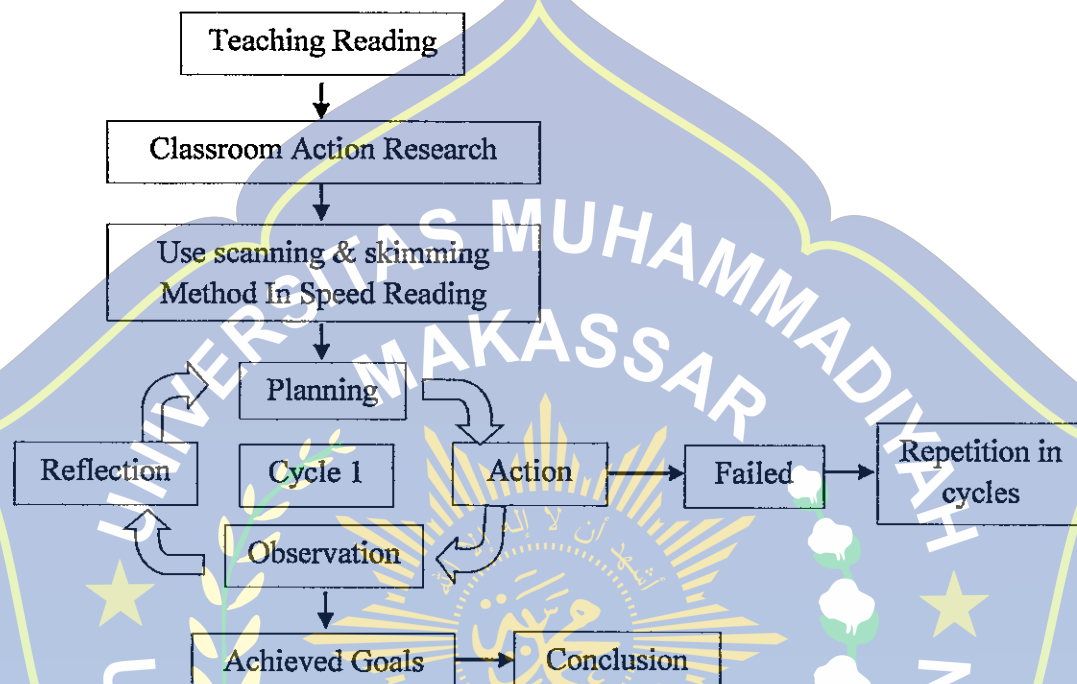
Figure 2.1 : Conceptual Framework

Figure 2.1 The above explains the purpose of this research. In this case the researcher wants to know how to improve speed reading by using scanning & skimming method.

The conceptual framework above, explains that the researcher teach speed reading skills by using skimming and scanning method. The researcher focus on improving students to get accurate information in reading material. The application of skimming and scanning methods is carried out to improve students' speed reading skills as the output of the teaching and learning process. In the process of using skimming and scanning methods in speed reading using cycle. If the first cycle as not been achieved, then the researcher continues the second cycle. And so on to the next stage.

CHAPTER III

RESEARCH METHODOLOGHY

A. Research Design

The application of this research was classroom action research (CAR). In this classroom action research examines the problems that arise in the implementation of teaching and learning. This research was conducted in the form of a cyclical assessment process through two cycles consisting of four stages, namely planning, action, observation, and reflection. If in the first cycle the average value has not reached the specified target, then improvements will be made in the second cycle.

1) Pre-cycle

The pre-cycle was conducted to determine the students' initial ability in speed reading. The pre-cycle was carried out before the implementation of the first cycle by doing a pretest reading the English reading text and then measuring the time needed by students. Student test results are entered into a quick reading list sheet. After that, students answered questions about the content of the reading. The questions consist of 10 multiple choice questions. From the results of the pre-cycle, it can be seen that the students' initial ability to read quickly.

2) Cycle 1

a. Planning

The activities in this study were carried out for three meetings and then had the following stages:

1) In this section the researcher prepared material about scanning and skimming that is given to students.

2) Researcher made lesson plans based on the curriculum for the implementation of the action.

3) Made an observation checklist to observed students.

4) Making research instruments.

Cycle 1 was carried out in three meetings. In the meeting, students were given speed reading learning materials using skimming and scanning techniques. In this first cycle, the indicator of learning mastery achievement that must be achieved is 70%.

c. Action

This step implemented the used of skimming and scanning techniques as a technique for learning to read quickly. The teacher implemented the lesson plans in the classroom step by step. This expalined how the use of scanning and skimming methods in speed reading in class can improve student understanding more quickly. To achieved this goal, the teacher creates the best classroom atmosphere. In this case the teacher acted as a

controller of student activities and also provided assistance if students have difficulty in doing assignments.

d. Observation

a. In this phase the researcher observed student activities in the learning process by using an observation checklist to determined which students are active (active or inactive).

b. After applyed scanning and skimming techniques in speed reading in action since the third meeting, The researcher gave an evaluation to the students to found out the improvement of students' listening ability in the first cycle.

c. Identify and record all the problems that we need during the teaching and learning process based on the observation paper that has been prepared.

e. Reflecting

Analyzed all data collected from observations, to assessed the improvement of the teaching program after provided action in the first cycle. The results was formalated for a better next lesson plan.

3. Cycle 2

a. Planning

1) Continued the activities that have been carried out in the first cycle.

2) Fixed the weakness of cycle I.

3) Made a plan in the process of obtaining scenarios from the reflection of cycle I.

4) Corrective action research.

b. Action

At this stage, actions were taken to improved results based on the reflection of cycle I. Actions in cycle II were carried out by continuing the steps of cycle I based on planning cycle II. The material and learning model are the same, namely a speed reading test with skimming and scanning techniques, but researchers pay more attention to how to scanning because students need to be taught more clearly about it.

c. Observation

In generally, in this section observation of the second cycle was continuoued action in the first section.

d. Reflection

In the second cycle, the researcher found that the students' improvement in speed reading was good. Reflection was done to see the results of the second cycle of action processes, analyzed, understand and draw conclusions. The researcher analyzed the results of the first cycle to found out whether the actions of this cycle reached the success criteria based on the results of the second action test.

B. Population and Sample of Research

1. Population

   The population of this study was the Eighth grade students of SMPN 1 Pa'jukukang consisting of 5 classes totaling 182 students.

2. Sample

   In this research, the researcher used simple random sampling, because the sampling of members of the population was done randomly regardless of the abilities that exist in the population. At the school there were 5 classes at the 8th-grade level, the researcher chose class VIII E the class consisted of 16 students.

C. Research Instrument

The form of the instrument used to collected data in this classroom action research was a test instrument in the form of multiple choice as many as 10 numbers. The test instrument was used to reveal data about students' speed reading ability. To determined the level of students' speed reading ability, a measured instrument in the form of a test was needed. There were several tests carried out in this study, namely the reading speed test and the comprehension test.

Speed Reading test was done by asking students to read the English text that has been provided. The time it took students to read was then measured to determine reading speed. Speed reading was obtained from the number of words read per reading time in one minute.

In addition to the reading speed test, a reading comprehension test was also carried out. The form of the test used to obtain data on the level of students' understanding of the content of the reading was a test to answer questions. The form of this test was in the form of multiple choice questions with 10 questions. Each number that was answer corrected on multiple choice questions was got a score of 10. The comprehension test score was the number of corrected answer score.

To found out the data on students' ability to read quickly, a calculation of Effective Reading Speed (KEM) was carried out. KEM was obtained through the formula, namely the number of words read per reading time in one minute times the test weight score that can be answer with the ideal score or maximum score. Then the value of the effective reading speed was be obtained in unit of words per minute.

