

**The Effectiveness Of Speed Reading Technique In Narrative Text To
Improve Students' Reading Ability At The Ninth Grade
Of Muhammadiyah Boarding School Palopo**

A Thesis

*Submitted to the English Language Education Study Program
of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo
for Undergraduate Degree in English Education*



IAIN PALOPO

Submitted By

PUTRI NAFLAH TABITAH MTH

18 0202 0074

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

**The Effectiveness Of Speed Reading Technique In Narrative Text To
Improve Students' Reading Ability At The Ninth Grade
Of Muhammadiyah Boarding School Palopo**

A Thesis

*Submitted to the English Language Education Study Program
of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo
for Undergraduate Degree in English Education*



IAIN PALOPO

Submitted by

PUTRI NAFLAH TABITAH MTH

18 0202 0074

Supervised by:

- 1. Prof. Dr. Abdul Pirol, M.Ag**
- 2. Yuyun Ruqiyat Said, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

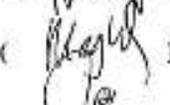
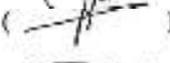
2022

THESIS APPROVAL

This thesis entitled "The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students' Reading Ability at Ninth Grade of Muhammadiyah Boarding School, which was written by Putri Nafiah Tabitah MEd, Reg. Number 18 0202 0011, a student of English Language Education Study Program of Palopo, has been examined and defended in Munaqasyah session which was carried out on November, 22nd 2022. Coincided with Rabiul Akh, 14th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

Palopo 25th November 2022

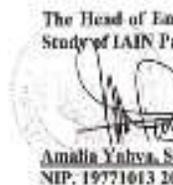
COMMITTEE OF EXAMINATION

1. Amaliya Yahya, S. E., M. Hum.	Chairman	()
2. Dr. Magfirah Thayyib, S.S., M.Hum	Examiner I	()
3. Dewi Furwana, S.Pd.I., M.Pd	Examiner II	()
4. Prof. Dr. Abdul Pirol, M.Ag	Consultant I	()
5. Yuyun Ruqqiyat Said, S.Pd., M.Pd	Consultant II	()

Approved by


The Dean of Tarbiyah and Teacher
Training Faculty

Dr. Nurdin Kaso, M.Pd.
NIP. 19681231 199803 1 014


The Head of English Education
Study of IAIN Palopo

Amaliya Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Putri Nafiah Tabifah Mth
Registration Number : 18 0202 0074
Faculty : English Language Education Study Program
Study Program : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 24 November 2022


Putri Nafiah Tabifah Mth
18 0202 0074

HALAMAN PERSETUJUAN TIM PENGUJI

Skripsi/tesis berjudul *The Effectiveness Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability At The Ninth Grade Of Muhammadiyah Boarding School Palopo* yang ditulis oleh Patri Nafiah Tabitah Mth, Nomor Induk Mahasiswa (NIM) 18 0202 0074, mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Jumat, tanggal 10 November 2022 bertepatan dengan 14 Rabiul Akhir 1444 Hijriyah telah diperbaiki sesuai cacatan dan permintaan Tim Penguji, dan dinyatakan layak untuk diajukan pada sidang ujian manzasyah.

TIM PENGUJI

1. *Amalia Yalya S. E, M. Hum*

Ketua Sidang/Penguji

2. *Dr. Magfirah Thayyib, S.S., M.Hum*

Penguji I

3. *Dewi Furwana, S.Pd.L., M.Pd*

Penguji II

4. *Prof. Dr. Abdul Pirol, M.Ag*

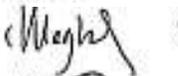
Pembimbing I/Penguji

5. *Yusuf Rusydat Said, S.Pd., M.Pd*

Pembimbing II/Penguji

()

tanggal :

()

tanggal :

()

tanggal :

()

tanggal :

()

tanggal :

EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability At Ninth Grade Of Muhammadiyah Boarding School Palopo**

Written By

Name : Putri Nafiah Tabitah Mth

Reg. Number : 18 0202 0074

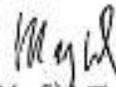
Faculty : Tarbiyah and Teachers Training

Study Program : English Education Study Program

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, November 15th 2022.

Examiner I



Dr. Maqfirah Thalvyrib, S.S., M.Hum
NIP. 19850719201801

EXAMINER APPROVAL

Thesis Entitle : **The Effectiveness Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability At Ninth Grade Of Muhammadiyah Boarding School Palopo**

Written By

Name : **Putri Nafiah Tabitah Mth**

Reg. Number : **18 0202 0074**

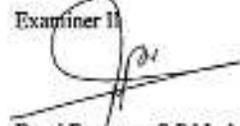
Faculty : **Tarbiyah and Teachers Training**

Study Program : **English Education Study Program**

Has been corrected and approved to be examined Munaqasyah thesis.

Palopo, November 15th 2022

Examiner 1


Dewi Purwani, S.Pd.I., M.Pd
NIP. 19850719 201801 2 001

CONSULTANT APPROVAL

Thesis Entitled : The Effectiveness Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability At Ninth Grade Of Muhammadiyah Boarding School Palopo

Written By :

Name : Putri Nafiah
Reg. Numb : 18 0202 0074
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, November 14th, 2022

Approved

Consultant I,



Prof. Dr. Abdul Pirol, M.Ag
NIP. 196911041994031004

Consultant II,



Yuyun Ruqqiyat Said, S.Pd., M.Pd
NIDN. 2009048701

Prof. Dr. Abdul Pirol, M.Ag
Yuyun Ruziqiyat Said, S.Pd., M.Pd

NOTA DINAS PEMBIMBING

Lamp. : -
Hal : skripsi an. Putri Nafiah Tabithah Mth

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
Palopo

Assalamu 'alaikum wr. wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Putri Nafiah Tabithah Mth
NIM : 18 0202 0074
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Reading Ability Through Speed Reading Using Narrative Text At The Ninth Grade Of Muhammadiyah Boarding School Palopo

menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

wassalamu 'alaikum wr. wb.

Pembimbing I



Prof. Dr. Abdul Pirol, M.Ag

Tanggal:

Pembimbing II



Yuyun Ruziqiyat Said, S.Pd., M.Pd

Tanggal:

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ.

There is no other word than to offer praise and gratitude to God Almighty, Allah swt. for the abundance of mercy and grace so that the researcher can start and finish this thesis properly as one of the requirements to obtain an S.Pd. State Islamic Institute of Palopo with the title “Improving Students Reading Ability Through Speed Reading Using Narrative Text at the Ninth Grade Of Muhammadiyah Boarding School Palopo.” Sholawat and greetings may always be poured out to the Prophet Muhammad saw. who has conveyed the truth to humans in general and Muslims in particular The preparation of this thesis would not have been completed without the help and generosity of various parties. Therefore, in addition to infinite gratitude for the blessings that have been given by Allah swt. The author also expresses gratitude, thanks, and highest appreciation to:

1. Prof. Dr. Abdul Pirol, M.Ag as Rector of IAIN Palopo who has motivated researchers while at the IAIN Palopo campus and as consultant I who has provided time, guidance, suggestions, corrections, and advice during the preparation of this thesis until the completion of this thesis.
2. Dr. Nurdin Kaso, M.Pd, as a Dean of the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute of Palopo.

3. Amalia Yahya, SE, M.Hum as a head of the English Education Study Program at IAIN Palopo has provided convenience for researchers in carrying out studies and in the preparation of this thesis.
4. Dewi Furwana, S.Pd.I., M.Pd as the academic adviser and as the second examiner who has motivated researchers to become good students and provided many inputs to researchers to complete this thesis.
5. Yuyun Ruqiyat Said, S.Pd as a consultant II who has provided time, guidance, suggestions, corrections, and advice during the preparation of this thesis until the completion of this thesis.
6. Dr. Magfirah Thayyib, S.S., M.Hum as the first examiner and as a thesis validator who has provided input to researchers and provided suggestions regarding the research instruments used in this thesis.
7. Dr. Masruddin, S.S., M.Hum as a thesis validator has provided suggestions regarding the research instruments used in this thesis.
8. To all lecturers of English Education at IAIN Palopo who have provided knowledge, advice, direction, and motivation to researchers during their education and to all staff of IAIN Palopo who have provided assistance to researchers.
9. The principal and teachers, as well as all ninth-grade students at Muhammadiyah Boarding School Palopo have helped and provided researchers with the opportunity to conduct this research.
10. Especially to the beloved, whom the researcher is proud of, the mother of the researcher, who has sacrificed a lot in nurturing, educating, supporting, and

praying with sincere and sincere love, and the whole family of the researcher, who has continuously provided support, prayer and motivation to the researcher so that the researcher can complete this thesis.

11. The researcher would like to thank all of my beloved friends, namely Riska and Nur Alfia, S.Pd, who from the start accompanied the researchers to provide extraordinary attention and assistance to the researcher and other research friends, namely Amel, Uli, Silmi, Winda, Nanda, and Kiki who always provided motivation, support, encouragement, and give happiness to the researcher.

12. Thank you to our comrades in class BIG C and BIG B for always maintaining cohesiveness, brotherhood, and cooperation until the end. Thank you to my fellow researchers in the BIG C and BIG B classes as well as my fellow KKN Desa Olang, who have always maintained the beautiful cohesiveness, brotherhood, and togetherness while the researchers were studying at IAIN Palopo and fought together until the end.

Lastly, the researcher want to thank myself for being able to persevere and fight until the end. In writing this thesis, the researcher has tried her best, but the researcher realizes that this thesis is far from perfect. Therefore, the researcher accepts all forms of constructive suggestions to improve this thesis. Finally, the researcher hopes that this thesis can be useful for readers, alma maters, nations, and religions, especially in the context of improving the quality of education in the future.

Palopo, 11 November 2022

The Researcher

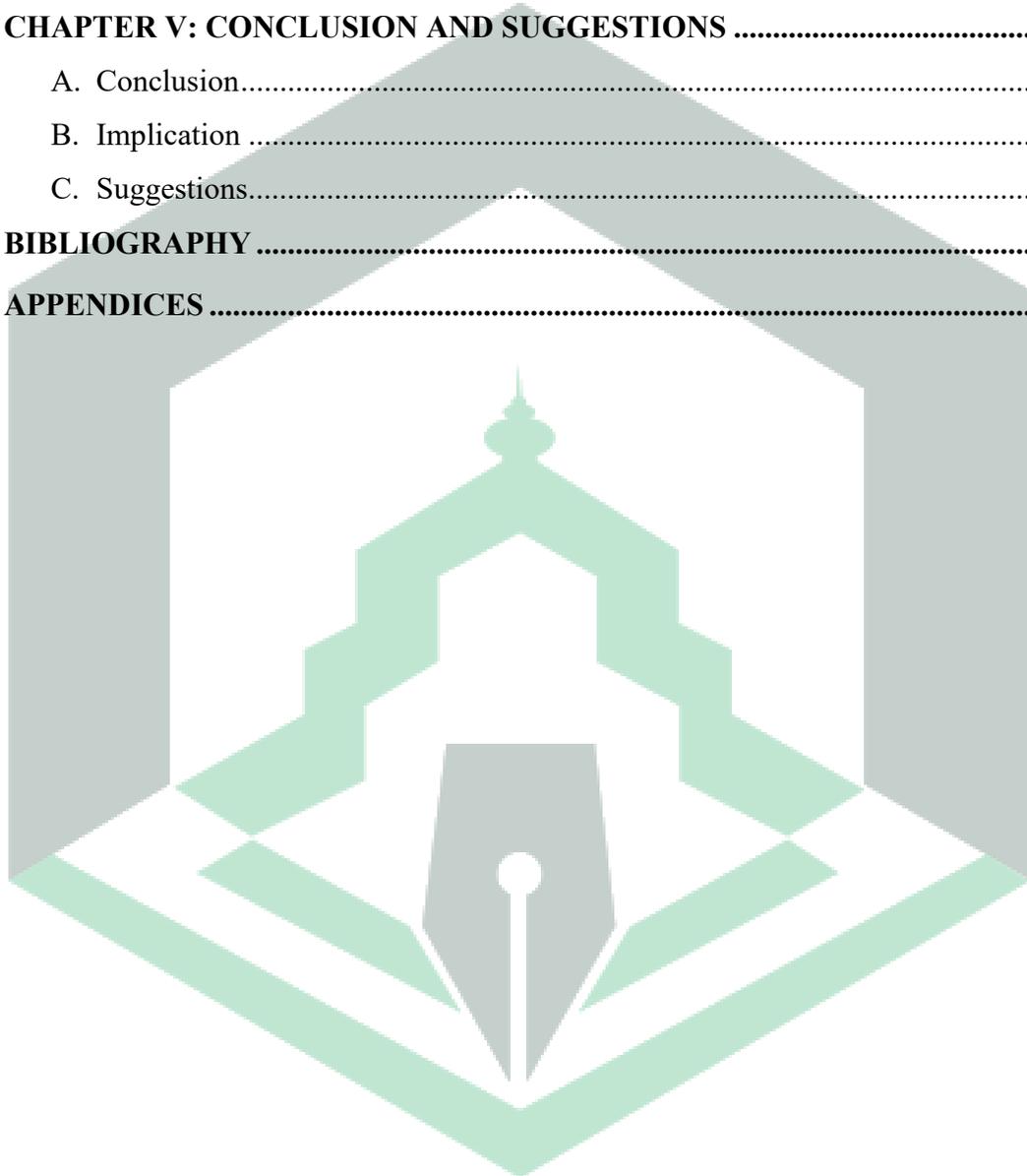
Putri Naflah Tabitah Mth



TABLE OF CONTENTS

ACKNOWLEDGMENT	i
TABLE OF CONTENTS	iv
LIST OF VERSE	vi
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES	ix
ABSTRACT	x
CHAPTER I: INTRODUCTION	1
A. Background of Study	1
B. Reserach Question.....	4
C. Objectives of the Research.....	5
D. Significances of the Research	5
E. Scope of the Research	5
CHAPTER II: THEORETICAL REVIEW	7
A. Previous Studies	7
B. Literature Review	10
C. Conceptual Framework	25
D. Hypothesis	26
CHAPTER III: RESEARCH METHOD	27
A. The Type of the Research.....	27
B. The Procedure of the Research.....	27
1. The Subject of the Research	28
2. Time and duration of action.....	28
3. The Location of the Research.....	28
4. The Procedure of the Research.....	28
C. Design of the Research.....	33
D. Instrument of the Research.....	34
E. The Technique of Collecting Data	35

F. The Technique of Analyzing Data	37
CHAPTER IV: FINDINGS AND DISCUSSIONS	39
A. Findings.....	39
B. Discussions.....	61
CHAPTER V: CONCLUSION AND SUGGESTIONS	64
A. Conclusion.....	64
B. Implication	64
C. Suggestions.....	66
BIBLIOGRAPHY	67
APPENDICES	71



LIST OF VERSE

Quotation of Verse 1 QS al-Alaq/96:1-5 2



LIST OF TABLES

Table 3.1 Classification Score for Test.....	34
Table 4.1 Students' Score in Test Before Doing the Cycle	36
Table 4.2 Mean score in Test Before Doing the Cycle.....	37
Table 4.3 Descriptive Statistics Test Before Doing the Cycle.....	37
Table 4.4 The Rate Percentage of Students' Scores in Test Before Doing Cycle	37
Table 4.5 The Result of Students' Test in Cycle I.....	41
Table 4.6 Mean students' scores of Test in cycle I.....	42
Table 4.7 Descriptive Statistics Test in cycle I.....	42
Table 4.8 The Rate Percentage of Students Score Test in cycle I.....	43
Table 4.9 The Result of Students' Test in Cycle II.....	49
Table 4.10 Mean score of Test in Cycle II.....	50
Table 4.11 Descriptive Statistics Test in cycle II.....	50
Table 4.12 The Rate Percentage of Students Score Test in cycle II	50
Table 4.13 The comparison of Students' scores of Test Before Doing the Cycle, Test in Cycle I, and Test in Cycle II	53
Table 4.14 The Comparison of Students' Mean Scores in Test Before Doing Cycle, Test in Cycle I, and Test in Cycle II	54

LIST OF FIGURE

Figure 2.1 Conceptual Framework.....	25
Figure 3.1 The Cycle of Classroom Action Research.....	27
Figure 4.1 Chart Comparison of Student Scores in the Test before doing cycle, Test in Cycle I, and Test in Cycle II	55



LIST OF APPENDICES

Appendix 1 Surat izin penelitian dan surat keterangan selesai penelitian

Appendix 2 RPP

Appendix 3 Rencana Pelaksanaan Pembelajaran

Appendix 4 Lembar Hasil Wawancara

Appendix 5 Pretest

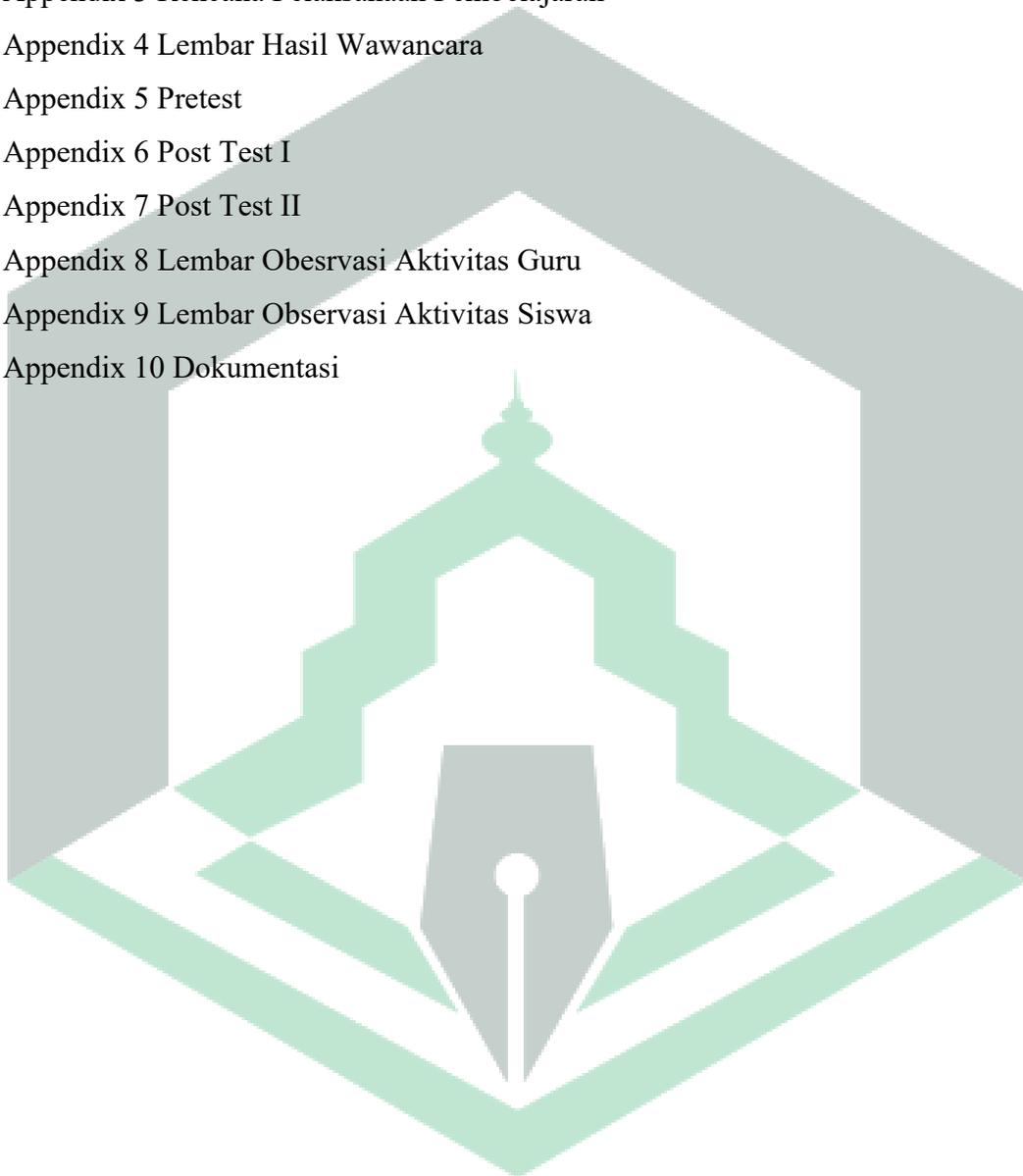
Appendix 6 Post Test I

Appendix 7 Post Test II

Appendix 8 Lembar Observasi Aktivitas Guru

Appendix 9 Lembar Observasi Aktivitas Siswa

Appendix 10 Dokumentasi



ABSTRACT

Putri Naflah, 2022 *“The Effectiveness of Speed Reading Technique in Narrative Text to Improve Students Reading Ability at Ninth Grade of Muhammadiyah Boarding School Palopo”* A Thesis of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of (IAIN) Palopo. Supervised by consultant (I) Prof. Dr. Abdul Pirol, M.Ag, and consultant (II) Yuyun Ruqqiyat Said, S.Pd., M.Pd