The formula for effective reading speed according to Soedarso (2002:69) as follows:

$$\text{KEM} = \frac{p}{q} \times \frac{r}{100} \times 60$$

Description:

p = the number of words in the reading

q = amount of time in seconds

r = the number of correct answers

The classification of the effective reading speed level (KEM) was based on the effective reading speed level of SMP class VIII which was 175 words per minute, so that the following guidelines were obtained.

Table 3.1. Criteria for Effective Reading Speed

No	Effective Reading Speed	Category
1	> 175 wpm	Very Good
2	150-175 wpm	Good
3	120-150 wpm	Fairly Good
4	< 120	Not Good

Based on the table above, students who have an effective reading speed of more than 175 wpm were in the very good category. Students whose effective reading speed was 150 wpm to 175 were classified as good. Students who have a reading speed of 120 wpm to 150 wpm were categorized as effective, and students whose reading speed was less than 120 wpm were categorized as poor.

D. Data Collection

According to Hopkins (1993) there was several data collection techniques such as observation, and tests. In this classroom action research, the data collection used tests in each cycle.

According to Sudjana (1987) the used of tests means several questions that must be answered by students. The test is used to improve students' rspeed reading before and after learning (cycle I and cycle II). In this study, the researcher conducted a written test.

E. Data Analysis

The data analysis technique used in this study was a quantitative technique. Quantitative technique was used to analysis data from the score obtained by students at the time of the written test. The score was then sort from the highest to the lowest to found out who get the highest and lowest score and to get student data that has not been completed. The test results of all students were added up and divide by the number of students who took the test to get the class average score.

e. The formula used to calculate the reading speed as follows:

$$KPM = \frac{Number\ of\ words\ read}{time\ to\ read} \times 60\ (units\ in\ 1\ minute)$$

f. Reading Ability

$$KM = \frac{Word\ Count}{Read\ time\ in\ minutes} \times understanding\ value$$

g. Average value

To calculate the student's average score, used the following formula:

$$S = \frac{R}{n} \times 100$$

Where: S = Score

R = Score achieved by students

n = Maximum value

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This chapter presents the research results in the form of test results which include pre-cycle, cycle I, and cycle II. The results of the pre-cycle test are the results of the speed reading ability test before learning to read quickly using skimming and scanning techniques. The results of the first and second cycle tests are the results of the speed reading test after the speed reading learning was held with skimming and scanning techniques.

1. **Diagnostic Test Results**

   Diagnostic test results are test results before the research or before the first and second cycles of action. The diagnostic test was conducted to determine the initial condition of the students' speed reading ability of class VIII SMPN 1 Pa'jukukang. Diagnostic test results were obtained from students' effective reading speed (KEM) data. The results of the effective reading speed test can be seen in the following table.

Table 4.1
Diagnostic test speed reading results

No	Reading Speed	Category	Frequency	Percentage
1	> 175 wpm	Very Good	0	0
2	150-175 wpm	Good	2	12,5%
3	120-150 wpm	Fairly Good	3	18,75%
4	< 120	Not Good	11	68,75%
	Average		16	100%

Based on the data in the table above, it shows that the average value of the speed reading skill test results reached a value of 99 wpm. This means that the speed reading ability of grade VIII E students of SMP Negeri 1 Pa'jukukang is included in the not good category. Of the 16 students who took the test in this study, none had reached the very fast category with a score of >175, the good category with a score range of 150-175 was achieved by 2 people or 12,5%. With the fairly good category with a value range of 120-150 successfully achieved by 3 people or by 18,75%. In the not good category with a value range of <120, 11 people or 68,75% of the total number of students achieved it.

2. Cycle 1 Results

The results of the research in the first cycle consisted of test results and non-test results. The test results contain the results of the students' effective reading speed test. The results of the non-test contain the presentation of the results of the observations. It would be describe in the table below:

Table 4.2. Percentage value from diagnostic test to cycle 1

No	Indicators	D-Test		Cycle 1		Improvement (%)
		Score	%	Score	%	DT-C1
1	Speed Reading	1.737	99	2.116	132	33,33%

1. Test Results

    The results of the first cycle test are the test results after the fast reading learning with skimming and scanning techniques is carried out. The test results are the results of the effective reading speed test for class VIII E SMP Negeri 1 Pa'jukukang. The effective speed of reading is obtained from the results of the calculation between the results of the reading speed test and the results of the student's understanding test. The results of the effective reading speed test can be seen in the following table.

Table 4.3
Cycle 1 Speed Reading Results

No	Reading Speed	Category	Frequency	Percentage
1	> 175 wpm	Very Good	2	12,5%
2	150-175 wpm	Good	2	12,5%
3	120-150 wpm	Fairly Good	5	31,25%
4	< 120	Not Good	7	43,75%
	Average		16	100%

    Based on the table above, it shows that the average value of the speed reading skill test results in the first cycle reaches a value of 131 wpm. This means that the speed reading ability of grade VIII E SMPN 1 Pa'jukukang students is included in the fairly good category. Of the 16 students who took the test in this study, for the very good category with a score of >175 achieved by 2 people or 12.5% and the good category with a score range of 150-175 achieved by 2 people or 12.5%. With the fairly good category

with a range of values of 120-150, 5 people or 31.25% were successfully achieved. In the not good category with a value range of <120, 7 people or 43.75% of the total number of students achieved it.

2. Observation Results

Observations were made during the speed reading learning process. This observation aims to see the behavior of students during the process of learning to read quickly with skimming and scanning techniques. The observed target objects are summarized in seven observation targets which include good and bad student behavior that appears during the learning process.

Based on the observations made by the observer, it can be concluded that the behavior of students during fast reading learning with skimming and scanning techniques is quite good. However, there are also some students who show bad behavior during learning. From the results of observations, it can be seen that there are 9 students who behave well during the lesson, while 7 students who do not behave well. Of the seven students, as many as 3 students had bad habits in reading, namely making noise in reading and pointing at the reading with their fingers. As many as 4 students often talk to their friends and also see the results of their friends' work.

Based on the description above, it can be concluded that most of the students have behaved quite well. It is proven that there are more students

who behave well than students who behave badly. However, learning to read fast still needs to be improved so that students who behave badly can be reduced.

3. Reflection

Based on the data above, it shows that the value of students' reading skills in cycle I was quite high, but improvements still need to be made considering that there are still 7 students who get reading skills that are still slow. In addition, it is also necessary to get a better completeness score as desired by the researcher, which is 70%.

2. **Cycle 2 Results**

The results of the research in cycle 2 consisted of test results and non-test results. The test results contain the results of the students' effective reading speed test. The results of the non-test contain the presentation of the results of the observations.

In the first meeting, researcher in developing skimming and scanning techniques needed extra time to prepare students for these activities. As a result, testing is only carried out on skimming and scanning at the end of the cycle. The researcher acted: the first, eliminated the problems found in cycle 1 by motivating, encouraging, controlling, managing the class, and informing them of their mistakes when they answered the test. The researcher explained several solutions in cycle I. To read the text well, the researcher explained how to find the main idea and then given some possible clues about the place

of the main idea. Lastly, to memorize new words, one must understand their meaning and drill those words.

At the first meeting of cycle 2 the researcher divided the students into several groups, organized the groups of students into each group based on the new arrangement. The researcher made 8 groups, because in class VIII E there were 16 students for each group there were 2 students. Then, the researcher presented the text to be discussed. The researcher gives instructions on how to get accurate information in a text, then the researcher gives a test and it will be discussed in each group. After that, the researcher asked them to make predictions about the test in the text based on the steps in the worksheet. Finally, collect the results of student discussions. It will be explained in the table below:

4.4. Percentage value from diagnostic test to cycle 2

No	Indicators	D-Test		Cycle 2		Improvement (%)
		Score	%	Score	%	DT-C2
1	Speed Reading	1.737	99	2.747	172	73.73%

1. Test Results

The test results in the second cycle are the results of the students' speed reading skills using skimming and scanning techniques after correcting the learning actions in the first cycle. The results of the second cycle test are the results of the effective reading speed test for class VIII E

SMPN 1 Pa'jukukang. The following are the results of the effective reading speed test in cycle II.

Table 4.5
Cycle II Speed Reading Results

No	Reading Speed	Category	Frequency	Percentage
1	> 175 wpm	Very Good	7	43.75%
2	150-175 wpm	Good	6	37.5%
3	120-150 wpm	Fairly Good	2	12.5%
4	< 120	Not Good	1	6.25%
	Average		16	100%

Based on the table above, it can be seen that the average value of the speed reading skill test results in the first cycle reached a value of 179 wpm. This means that the speed reading ability of grade VIII E SMPN 1 Pa'jukukang students is included in the very good category. Of the 16 students who took the test in this study, for the very good category with a score >175 achieved by 7 people or 43.75% and the good category with a score range of 150-175 achieved by 6 people or 37.5%. With a fairly good category with a score range of 120-150, 2 persons or 12.5% was achieved. In the unfavorable category with a range of values < 120, 1 person or 6.25% of the number of students achieved it.

1. Observation Results

In this second cycle, observation activities were carried out during the speed reading learning process using skimming and scanning techniques. This observation was conducted to determine student behavior during speed reading learning. The target of observation in cycle II is the same as

in cycle I. The targets include good behavior and bad behavior of students during learning.

Based on the observations made by the observer, it can be concluded that the students' behavior during learning to read fast with skimming and scanning techniques in cycle II can be said to be good. However, there are also some students who still misbehave during learning. From the results of observations, it can be seen that there are 14 students who behave well during the lesson, while 2 students who do not behave well. Of the two students, as many as 2 students often talk to friends and one student often sees the results of a friend's work. Meanwhile, there are no more students who have bad habits in reading.

Based on the results of these observations, students' behavior during speed reading learning was good. Overall, it can be concluded that the observations in the second cycle experienced a drastic increase when compared to the observations in the first cycle.

2. Reflection

Based on the data above, it shows that the application of skimming/scanning strategies can improve students' speed reading skills, so the teaching and learning process is no longer continued in the next cycle.

Based on the results of the analysis, it was concluded that the students' speed reading skills were still low. This can be seen from the students' reading

ability at 99 wpm or categorized as less. From the results of the pre-cycle which showed that the students' reading ability was still low, the act of learning to read quickly was carried out using a skimming/scanning strategy. The results of this test indicate an increase in reading skills which can be seen from the following table:

Table 4.6. Improved Speed Reading

No	Category	DT		Cycle 1		Cycle 2	
		Frequency	percentage	Frequency	Percentage	Frequency	percentage
1	Very Good	0	0	2	12,5%	7	43.75%
2	Good	2	12,5%	2	12,5%	6	37.5%
3	Fairly Good	3	18,75%	5	31,25%	2	12.5%
4	Not Good	11	68,75%	7	43,75%	1	6.25%
Average (wpm)		99		132		172	
Enhancement		DT – Cycle 1		Cycle 1 – Cycle 2		DT – Cycle 2	
		32.67%		30.30%		73.73%	

The increase in students' reading speed test results can also be seen in the following diagram.

Diagram 4.1. Improved Reading Speed

percentage rate reading speed
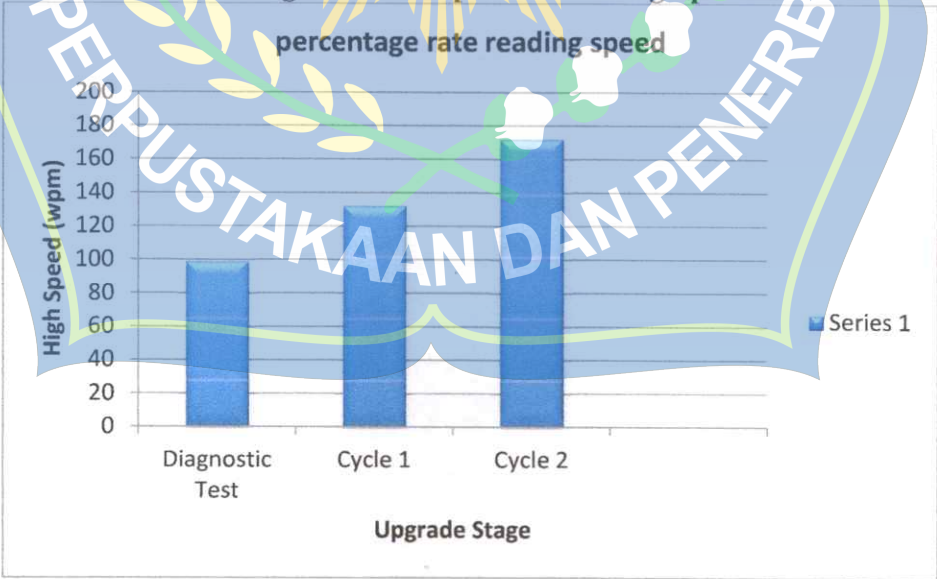
Based on the observations of the data from the students' speed reading skills test results from the diagnostic test, first cycle, and second cycle as shown in the table above, it can be concluded that the students' speed reading ability in each cycle has increased. In the DT results, the average speed reading ability score achieved was 99 wpm which was in the range of scores <120 wpm in the very slow category, in the first cycle the average score achieved was 132 wpm which was in the score range of 120-150 wpm in the fairly good category. This shows an increase in test results achieved in the first cycle, which is 32.67% of the diagnostic test results. The average reading ability in cycle II reached 172 wpm. This means an increase of 30.30% from the first cycle or an increase of 73.73% from the diagnostic test. The average reading ability in cycle II was in the range of scores 150-175 wpm in the good category.

B. DISCUSSION

The discussion of this research was carried out in accordance with the CAR procedures. According to Kasbolah (1999:70), the flow of the implementation of classroom action research was planning, implementation, observation and evaluation, then reflection. The planning stages of cycles I and II are preparing lesson plans, student observation sheets as one of the determinants of success indicators, compiling an assessment rubric as well as evaluation material and planning the results of the analysis.

This classroom action research was conducted as an effort to improve students' reading comprehension skills in English subjects with the subject of

narrative reading texts in class VIII SMPN 1 PA'JUKUKANG through the application of skimming and scanning techniques.

This research is not the first research that has been conducted, there are several studies related to this research, the first is Nur Susilowati in her research conducting research that is. He has done three cycles in class XII which found some problems in reading comprehension. The average score of 60 students in the first cycle was 55.76.7%. Researchers continued in the second cycle the average score of the students was 61.57.% In the third cycle, student achievement increased. The average score is 66.67%.46 Student achievement in reading comprehension is included in the very good category. By using Skimming, the reading comprehension achievement of students in class XII increased significantly.

The second is Gideon Santoso before being given treatment the average score of students is quite 56.7% and students' reading comprehension after using the Skimming technique is 71.8%.47 So, from these results it can be concluded by skimming technique the reading comprehension of students of SMP Immanuel Bandar Lampung in grade VIII increased significantly.