This study discusses whether the implementation of speed reading techniques in narrative text is effective in improving students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. The research question in this study is the implementation of speed reading technique in narrative text effective to improve students' reading ability at Muhammadiyah Boarding School Palopo. This study used classroom action research (CAR), which consisted of 2 cycles, each cycle being held in two meetings. The research subjects were ninth grade, totaling 16 students. The instrument of this study used observation sheets and tests. Data were analyzed using IBM SPSS 20. This study used two cycles which were divided into four procedures, namely planning, action, observation, and reflection. The results of this study indicate that the implementation of speed reading in narrative text is effective to improve students' reading ability at Ninth Grade of Muhammadiyah Bording School Palopo. This success was demonstrated in cycle II where researcher and collaborator were able to overcome the problems that occurred in cycle I. In this case, student scores experienced a significant increase as indicated by student learning outcomes through tests. Most of the post-test II scores were higher than post-test I and pre-test. This can be proven by the students' scores on the pre-test. None of the students reached the minimum completeness criteria (KKM) with an average score of 49.37. Meanwhile, in the first cycle, two students achieved the minimum completeness criteria (KKM) with an average score of 65.62. In the test second cycle, 16 students reached the minimum completeness criteria (KKM) and exceeded the minimum completeness criteria with an average score of 89.37.

Keywords: *Reading ability, Speed Reading, Narrative Text*

CHAPTER I

INTRODUCTION

A. Background of Study

English has four basic language skills, namely listening, speaking, writing, and reading ability. A very important role in language skills is reading Romli (2014).¹ According to Grellet (2001), reading is a building process and a process for guessing the meaning of reading.² Reading ability means a person's ability to communicate and understand written keywords to convey information in the text by using knowledge, skills, and strategies to achieve the target of the reading activity process. Everyone has different reading abilities.³

Reading ability requires the right technique. In this case, the teacher's role is needed so that students can improve students reading ability. As a facilitator, the teacher must have and choose the right technique so that it can help students improve students reading abilities and skills. Reading ability refers to the ability to understand written text.⁴ Reading ability is very important because one can find a way to understand a text by giving a technique in reading. Aims to make it easier for

¹ Romli, M. 2014. *Improving The Students Reading Comprehension Of Narrative Text Through Story Mapping*. Jakarta: The State Islamic University Of Syarif Hidayatullah.

² Francoise Grellet, "Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises/Francoise Grellet" (Cambridge Cambridge University Press 1981, n.d.).

³ Nanda Nur Amalia, "Improving Students Reading Ability By Using Selective Underlining Technique To Eight Grade Students At Smp Negeri 8 Prabumulih," no. August (2019).

⁴ Refi Yuliana2 Liza Amalia Putril, "Improving Reading Comprehension Ability OF The 2nd Semester Of Publish Students At Politeknik Negeri Media Kreatif Through Collaboration Strategy Reading Technique Application" 9, no. 1 (2021): 6.

someone to find the essence or intent in a text. Reading does not only appear in writing but also in pictures, photos, charts, etc.⁵

Basically, reading is an effort to process reading material in the form of writing, which contains the author's message, so to be able to process the material, a certain amount of knowledge and experience is needed about the material following the reading material. The more and often he reads, the richer he will be in knowledge and experience. The spirit of reading as ordered in al-Alaq/96:1-5. The verse contains the command to read. Reading is one of the intermediaries to gaining knowledge. At the time of his life, Islam was known by one sign: science. The Islamic mission with the vibration of divine revelation that appears in the crevices of the rocky mountains in the Cave of Hira 'is conveyed to the Ummi servant of Allah. The cleanliness of his heart radiates a prophetic light which is crowned as a trusted person (al-Amin), bringing the first revelation of the QS. al-Alaq/96:1-5 as follows:

﴿ اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ ۱ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ ۲ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ ۳ الَّذِي عَلَّمَ بِالْقَلَمِ ۙ ۴ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ۵ ﴾

Meanings: In the name of thy Lord Who created. Created man from a clot. And thy Lord is the Most Bounteous. Who teacheth by the pen. Teacheth man that which he knew not.

When reading, someone gets a lot of knowledge and information contained in the reading. Readers can research texts or other reading material in English. When analyzing English reading texts, readers no longer only get information but also fully

⁵ Tasnim Lubis and Syahril, "Students' Reading Ability toward TOEIC Score," *Seminar Nasional Industrialisasi Madura*, 2015.

understand the fabric or text they are reading. Through reading, one will gain more experience and can check the phrases contained in the reading, and by reading, one can know how to follow the grammar guidelines and achieve a lot of knowledge.⁶

Reading is a type of receptive written language skill. Called receptive, anyone will get information, knowledge, and new experiences through analyzing. All that is bought thru reading it will allow the man or woman to be in a position to heighten the electricity of his mind, sharpen his views, and broaden his horizons. Therefore, gaining knowledge to study in faculties has a necessary role.⁷

Being capable of reading English is essential because there are many styles of books written in English. Studying becomes crucial for every person so that you can grow his or their knowledge. This idea is supported by the fact that reading has become part of our daily lifestyles. Mastering to examine is a vital academic goal. For kids and adults, the capability to read opens up worlds and possibilities. It allows us to obtain new know-how, revels in literature, and do normal matters that are components of modern-day existence, including analyzing newspapers, process possibilities, guide instructions, maps, and many others.⁸

⁶ Jürgen Maier et al., “A New Alkali-Thermostable Azoreductase from *Bacillus* Sp. Strain SF,” *Applied and Environmental Microbiology* 70, no. 2 (2004): 837–44, <https://doi.org/10.1128/AEM.70.2.837-844.2004>.

⁷ Irdawati Irdawati, Yunidar Yunidar, and Darmawan Darmawan, “Meningkatkan Kemampuan Membaca Permulaan Dengan Menggunakan Media Gambar Kelas 1 Di Min Buol,” *Jurnal Kreatif Online* 5, no. 4 (2017): 1–14.

⁸ Aulia Zahroyat, Sujoko, and Endang Setyaningsih, “1 Improving Students’ Reading Ability Using Microsoft Power Point Aulia Zahroyat, Sujoko, Endang Setyaningsih Teacher Training and Education Faculty, Sebelas Maret University,” *English Education Journal* Vol 5, No. (2017): 1–15.

The researcher conducted observation at the Muhammadiyah Boarding School Palopo. The researcher asked the English teacher several questions about the students' English learning process, especially in reading material. The teacher said that there were several problems faced by students, namely the lack of interest in reading students, which had an impact on students' reading abilities. Most students have difficulty identifying detailed information and word meanings.

Teachers must find the right way to attract students' reading interest. Teachers need creativity to provide good situations and conditions during the teaching and learning process. Teachers need to use interesting and appropriate techniques to improve students' reading ability.

Based on the problems that have been found, one of the ways that can be used to solve the problems that exist in learning English, precisely on reading materials at the Muhammadiyah Boarding School Palopo is the implementation of speed reading technique in narrative text effective to improve students' reading ability. Therefore, the researcher researched "The Effectiveness Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability At The Ninth Grade Of Muhammadiyah Boarding School Palopo"

B. Research Question

In accordance with the background described above, the formulation of the problem in this study: Is the implementation of speed reading technique in narrative text effective to improve students' reading ability at Muhammadiyah Boarding School

Palopo?

C. The Objective of the Research

The purpose of this study to find out whether or not the implementation of speed reading technique in narrative text effective to improve students' reading ability at Muhammadiyah Boarding School Palopo?

D. Significances of the Research

1. Theoretical

This research is expected to provide an understanding of improving students' reading ability through speed reading using narrative text.

2. Practical

- a) The results of this study are expected to be a reference for teachers to find alternative ways to improve reading ability, especially in using speed reading technique.
- b) This research is expected to increase students' interest in reading English texts and can also motivate students to use speed reading technique to determine the information contained in the text.
- c) For further researchers, the results of this study can be used to obtain information and motivation related to the use of speed reading technique in improving students' reading ability.

E. Scope of the research

This study is expected to provide an understanding of the implementation of speed reading techniques in narrative text to improve students' reading ability and this research focuses on students' vocabulary and comprehensibility.



CHAPTER II

THEORETICAL REVIEW

A. Previous Studies

In this study, the researcher discusses some relevant previous findings from other researchers who have conducted previous research. Many researchers discuss the effectiveness of speed reading, and many researchers also explain how to use more effective reading techniques, especially in improving students' reading comprehension. The researcher found several studies related to the title that made the researcher bring up one title that had not been studied, namely Improving Students Reading Ability through Speed Reading using Narrative Text at the Ninth Grade of Muhammadiyah Boarding School Palopo.

Suriana applied "*The Implementation of Top Down Processing Model through Speed Reading Method in Improving Students Reading Comprehension*" in 2019. The research was conducted to look at the improvement of students' ability in achievement by applying a top-down processing model through speed reading. The research was conducted by using classroom action research. There are two cycles, and it was done through; planning, action, observation, and reflection. The result of analyzed in cycle I the mean score was 68.63. The researcher saw 11 students get able to score, and cycle II of the mean score was 84.69. The student looked focused and enthusiastic when doing the test because of the students' understanding about top-down processing model through the speed reading method by using media. The

resemblance of this study is to look at the improvement of students' reading comprehension ability by applying speed reading and the method of the research by using classroom action research. The distinction is based on the study; the researcher will improve the students' reading ability through speed reading by using narrative text.⁹

Moreover, Bertaria Hutauruk applied "*The Effect of Speed Reading To the Students' ability in extensive reading in Semester III at FKIP UHN Pematangsiantar*"²⁰²⁰. The research determines the effect of applying the effect of speed reading technique on the students' ability in reading speed in extensive reading. The method of the research was a quantitative research design. The research instrument in the form of multiple choice consists of 10 questions. The research concludes that the effect of the speed reading technique on comprehending the text was high. It means that the use of the speed reading technique on the student's ability to comprehend text is significantly effective. The resemblance of this study is the effect of applying the speed reading technique on students' reading ability. The distinction in this study is the researcher focuses on narrative text to improve reading abilities through the speed reading technique.¹⁰

In line with that, ST. Nur Azizah applied "*The Effectiveness Speed Reading Toward Students' Reading Comprehension at The Second Grade of MTsN Palopo*" in

⁹ Suriana, "The Implementation of Top Down Processing Model Through Speed Reading Method In Improving Students's Reading Comprehension," 2019.

¹⁰ Bertaria Sohnata Hutauruk, "The Effect of Speed Reading to the Students' Ability in Extensive Reading on Semester III at FKIP UHN Pematangsiantar," *Journal of English Language and Culture* 10, no. 2 (2020), <https://doi.org/10.30813/jelc.v10i2.2139>.

2020. The research finds out the effectiveness of speed reading toward students' reading comprehension in the second grade of MTsN Palopo. The researcher used a pre-experimental research design. Her researcher used the cluster sampling method in figuring out the sample. The substantial test analysis shows that the null hypothesis is rejected, and H1 is accepted. It means that the implementation of speed reading is effective for students' reading comprehension in the second grade of MTsN Palopo. The resemblance of this study is to the analysis aims of effectiveness speed reading toward students' reading comprehension. The distinction based on this study, the research will be using the Skimming technique to collect the data. ¹¹

In addition, Mohammad Arief Wahyudi analyzed "*The Effectiveness of Speed Reading Technique in Improving Students' Reading Comprehension at Fourth Semester English Department STKIP PGRI Bangkalan*" in 2018. The research used a quantitative method. The study result reading speed of the experimental group was higher than that of the control group using post-test. The conclusion of this study is the English department students' of STKIP PGRI Bangkalan could use speed reading techniques to improve reading comprehension. The resemblance of this research is using speed reading techniques to improve students' reading ability. The distinction

¹¹ St. Nur Azizah, "The Effectiveness Speed Reading Toward Students' Reading Comprehension at the Second Grade of MTsN Palopo," (2020).

with this previous is this study will focus on improving students' reading ability in the ninth grade.¹²

Based on previous research, there are significant differences and similarities. The previous research focused on reading comprehension using the Top Down Processing Model and extensive reading, while this study focused on the students' reading ability in a narrative text. The similarities between previous research and this research are that both use speed reading techniques.

B. Literature Review

1. Reading Ability

a. Definition of Reading

Reading is one of the language skills that students must learn to get information from various existing reading sources. Reading various kinds of English books can add new knowledge, facts, experiences, and information.¹³

Reading is a process used by someone to get a message from an author through a piece of writing. In addition, reading is sending messages, and it can be said that reading is a way to get messages or information from the author.

Reading is a process that a person does to understand what the author is saying. Reading can help a person to learn from other human knowledge and

¹² Mohammad Arief Wahyudi, "The Effectiveness of Speed Reading Technique in Improving Students' Reading Comprehension at Fourth Semester of English Departement," *Journal of English Teaching and Learning Issues*, 1 (1) Page 131-1456, 2018 59 (n.d.).

¹³ Indah Permatasari, Nur Sehang Thmarin, and Fikriani A Omulu, "Improving Reading Comprehension of the Grade VIII Students of SMPN 14 Palu Through Scanning Technique," *Jurnal Kolaboratif Sains* 04, no. 08 (2021): 428–34.

experiences¹⁴

Reading can provide a great help to the growth of mankind. Reading is a process in which information obtained from texts is converted into meaning, starting with information from the text and ending with what is understood by the reader. So it can be concluded that reading is a way between the reader and the text that is associated with meaning, and the reader uses steps to determine the meaning of the reading. Not only with one word, but the meaning is expressed by unit phrases and sentences. So, reading is very important for daily activities.¹⁵

b. Kinds of Reading

Reading is divided into two, namely silent reading and spoken reading. We can read silently because reading silently is found in oral expression. To develop students' understanding of silent reading, we can give them a short reading message at the beginning and an assignment question after it.

In teaching English, there are types of reading, namely: reading aloud, reading quietly, and reading quickly :

- 1) Reading aloud: Reading aloud is very important when reading because students as readers are required to read aloud to be able to train their

¹⁴ Rohdearni Wati Sipayung, "Improving the Students' Ability in Reading Comprehension by Using Cooperative Integrated Reading Composition," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 2, no. 2 (2019): 247–53, <https://doi.org/10.33258/birci.v2i2.257>.

¹⁵ Sherly Marliasari, "Teaching Reading Comprehension By Using Skimming and Scanning Techniques To the Tenth Grade Students of Sman 1 Gelumbang," *English Community Journal* 1, no. 2 (2017): 109, <https://doi.org/10.32502/ecj.v1i2.768>.

tongue on how to pronounce the word for a word contained in the reading text.

- 2) Silent reading: Silent Reading is reading silently, which is often done by readers when they want to do the silent reading. The reader is expected to have full concentration.
- 3) Speed reading: Speed Reading is the way that readers need to be able to read text quickly and at the same time be able to understand quickly. Readers are not only required to read quickly but must go hand in hand with reading in order to understand the ideas contained in the reading.¹⁶

From the explanation of the types of reading above, it can be concluded that different approaches, techniques, and levels of concentration are needed. Therefore, students can use reading for pleasure, reading to obtain detailed information, reading for an overview or exploratory reading, and looking for specific information found in the answers to certain questions.¹⁷

c. Technique of Reading

In reading techniques, there are two techniques that must be known to make it easier for students to read and can be applied in the teaching and

¹⁶ Nur Kamaria, "Improving the Students' Reading Skill Using Preview, Ask Questions, Read and Summarize (PARS) Strategy (Classroom Action Research Students' of the Second Grade of MTs. Guppi KalimbuaKab. Enrekang)", Paper Knowledge . Toward a Media History of Documents, vol. 7, 2014.

¹⁷ Andi Mangnguntungi Sudirman, "Improving the Student's Reading Ability at the Eighth Grade Students of SMP Negeri 5 Polut through Running Record Method (a Classroom Action Research)," *Ethical Lingua* 3, no. 1 (2016): 49–62.

learning process in the classroom:

1) Skimming

Skimming is a reading technique using high speed and a very short time. Skimming technique is also stated in Speed Reading training because skimming can be done to shorten the time in searching for detailed information.¹⁸

(Grabe & Stoller, 2002) Skimming is a special reading group in which the reader reads a passage quickly for a general understanding of the reading and for the essence of the reading.¹⁹ According to (Brown, 2004), skimming is the process of reading material to determine the core or main idea in reading.²⁰

Meanwhile, the purpose of skimming, according to (Mikulecky, S. B. & Jeffries, 2004), is to detect the general meaning of one part, not in detail or specifically.²¹

He also states that when someone is skimming, it means that person has a general statement about the whole text first.²²

¹⁸ Ika Sulis Setianingsih and Natasya Devioleta, "Pelatihan Teknik Membaca Scanning Dan Skimming Untuk Teknisi Pelayanan Darah," *Jurnal Pengabdian Masyarakat (Abdira)* 2, no. 1 (2022): 175–81, <https://doi.org/10.31004/abdira.v2i1.71>.