This classroom action research was conducted in cycle II. The results of the diagnostic test analysis showed that the students' reading speed was still in the very slow category with an average of 99 wpm. And in the first cycle the average score achieved was 132 wpm which was in the score range of 150-175 wpm in the fairly good category. This shows an increase in test results achieved in the first cycle, which is 32.67% of the diagnostic test results. The average reading ability in cycle II

reached 172 wpm. This means that there is an increase of 30.30% from the first cycle or an increase of 73.73% from the diagnostic test. The average reading ability in cycle II is in the range of scores 150-175 wpm with a good category.

Although there are still students who have not complete. From the students who did not complete, they were still not so fluent in reading English so that the students found it difficult to answer the questions given. Judging from the thoroughness of the students' speed reading scores, the researcher can conclude that by using skimming and scanning techniques in English subjects, students of class VIII SMPN 1 PA'JUKUKANG can train students to quickly find what they want to look for in a reading. This is in accordance with the theory presented by Samsu Somadayo (2011; 50) which states: The main purpose of learning reading comprehension using skimming and scanning techniques is to quickly find factual information in reading text material. Meanwhile, Freman (in Samsu Somadayo 2011: 46) says that reading skills are systematically arranged to get efficient results, for various purposes such as: 1) to get to know the topic of reading, 2) to find out people's opinions, 3) to know the organization of writing, sequence of main ideas, unity of mind, and looking for relationships between reading parts, 4) to refresh what has been read. Accordingly, the purpose of reading with skimming and scanning techniques is varied depending on the needs and requirements of the reader. So that it can make it easier and faster for readers or students to find something they are looking for, be it in reading books, magazines, newspapers, articles, reading texts, etc.

Thus, through the application of skimming and scanning techniques, it can improve student learning outcomes, especially in improving students' speed reading abilities in English subjects for class VIII SMPN 1 Pa'jukukang.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Based on the results of research and discussion in this study, it can be concluded that the results of this study indicate an increase in the speed reading ability of class VIII E students of SMPN 1 Pa'jukukang after attending speed reading lessons using skimming and scanning techniques. The increase in students' speed reading ability can be seen from the results of the reading speed test in the pre-cycle, first cycle, and second cycle.

1. The result of the effective reading speed score in the diagnostic test is 99 wpm.

2. In the first cycle the average was 132 wpm or an increase of 32.67% from the diagnostic test.

3. In cycle II, the average effective reading speed of students was 172 wpm or an increase of 30.30% from cycle I. The increase in effective reading speed from DT to cycle II was 73.73%.

The results obtained indicate that learning to read quickly using scanning and skimming techniques for class VIII E SMPN 1 Pa'jukukang has been successful.

B. SUGGESTION

Based on the results of the research that has been done, the researchers provide suggestions to:

1. Teachers are expected to be able to apply various kinds of appropriate learning techniques, especially in learning to read quickly so that students' speed reading abilities can be optimal.

2. Skimming and scanning techniques can be used as an alternative in learning to read quickly because they can improve, facilitate, and motivate students to read quickly.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

Nama sekolah : SMPN 1 Pa'jukukang

Mata pelajaran : Bahasa Inggris

Kelas / Semester : VIII/I

Standar Kompetensi : 3. Memahami ragam wacana tulis dengan metode scanning & skimming, membaca cepat

Kompetensi Dasar : 3.3. Menyimpulkan isi suatu teks dengan membaca cepat 200 kata permenit.

A. **Indikator Pencapaian Kompetensi :**
   1. Mampu mengukur kecepatan membaca sendiri dan teman.
   2. Mampu menjawab pertanyaan dengan peluang 70% dengan tepat.

B. **Tujuan Pembelajaran**
   1. Peserta didik mampu mengukur kecepatan membaca untuk diri sendiri dan teman.
   2. Peserta didik mampu menjawab pertanyaan dengan peluang ketepatan 70%

Karakteristik peserta didik yang diharapkan : Disiplin dan tanggung jawab

C. **Materi Pembelajaran Materi Reguler Membaca Cepat**

Membaca cepat adalah membaca yang mengutamakan kecepatan dengan tidak mengabaikan pemahamannya. Biasanya kecepatan itu dikaitkan dengan tujuan membaca, keperluan, dan bahan bacaan. Artinya, seorang pembaca 2 cepat yang baik, tidak menerapkan kecepatan membacanya secara konstan di berbagai cuaca dan keadaan membacanya. Penerapan kemampuan membaca cepat itu disesuaikan dengan

tujuan membacanya, aspek bacaan yang digali (keperluan) dan berat ringannya bahan bacaan (Tampubolon, 1990). Membaca cepat bukan berarti asal membaca cepat saja, sehingga setelah selesai membaca tidak ada yang diingat dan dipahami. Dua hal pokok yang harus diperhatikan ketika menibaca cepat adalah tingkat kecepatan dan presentase pemahaman bacaan yang tinggi.

Ciri Membaca dengan Teknik Cepat

Jenis membaca dengan teknik cepat memiliki beberapa ciri. Ciri-ciri tersebut antara lain sebagai berikut:

- Menggunakan waktu minimal dengan hasil maksimal.
- Hasil yang diharapkan adalah menguasai isi bacaan.
- Gerak mata cepat tanpa menggerakkan kepala ke kanan dan ke kiri.
- Membaca dengan tidak menggunakan alat bantu penunjuk, seperti jari, pensil, pena, atau alat lainnya.
- Kegiatan membaca diakhiri dengan keberhasilan membuat ringkasan dan kesimpulan bacaan.
- Memperoleh informasi dan memahami gagasan penulis secara cepat dan tepat

Hal-Hal yang Perlu Diperhatikan

Agar kamu dapat membaca dengan teknik cepat, ada beberapa hal yang perlu diperhatikan, yaitu sebagai berikut.

- Berkonsentrasilah saat membaca agar gagasan utama dapat kamu temukan dengan cepat.
- Temukanlah kata kunci pokok-pokok tiap kalimat, paragraf, atau wacananya.
- Latihlah gerak mata untuk membaca dengan pola lurus, spiral, atau zigzag.

Hal-Hal yang Perlu Dihindari

Saat membaca cepat ada hal-hal yang perlu kamu hindari. Hindarilah kegiatan berikut ini.

- Membaca dengan bersuara.

- Menggerak-gerakkan bibir (berkomat-kamit).
- Membaca dengan jari atau benda lain untuk menunjuk kata demi kata.
- Membaca dengan menggerakkan kepala ke kanan dan ke kiri mengikuti tulisan.
- Membaca ulang bagian yang sudah kita baca (regresi).
- Menyerah pada keadaan yang mengganggu.
- Membaca dengan tidak ada dorongan untuk berhasil (antusiasisme).
- Membaca tidak pada tempat yang sebenarnya. • Posisi tubuh dan penyinaran yang salah.
- Sambil melakukan kegiatan lain (makan, minum, mendengarkan radio, dan sebagainya).

1. **Mengukur Kecepatan Membaca**
   a. **Menghitung Kecepatan Efektif Membaca (KEM)**

   Kecepatan Efektif Membaca (KEM) memperhitungkan jumlah kata yang dibaca, waktu baca, dan tingkat pemahaman bacaan. KEM dapat dihitung dengan menggunakan rumus berikut.

   $$KEM = \frac{p}{q} x \frac{r}{S1} x60 = .. kpm$$

   Keterangan

   KEM   : Kecepatan Efektif Membaca
   p   : Jumlah kata dalam bacaan
   q   : Jumlah waktu (dalam satuan detik)
   r   : Skor yang diperoleh
   S1   : Skor ideal (skor maksimal)
   kpm   : Kata per menit

   b. **Menjawab Pertanyaan dengan Peluang Ketepatan 70%**

   KEM tidak hanya ditentukan berdasarkan jumlah kata dan waktu baca, tetapi juga tingkat pemahaman terhadap isi bacaan. Kamu akan memiliki KEM

yang baik apabila kamu mampu menjawab minimal 70% dari pertanyaan bacaan. Semakin banyak pertanyaan bacaan yang dapat dijawab dengan tepat, KEMnya semakin baik.

D. Alokasi Waktu :

2 jam pelajaran (1 x pertemuan)

E. Metode pembelajaran

a. Tanya jawab

b. Inkuri

c. Penugasan

F. Pendekatan & metode

Pendekatan : Scientific

Strategi : Skimming vs Scanning

Metode : Penugasan, pengamatan dan diskusi

G. Langkah - langkah Pembelajaran Pertemuan Pertama

No	Kegiatan	Waktu	Metode/Tehnik
1	**Pendahuluan** • Peserta didik merespon salam dan pertanyaan dari guru berhubungan dengan kondisi kelas dan pembelajaran sebelumnya. • Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan • Peserta didik menerima	20	Tanya jawab

	informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan, serta teknik penilaiannya • Peserta didik dan pendidik bertanya jawab tentang cara menemukan informasi dengan teknik membaca cepat		
2	**Kegiatan Inti Eksplorasi** **mengamati** • Peserta didik mengamati contoh teknnik membaca cepat dengan menggunakan skimming dan scanning. **Menanya** • Peserta didik menanya tentang hal-hal yang berkaitan dengan teknik membaca cepat dengan metode skimming dan scanning **Mengumpulkan Informasi** • Peserta didik mencari informasi yang berkaitan tentang teknik membaca cepat. **Elaborasi Mengasosiasi** • Peserta didik mendiskusikan tentang teknik membaca cepat.	60	Inkuri

	• Peserta didik dalam kelompok bekerja sama untuk membaca selama 2 menit dan menghitung jumlah kata yang dibaca. • Peserta didik menghitung kecepatan membaca dengan rumus. • Peserta didik menjawab pertanyaa dengan peluang ketepatan miniman 70%. • Peserta didik menyimpulkan hasil bacaan. **Mengomunikasikan** • Peserta didik menyampaikan hasil pekerjaannya ke depan kelas. - Peserta didik lain memberikan • Peserta didik lain memberikan tanggapan atas hasil presentasi temannya. **Konfirmasi** • Pendidik memberikan umpan balik yang positif/pujian dari hasil presentasi. • Pendidik memberi rujukan untuk bereksplorasi tentang membaca cepat lebih jauh.		

	• Pendidik memberi penguatan dari berbagai sumber. • Pendidik memfasilitasi peserta didik melakukan refleksi terhadap materi yang sudah dipelajari agar termotivasi.		
3	**Penutup** • Pendidik melakukan evalusi dari pembelajaran yang sudah berlangsung dengan memberikan lembar kerja secara individu. • Pendidik memberi kesempatan peserta didik untuk membuat rangkuman. • Peserta didik dan pendidik melakukan refleksi. • Peserta didik mendapatkan tugas untuk melakukan teknik membaca cepat dengan bahan bacaan yang lain. • Pendidik menyampaikan materi untuk pertemuan yang akan datang. • Pendidik menutup pembelajaran	40	Penugasan

H. Penilaian

1. Sikap

Teknik penilaian : observasi

Bentuk istrumen : lembar observasi (terlampir)

2. Pengetahuan Regular

Indikator Pencapaian Kompetensi	Penilaian		
	tehnik	Bentuk Instrument	Contoh Instrumen
1. Mampu mengkur kecepatan membaca untuk diri sendiri dan teman 2. Mampu menjawab soal dengan ketepatan 70%	Tes tertulis	Pilihan ganda	1. Bacalah teks berikut dan hitunglah kecepatan membaca Anda! 2. Setelah membaca teks tersebut. jawablah pertanyaan berikut!

I. Alat Dan Bahan/Media Pembelajaran

- Lembar teks narrative/cerita rakyat
- Lembar soal siswa
- Stopwatch

MATERI AJAR

Pertemuan Pertama 2 Jam Pelajaran
A. Kegiatan Pendahuluan (10 menit)

Orientasi
- ➤ Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
- ➤ Peserta didik berdo'a sebelum memulai kegiatan.
- ➤ Guru memeriksa kehadiran peserta didik.

Apersepsi
- ➤ Mengaitkan materi dengan pengalaman peserta didik dalam membacabuku cerita yang pernah mereka baca.
- ➤ Mengajukan pertanyaan pendahuluan :
    1. *When you were a child, did your parents tell you stories?*
    2. *What story did you like most?*
    3. *Now, do you like reading stories?*
    4. *What was the last story you read?*

Motivasi
- ➤ Menginformasikan materi yang akan dipelajari.
- ➤ Memberikan gambaran tentang manfaat mempelajari materi yang akandipelajari.
- ➤ Menyampaikan tujuan dan strategi pembelajaran

B. Kegiatan Inti (60 menit)	
Stimulation (*pemberian rangsangan)*	Peserta didik membaca dan menyimak tentang salah satu cerita rakyat berjudul *Sangkuriang*. Peserta didik bersama guru melakukan tanya jawab secara lisan terkait dengan informasi tertentu dari isi cerita yang ditayangkan. 1. *What is the title of the story?* 2. *How many characters are there in the story?* 3. *Who is the main character in the story?* 4. *What problem did the character face?* 5. *How did she solve the problem?* (LK terlampir) Dengan bimbingan guru, mengidentifikasi informasitertentu

C. Kegiatan Penutup (10 menit)

> Peserta didik dengan bimbingan guru membuat resume tentang poin- poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
> Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan Kedua 2 Jam Pelajaran
> Peserta didik berdo'a sebelum memulai kegiatan. > Guru memeriksa kehadiran peserta didik.
Apersepsi > Mereview materi pertemuan sebelumnya. > Menjelaskan kembali materi tentang membaca cepat menggunakan metode scanning & skimming .
Motivasi > Menginformasikan materi yang akan dipelajari. > Memberikan gambaran tentang manfaat mempelajari materi yang akandipelajari. > Menyampaikan tujuan dan strategi pembelajaran

B. Kegiatan Inti (60 menit)	
Data collection (*pengumpula ndata*)	**Mengumpulkan Informasi** • Peserta didik mengumpulkan informasi yang relevan dari isi teks untuk menentukan fungsi social dari teks cerita tersebut dengan bimbingan guru. • Peserta didik mencari dan mengumpulkan informasi tentang cara membaca cepat dengan teknik scanning and skimming

C. Kegiatan Penutup (10 menit)

> Peserta didik dengan bimbingan guru membuat resume tentang poin- poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
> Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan Ketiga 2 Jam Pelajaran	
A. Kegiatan Pendahuluan (10 menit)	
Orientasi	
> Guru mengucapkan salam dan bertegur sapa dengan peserta didik. > Peserta didik berdo'a sebelum memulai kegiatan. > Guru memeriksa kehadiran peserta didik.	
Apersepsi	

> Mereview materi pertemuan sebelumnya.
 > Mengajukan pertanyaan pendahuluan:
     1. *Did you still remember the story that you read last meeting?*
     2. *What was the title?*
     3. *How many characters are there in the story?*	