¹⁹ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading, Types Reading, Teaching and Researching Reading, Second Edition* (Taylor and Francis, 2013), <https://doi.org/10.4324/9781315833743>.

²⁰ H. Douglas Brown, "Language Assessment : Principles and Classroom Practices," (2003).

²¹ S. B. & Jeffries Mikulecky, "More Reading Power. New York : Person Education.," n.d.

²² Yanti Mambua, "The Effectiveness of Skimming and Scanning Techniques in Improving Student's Reading Comprehension of Grade Eleven Students of SMA Negeri 1 Tana Toraja," *Journal of Sosial Science* 1, no. 3 (2020): 93–99, <https://doi.org/10.46799/jsss.v1i3.38>.

The basic definition of skimming is “reading a text to get to the point” (Grellet & Seal, cited in Pritchard & Nasr, 2004, p. 428).²³ Returning to our original purpose of reading, skimming has three types (Konstant,2011).²⁴

The first, “Skimming to Overview,” aims to find the outline of the material. This type draws the reader’s attention to the structure of the reading content. The second is “Read at a Glance to Preview” Readers sometimes use it when readers want to reread the material. Readers skim like this when they want to gather as much background information as possible to avoid wasting too much time. The last type is “Skimming to Review” to familiarize themselves with the content, and it happens when the reader has read the material. The International Maritime Organization (2009) writes that skimming is the key for a student who wants to read a text quickly to find general meaning.²⁵ By moving their eyes rapidly across the text, students learn to read all the fragmented word phrases, which in turn improves their reading speed and comprehension skills.²⁶

2) Scanning

Students need abilities with reading text. They need in order to do

²³ Rosalind M.O. Grellet, Pritchard and Atef Nasr, “Improving Reading Performance among Egyptian Engineering Students: Principles and Practice,” *English for Specific Purposes* 23, no. 4 (January 2004): 425–45, <https://doi.org/10.1016/j.esp.2004.01.002>.

²⁴ Konstant, “Speed Reading: Flash,” (2011)

²⁵ International Maritime Organization, “Maritime English” (2009)

²⁶ Tanju Deveci, “Increasing Students’ Interest in Reading in a Foreign Language: A Focus on Skimming and Scanning,” 2018, 1–7, <https://doi.org/10.17758/uruae1.uh0518204>.

various factors with a reading text. According to Jeremy Harmer (2007:100),²⁷ they need to be able to experiment with the textual content for specific bits of information they are looking for (as, for example, while we look for a telephone number, what's on tv at a certain time or search quickly through an article looking for a call or different detail). This ability approach means that they no longer have to read every phrase and line. On the opposite, such a method might prevent them from scanning effectively.²⁸

Maxwell in Diaz, S & Laguado, J states that scanning the students look for precise records within a text such as dates, names, and locations, among others, and to defined as the capacity to locate particular information and info quickly, is regarded as a perfect studying skill and is taught in maximum development studying guides.²⁹

d. Definition of Reading Ability

Reading ability is, then, a purposeful activity due to the fact reading is understanding what to do with a published page. Reading, consequently, is a combined physical and intellectual activity. The pictures of the printed figures of a page are formed through the reader's eye and reflected the brain, but it's far the brain that offers the pictures meaning. It is, however, genuine that a

²⁷ Jeremy Harmer, "The Practice of English Language Teaching," n.d.

²⁸ Slamet Basuki, "Applying Scanning and Skimming Skills To Understand Life Skills Reading," *Journal of English Language and Literature (JELL)* 3, no. 01 (2018): 129–42, <https://doi.org/10.37110/jell.v3i01.46>.

²⁹ Sindy Diaz and Juan Laguado, "Improving Reading Skills through Skimming and Scanning Techniques at a Public School," *Opening Writing Doors* 10, no. 1 (2013): 134–50.

mind without having clear images cannot supply the reader with meanings, and pictures without the meanings, provided through the brain, rarely have any importance. For this reason, reading means getting meaning from certain combinations of letters, words, phrases, sentences, paragraphs, chapters, or even whole books perceived through the eye.³⁰

e. Level of Reading Ability

According to Gillet and Temple level of reading ability :

- 1) The Independent Level: At this level of difficulty, the student can examine text easily without assistance. Comprehension of what's read is generally great, and silent reading at this level is fast because nearly all of the words are recognized and understood at sight. The student has to stop rarely and analyze a brand new phrase. Oral reading is generally fluent, and low divergences from the written text hardly ever intervene with comprehension.
- 2) The Instructional Level: At this level, The grade level focuses on the student's current grades, and the Instructional level focuses on where the student is instructional. The instructional level is sometimes between ability level or grade level for students with language objectives. This level is challenging for students, and they will benefit greatly from this lesson. This understanding is good, but help is also needed to understand

³⁰ Dewi Sinta Hermiyanty, Wandira Ayu Bertin, "The Students' Reading Ability Improvement Through Numbered Head Together (NHT) Technique," *Journal of Chemical Information and Modeling* 8, no. 9 (2017): 1-58.

some concepts. The silent reading rate is quite fast, although sometimes slower than the independent rate. There is some word analysis required, but most words are recognizable upon viewing. The oral reading is very fluent, and accurate, and the verbal divergence of the text sometimes makes sense in context and does not cause a loss of meaning.³¹

- 3) The Frustration Level: At this level, the material is very difficult in vocabulary or concepts to read successfully. Poor understanding, main ideas are abandoned and misinterpreted. Reading orally or silently is usually slow and very tiring. Often stops to analyze unknown words. Oral reading divergence often occurs and often causes the reader to lose the meaning of what is read. This difficulty makes it frustrating for students to be reading such material for long periods of time, and their efforts often fail. This level should be avoided in teaching.³²

2. Speed Reading

a. Definition of Speed Reading

Speed reading is seeing, decoding, silent reading, understanding words, and fully concentrating. Speed reading is also to regulate reading skills because you have to know when the reader should slow down and speed up

³¹ Herawati, "Improving Beginning Reading Ability With Letters Cards In Class 1 Students Of State Elementary School 005 Kepunahan," Paper Knowledge . Toward a Media History of Documents 7, no. 2 (2014): 107–15.

³² Futra, "The Influence Of Speed Reading Techniques On Reading Ability of The English Class At SMKN 5 Seluma."

reading.³³

Constant said that speed reading is not reading words faster than what readers did before but the ability to read at a speed that is suitable for the material they are reading (Konstant, 2010).³⁴ Kiswan (2012:8) says that speed reading requires students to be able to read text quickly and at the same time understand it.³⁵ Between reading comprehension and speed, reading must go hand in hand where a student is required not only to read faster but also how to understand his ideas. Speed reading is mainly the kind that prioritizes speed, which does not leave an understanding of an aspect of reading. Speed reading is not a type of reading that focuses on a large amount of reading in a short time but so that students in a short time can read fluently and understand well and carefully. Speed reading is done silently. Reading is a collection of reading methods that seek to increase reading speed without significantly reducing or maintaining it.³⁶

b. Purpose of Speed Reading

The main purpose of speed reading is to find the main idea of a text reading correctly. The purpose of speed reading is to find the main ideas that

³³ Dekky Kurniawan, "Improving The Students Reading Comprehension Through Speed Reading Technique Among The Tenth Grade At SMA Ma'Arif 1 Seputih Banyak Central Lampung" 2507, no. February (2020): 1–9.

³⁴ Konstant, "Work Smarter With Speed Reading: Teach Yourself," (2010).

³⁵ Kiswan, "Improving Students' Reading Comprehension Using SQ3R Method (A Classroom Action Research at the Ninth Grade Students of SMP Negeri 05 Surakarta in the Academic Year of 2012)," no. July (2012).

³⁶ S. Ismawati, "The Correlation Between Reading Comprehension and Speed Reading to Eighth Grade Students of SMP 15 Palembang," 2019.

underlie reading development. It is most important for the reader to grasp the basic ideas quickly and be able to grasp the smaller ones. The main idea in a passage is usually found in the main sentence. The place of the main sentence/topic sentence can usually be traced to parts of a reading (Soedarso, 2005).³⁷

- 1) Main Idea Sentence at the Beginning of Paragraph (Main Sentence: Reading in the main sentence, where do the main sentence and main thought readings from the reading at the beginning of the paragraph come from? So the first is the conclusion and the last explanation.
- 2) Main Idea Sentence at the End of the Sentence (closing sentence): When you want to find the main idea in the main sentence, then all you have to do is read the last sentence. Explanation first, then conclusion.
- 3) The main idea is in the first sentence or the last sentence: When not getting the main idea of the paper, the reader must look at the combination of the first and last sentences.
- 4) The main paragraph ideas are scattered throughout the paragraph: If the above method the reader cannot find it, then the reader must find the main idea itself by making a conclusion from the reading.³⁸

³⁷ Soedarso, "Speed Reading Sistem Membaca Cepat Dan Efektif.," *Physics World* 23, no. 12 (2015): 24–28, <https://doi.org/10.1088/2058-7058/23/12/39>.

³⁸ Thi Ngoc Yen Tran and Paul Nation, "Reading Speed Improvement in a Speed Reading Course and Its Effect on Language Memory Span," *Electronic Journal of Foreign Language Teaching* 11, no. 1 (2014): 5–20.

c. Techniques in Speed Reading

- 1) Ordinary: A relatively slow way of reading, by reading line by line as we can do in light reading.
- 2) See quickly: Read a little faster. This is what is done when someone is looking for something specific in a text or like we are reading a dictionary.
- 3) Glance: Used to see the contents of a book or to glance, like the way we read a newspaper.³⁹

d. Speed reading steps

- 1) Relax

A relaxed body helps absorb information better. A relaxed position while increasing concentration and speed.

- 2) Distance between eyes and writing

Reading will be slower when eyes get tired. If that happens, try to get out of the room for a while, close your eyes, take a deep breath and let it out while feeling the warmth and comfort that travels through your body. Keep the distance between your eyes and writing not too close will reduce the field of view and make your eyes work harder. Meanwhile, the distance that is too far makes the writing less clear and visible blurry.

³⁹ Alwiyah Abdurrahman, "Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, (Bandung: Kaifa, 2007), Hal. 266-268," <https://opac.perpusnas.go.id/DetailOpac.aspx?id=947148>.

3) Avoid unnecessary body movements

When reading, sometimes a person does things that are not useful, such as moving a pen, and so on. This is the body's natural response when it's thinking. On the other hand, this movement also takes energy that can actually be focused on reading itself.

4) Two-handed cooperation

When our reading speed begins to increase, the speed and cooperation of two hands in holding a book directs the eyes to read the writing. And turning the page becomes important. With good two-handed cooperation, it will become someone who reads faster and more effectively⁴⁰

e. The Advantages of Speed Reading in Teaching Reading

According to Soedarsono in his book entitled Speed Reading, it is explained that there are several advantages of speed reading, including:

- 1) Can finish reading faster and enthusiastic readers to read other readings.
- 2) Help readers to get information more quickly.
- 3) It can be used in any kind of reading, such as books, magazines, newspapers, articles, and others.

⁴⁰ Irwan Widiatmoko, "Super Speed Reading, (Jakarta: PT Gramedia, 2011), Hal. 54-56," <https://perpus.menpan.go.id/opac/detail-opac?id=2927>.

4) Very good for readers who have a short or short time.⁴¹

d. Disadvantages of Speed Reading in Teaching Reading

There are several disadvantages of speed reading :

- 1) Makes the reader's concentration bad.
- 2) Readers have difficulty with vocabulary.
- 3) There is no similarity between the speed of thinking and the speed of reading.⁴²

e. Teaching Reading by Using Speed Reading

There are numerous methods of reading abilities, the famous one is the speed reading Technique, and it has an important role in the reading ability of a person. Speed reading technique will assist students in getting better results and achievements in reading. Through speed reading, the students can read the information more quickly, and they may get a better understanding of it as they will preserve more of it.

Speed reading targets to improve reading ability through: increasing the number of phrases in every block: This needs a conscious attempt. Try to increase the number of phrases read at a time. Practice will assist the students in reading more quickly. Decreasing time: The minimum duration of time needed to read each block is probably the most effective 1/4 of a second. By

⁴¹ Soedarso, "Sistem Membaca Cepat Dan Efektif (Speed Reading)," 1991.

⁴² Anders Søgaard, "Neural Speed Reading Audited," Findings of the Association for Computational Linguistics Findings of ACL: EMNLP 2020, no. 2016 (2020): 148–53, <https://doi.org/10.18653/v1/2020.findings-emnlp.14>.

pushing their selves to reduce the time that is taken, they will get better at picking up information quickly. Decreasing back: To reduce the quantity of time by passing again to a previous phrase or sentence, run a pointer along the line and read through using a finger, a pencil, or a pen.⁴³ Slow readers have an awful reading technique. They generally tend to read and reread the same phrase repeatedly. This technique of making “regressions” doubles or, worse, triples reading time and affect their performance in greedy what they need to recognize. It typically does not even assist in recognizing the difficulty better. It is genuine that a single careful speed reading may additionally not be constantly enough will recognize the difficulty matter completely. However, it’s far frequently far better than persistent regressions at some point in your reading. It can improve comprehension by focusing on the preview first before beginning the careful reading. Briefly, speed reading can improve and increase students’ ability in reading, which means that the technique in speed reading will increase students’ reading speed and decrease the time of reading. More, speed reading assists in further information and comprehension of the text commonly. This manner will lead them to be more effective in spending time reading and will provide a variety of information needed.⁴⁴

⁴³ Muhammad Salim Pajri, “The Application Of Speed Reading At Intermediate Level,” no. 14111330143 (2015).

⁴⁴ A T Harahap, “The Effect of Using Speed-Reading Strategy in Reading Recount Text Ability at Grade VIII of MTS Negeri 1 Binanga,” 2020.

3. Narrative Text

a. Definition of Narrative Text

The narrative text is one type of text that is taught in third grade in junior high school. Reading media is written text and one of them is narrative text. The narrative text is a written literary work made to tell a story.⁴⁵

The narrative text is a series of events, both real and imaginary, written to entertain readers or people. Narrative text arranges actions, thoughts, and interactions between characters into a plot pattern. Narrative describes a story to be interesting so that the reader responds to events in the reader's life as if they belonged to the reader. Narrative text can be done as a written or spoken text where the reader is called the narrator. The narrative text has many types. Some of the types are fairy tales, horror stories, fables, legends, folk tales, short stories, etc.⁴⁶

b. Structure of Narrative Text

The narrative text has several generic text organizations.

- 1) Orientation: Orientation means introduction. Orientation is an opening paragraph of the text which explains the main story, characters, time, and place. (Answers who, when, what, and where questions). Orientation is in the first paragraph of the narrative text.

⁴⁵ Syara Umma Larasita Harahap, *Improving The Students Writing Narrative Text Through Problem Based Learning At Ten Grade SMK 2 Satrya Budi Perdangangan*, 2019.

⁴⁶ Rizky Hanifah Pulungan, "An Analysis of Students' Reading Comprehension Narrative Text On Original Blooms's Taxonomy At Tenth Grade of Senior High School At MAN 1 Mandaling Natal," 2019, 1–82.

- 2) Complications: Telling the problems contained in the story. There are three types of complications: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is a physical conflict between characters. Social conflict describes an encounter between characters. Internal and psychological conflicts are debates within the characters themselves between choosing good or bad things.
- 3) Resolution: Resolution is the end of a narrative text story or the conclusion of the story. In the event that it occurs, there must be a solution. In this case, the author must describe the completion of the existing story, whether the story is a happy ending or a sad ending.⁴⁷
- 4) Reorientation: Reorientation is a paragraph that describes the final condition of the characters in the story. In reorientation, there is usually a moral message that readers can pick to apply in real life.⁴⁸

C. Conceptual Framework

The problem faced by the students of the Muhammadiyah Boarding School is the lack of interest in reading, which has an impact on their reading ability; where most of the students have difficulty identifying detailed information and word meanings. The researcher focuses on improving students' reading ability on a text. The researcher believes that speed reading using narrative text can improve students'

⁴⁷ Dian Anggraini, "An Analysis of Students' Difficulties In Reading Narrative Text At The First Grade of Senior High School 1 Tambang," 2017.

⁴⁸ Qomariah Sitti, "Improving Reading Comprehension in Narrative Text by Using R.A.P (Read-Ask-Put) Strategy to the Tent Grade Students of MA YPGS Gunung Batu," 2020.

reading ability not only by stimulating students' minds but also by opening students' eyes to the fact that reading is not always a boring activity. By using speed reading, students are expected to improve their reading ability.

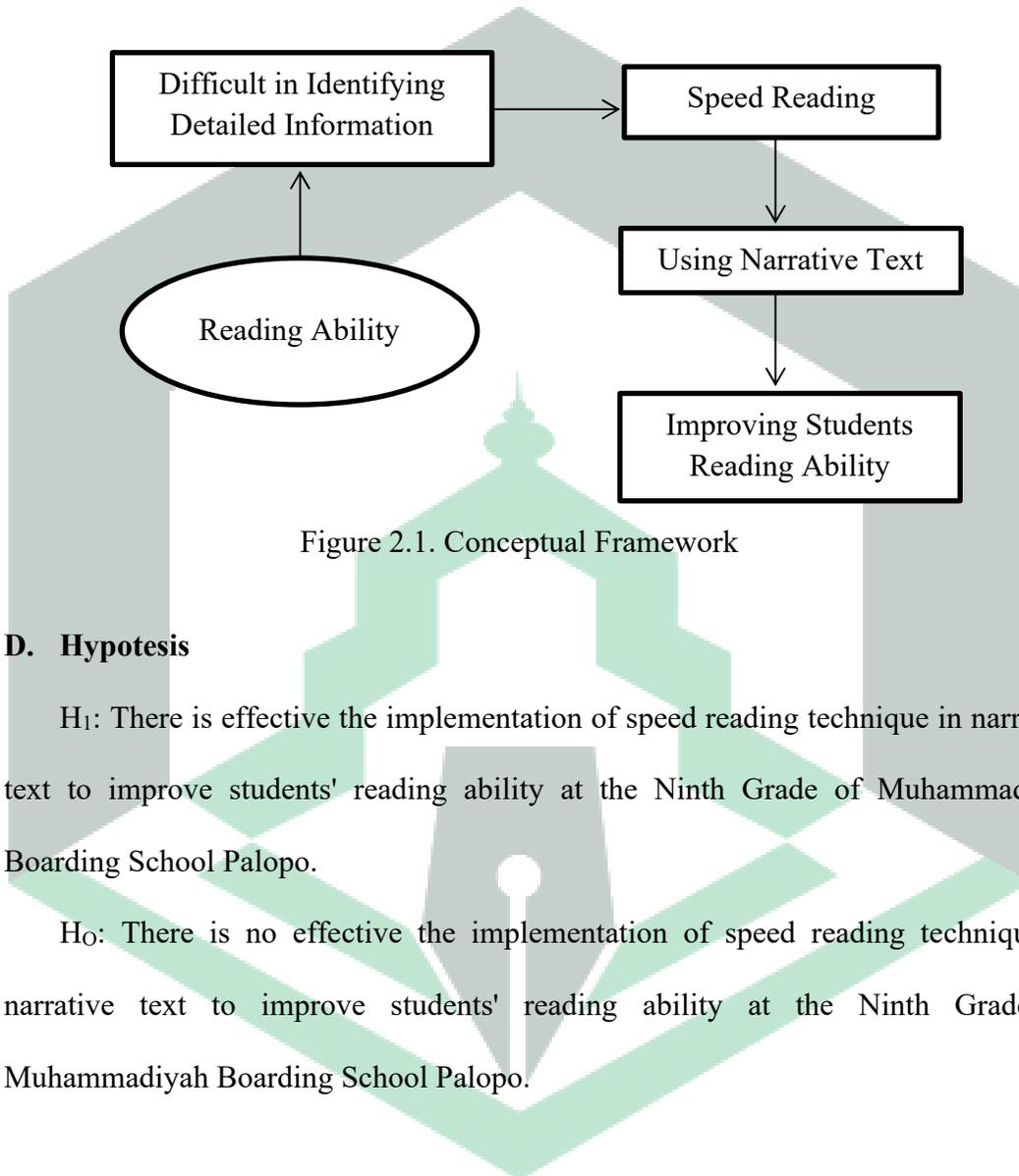


Figure 2.1. Conceptual Framework

D. Hypotesis

H₁: There is effective the implementation of speed reading technique in narrative text to improve students' reading ability at the Ninth Grade of Muhammadiyah Boarding School Palopo.

H₀: There is no effective the implementation of speed reading technique in narrative text to improve students' reading ability at the Ninth Grade of Muhammadiyah Boarding School Palopo.

CHAPTER III

RESEARCH METHOD

A. The Type of the Research

This research was conducted by applying Classroom Action Research because according to the title “Improving Students’ Reading Ability Through Speed Reading Using Narrative Text at the Ninth Grade of Muhammadiyah Boarding School.”

Classroom Action Research (CAR) is research conducted by teachers in the classroom that are focused on improving the learning process and praxis. Classroom Action Research serves as a tool for solving problems in the classroom and also as a tool for in-service training, where teachers use new skills and methods and strengthen their analytical abilities. CAR also functions as a tool to create innovative learning and as an alternative tool for problems that occur in the classroom. The CAR research was carried out through several cycles consisting of four stages, the first was action planning, the second was learning action, the third was an observation, and finally, ended with reflection to analyze the data obtained through class action.⁴⁹

B. The procedure of the research

1. The Subject of the Research

The subjects of this study were students in the Ninth Grade of Muhammadiyah Boarding School Palopo. The sum total of students consists

⁴⁹ Siti Khasinah, “Classroom Action Research,” *Jurnal Pionir*, Volume 1, Nomor 1, 1, no. 2 (2013): 33–61.

of 16 students. The number of ninth classes at Muhammadiyah Boarding School is only one class.

2. Time and Duration of Action

The time to carry out this research starts from August 10th 2022 until September 6th 2022. The research is carried out in a long period of time, because this classroom action research is carried out to improve the process and student learning outcomes. Research activities are carried out in several cycles so that problems that arise in the first cycle can be corrected in the next cycle. In this study, there were two cycles in which each cycle had two meetings.

3. The Location of the Research

This research was conducted at Muhammadiyah Boarding School Palopo Jl. Ahmad Dahlan Kel. Palopo Amassangan Palopo City.

4. The procedure of the research

Cycle 1

Based on the results of the study, the learning procedure was carried out in several cycles consisting of planning, action, observation and reflection. In cycle I, there were two meetings.

a. Planning

- 1) Make a learning implementation plan that is applied in the teaching and learning process at each meeting.
- 2) The researcher prepared the facilities used in the process of learning to read.

3) Make teacher and student observation sheets to observe situations and condition activities during the teaching and learning process.

4) The researcher prepared the form of the test.

2. Action

1) The First Meeting

a) At the first meeting, the researcher greeted the students and introduced themselves to them, students.

b) The researcher calls the students' names.

c) Before starting the study, the researcher first explained the procedures and learning objectives.

d) The researcher provides material about Speed Reading, namely the definition of speed reading, the purpose of speed reading and technique in speed reading.

e) The researcher conducted a question and answer session with the students. After that the researcher concludes the material that has been taught and motivates students.

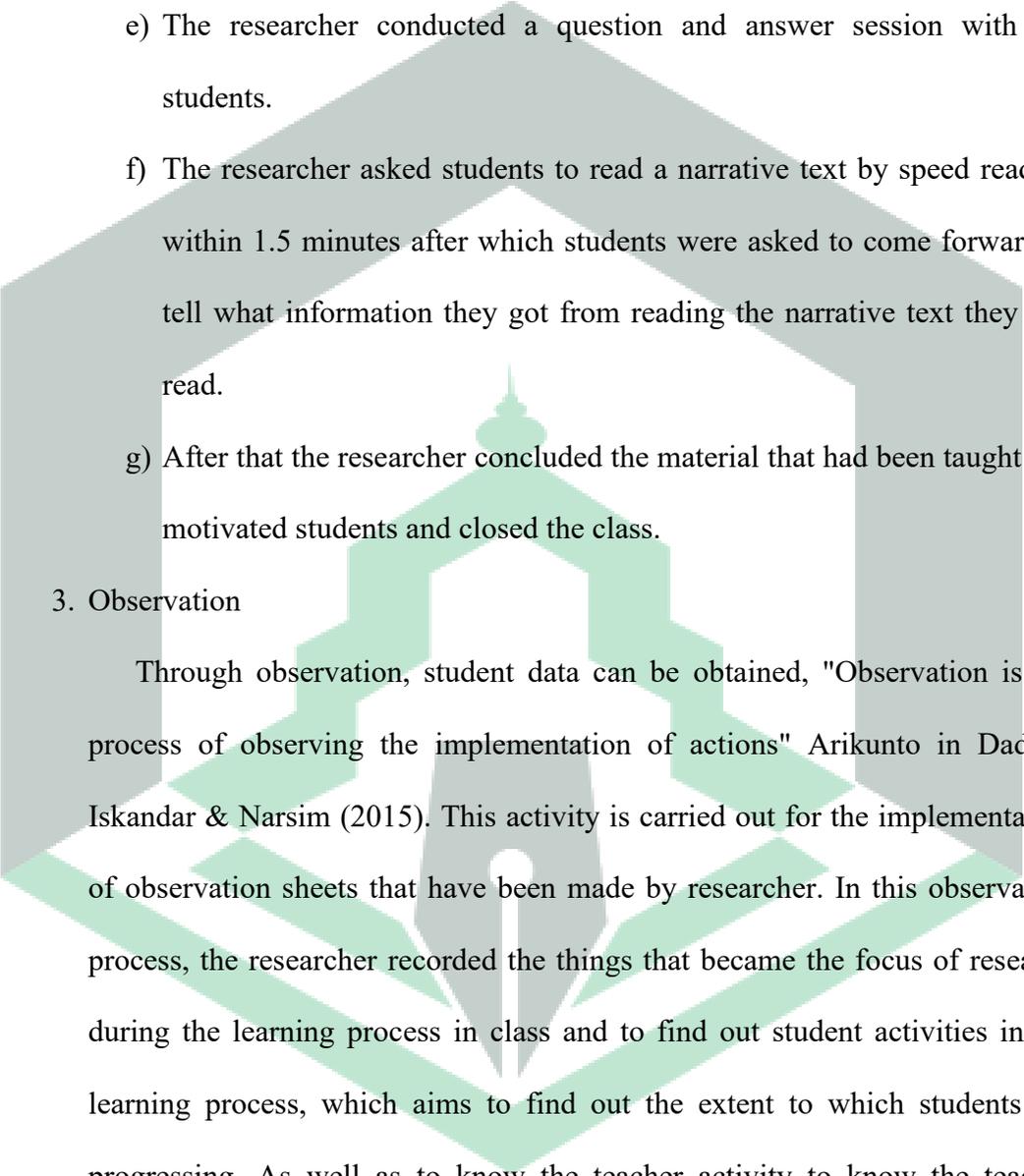
f) The researcher closes the class.

2) The Second Meeting

a) The researcher greets and prays.

b) The researcher calls the students' names.

c) Before starting the study, the researcher first explained the procedures and learning objectives.

- 
- d) The researcher provides material about the steps of speed reading and the researcher explains the meaning of narrative text and the structure of narrative text.
 - e) The researcher conducted a question and answer session with the students.
 - f) The researcher asked students to read a narrative text by speed reading within 1.5 minutes after which students were asked to come forward to tell what information they got from reading the narrative text they had read.
 - g) After that the researcher concluded the material that had been taught and motivated students and closed the class.

3. Observation

Through observation, student data can be obtained, "Observation is the process of observing the implementation of actions" Arikunto in Dadang Iskandar & Narsim (2015). This activity is carried out for the implementation of observation sheets that have been made by researcher. In this observation process, the researcher recorded the things that became the focus of research during the learning process in class and to find out student activities in the learning process, which aims to find out the extent to which students are progressing. As well as to know the teacher activity to know the teacher teaching process.

3. Reflection

In classroom action research, reflection is an attempt to find out what has been produced or has not been successfully completed. The results of this reflection are used to find out what steps to take next to achieve the objectives of this classroom action research. In other words, this reflection is to assess the success and failure in achieving the goal while determining the follow-up in achieving the final result and at this stage the researcher collaborated with the teacher to overcome the problems contained in cycle 1.

Cycle II

1. Planning

The second cycle is an activity carried out after the first cycle. Researcher planned the second cycle in the learning process. Based on the results regarding the weaknesses in cycle 1. Cycle II was conducted in two meetings.

2. Action

After redesigning what the weaknesses in cycle 1 were, there would be an improvement in the teaching plan provided by the researcher so that students get more significant results compared to the previous cycle.

1) The First Meeting

- a) The researcher greets and prays.
- b) The researcher calls the students' names.
- c) Before starting the study, the researcher first explained the procedures and learning objectives.

d) The researcher explains about the types of narrative text. Then the researcher gives two choices of reading narrative text where students will choose which narrative text they want to read themselves. After that students were asked to read the narrative text by reading fast within 1.5 minutes after that students were asked to retell what information they got from reading the narrative text they had read. Before that the researcher wrote down some of the vocabulary contained in the text they read.

e) After that the researcher concluded the material that had been taught and motivated students and closed the class.

2) The Second Meeting

a) The researcher greets and prays.

b) The researcher calls the students' names.

c) Before starting the study, the researcher first explained the procedures and learning objectives.

d) The researcher reviewed the material about speed reading and narrative text and gave students the opportunity to ask questions that were not clear about the material being taught. Then the researcher gives two choices of reading narrative texts where students will choose for themselves which narrative text they want to read. After that students were asked to read the narrative text by reading quickly within 1.5 minutes after that students were asked to retell the information they got

from reading the narrative text they had read. Before that the researcher wrote down some of the vocabulary contained in the text he read.

e) After that the researcher concluded the material that had been taught and motivated students and closed the class.

3. Observation

This is done to obtain the extent of the implementation of the actions taken during the learning process in the classroom. In the process of observation, the researcher can find out student data so that researcher can record things that are the focus of the research. As well as to know the teacher activity to know the teacher teaching process.

4. Reflection

Reflection is done to assess what has been produced in cycle two until the researcher gets really significant results. When the results of cycle 2 are significant, the researcher will stop the research.

C. Design of the Reserach

The research started with an observation, survey, and identification of class problems. Class problems refer to improving classroom practice to produce better student achievement, especially in improving students' reading ability. The design of this research refers to planning how to teach reading ability well. The researcher made a plan about speed reading, and the researcher focused on classroom action research in teaching reading ability.

There were four common stages of classroom action research. They were planning, action, observation, and reflection. The models of each stage are as follows:

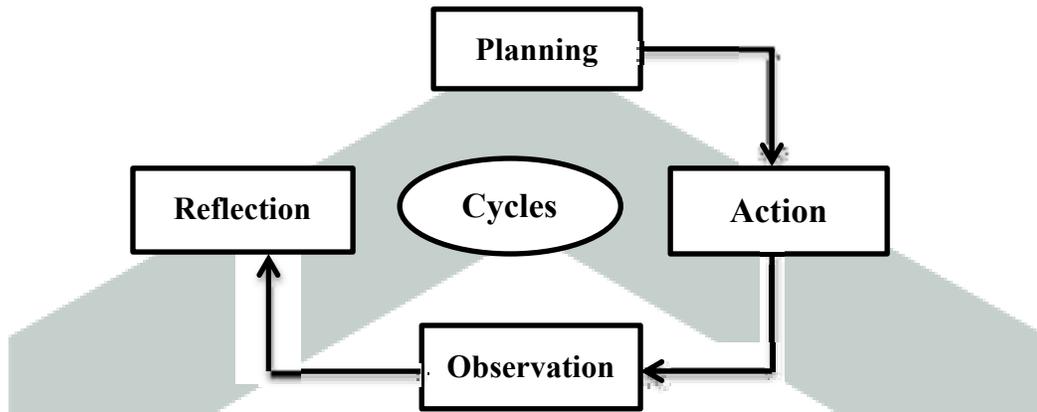


Figure 3.1 The Cycle of Classroom Action Research

D. Instrument of the Research

1. Observation

In collecting data researcher used observation as an instrument to collect data. In the reading-learning process, the researcher made observations to determine the students' abilities and to find out the actions that occurred in the classroom during the teaching and learning process. In this case, the observation is done by investigating directly in the research field.

2. Interview

The researcher used a structural interview where the researcher gave several questions to the students to get information about how the student's learning process of English, especially in reading. The questions given are:

- a. Do you interested to learn English?

- b. What difficulties do you have in reading?
- c. Are there any methods or techniques that teachers use when teaching?

3. Test

In this study, the researcher used a test before conducting the cycle, the researcher gave a test to determine or measure students' understanding of learning English, especially in reading. As a comparison, the researcher conducted a test after carrying out the cycle to determine the success of the cycle that had been carried out. In this study, the type of test given was a multiple choice test in the form of a reading of a narrative text consisting of 10 questions.

4. Documentation

In this study, the researcher gets documentation. Documentation was carried out to obtain the data included in this study. In addition, documentation is also evidence of the research that has been done.

E. The technique of Collecting Data

In collecting data, the following technical data are:

1. Observation

Observation is one way of collecting data by observing directly by coming to the research location. Observations made to determine the development or condition that occurs from something that has been written in the research observation sheet. The use of observation means actions that occur in the

classroom during the teaching and learning process. In this study, researcher collaborate with teacher to overcome problems that occur in schools, namely the lack of interest in students' reading which has an impact on students' reading ability so that most students have difficulty identifying detailed information and the meaning of words in a reading. The researcher consulted the teacher regarding the speed reading technique that would be used to overcome the problem and the teacher said that the reading text used was narrative text. The results of the collaboration between researcher and teacher to solve this problem is by the implementation speed reading technique in narrative texts to improve students' reading ability.

2. Interview

Interviews are a source of data in the technique of obtaining information. Interviews were conducted to determine the success of the action. The researcher interviewed English teachers and students about how the teaching and learning process activities in the classroom. Interviews are only carried out to analyze something. Problems, difficulties, and challenges that teachers face in teaching English, especially in reading, and some questions about students' difficulties in learning reading.

3. Test

The test was carried out by the researcher to find out the extent of the improvement or to find out the extent of students' abilities and to find out students' understanding of a material that has been described. The researcher

gave a test (before implementation of the cycle) in this study the type of test given was multiple choice with a reading of a narrative text with a total of 10 questions and students read the text by speed reading within 1 minute after which students answered the questions that had been asked. give. Then the researcher gave the test again (after the cycle or action) the form of the test given was the same as the test before doing the cycle but with a different narrative story. Students read the narrative story by speed reading within 1 minute and then students answer the 10 multiple choice questions that have been given.

4. Documentation.

The researcher got documentation as a way to collect data, including literature and photo studies.

H. The technique of Analyzing Data

At this stage, the researcher analyzed the data. Data is taken from test analysis using:

1. The researcher tries to get the value per action in one cycle. This method is used to find out how well the students' overall score on reading ability is. The raw value for the correct answer is 1. The raw value for the wrong answer is 0. Calculation of the percentage of test scores using :

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

2. The researcher is trying to get the percentage of classes that pass the

Minimum Completeness Level Criteria (KKM) considering that the English subject gets a score of 75, which is adapted from the agreement of the Palopo Muhammadiyah Boarding School. It uses the formula :

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

P = The class percentage

F = Frequency of the correct answer

N = The number of the question

3. To analyze the objective test of students, the researcher will use the application of Statistical Produce and Service Solution (SPSS) ver. 20 for windows. Furthermore, to determine student achievement into the following classifications:

Table 3.2. The Classification Score for Test

A	90 – 100	Excellent
B	80 – 89	Good
C	70 – 79	Adequate
D	60 – 69	Inadequate
E	Below 60	Failing

(Brown, 2004,p.287)⁵⁰

⁵⁰ H. Douglas Brown, “Language Assessment - Principles and Classroom Practice,” n.d.2004.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This research uses classroom action research. Two cycles have been carried out in this research. Each cycle has two meetings, and each cycle consists of planning, action, observation, and reflection.

1. Before Implementing Classroom Action Research

a. The Result of the Interview

Before conducting the test and entering the cycle, the researcher conducted interviews with the ninth-grade students at Muhammadiyah Boarding School Palopo. The researcher has asked questions about the process of learning English, especially in reading. The questions are 1) Do you interested to learn English? 2) What difficulties do you have in reading? 3) Are there any methods or techniques that teachers use when teaching? And several other questions. Some students answered that they did not like learning English and some students liked learning English. When the researcher asked the students what difficulties they experienced in learning English, especially reading and most of them answered that the difficulty they experienced was the difficulty in knowing the meaning of the new vocabulary they encountered in reading, and the students also answered that it was difficult to understand or find information in the text reading. In addition, the

researcher asked the students whether there were any techniques used by the teacher in the learning process, and the students said that there were no techniques used by the teacher in the reading-learning process.

b. Test Before Doing the Cycle

Before starting the cycle, the researcher conducted a test to measure the student's reading ability. The activity was held on Wednesday, August 10th, 2022. The type of test used was a multiple choice test in the form of a narrative text consisting of 10 questions. The students' test results are depicted in the table below:

Table 4.1 Students' Scores in Test Before Doing the Cycle

No.	Nama	Score	Criteria
1	S1	50	Incomplete
2	S2	50	Incomplete
3	S3	60	Incomplete
4	S4	70	Incomplete
5	S5	40	Incomplete
6	S6	60	Incomplete
7	S7	30	Incomplete
8	S8	70	Incomplete
9.	S9	50	Incomplete
10.	S10	40	Incomplete
11.	S11	50	Incomplete
12.	S12	40	Incomplete
13.	S13	30	Incomplete
14.	S14	40	Incomplete
15.	S15	60	Incomplete
16.	S16	50	Incomplete
Total		790	
Mean		49.37	

It can be seen in the table above that the highest score of students is

70 and the lowest score of students is 30. Two students got scored 70, three students got scored 60, five students got scored 50, four students got scored 40, and two students got scored 30.