Motivasi	
> Menginformasikan materi yang akan dipelajari. > Memberikan gambaran tentang manfaat mempelajari materi yang akandipelajari. > Menyampaikan tujuan dan strategi pembelajaran	
B. Kegiatan Inti (60 menit)	
Problem statement (*identifikasi masalah*)	**Mengumpulkan Infromasi** • Pendidik menjelaskan teknik skimming dan scanning dalam membaca cepat • Pendidik membagikan lembar teks cerita rakyat • Peserta didik membaca dan memahami teks bacaan menggunakan teknik membaca cepat scanning and skimming • Pendidik memberi waktu selama 2 menit, dan peserta didik menghitung jumlah kata yang di tempuh selama 2 menit
C. Kegiatan Penutup (10 menit)	

> Peserta didik dengan bimbingan guru membuat resume tentang poin- poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
> Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
> Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

Pertemuan Keempat 2 Jam Pelajaran	
> Peserta didik berdo'a sebelum memulai kegiatan. > Guru memeriksa kehadiran peserta didik.	
Apersepsi	
> Mereview materi pertemuan sebelumnya. > Menjelaskan materi tentang membaca cepat menggunakan metode scanning & skimming .	
Motivasi	
> Menginformasikan materi yang akan dipelajari. > Memberikan gambaran tentang manfaat mempelajari materi yang akandipelajari. > Menyampaikan tujuan dan strategi pembelajaran	
B. Kegiatan Inti (60 menit)	
Data collection (*pengumpula ndata*)	**Mengumpulkan Informasi** • Dengan melaksanakan pembelajaran membaca cepat dengan teknik skimming dan scanning. Pembelajaran membaca cepat sudah direncanakan pelaksanaannya sesuai pada tahap perencanaan. Siswa dilatih membaca secara sekilas dan sepintas dengan membaca hal yang penting dan apa yang akan dicari dalam bacaan. • Guru membagikan teks cerita rakyat kepada peserta didik, kemudian peserta didik menghitung kembali jumlah kata yang ditempuh selama 2 menit.Setelah itu guru membagikan soal pemahaman kepada siswa yang terdiri atas 10 soal pilihan ganda. Siswa diberikan waktu 15 menit untuk mengerjakan. Hasil pekerjaan siswa dikumpulkan pada guru.
C. Kegiatan Penutup (10 menit)	

> ➢ Peserta didik dengan bimbingan guru membuat resume tentang poin- poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
> ➢ Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
> ➢ Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.

APPENDIX 2

Instrument test pre-cycle

SANGKURIANG

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. **He brought her the falling tool.** Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood usying his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum

river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

Choose the questions below correctly!

1. What is the story about?
   a. A wrath son
   b. West java's tales
   c. Tumang a Dog husband
   d. The legend of Tangkuban Perahu

2. According to the story, Tumang was….
   a. actually a handsome prince
   b. married to Dayang Sumbii
   c. Sangkuriang pet dog
   d. good at hunting deer

3. What did Dayang Sumbi look like?
   a. She liked weaving clothers
   b. She looked for the heart of a deer
   c. She was beautiful
   d. She was looking at her fallen tool

4. What made Dayang Sumbi stay young?
   a. She set up conditions in doing things
   b. A young man fall in love with her
   c. She married a dog
   d. God gave her an eternal beauty

5. Who are the main caracthers in the story?
   a. Dayang Sumbi and Sangkuriang
   b. The king Dayang Sumbi, the dog and Sangkuriang
   c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
   d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis

6. What moral value can we learn from the story?
   a. People must keep their words all the time
   b. Do not make a promise to easily
   c. Never be reluctant to do good things
   d. We should not hate our descendants

7. The name that caught Dayang Sumbi's shawl…
   a. Sangkuriang
   b. Tumang
   c. Dayang Sumbi
   d. The king

8. If it was a man who caught Dayang Sumbi's shawl, then he would…
   a. Husband
   b. Boss
   c. Son
   d. King

9. The complication starts when….
   a. Sangkuriang arrived at his own village
   b. Tumang came bringing Dayang Sumbi fallen thing
   c. Dayang Sumbi asked Sangkuriang to find deer's heart
   d. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

10. What is the name of the boat made by Sangkuriang….
    a. Pledang
    b. Phinisi
    c. Tangkuban
    d. Sandek

APPENDIX 3

Instrument test cycle 1

Malin Kundang

Once upon a time, that a poor family consisting of a mother and her son named Malin Kundang. Because his father had left him, the mother must work hard to be able to raise a family.

Malin was the son of the wise but a little bit naughty. When he is about to go up, Malin feels sorry for his mother who always used to work hard live it. Then Malin ask permission for going about looking for a job in the big city.

"Mom, I want to go to town. I want to work to be able to help mom here. "asked Malin.

"Don't leave the mother alone, son. Mom just got you here. "said the mother refused.

"Let me go, mom. I pity seeing mom continued to work until now." said Malin.

"Well son, but remember don't forget mom and this village when you have success there," Said the teary mother of ari's eyes.

The next day, Malin went to the big city with the use of a ship. After several years of hard work, he succeeded in the city of rantauannya. Malin is now a wealthy man who even had a number of merchant ships. And Malin had married a beautiful woman there. News about Malin who became a wealthy man to the one to his mother. The mother was very happy to hear it. He is always waiting at the beach every day, hoping the older si wayangnya eyes back and raised his mother. drajat But Malin never came.

One day Malin's wife asked about Malin's mother and wanted to meet with him. Malin was not able to resist the desires of the wife of a very loved it. That the journey towards preparing Malin village using a private ship pretty great. Eventually the matter came to his village Malin, along with his wife and his men.

Hear the arrival of Malin, the mother felt very excited. she even ran to the beach to immediately see her son.

"What is it my son Malin, huh? This your mother, you remember "asked her mother.

"Malin Kundang, my son, why are you going so long without sending the news?" He said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who embraced her husband, said:

"So, the smell of old lady, this is the mother you filthy, Malin"

Because of the shame, Malin Kundang soon let go of his mother's arms and pushed him to fall.

"I didn't know you poor old woman," said Malin.

"The Foundation of the old lady had no idea myself, any just claim to be my mother." Advanced Malin snapped.

Hear the words of his children like that, the mother feels sad and angry. He did not suspect, and the very dear turns into a child of sin.

"Oh my God, if he is a true son of mine, I beg give doom him and Fox was the one she so rocks." the prayer of his mother's wrath.

Shortly thereafter the wind and Thunder rumbles hit and destroy ships Malin Kundang. After that, the body of Malin Kundang is stiff and then into the rock with coral.

Choose the True one between these choices!

1. Who is Malin?
    a. A son who loves his mother
    b. A son who cares with his mother
    c. A son who betrayed his mother
    d. A son who always with his mother

2. What Malin's mother does to malin?
    h. Leave malin alone
    i. accompany malin until the end of the time
    j. Curse malin into a rock
    k. apologize malin

3. Where malin meets his mother?
    a. In his home
    b. in a beach
    c. In café
    d. in a station

4. What malin's wife does?
    a. Care with malin's mom
    b. Love malin's mom
    c. Did not care with malin's mom
    d. Talk to malin's mom

5. What did you learn from the story of Malin Kundang?
    a. Never be a cruel son/daughter
    b. Leave our old mom
    c. give our mom money
    d. Meet our mom

6. What malin said to his mom before he went to the city?
    a. Malin never be back
    b. He promises to be back
    c. He will forget his mom
    d. He will give his mom much money

7. How many actors in the story of Malin Kundang?
    a. Three actors
    b. Two actors

    c. One actor

    d. Nothing

8. Where the story comes from?
   a. Jakarta
   b. West Sumatra
   c. South Sumatra
   d. North Sumatra

9. Who is the main actor of that story?
   a. Malin kundang
   b. Malin's mom
   c. Malin's wife
   d. Malin's society

10. Why malin meets his mom?

   a. He misses his mom
   b. He will give much money to his mom
   c. He accepts a request from his wife
   d. He wants to hug his mom

APPENDIX 4

Instrument test cycle 2

CINDERELLA

Sometime in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stride mother and her two stepsister. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as stepmother. Every one of the things about Cinderella was a slip-ups in her stepmother' eyes. Not just bossy lady, her stepmother was coldblooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got.

Cinderella like a common hireling in her own home. No perk up by any means. No decent rests and solace place by any means. It was similar to a damnation. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella.

"Cinderella, come here revolting!" Said her stepmother. "Yes mother!" addressed Cinderella. "Clean my room, and Bathroom, keep in mind cook for lunch, now!" "However mother, I'm wiped out!" said Cinderella. "I couldn't care less!" addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. What's more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, "Shouldn't something be said about me mother!" And the answer would be "Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!"

Cinderella hurried to her room and cried. "Gracious God, why they are so merciless. Help me!" Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. "Try not to be pitiful wonderful. I will help you!" said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes.

Cinderella went to the ball by taking a pumpkin truck. Be that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said "she would be my wife" But Cinderella was utilizing a cover on that gathering. "Who are you excellence!" asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. "Hold up… " asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. "I would discover you!" said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe.

Nobody can be fit to the glass shoe. Until he went to Cinderella's home. Be that as it may, her stepmother didn't permit Cinderella out from room. Sovereign was depressed that her stepsisters was not that young lady. Until ruler saw Cinderella startlingly.

"Hey you, please come!" So amazingly that Cinderella is the singular case out of many others who can fit to the glass shoe. "You are that young lady. I accept!"

After that minute, the sovereign had hitched to Cinderella. What's more, they live cheerfully until the end of life.

Choose the True one between these choices!

2) What is the title of that text?
    a. Cinderella
    b. Timun mas
    c. Princess
    d. Roro Jonggrang

2. What is the character of cinderella's step mother?
    a. kind
    b. good
    c. cruel
    d. friendly

3. How many step sisters that cinderella has?
    a. Two
    b. Three
    c. Five
    d. Seven

4. What kind of work that cinderella's step mother wants?
    a. wash clothes
    b. sleeping
    c. watching tv
    d. shopping

5. What Cinderella has to go to a party?
    a. expensive shoes
    b. cheap shoes
    c. glass shoes
    d. black shoes

6. Why the prince asks Cinderella to be his wife?
    a. because she can fit glass shoes
    b. because she is cruel
    c. because she is the only woman in the party
    d. because Cinderella is friendly woman

7. Who changed cinderella?
   a. her step mother
   b. her step sister
   c. her pixie
   d. her parents

8. What kind of text above?
   a. Descriptive text
   b. recount text
   c. narrative text
   d. Explanation text

9. How many people in that text?
   a. 1
   b. 2
   c. 3
   d. 4

10. Who is the main character in that text?
    a. step mother
    b. step sister
    c. Cinderella
    d. neighbor

APPENDIX 5

Key Answer for pre-cycle

1. d	6. a
2. b	7. b
3. c	8. a
4. d	9. d
5. a	10. c

Key Answer for cycle 1

1. c	6. b
2. c	7. a
3. b	8. b
4. c	9. a
5. a	10. c

Key Answer for cycle 2

1) a	6. a
2) c	7. c
3) a	8. c
4) a	9. d
5) c	10. c
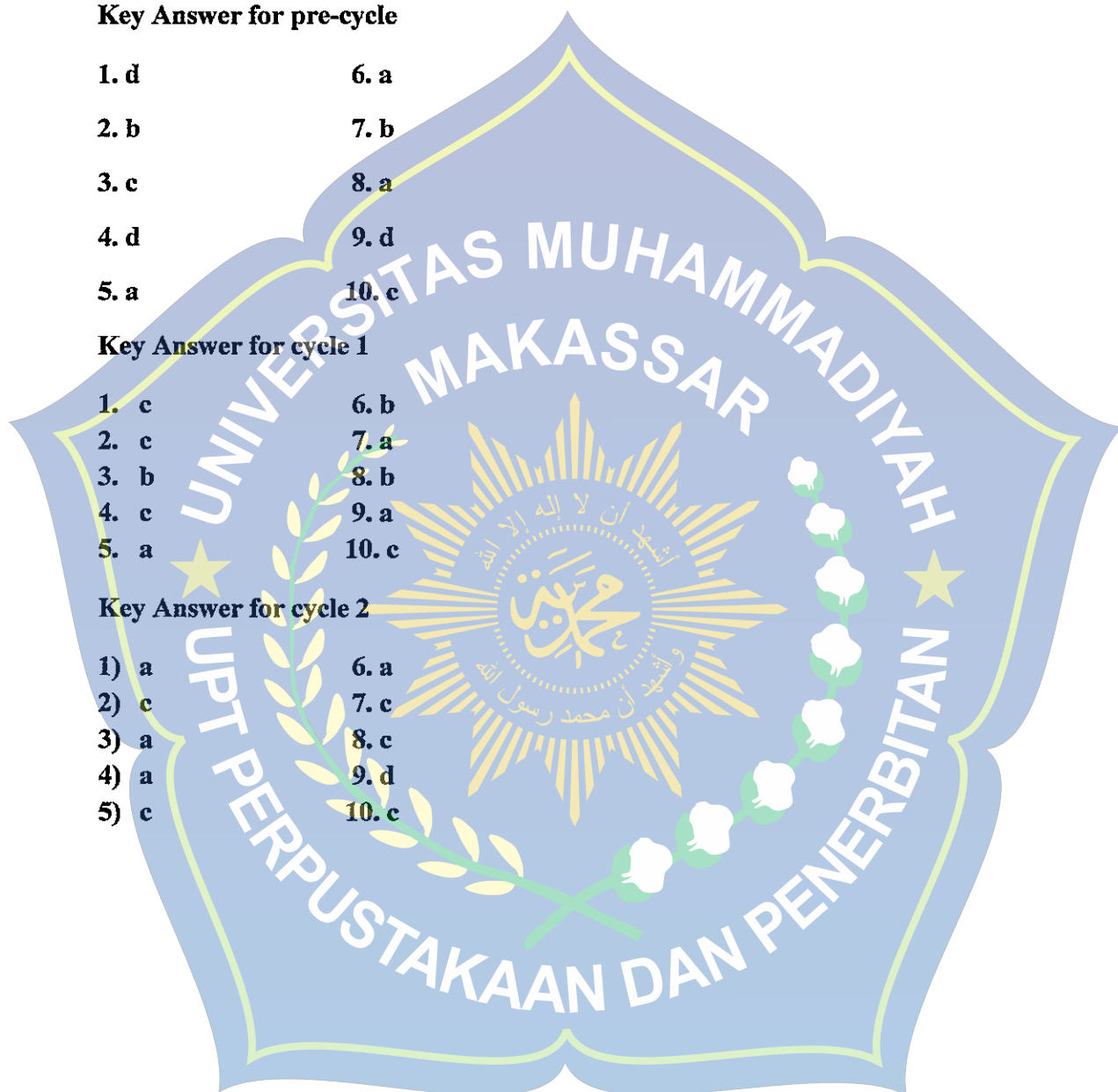
APPENDIX 6

List of observation in cycle 1

No	Teacher Activity	Activity Chek		Notes For the Next Lesson
		✔	x	
1	Checking students attendant	✔		
2	Explain the aim	✔		
3	Monitoring every step	✔		
4	Monitoring time allocation	✔		
5	Preparing the solution	✔		
6	Collecting the students discussing research	✔		