The researcher calculated the average value and percentage of students using the SPSS 20 application. Below is table 4.2, which contains a description of the statistical table of findings from the test data.

Tabel 4.2 Mean score in Test Before Doing the Cycle

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	16	30	70	49.37	12.365
Valid N (Listwise)	16				

Tabel 4.3 Descriptive Statistics Test Before Doing the Cycle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	12.5	12.5	12.5
	40	4	25.0	25.0	37.5
	50	5	31.3	31.3	68.8
	60	3	18.8	18.8	87.5
	70	2	12.5	12.5	100.0
Total		16	100.0	100.0	

If the student learning outcomes scores on the test before doing the cycle are combined into five categories, then the student learning outcomes are shown as follows:

Table 4.4 The Rate Percentage of Students' Scores in Test Before Doing the Cycle

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	0	0%
2	Good	80-89	0	0%
3	Adequate	70-79	2	12,5%
4	Inadequate	60-69	3	18,75%

5	Failing	Below 60	11	68.75% 100%
---	---------	----------	----	----------------

The table above explains that there are no students scores in the pre-test who get the “Excellent” classification and no students get the “Good” classification, two students (12.5%) get the “Adequate” classification, three students (18.75%) who get the “Inadequate” classification, 11 students (68.75%) who get “Failing.”

2. The Implementation of Classroom Action Research

Cycle I

In cycle I two meetings were held.

a. Planning

- 1) Make a learning implementation plan that is applied in the teaching and learning process.
- 2) Make teacher and student observation sheets to observe situations and condition activities during the teaching and learning process.
- 3) The researcher prepared the form of the test.

b. Action

- 1) The First Meeting

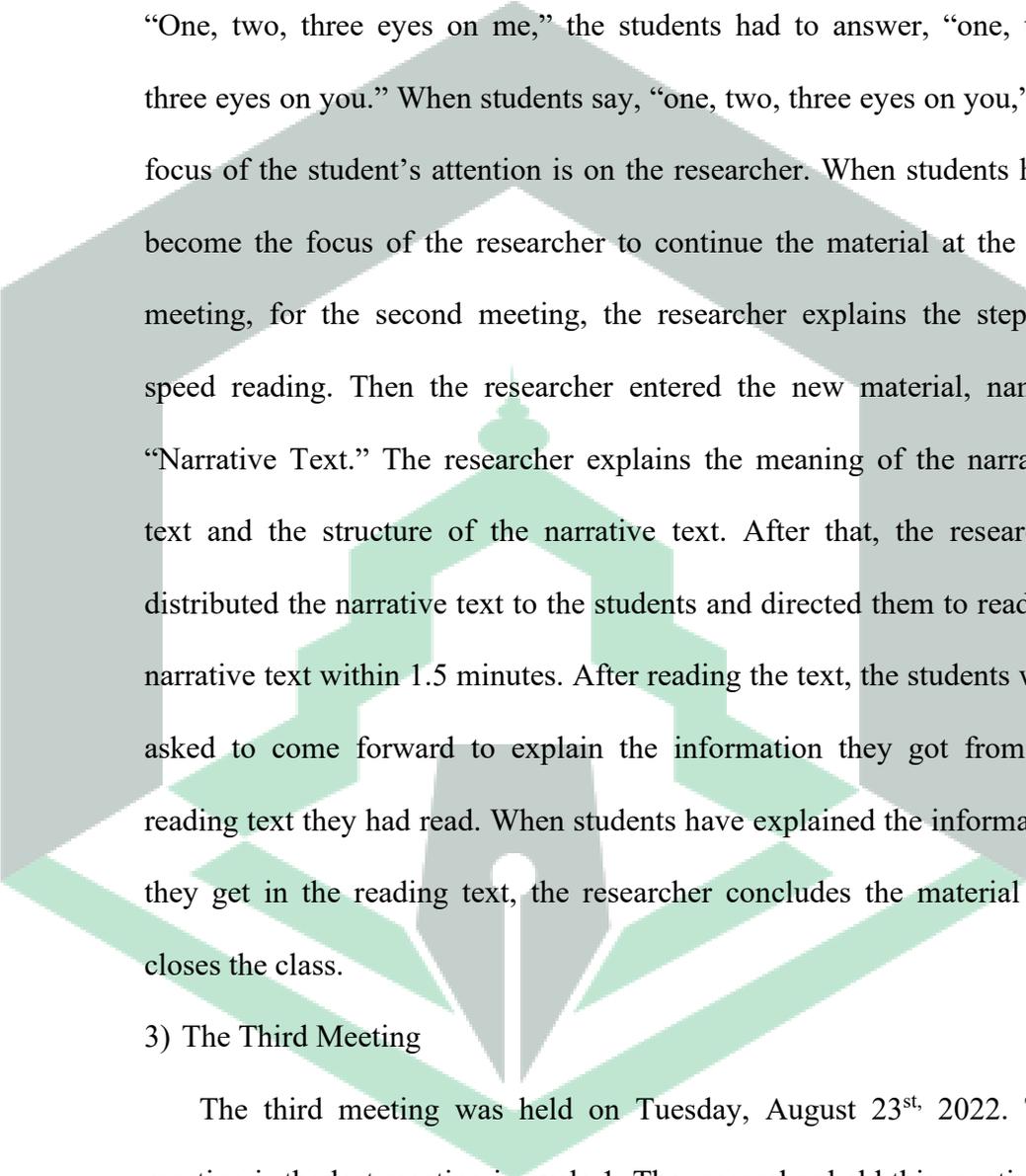
The first meeting was held on Tuesday, August 16th 2022. The meeting began with praying, greeting, and checking the attendance list. Before starting the lesson, the researcher made the students focus by giving an attention grabber to the students, as when the researcher said,

“One, two, three eyes on me,” the students had to answer, “one, two, three eyes on you.” When students say, “one, two, three eyes on you,” the focus of students’ attention is on the researcher. In the early stages, the researcher first explained the procedures and learning objects, and then the researcher gave the material to the students.

The researcher explains the meaning of speed reading. The researcher did an apperception and motivated the students to learn by asking if they had ever heard the word speed reading. At this stage, students can find their own subject matter to be discussed, and the teacher conveys the goals to be achieved. Then the researcher explained the meaning of speed reading and the researcher also explained the purpose of speed reading, namely, the main idea sentence at the beginning of the paragraph (main sentence), the main idea sentence at the end of the sentence (closing sentence), the main idea is in the first sentence or the last sentence, and the idea main paragraphs are spread across paragraphs. In this meeting, the researcher also explained the techniques for speed reading. After delivering the material, the researcher asked the students what they understood about the material that had been given to determine students’ understanding of the material that had been given. The researcher gave a conclusion about the material and closed the class.

2) The Second Meeting

The second meeting was held on Wednesday, August 17th, 2022. The



meeting began with prayers, greetings, and checking the attendance list. Before starting the lesson, the researcher made the students focus by giving attention grabber to the students, such as when the researcher said, “One, two, three eyes on me,” the students had to answer, “one, two, three eyes on you.” When students say, “one, two, three eyes on you,” the focus of the student’s attention is on the researcher. When students have become the focus of the researcher to continue the material at the first meeting, for the second meeting, the researcher explains the steps in speed reading. Then the researcher entered the new material, namely “Narrative Text.” The researcher explains the meaning of the narrative text and the structure of the narrative text. After that, the researcher distributed the narrative text to the students and directed them to read the narrative text within 1.5 minutes. After reading the text, the students were asked to come forward to explain the information they got from the reading text they had read. When students have explained the information they get in the reading text, the researcher concludes the material and closes the class.

3) The Third Meeting

The third meeting was held on Tuesday, August 23st, 2022. This meeting is the last meeting in cycle 1. The researcher held this meeting to give post-test 1 to students. The researcher used post-test one after the students were given the action. The researcher gave post-test 1 to students

to measure students reading ability through speed reading by using narrative text. The meeting began with prayers, greetings, and checking the attendance list. Before starting post-test 1, the researcher made the students focus by giving attention grabber to the students, such as when the researcher said, “One, two, three eyes to me,” the students had to answer, “one, two, three eyes to you.” When students say, “one, two, three ice on you,” the focus of the student’s attention is on the researcher. The test given is in the form of a narrative text, then students are instructed to read the text for 1 minute using speed reading techniques, after which students were asked to answer 10 numbered multiple choice questions provided by the researcher. After all students completed test in cycle I, the researcher closed the class.

The test results of 16 student are depicted in the table below:

Table 4.5 The Result of Students’ Test in Cycle I

No.	Nama	Score	Criteria
1	S1	70	Incomplete
2	S2	60	Incomplete
3	S3	70	Incomplete
4	S4	80	Complete
5	S5	60	Incomplete
6	S6	80	Complete
7	S7	50	Incomplete
8	S8	70	Incomplete
9.	S9	70	Incomplete
10.	S10	60	Incomplete
11.	S11	50	Incomplete
12.	S12	70	Incomplete

13.	S13	60	Incomplete
14.	S14	60	Incomplete
15.	S15	70	Incomplete
16.	S16	70	Incomplete
Total		1,050	
Mean		65.62	

It can be seen in the table above that the highest student score is 80, and the lowest score is 50. Two students scored 80, seven students scored 70, five students scored 60, and two students scored 50. Based on the data above, it can be seen that there was a slight increase in the results from test before implementation of cycle to test in cycle I, there were two students who achieved the minimum level of completeness criteria (KKM), but there were still many students who did not reach the minimum level of completeness criteria (KKM).

The researcher calculated the average value and percentage of students using the SPSS 20 application. Below is table 4.6, which contains a description of the statistical table of findings from the test in cycle I data.

Tabel 4.6 Mean students' scores of Test in cycle I

	N	Minimum	Maximum	Mean	Std. Deviation
Test in cycle I	16	50	80	65.62	8.920
Valid N (Listwise)	16				

Tabel 4.7 Descriptive Statistics Test in cycle I

	Frequency	Percent	Valid Percent	Cumulative Percent

	50	2	12.5	12.5	12.5
	60	5	31.3	31.3	43.8
Valid	70	7	43.8	43.8	87.5
	80	2	12.5	12.5	100.0
	Total	16	100.0	100.0	

If the scores of student learning outcomes in the first cycle test are combined into five categories, then the student learning outcomes are shown as follows:

Table 4.8 The Rate Percentage of Students Score Test in cycle I

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	0	0%
2	Good	80-89	2	12,5%
3	Adequate	70-79	7	43,75%
4	Inadequate	60-69	5	31,25%
5	Failing	Below 60	2	12,5%
				100%

The table above explains that there are no student scores in the test who get the “Excellent” classification, two students (12.5%) get the “Good” classification, seven students (43.75%) get the “Adequate” classification, five students (31.25%) who get “Inadequate” and two students who get (12.5%) “Failing.”

c. Observation

Observations were made during the first cycle of the learning process, where in cycle 1 there were two meetings for the learning process. Observations were made on teacher activities and student activities during the learning process. Observations of teacher activities and student activities using an instrument in the form of an observation sheet were carried out by one

person, name ly Mr. Abdi, S.Pd as an English teacher from the ninth grade.

Collaborator in observing every action from the first and second meetings observed the activities of students and teacher who teach. Collaborator observe research activities in teaching and observe student activities during the learning process. In the first and second meeting observations, the collaborator checked the observation sheet according to the aspect rating scale observed in students and teachers. The observed aspects of students are activeness, attention, discipline, and assignments. At the same time, the aspects observed by the teacher are the introduction and the core activities at the time of teaching.

The results of the observation sheet on the activities of the teacher or researcher at the first and second meetings can be seen in appendices 8 and 9. The results of the observation of the activities of the teacher or researcher at the first meeting on the preliminary aspects of the teacher's activities get an appropriate assessment and a very precise rating scale. This means that in the learning process, the first meeting of the teacher or researcher conducts all activities according to and very precisely. In the core activity, there is an appropriate and inappropriate rating scale. Namely, at this stage, the teacher or researcher has carried out several activities well in the results of the observation sheet of student activities in the learning process. In active activities, students get a rating scale of 2 and 3 with appropriate and inappropriate information, meaning that in student activities who get a score

of 2, students are not actively asking things that are not clear. Cycle I for two meetings by providing material in the learning process. Observations were made to see teacher activities and student activities in learning activities. The results of these observations are useful when reflecting on what actions researcher need to take with collaborators or teachers to produce good learning and significant value in the next cycle.

The results of observations of teacher or researcher activities at the second meeting on the preliminary aspects of teacher activities carrying out all activities are very appropriate. In the core activity, there are two aspects, namely the absence of teacher activities that do not convey the goals to be achieved. Then in the closing activity, there are several activities that are not appropriate for teachers or researchers, namely not providing motivation to students before ending the learning process. Furthermore, the results of observing activities on students are in the active aspect of student activities where students begin to actively ask things that are not clear. In the activity of paying attention to students, all aspects observed get a rating scale of 2 or not appropriate, which means students are not calm in class, not focused, then got a value of 3 while at this meeting, the students were enthusiastic. Discipline gets a rating scale of 3 and 2, meaning that student attendance is appropriate, and there are some students who do not come on time.

d. Reflection

At this stage, the researcher reflected by discussing and evaluating the

learning activities that had been carried out with collaborators, namely Mr. Abdi, S.Pd. This reflection stage is carried out to find out the shortcomings or problems contained in the first cycle. In the first cycle, the condition of the learning process is still not good, and students are still less active in the learning process. In fact, the researcher found several weaknesses in cycle 1, namely students did not understand the contents of the reading due to students' lack of knowledge of vocabulary, so cycle II was needed to correct weaknesses or problems found in cycle I.

From the research data in cycle I, it showed that there was a slight increase in the results from pretest to posttest I, but there were still many students who did not reach the minimum level of completeness criteria (KKM). From the results of the first cycle, the researcher concluded that this research should be continued in the second cycle to correct the errors or problems encountered in the first cycle by giving students some vocabulary related to the readings they would read in the second cycle and the researcher made the students more active by making question and answer sessions and evaluate students related to the learning that has been given.

Cycle II

Cycle II was carried out to correct deficiencies or problems in cycle I. Based on data from cycle I, the researcher understood that the steps in cycle I were less successful in the learning process in cycle I because students were less active in the learning process and students did not understand the content

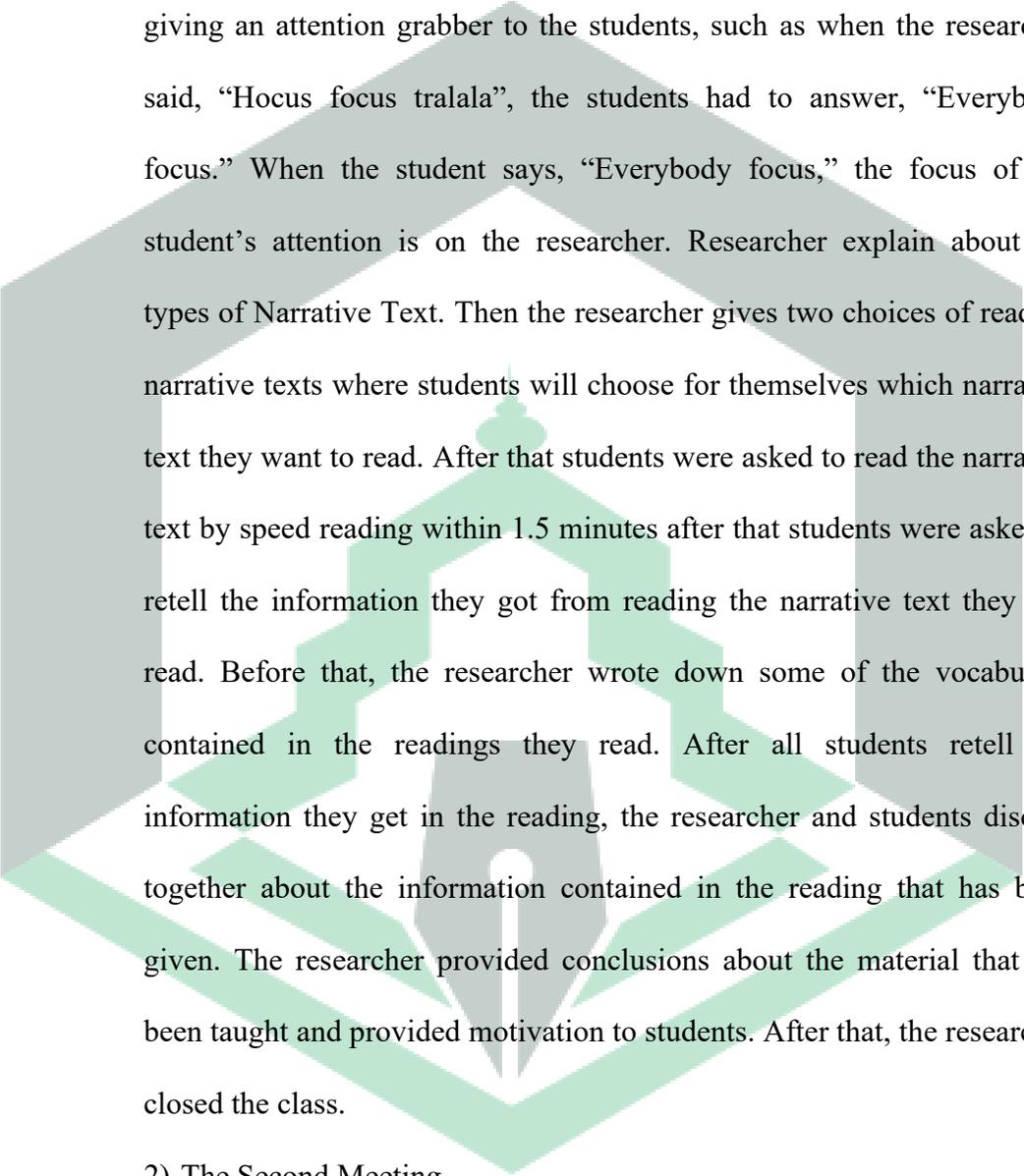
of the reading due to the lack of students' knowledge of vocabulary and the scores obtained by students in tests that do not reach the minimum level of completeness criteria. Cycle II consisted of four stages, namely planning, implementing, observing, and reflecting and cycle II was held in two meetings.