List of observation in cycle 2

No	Teacher Activity	Activity Chek		Notes For the Next Lesson
		✔	x	
1	Checking students attendant	✔		
2	Explain the aim	✔		
3	Monitoring every step	✔		
4	Monitoring time allocation	✔		
5	Preparing the solution	✔		
6	Collecting the students discussing research	✔		

APPENDIX 7

Students Score in test speed reading in DT

No	Name	reading speed per minute (wpm)	Score	Complete	Not Complete	Reading speed with content understanding
1	AFK	181	50		✔	90
2	A	192	30		✔	58
3	AH	182	50		✔	91
4	APZ	157	60		✔	94
5	B	221	70	✔		154
6	DH	332	60		✔	231
7	EW	221	70	✔		154
8	E	169	50		✔	84
9	FRA	162	50		✔	81
10	H	163	60		✔	99
11	I	151	60		✔	91
12	MRAP	197	70	✔		138
13	M	221	60		✔	132
14	N	173	60		✔	104
15	N	171	50		✔	85
16	RA	169	30		✔	51
Jumlah			880	3	13	1737
Rata-rata			55			99
Persentase				18,75%	81,25%	

APPENDIX 8

Students Score in test speed reading in cycle 1

No	Name	reading speed per minute (wpm)	Score	Complete	Not Complete	Reading speed with content understanding
1	AFK	201	70	✔		141
2	A	213	60		✔	128
3	AH	193	70	✔		135
4	APZ	201	70	✔		141
5	B	189	90	✔		170
6	DH	179	60		✔	107
7	EW	231	80	✔		185
8	E	231	50		✔	115
9	FRA	196	60		✔	118
10	H	193	60		✔	116
11	I	177	60		✔	106
12	MRAP	229	80	✔		183
13	M	212	60		✔	127
14	N	244	70	✔		171
15	N	192	50		✔	96
16	RA	192	40		✔	77
Jumlah			1030	7	9	2116
Rata-rata			64			132
Persentase				43,75%	56,25%	

APPENDIX 9

Students Score in test reading speed in cycle 2

No	Name	reading speed per minute (wpm)	Score	Complete	Not Complete	Reading speed with content understanding
1	AFK	211	80	✔		169
2	A	221	80	✔		177
3	AH	219	80	✔		175
4	APZ	229	70	✔		160
5	B	235	90	✔		211
6	DH	198	70	✔		139
7	EW	233	90	✔		210
8	E	242	70	✔		189
9	FRA	211	80	✔		169
10	H	229	70	✔		160
11	I	242	80	✔		193
12	MRAP	211	80	✔		169
13	M	221	90	✔		199
14	N	242	80	✔		194
15	N	205	60		✔	123
16	RA	221	50		✔	110
Jumlah			1220	14	2	2747
Rata-rata			76			172
Persentase				87,5%	12,5%	

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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Hasrawati Dewi
NIM : 105351109317
Program Studi : Pendidikan Bahasa Inggris

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No	Bab	Nilai	Ambang Batas
1	Bab 1	6 %	10 %
2	Bab 2	14 %	25 %
3	Bab 3	2 %	10 %
4	Bab 4	2 %	10 %
5	Bab 5	5 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 29 Juni 2022
Mengetahui

Kepala UPT-Perpustakaan dan Penerbitan,

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Hal : Permohonan Izin Penelitian
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di
     Bantaeng

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8443/FKIP/A.4-II/I/1443/2022 tanggal 10 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **HASRAWATI DEWI**
No. Stambuk   : **10535 1109317**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Boosting Students' speed reading through the scanning and skimming method at SMPN 1 Pa'jukukang"

Yang akan dilaksanakan dari tanggal 15 Januari 2022 s/d 15 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

07-22

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: Hasrawati Dewi
NIM	: 105351109317
Judul Penelitian	: *Boosting Students' Speed Reading Through The Scanning and Skimming Method at SMP Negeri 1 Pa'jukukang*
Tanggal Ujian Proposal	: 30 Desember 2021
Tempat/Lokasi Penelitian	: SMP Negeri 1 Pa'jukukang

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin 10/01/2022	Mengantar surat izin penelitian	Titi Sabrina, S.Pd	
2	Rabu 12/01/2022	Pre-Cycle	Titi Sabrina, S.Pd	
3	Rabu 19/01/2022	Cycle 1	Titi Sabrina, S.Pd	
4	Rabu 26/02/2022	Treatment 1	Titi Sabrina, S.Pd	
5	Rabu 02/02/2022	Treatment 2	Titi Sabrina, S.Pd	
6	Rabu 09/02/2022	Cycle 2	Titi Sabrina, S.Pd	
7	Rabu 09/02/2022	Treatment 1	Titi Sabrina, S.Pd	
8	Rabu 16/02/2022	Treatment 2	Titi Sabrina, S.Pd	
9	Senin 21/02/2022	Mengambil surat keterangan selesai penelitian	Titi Sabrina, S.Pd	
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Bantaeng, 21 Februari 2022

Mengetahui,

Ketua Jurusan,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

Pimpinan/Kepala sekolah,

Drs. Abdul Gaffar, M.M
NIP. 196805111990021001

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PEMERINTAH KABUPATEN BANTAENG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 PA'JUKUKANG
Alamat : Desa Nipa – Nipa Kec. Pa'jukukang Kab. Bantaeng

SURAT REKOMENDASI PENELITIAN
Nomor : 421.3/060/SMPN.1-PJK/II/2022

Yang bertanda tangan dibawah ini :

Nama   : Drs. ABDUL GAFFAR, MM.
NIP   : 19620511 199002 1 001
Pangkat/Gol. : Pembina Tk.I, IV/b
Jabatan   : Kepala Sekolah

Memberi rekomendasi kepada :

Nama   : HASRAWATI DEWI
NIM   : 105351109317
Program Studi : PENDIDIKAN BAHASA INGGRIS

Yang bersangkutan telah melaksanakan penelitian tentang "Boosting Students Speed Reading Through The Scanning and Skimming Method at SMP Negeri 1 Pa'jukukang" Pada tanggal 10 Januari 2022 s.d 21 Februari 2022.

Demikian rekomendasi ini diberikan untuk digunakan seperlunya.

Bantaeng, 22 Februari 2022
Kepala Sekolah,
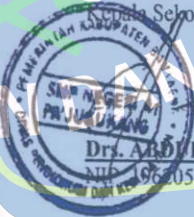
Drs. ABDUL GAFFAR, MM.
NIP. 19620511 199002 1 001

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

LETTER OF ACCEPTANCE
0529/BG-FKIP/LOA/B/VII/1443/2022

Dear HASRAWATI DEWI

It is our pleasure to inform you that, after reviewing your paper:
BOOSTING STUDENTS' SPEED READING THROUGH THE SCANNING
AND SKIMMING METHOD AT SMPN 1 PA'JUKUKANG
The manuscript ID: 166
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
eltm@bg.unismuhmakassar.ac.id

Makassar, 11 July 2022 M
12 Dzulhijjah 1443 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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DOCUMENTATION

CURRICULUM VITAE

Hasrawati Dewi was born on Gowa on July 24th 1998. She has 2 brothers. She is the 2th child of three children. She started her education at SD Inpres Borisallo and graduated in 2010. Then she continued her education at SMP Negeri 1 Parangloe and graduated in 2013. After that she continued her education at SMA Negeri 1 Parangloe and graduated in 2016. In 2017 she registered as a student and majored in English Language Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. At the end of her study, she successfully completed her thesis entitled "Boosting Students' Speed Reading Through the Scanning and Skimming Method at SMPN 1 Pa'jukukang".

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