a. Planning

Based on the activities in the first cycle, the second cycle process was focused on the problems found in the first cycle. There were several weaknesses in the first cycle, namely students did not understand the contents of the reading because of the students' lack of knowledge about vocabulary. Cycle II was carried out in two meetings. Activities in cycle II were a repetition of activities in cycle I by making improvements to the weaknesses or deficiencies that occurred in cycle I. To fix the problems in cycle I the researcher and collaborator made the class more interesting. The researcher gives students more interesting reading as well as reading that students like and to overcome students' problems with vocabulary, the researcher will write down some of the vocabulary and their meanings contained in the reading they read so that it is easier for students to understand the reading they are reading so that it is easier for students to get information in reading. After that, the researcher prepared lesson plans and observation sheets.

b. Action

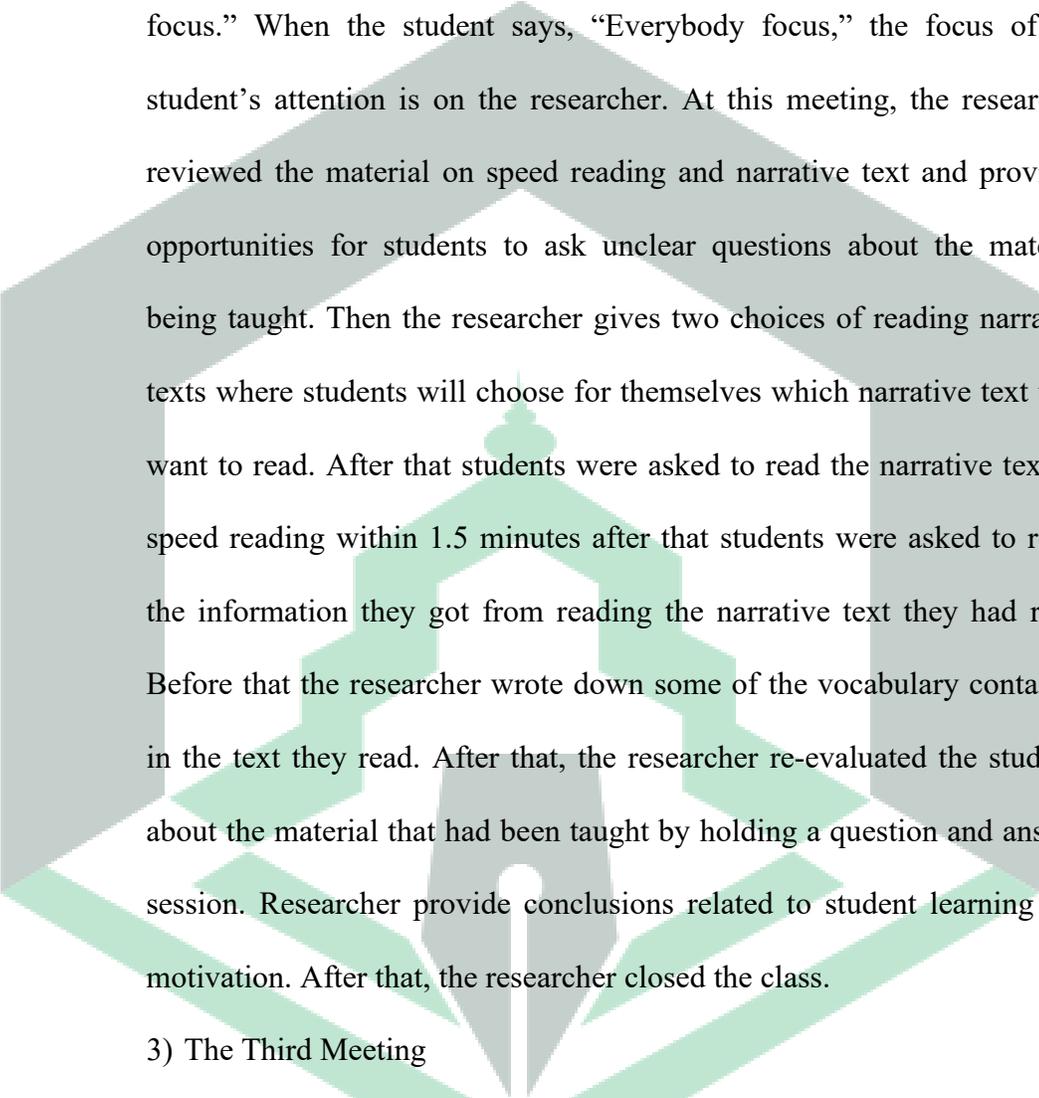
1) The First Meeting



The first meeting was held on Tuesday, August 30th 2022. The meeting began with prayers, greetings, and checking the attendance list. Before starting the lesson, the researcher made the students focus by giving an attention grabber to the students, such as when the researcher said, “Hocus focus tralala”, the students had to answer, “Everybody focus.” When the student says, “Everybody focus,” the focus of the student’s attention is on the researcher. Researcher explain about the types of Narrative Text. Then the researcher gives two choices of reading narrative texts where students will choose for themselves which narrative text they want to read. After that students were asked to read the narrative text by speed reading within 1.5 minutes after that students were asked to retell the information they got from reading the narrative text they had read. Before that, the researcher wrote down some of the vocabulary contained in the readings they read. After all students retell the information they get in the reading, the researcher and students discuss together about the information contained in the reading that has been given. The researcher provided conclusions about the material that has been taught and provided motivation to students. After that, the researcher closed the class.

2) The Second Meeting

The first meeting was held on Wednesday, August 31st, 2022. The meeting began with prayers, greetings, and checking the attendance list.



Before starting the lesson, the researcher made the students focus by giving an attention grabber to the students, such as when the researcher said, “Hocus focus tralala”, the students had to answer, “Everybody focus.” When the student says, “Everybody focus,” the focus of the student’s attention is on the researcher. At this meeting, the researcher reviewed the material on speed reading and narrative text and provided opportunities for students to ask unclear questions about the material being taught. Then the researcher gives two choices of reading narrative texts where students will choose for themselves which narrative text they want to read. After that students were asked to read the narrative text by speed reading within 1.5 minutes after that students were asked to retell the information they got from reading the narrative text they had read. Before that the researcher wrote down some of the vocabulary contained in the text they read. After that, the researcher re-evaluated the students about the material that had been taught by holding a question and answer session. Researcher provide conclusions related to student learning and motivation. After that, the researcher closed the class.

3) The Third Meeting

The third meeting was held on Tuesday, September 06th, 2022. This meeting is the last meeting in cycle II. Researchers held this meeting to provide post-test II, which was carried out in cycle II. The type of test given to post-test II is the same as the type of test given to post-test I,

namely multiple choice questions consisting of 10 numbers. In post II, students are given two narrative texts followed by several multiple choice questions. In this meeting, the value obtained by students greatly increased compared to the value of students at the time of pre-test and post I.

The post-test results of 16 student are depicted in the table below:

Table 4.9 The Result of Students' Test in Cycle II

No	Nama	Score	Criteria
1	S1	100	Complete
2	S2	80	Complete
3	S3	90	Complete
4	S4	100	Complete
5	S5	90	Complete
6	S6	100	Complete
7	S7	80	Complete
8	S8	100	Complete
9.	S9	80	Complete
10.	S10	90	Complete
11.	S11	80	Complete
12.	S12	90	Complete
13.	S13	80	Complete
14.	S14	90	Complete
15.	S15	100	Complete
16.	S16	80	Complete
Total		1.430	Complete
Mean		89	

It can be seen in the table above that the highest student score is 100, and the lowest score is 80. Five students scored 100, five students scored 90, and six students scored 80. Based on the data above, it can be seen that all student scores reached the level of completeness minimum (KKM).

The researcher calculated the average value and percentage of students using the SPSS 20 application. Below is table 4.10, which contains a description of the statistical table of findings from the test in cycle II data.

Tabel 4.10 Mean score of Test in Cycle II

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test II	16	80	100	89.37	8.539
Valid N (Listwise)	16				

Tabel 4.11 Descriptive Statistics Test in cycle II

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	6	31.5	37.5
	90	5	31.3	68.8
	100	5	31.3	100.0
	Total	16	100.0	100.0

If the scores of student learning outcomes in the second cycle test are combined into five categories, then the student learning outcomes are shown as follows:

Table 4.12 The Rate Percentage of Students Score Test in cycle II

No.	Classification	Score	Frequency	Percentage
1	Excellent	90-100	10	62,5%
2	Good	80-89	6	37,5%
3	Adequate	70-79	0	0%
4	Inadequate	60-69	0	0%
5	Failing	Below 60	0	0%
				100%

The table above explains the post-test II scores of students in cycle II.

There were ten students (62.5%) who got the “Excellent” classification, six students (37.5%) got the “Good” classification, and no students got the “Adequate,” “Inadequate,” and “Failing” classifications.

c. Observation

Observations were made during the second cycle of the learning process, whereas in the first cycle, there were two meetings for the learning process. Observations were made on teacher activities and student activities during the learning process. Observation of teacher activities and student activities using an instrument in the form of an observation sheet was carried out by one person, namely Mr. Abdi, S.Pd as an English teacher from class IX.

At this stage, the collaborator is an observer in the learning process activities from the first and second meetings in cycle II. Collaborators observe every action of teachers and students. During the learning process, the researcher, as a teacher and observed aspects of introductions, core activities, and closing activities during the learning process, while the collaborator observed students with the observed aspects were activity, attention, discipline, and tasks during learning. The process of meeting one and two in cycle II.

The results of observing the activities of the teacher or researcher at the first meeting are aspects of the preliminary activities of the teacher or researcher carrying out all activities very precisely. In the activity aspect, the teacher or researcher carries out all activities according to the observed

aspects. In closing activities, the teacher or researcher carries out the aspects observed by the teacher to motivate students before ending the learning process and provide conclusions regarding the material that has been given. In contrast, the results of observing student activities are aspects observed in student activities, student attention, discipline, and assignments that receive an appropriate and very appropriate rating scale. This means that there is an increase in the activity of the learning process in students at the first meeting of cycle II.

The results of observing teacher activities at the second meeting were at the initial aspect of the assessment scale, which was very appropriate on the core activities of appropriate teacher activities. In closing, the activities get an appropriate rating scale. This means that the teacher or researcher at this stage further refines the learning process. At the same time, the results of observing student activities in the learning process from student activities, student attention, discipline, and assignments received an appropriate and very appropriate rating scale. This means that students also improve their learning process more than in the first cycle meeting.

d. Reflection

At this stage the researcher reflects by discussing and evaluating the learning activities that have been carried out with collaborator, namely Mr. Abdi, S.Pd. Reflection is the last activity of cycle II. Researcher reflect to determine the extent of success in this cycle. Based on the observation data of

the learning process in cycle II, the students were already active in the learning process, especially in asking about what they did not know. Then in cycle II the level of students' understanding of the reading they had read greatly increased, most of the students experienced a significant increase. Research data in cycle II showed that the teaching and learning process was successful and all students achieved the minimum level of completeness criteria. The problems contained in the first cycle have been resolved in the second cycle, therefore researchers do not need to do a new cycle. Based on the research data above, the researcher concludes that the implementation of speed reading in narrative text is effective to improve students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. Based on the results of student tests from the pre-test, post-test I, and post-test II, the researcher analyzed and calculated all the processes of increasing student scores, and this research was stopped until cycle II. The comparison of the students' test before doing the cycle, test in cycle I, and test in cycle II scores is as follows.

Table 4.13 The comparison of Students' scores of Test Before Doing the Cycle, Test in Cycle I, and Test in Cycle II

No.	Name	Pre-test	Post Test I	Post Test II
1	S1	50	70	100
2	S2	50	60	80
3	S3	60	70	90
4	S4	70	80	100
5	S5	40	60	90
6	S6	60	80	100
7	S7	30	50	80

8	S8	70	70	100
9	S9	50	70	80
10	S10	40	60	90
11	S11	50	50	80
12	S12	40	70	90
13	S13	30	60	80
14	S14	40	60	90
15	S15	60	70	100
16	S16	50	70	80
Mean		49	65	89

Based on the table above, it is known that the average score before the CAR was only 49, and none of the students reached the minimum level of completeness criteria (KKM). Test in cycle I, the average score was 65, and the number of students who passed the minimum level of completeness criteria was two students. While in test in cycle II, 30 students passed the minimum level of completeness criteria (KKM), and the average score was 89.

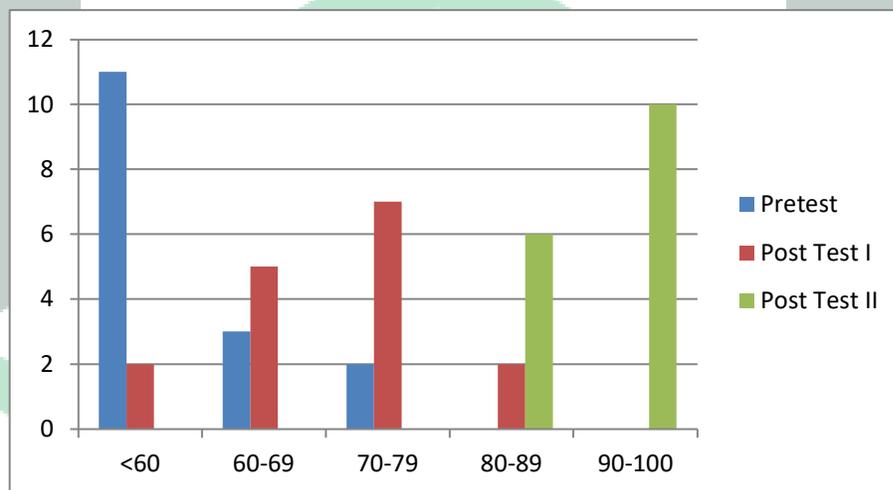
The researcher calculated the average value of students using the SPSS 20 application. The following is table 4.14, which contains a description of the statistical table of findings from the test before doing the cycle, test in cycle I, and test in cycle II data.

Table 4.14 The comparison of students' mean scores in Test Before doing cycle, Test in I, and Test in Cycle II

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	16	30	70	49.37	12.365
Post Test I	16	50	80	65.62	8.920
Post Test II	16	80	100		8.539
Valid N (Listwise)	16				

Based on table 4.14 above, it can be seen that the comparison between test before doing cycle, test in cycle I, test in cycle II is the standard deviation of the test before doing cycle, which is 12,365, test in cycle I is 8,920, and test in cycle II is 8,539. Then the mean score of the students' test before doing cycle was 49.37, test in cycle I was 65.62, and test in cycle II was 89.37. Based on the statement above, the test in cycle II scores were higher than the test before doing cycle and test in cycle I scores. That is, the student's reading ability increased significantly through speed reading using narrative text. Therefore, the study was stopped until cycle II.

Figure 4.1 Chart comparison of student scores in the test before doing test in cycle I, and test in cycle II



Based on the comparison chart of student test scores in the test before doing cycle, test in cycle I, and test in cycle II, it can be concluded that in the test before doing cycle of a total of 16 students, none of the students achieved the minimum passing criteria score. Test in cycle I, it can be concluded that

only 12.5% of students achieve the minimum passing criteria (KKM). Then students who are not able to achieve the minimum completeness criteria (KKM) 87.5%. Test in cycle II, it can be said that 100% of students achieved the minimum completeness criteria (KKM). The conclusion is that all the ninth grade students of Muhammadiyah Boarding School have achieved the minimum criteria for completeness criteria (KKM), and it can be said that this study was successful and was stopped in cycle II.

From the results above, it can be concluded that this classroom action research was successful, and there was no continuation in the next cycle. This means that the implementation of speed reading technique in narrative text is effective to improve students' Reading Ability in the Ninth Grade of Muhammadiyah Boarding School through test.

B. Discussions

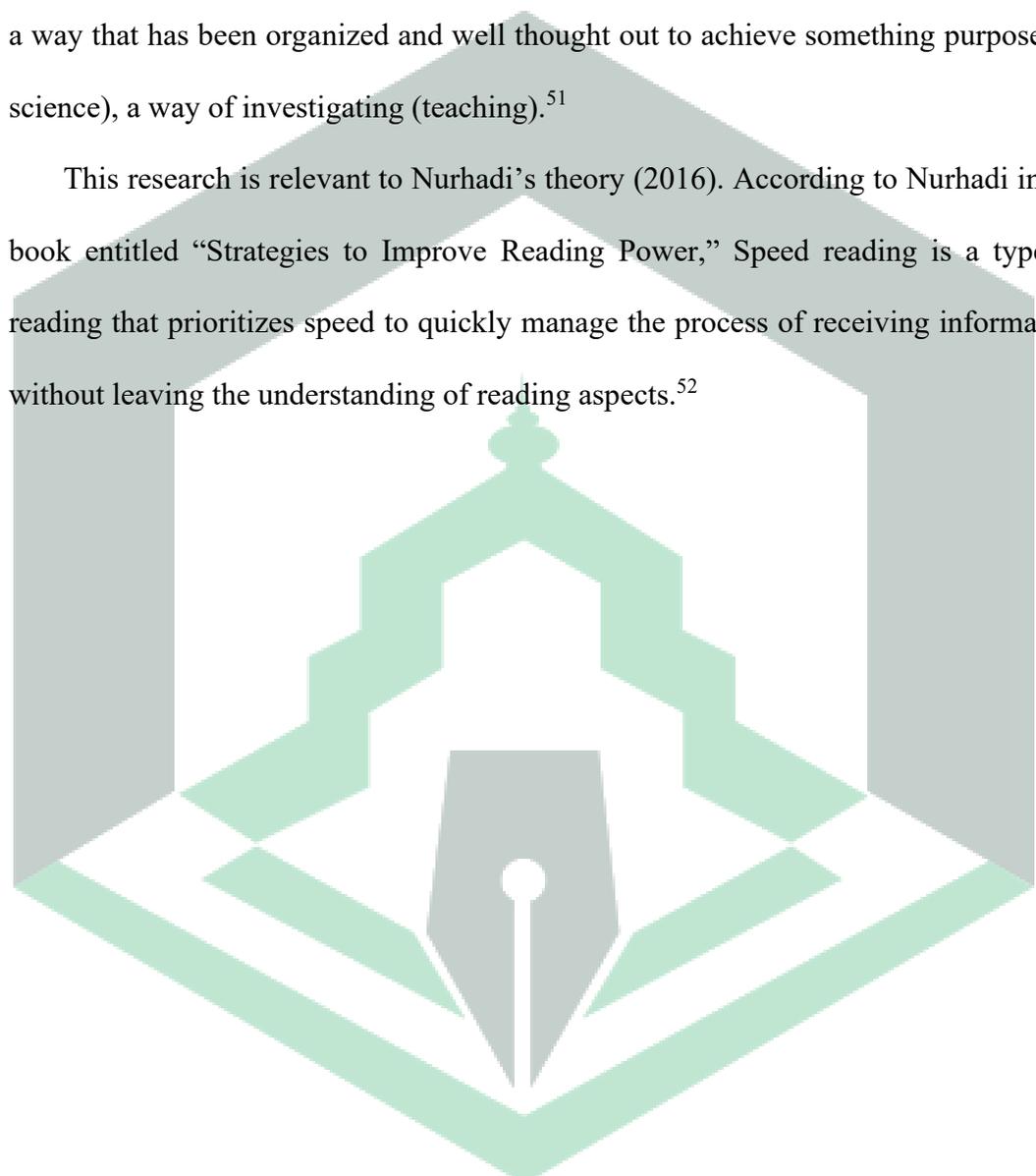
This research is a classroom action research (CAR) which consists of two cycles. The pre-cycle consists of one meeting. Each cycle consists of two meetings and each cycle is carried out by a test. This research is the implementation of speed reading techniques in narrative text to improve students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo.

The results of the research conducted in two cycles showed that the implementation of speed reading techniques in narrative text was effective in improving students' reading ability at Ninth Grade of Muhammadiyah Boarding

School Palopo. This success is shown in cycle II where researcher and collaborator can overcome the problems that occur in cycle I, namely students are less active in the learning process and students do not understand the content of the reading due to lack of knowledge of students about vocabulary so that students find it difficult to find information in reading. To overcome the problems found in the first cycle, the researcher and collaborator made improvements in the second cycle by giving students a more interesting narrative text reading then students were given some vocabulary contained in the reading so that students were easy to understand the reading that had been given making it easier for students to get information in a reading and researcher make students more active by holding question and answer sessions and evaluating students regarding the material that has been given. In this case, student scores experienced a significant increase as indicated by student learning outcomes through tests. Based on the analysis of student evaluations in the pre-test, the highest score obtained by students was 70, the lowest score was 30, and the average was 49.37. Then in test in cycle I, the highest score obtained by students was 80, and the lowest score was 50, with an average of 65.62. In cycle II there was an increase in student test results. In cycle II the researcher found that the test results of the students who obtained the highest score were 100, while the lowest score was 80, and the average score was 89.37 and in cycle II all students achieved the minimum mastery level. Based on the achievement of student learning outcomes from cycle I and cycle II, this research stopped in cycle II.

The researcher can say that the implementation of speed reading technique in narrative text effective to improve students' reading ability as it is known that Speed reading is a technique or method of learning. It should be explained that technology is a way that has been organized and well thought out to achieve something purpose (in science), a way of investigating (teaching).⁵¹

This research is relevant to Nurhadi's theory (2016). According to Nurhadi in his book entitled "Strategies to Improve Reading Power," Speed reading is a type of reading that prioritizes speed to quickly manage the process of receiving information without leaving the understanding of reading aspects.⁵²



⁵¹ "Kamus Umum Bahasa Indonesia / Oleh WJS. Poerwadarminta | OPAC Perpustakaan Nasional RI.," <https://opac.perpusnas.go.id/DetailOpac.aspx?id=575816>.

⁵² "Strategi Meningkatkan Daya Baca – Nurhadi(2016) - Google Books,"

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research that has been done, the researchers conclude that the implementation of speed reading in narrative text is effective in improving students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. This can be seen from the comparison of students' scores on the test before doing cycle, test in cycle I, and test in cycle II. The students' test before doing the cycle and test in cycle I scores have not reached the minimum level of completeness (KKM), while in test in cycle II all students have reached the minimum level of completeness (KKM) of 75. It can be said that from the test before doing the cycle, test in cycle I, and test in cycle II the difference is very significant. Based on this statement, it can be said that students achieve the minimum mastery level criteria (KKM) because they consist of effective teaching procedures and can solve existing problems and can significantly encourage students to improve students' reading skills through speed reading using narrative text.

B. Implication

The conclusion implies that the implementation of speed reading in narrative text is effective in improving students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. So in learning the teacher must implement the speed reading technique properly and correctly. The implementation of speed reading

techniques, students find it easier to find information contained in reading quickly. This has an impact on the problem-solving ability of students who initially do not understand the content of the reading due to the lack of knowledge of students in vocabulary so that students find it difficult to find information from reading and eventually turn into students who can understand the content of reading and can find information in reading. The teaching actions carried out by the teacher and the behavior of students in learning reading through the implementation of speed reading in narrative text provide an illustration of the extent to which student learning outcomes have increased.

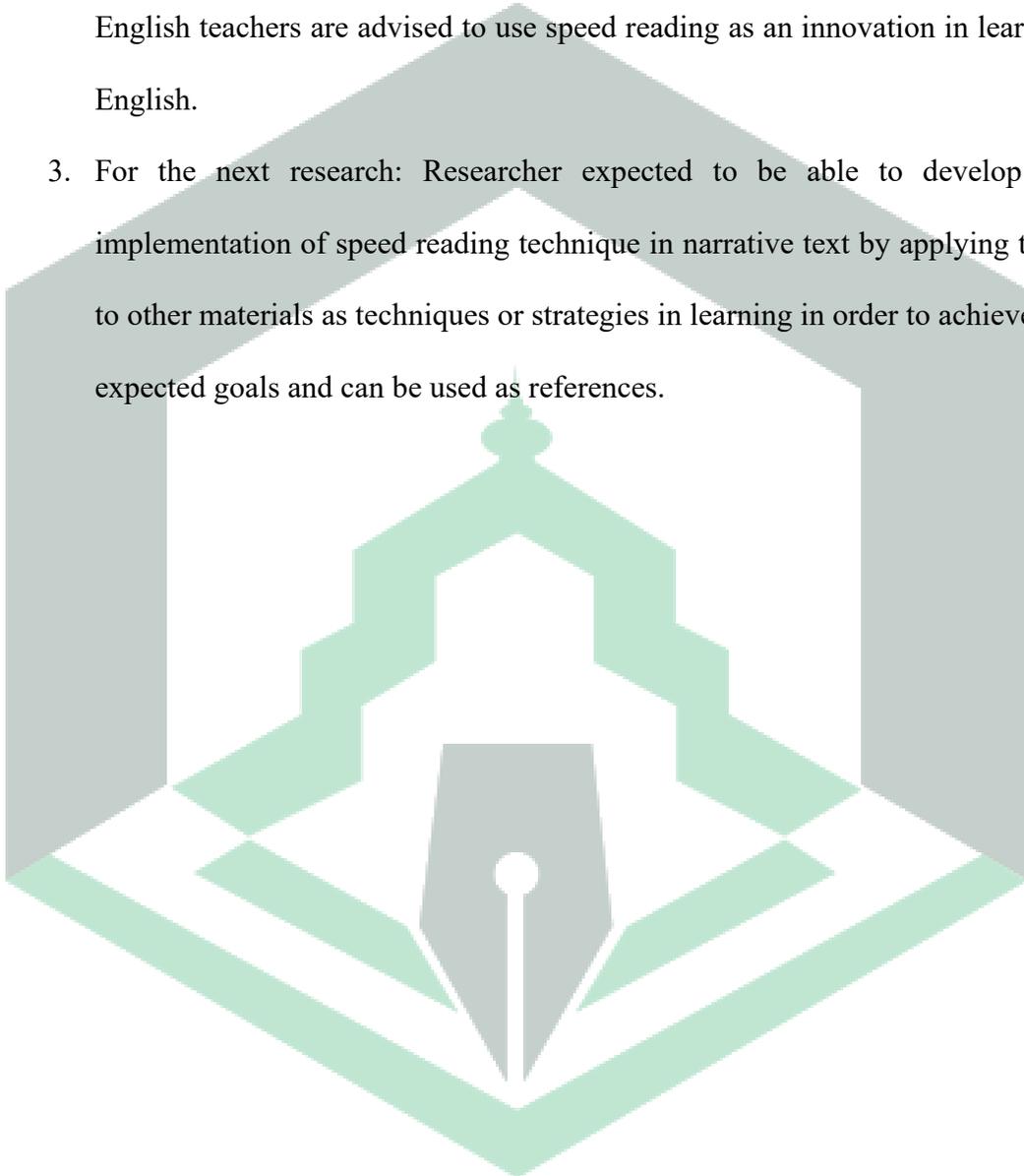
C. Suggestions

Based on the results of this study, the researcher made the following recommendations:

1. For the students: Students must memorize a lot of vocabulary to be able to understand the reading text so that students are easily get detailed information in a text and can achieve students reading ability effectively. The researcher hopes that students will have more motivation in speed reading. Because speed reading is a type of reading that prioritizes speed without leaving aspects of reading comprehension. Students can improve their reading ability through speed reading, especially in narrative text.
2. For the teacher: Should know the methods, strategies, or techniques that can improve student learning outcomes for a material to be delivered, one of

which is through speed reading. Teachers not only know it but can also use it properly and appropriately. As a teacher, you must have the ability to use speed reading in learning because speed reading is very useful in reading. English teachers are advised to use speed reading as an innovation in learning English.

3. For the next research: Researcher expected to be able to develop the implementation of speed reading technique in narrative text by applying them to other materials as techniques or strategies in learning in order to achieve the expected goals and can be used as references.



BIBLIOGRAPHY

- Alwiyah Abdurrahman. "Quantum Learning: Membiasakan Belajar Nyaman Dan Menyenangkan, (Bandung: Kaifa, 2007)" Accessed November 14, 2022. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=947148>.
- Anggraini, Dian. "An Analysis of Students' Difficulties In Reading Narrative Text At The First Grade of Senior High School 1 Tambang," 2017.
- Azizah, St. Nur. "The Effectiveness Speed Reading Toward Students' Reading Comprehension at the Second Grade of MTsN Palopo," 2020.
- Basuki, Slamet. "Applying Scanning and Skimming Skills To Understand Life Skills Reading." *Journal of English Language and Literature (JELL)* 3, no. 01 (2018): <https://doi.org/10.37110/jell.v3i01.46>.
- Bishry, Hasanul. "The Effect of Speed Reading Strategy To Improve," 2012.
- Brown, H. Douglas. "Language Assessment: Principles and Classroom Practices," 2003.
- Deveci, Tanju. "Increasing Students' Interest in Reading in a Foreign Language: A Focus on Skimming and Scanning," 2018. <https://doi.org/10.17758/uruae1.uh0518204>.
- Diaz, Sindy, and Juan Laguado. "Improving Reading Skills through Skimming and Scanning Techniques at a Public School." *Opening Writing Doors* 10, no. 1 (2013).
- Futra, Wedo Nofian. "The Influence Of Speed Reading Techniques On Reading Ability of The English Class At SMKN 5 Seluma," 2021.
- Grabe, William, and Fredricka L. Stoller. *Teaching and Researching Reading, Types Reading. Teaching and Researching Reading, Second Edition*. Taylor and Francis, 2013. <https://doi.org/10.4324/9781315833743>.
- Grellet, Pritchard, Rosalind M.O., and Atef Nasr. "Improving Reading Performance among Egyptian Engineering Students: Principles and Practice." *English for Specific Purposes* 23, no. 4 (January 2004). <https://doi.org/10.1016/j.esp.2004.01.002>.
- Grellet, Françoise. "Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises/Françoise Grellet." Cambridge Cambridge University Press 1981, n.d.
- H. Douglas Brown. "Language Assessment - Principles and Classroom Practice," n.d.

- Harahap, A T. "The Effect of Using Speed-Reading Strategy in Reading Recount Text Ability at Grade VIII of MTS Negeri 1 Binanga," 2020.
- Herawati. "Improving Beginning Reading Ability With Letters Cards In Class 1 Students Of State Elementary School 005 Kepunahan." *Paper Knowledge . Toward a Media History of Documents* 7, no. 2 (2014).
- Hermiyanty, Wandira Ayu Bertin, Dewi Sinta. "The Students' Reading Ability Improvement Through Numbered Head Together (NHT) Technique." *Journal of Chemical Information and Modeling* 8, no. 9 (2017).
- Hutauruk, Bertaria Sohnata. "The Effect of Speed Reading to the Students' Ability in Extensive Reading on Semester III at FKIP UHN Pematangsiantar." *Journal of English Language and Culture* 10, no. 2 (2020).
Upping <https://doi.org/10.30813/jelc.v10i2.2139>.
- International Maritime Organization. "Maritime English 2009 International Maritime Organization - Google Buku," n.d.
- Irdawati, Irdawati, Yunidar Yunidar, and Darmawan Darmawan. "Meningkatkan Kemampuan Membaca Permulaan Dengan Menggunakan Media Gambar Kelas 1 Di Min Buol." *Jurnal Kreatif Online* 5, no. 4 (2017).
- Irwan Widiatmoko. "Super Speed Reading, (Jakarta: PT Gramedia, 2011). Accessed November 14, 2022. <https://perpus.menpan.go.id/opac/detail-opac?id=2927>.
- Iskandar Dadang, Narsim. "Penelitian Tindakan Kelas Dan Publikasinya | Perpustakaan Universitas Subang," n.d.
- Ismawati, S. "The Correlation Between Reading Comprehension and Speed Reading to Eighth Grade Students of SMP 15 Palembang," 2019.
- Jeremy Harmer. "The Practice of English Language Teaching," n.d.
- "Kamus Umum Bahasa Indonesia / Oleh WJS. Poerwadarminta | OPAC Perpustakaan Nasional RI." Accessed October 24, 2022
<https://opac.perpusnas.go.id/DetailOpac.aspx?id=575816>.
- Khasinah, Siti. "Classroom Action Research." *Jurnal Pionir, Volume 1, Nomor 1, 1, no. 2* (2013).
- Kiswan. "Improving Students' Reading Comprehension Using SQ3R Method (A Classroom Action Research at the Ninth Grade Students of SMP Negeri 05 Surakarta in the Academic Year of 2012)," no. July (2012).
- Konstant. "Speed Reading: Flash," n.d.

- . “Work Smarter With Speed Reading: Teach Yourself,” n.d.
- Kurniawan, Dekky. “Improving The Students Reading Comprehension Through Speed Reading Technique Among The Tenth Grade At SMA Ma’Arif 1 Seputih Banyak Central Lampung” 2507, no. February (2020).
- Liza Amalia Putri1, Refi Yuliana2. “Improving Reading Comprehension Ability Of The 2nd Semester Of Publish Students At Politeknik Negeri Media Kreatif Through Collaboration Strategy Reading Technique Application” 9, no. 1 (2021).
- Lubis, Tasnim, and Syahril. “Students’ Reading Ability toward TOEIC Score.” *Seminar Nasional Industrialisasi Madura*, 2015.
- Maier, Jürgen, Andreas Kandelbauer, Angelika Erlacher, Artur Cavaco-Paulo, and Georg M. Gübitz. “A New Alkali-Thermostable Azoreductase from *Bacillus* Sp. Strain SF.” *Applied and Environmental Microbiology* 70, no. 2 (2004). <https://doi.org/10.1128/AEM.70.2.837-844.2004>.
- Marliasari, Sherly. “Teaching Reading Comprehension By Using Skimming and Scanning Techniques To the Tenth Grade Students of Sman 1 Gelumbang.” *English Community Journal* 1, no. 2 (2017). <https://doi.org/10.32502/ecj.v1i2.768>.
- Miftahussalam. ““Islamic Boarding School di Banten.”” Institut Teknologi Indonesia, February 2021.
- Mikulecky, S. B. & Jeffries. “More Reading Power. New York : Person Education,,” n.d.
- Mohammad Arief Wahyudi. “The Effectiveness of Speed Reading Technique in Improving Students’ Reading Comprehension at Fourth Semester of English Departement.” *Journal of English Teaching and Learning Issues*, 1 2018 59 (n.d.).
- Nanda Nur Amalia. “Improving Students Reading Ability By Using Selective Underlining Technique To Eight Grade Students At Smp Negeri 8 Prabumulih,” no. August (2019).
- Nur Kamaria. “*Improving the Students’ Reading Skill Using Preview, Ask Questions, Read and Summarize (PARS) Strategy (Classroom Action Research Students’ of the Second Grade of MTs. Guppi KalimbuaKab. Enrekang)*”. *Paper Knowledge . Toward a Media History of Documents*. Vol. 7, 2014.
- Pajri, Muhammad Salim. “The Application Of Speed Reading At Intermediate Level,” no. 14111330143 (2015).

- Permatasari, Indah, Nur Sehang Thmarin, and Fikriani A Omulu. "Improving Reading Comprehension of the Grade VIII Students of SMPN 14 Palu Through Scanning Technique." *Jurnal Kolaboratif Sains* 04, no. 08 (2021).
- Rizky Hanifah Pulungan. "An Analysis of Students' Reading Comprehension Narrative Text On Original Blooms's Taxonomy At Tenth Grade of Senior High School At MAN 1 Mandaling Natal," 2019.
- Sari, Nela. "An Analysis of Students' Reading Comprehension Ability on Narrative Text Based on the Four Levels Comprehension Skills At the Tenth Grade of Sman 2 Punduh Pidada in the Academic Year of 2020/2021." *Raden Intan State Islamic University Lampung* 1, no. 69 (2021).
- Setianingsih, Ika Sulis, and Natasya Devioleta. "Pelatihan Teknik Membaca Scanning Dan Skimming Untuk Teknisi Pelayanan Darah." *Jurnal Pengabdian Masyarakat (Abdira)* 2, no. 1 (2022). <https://doi.org/10.31004/abdira.v2i1.71>.
- Sipayung, Rohdearni Wati. "Improving the Students' Ability in Reading Comprehension by Using Cooperative Integrated Reading Composition." *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences* 2, no. 2 (2019). <https://doi.org/10.33258/birci.v2i2.257>.
- Sitti, Qomariah. "Improving Reading Comprehension in Narrative Text by Using R.A.P (Read-Ask-Put) Strategy to the Tent Grade Students of MA YPGS Gunung Batu," 2020.
- Soedarso. "Sistem Membaca Cepat Dan Efektif (Speed Reading)," 1991.
- . "Speed Reading Sistem Membaca Cepat Dan Efektif." *Physics World* 23, no. 12 (2010). <https://doi.org/10.1088/2058-7058/23/12/39>.
- Søgaard, Anders. "Neural Speed Reading Audited." *Findings of the Association for Computational Linguistics Findings of ACL: EMNLP 2020*, no. 2016 (2020). <https://doi.org/10.18653/v1/2020.findings-emnlp>.
- Sudirman, Andi Mangnguntungi. "Improving the Student's Reading Ability at the Eighth Grade Students of SMP Negeri 5 Polut through Running Record Method (a Classroom Action Research)." *Ethical Lingua* 3, no. 1 (2016).
- Suriana. "The Implementation of Top Down Processing Model Through Speed Reading Method In Improving Students's Reading Comprehension," 2019.
- Syara Umma Larasita Harahap. *Improving The Students Writing Narrative Text Through Problem Based Learning At Ten Grade SMK 2 Satria Budi Perdangan*, 2019.

Tran, Thi Ngoc Yen, and Paul Nation. "Reading Speed Improvement in a Speed Reading Course and Its Effect on Language Memory Span." *Electronic Journal of Foreign Language Teaching* 11, no. 1 (2014).

Yanti Mambua. "The Effectiveness of Skimming and Scanning Techniques in Improving Student's Reading Comprehension of Grade Eleven Students of SMA Negeri 1 Tana Toraja." *Journal of Sosial Science* 1, no. 3 (2020): 93–99. <https://doi.org/10.46799/jsss.v1i3.38>.

Zahroyat, Aulia, Sujoko, and Endang Setyaningsih. "1 Improving Students' Reading Ability Using Microsoft Power Point Aulia Zahroyat, Sujoko, Endang Setyaningsih Teacher Training and Education Faculty, Sebelas Maret University." *English Education Journal* Vol 5, No. (2017).







APPENDIX 1
SURAT IZIN PENELITIAN AND
SURAT KETERANGAN SELESAI
PENELITIAN



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat: JL. KH. Hidayatullah Kota Palopo - Sulawesi Selatan (3471) 320041

ASLI

IZIN PENELITIAN
 NOMOR : 0531P/DP/PTSP/VII/2022

DASAR HUKUM :

- Undang-Undang Nomor 11 Tahun 2010 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi
- Undang-Undang Nomor 11 Tahun 2002 tentang Cipta Karya
- Peraturan Menteri Nomor 3 Tahun 2010 tentang Pemberian Surat Izin Penelitian
- Peraturan Walikota Palopo Nomor 23 Tahun 2018 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo
- Peraturan Walikota Palopo Nomor 34 Tahun 2018 tentang Penyelenggaraan Penyelenggaraan Perizinan dan Non Perizinan yang Menjadi Urusan Pemerintah Kota Palopo dan Kelembagaan Perizinan dan Non Perizinan yang Menjadi Urusan Pemerintah yang Dibebankan Pelaksanaan kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : PUTRI NAFLAH TABITAH MTH
 Jenis Kelamin : Perempuan
 Alamat : Jl. Mamanunggang Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 18 0202 0074

Maksud dan Tujuan mengadakan penelitian dalam rangka penelitian Skripsi dengan Judul :

IMPROVING STUDENTS READING ABILITY THROUGH SPEED READING USING NARRATIVE TEXT AT THE NINTH GRADE OF MUHAMMADIYAH PALOPO

Lokasi Penelitian : MUHAMMADIYAH KOTA PALOPO

Lamanya Penelitian : 05 Agustus 2022 s.d. 05 November 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

- Sebelum dan sesudah melaksanakan kegiatan penelitian berkarya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 - Mematuhi semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
 - Penelitian tidak menyimpang dari maksud dan tujuan yang diberikan.
 - Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
 - Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mematuhi ketentuan-ketentuan tersebut di atas.
- Dumikian Surat Izin Penelitian ini diberikan untuk dipergunakan sebagaimana maksudnya.

Diberikan di Kota Palopo
 Pada tanggal: 05 Agustus 2022
 Oleh :
 Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengujian dan Pemrosesan Perizinan PTSP

ERICK K. SFGA, S.Sos
 Pangkat: Penata Tk.I
 NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Dinas Kembang Pura, Sul-Gas
2. Walikota Palopo
3. Kepala HCD GRC
4. Kepala Bidang
5. Kepala Dinas Perencanaan dan Pengembangan Kota Palopo
6. Kepala Dinas Kembang Kota Palopo
7. Untuk Salinan Original ditandatangani pejabat



NSK. 202196205002

**PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN**

SMP MUHAMMADIYAH BOARDING SCHOOL (MBS) PALOPO

Jl. K.H. Ahmad Dahlan No 60 | (0471) 22713 Kota Palopo Sulawesi Selatan



NPSN 40307826

SURAT KETERANGAN SELESAI PENELITIAN
No. 301 / III.4.AU/ F / IX / 2022

Yang bertanda tangan di bawah ini :

Nama Lengkap : PAONCONGAN, S.Ag., M.Pd.I
NIP : 19730715 200604 1 013
Jabatan : KEPALA SEKOLAH

Dengan ini menerangkan bahwa :

Nama Mahasiswa : PUTRI NAFLAH TABITA MTH
NIM : 18 0202 0074
Judul Skripsi : "Improving Students Reading Ability Through Speed Reading Using Narrative Text Ninth Grade of Muhammadiyah Boarding School".

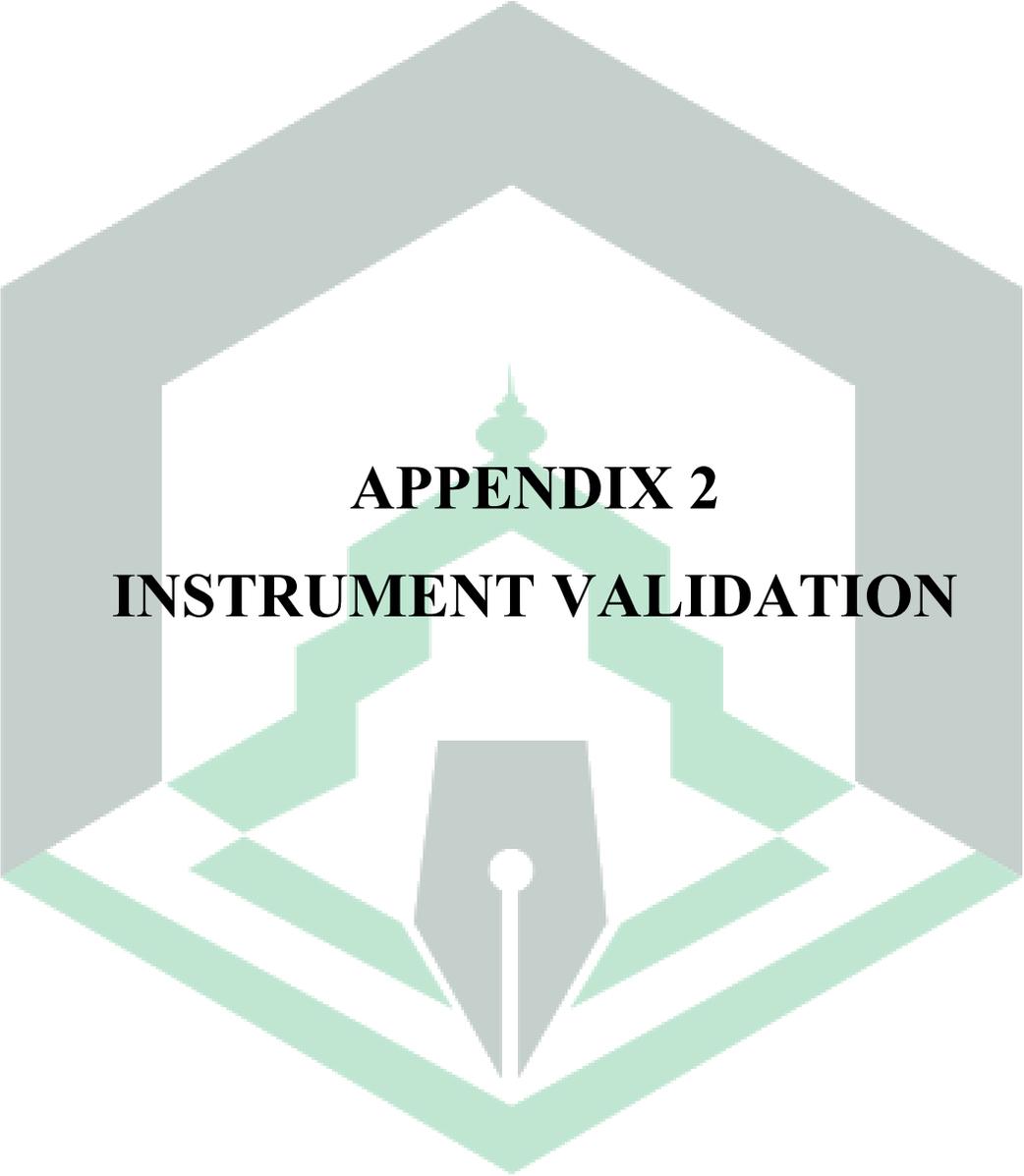
Nama tersebut di atas telah menyelesaikan penelitian di SMP Muhammadiyah Boarding School Palopo, sesuai Judul Skripsi diatas tahun ajaran 2022-2023.

Demikian surat keterangan ini di buat untuk digunakan semestinya.

Palopo, 06 September 2022
Kepala Sekolah

PAONCONGAN, S.Ag., M.Pd.I
NIP 19730715 200604 1 013





APPENDIX 2
INSTRUMENT VALIDATION

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.S., M.Hum.
NIP : 198507192018012001
Jabatan : Dosen IAIN (Institute Agama Islam Negeri) Palopo

Telah membaca instrumen penelitian berupa soal Reading untuk *pre-test* dan *post-test* yang akan digunakan dalam penelitian skripsi dengan judul **"Improving Students Reading Ability Through Speed Reading Using Narrative Text at the Ninth Grade of Muhammadiyah Boarding School Palopo"** oleh peneliti:

Nama : Putri Nafiah Tabitah Mth
NIM : 18 0202 0074
Prodi : Pendidikan Bahasa Inggris

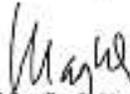
Setelah memperhatikan instrumen yang telah dibuat, maka adagun saran dan masukan untuk instrument tersebut adalah:

Instrumen (pretest dan posttest) layak untuk digunakan.
Tambahkan instruksi untuk bacaan kedua

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 18 Agustus 2022

Validator,


Dr. Magfirah Thayyib, S.S., M.Hum.
NIP. 198507192018012001

LEMBAR VALIDASI OBSERVASI

Nama : Putri Nafiah Tabitah Mth

Nim : 18 0202 0074

Judul : Improving Students Reading Ability Through Speed Reading Using Narrative Text at the Ninth Grade of Muhammadiyah Boarding School Palopo.

Dimohon kesediaan bapak/ibu sebagai validator untuk memberikan penilaian lembar observasi aktivasi proses pembelajaran yang dibuat oleh peneliti. Penilaian ini bertujuan untuk mengetahui kevalidan dari lembar observasi aktivitas proses pembelajaran. Adapun lembar validasinya sebagai berikut.

A. Petunjuk Penilaian

Dimohon untuk memberikan tanda (✓) pada setiap bagian pernyataan yang tersedia sesuai dengan penilaian bapak/ibu skala penilaian disetiap aspek terdiri dari empat tingkat yaitu:

4= Sangat Sesuai 3= Sesuai 2= Tidak Sesuai 1= Sangat Tidak Sesuai

B. Tabel Validasi

No		Skala Penilaian			
		1	2	3	4
Format					
1.	Petunjuk pengisian lembar observasi aktivitas proses pembelajaran sudah dibuat dengan jelas			✓	
2.	Petunjuk penilai lembar observasi proses pembelajaran disajikan dengan benar.				✓
3.	Jenis dan ukuran huruf pada lembar observasi aktivitas proses pembelajaran mudah dibaca.				✓
Isi					
4.	Aspek-aspek penilaian pada lembar observasi aktivitas proses pembelajaran sudah dibuat dengan benar.			✓	
Bahasa					
5.	Keberanian tata bahasa yang digunakan				✓

	(sesuai dengan aturan bahasa Indonesia yang baik dan benar)				
6.	Menggunakan pilihan kata yang sederhana dan jelas.				✓
7.	Bahasa yang dipilih mudah dipahami validator.				✓

C. Simpulan validator/penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan bapak/ibu:

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan sedikit revisi
- c. Dapat digunakan dengan banyak revisi
- d. Belum dapat digunakan

D. Komentar / Saran

Bila ada komentar, kritik, dan saran perbaikan terhadap lembar observasi aktivitas proses pembelajaran yang dikembangkan, bapak/ibu dapat menuliskannya pada bagian yang telah disediakan.

.....

.....

.....

.....

Palopo,
Validator,

Dr. Masruddin, S.S., M.Hum.
NIP. 198006132005011005

LEMBAR VALIDASI PEDOMAN WAWANCARA

Nama : Putri Nafiah Tabitah Mth

Nim : 18 0202 0074

Judul : Improving Students Reading Ability Through Speed Reading Using Narrative Text at the Ninth Grade of Muhammadiyah Boarding School Palopo.

A. Petunjuk Penilaian

1. Mohon untuk memberikan berdasarkan aspek yang diamati untuk merevisi lembar validasi pedoman wawancara.
2. Pedoman wawancara ini bertujuan untuk mengetahui kesulitan dan pemahaman yang dialami siswa dalam belajar bahasa Inggris terutama skill Reading dan Narrative text serta pengetahuan siswa tentang cerita rakyat dan mengenai respon jawaban yang diberikan siswa.
3. Pada pengisian tabel validasi dimohon untuk memberikan tanda (✓) ada setiap bagian pertanyaan yang tersedia sesuai dengan penilai bapak/ibu skala penilaian disetiap aspek terdiri dari empat tingkat yaitu :
4= Sangat Sesuai 3= Sesuai 2= Tidak Sesuai 1= Sangat Tidak Sesuai

B. Tabel Validasi

No	Aspek yang diamati	Skala penilaian			
		1	2	3	4
1.	Tujuan wawancara terlihat dengan jelas.			✓	
2.	Urutan pertanyaan dalam tiap bagian terurut secara sistematis.			✓	
3.	Butir-butir pertanyaan menggambarkan arah tujuan yang diinginkan				✓
4.	Butir-butir pertanyaan mendorong responden memberikan penjelasan tanpa tekanan.				✓

5.	Butir-butir pertanyaan mengarahkan responden untuk menjelaskan kesulitan, pemahaman serta pengetahuan yang dialami.				✓
----	---	--	--	--	---

C. Simpulan Validator/Penilai

Mohon diisi dengan melingkari jawaban berikut ini sesuai dengan kesimpulan :

- a. Dapat digunakan tanpa revisi
- b. Dapat digunakan dengan sedikit revisi
- c. Dapat digunakan dengan banyak revisi
- d. Belum dapat digunakan

D. Komentor/Saran Perbaikan

.....

.....

.....

.....

.....

Palopo,
Validator,



Dr. Masruddin, S.S., M.Hum.
NIP. 198006132005011005



APPENDIX 3
RPP
(RENCANA PELAKSANAAN
PEMBELAJARAN)

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMP/Muhammadiyah Boarding School
Kelas/Semester : IX/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 60 Menit
Pertemuan Ke : 1 (siklus 1)
Materi Pokok : Speed Reading

A. Tujuan Pembelajaran

Melalui pembelajaran Speed Reading, peserta didik diharapkan dapat meningkatkan kemampuan membaca dan memahami isi bacaan serta mengetahui teknik-teknik dalam Speed Reading. Pada siklus I guru melaksanakan dua kali pertemuan.

B. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
<ol style="list-style-type: none">1. Peserta didik memberi salam dan berdoa2. Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik3. Guru memberikan attention grabber.4. Guru menyampaikan tujuan pembelajaran tentang materi yang akan di ajarkan.
Kegiatan Inti (40 Menit)
<ol style="list-style-type: none">1. Guru menjelaskan kepada peserta didik tentang:<ol style="list-style-type: none">a. Pengertian Speed Readingb. Tujuan Speed Reading : Kalimat ide pokok diawal paragraf (kalimat utama), Kalimat ide pokok pada akhir kalimat (kalimat penutup), Ide pokok terdapat pada kalimat pertama atau kalimat terakhir, dan Ide pokok paragraf menyebar diseluruh paragraf.c. Teknik speed reading: Biasa, Melihat dengan cepat, Melihat sekilas, Skimming dan Scanning.2. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas.<ol style="list-style-type: none">1. Menjawab pertanyaan yang dilontarkan peserta didik tentang materi yang

diajarkan.

Kegiatan Penutup (10 Menit)

1. Guru menyimpulkan materi yang diajarkan.
2. Guru memberikan motivasi kepada peserta didik.
3. Guru menutup kelas.

C. Penelaian Hasil Pembelajaran

1. Penilaian Sikap : Observation Sheet.
2. Penilaian Pengetahuan : Berupa diskusi tanya jawab.





Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMP/Muhammadiyah Boarding School
Kelas/Semester : IX/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 60 Menit
Pertemuan Ke : 2 (siklus 1)
Materi Pokok : Narrative text

A. Tujuan Pembelajaran

Melalui pembelajaran Narrative Text, peserta didik diharapkan dapat mengetahui struktur dalam Narrative Text dan dapat menemukan informasi rinci dalam sebuah bacaan serta memahami isi bacaan. Pada siklus I guru melaksanakan dua kali pertemuan.

B. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
5. Peserta didik memberi salam dan berdoa 6. Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik 7. Guru memberikan attention grabber. 8. Guru menyampaikan tujuan pembelajaran tentang materi yang akan di ajarkan.
Kegiatan Inti (40 Menit)
1. Guru melanjutkan materi pada pertemuan pertama yaitu menjelaskan tentang langkah-langkah dalam Speed Reading : Rileks, Jarak antara mata dan tulisan, Hindari gerakan tubuh yang tidak perlu, Kerjasama dua tangan, dan Mengukur Kecepatan Membaca. 2. Guru menjelaskan kepada peserta didik tentang: a. Pengertian Narrative text b. Struktur Narrative Text : Orientation, Complication, Reorientation dan Resolution. 3. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas tentang materi yang diajarkan. 4. Peserta didik di minta untuk membaca sebuah cerita Narrative Text selama 1,5 menit setelah itu peserta didik di minta untuk maju kedepan menceritakan

informasi yang mereka dapat dari bacaan Narrative Text yang telah diberikan.

Kegiatan Penutup (10 Menit)

4. Guru menyimpulkan materi yang diajarkan.
5. Guru memberikan motivasi kepada peserta didik.
6. Guru menutup kelas.

C. Penelaian Hasil Pembelajaran

3. Penilaian Sikap : Observation Sheet.
4. Penilaian Pengetahuan : Berupa diskusi tanya jawab dan pengetahuan peserta didik tentang informasi yang mereka dapat dalam bacaan Narrative Text serta kecepatan peserta didik dalam membaca.



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMP/Muhammadiyah Boarding School
Kelas/Semester : IX/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 60 Menit
Pertemuan Ke : 1 (siklus 2)
Materi Pokok : Speed Reading dan Narrative Text

A. Tujuan Pembelajaran

Melalui pembelajaran Speed reading, peserta didik diharapkan dapat mengetahui bagaimana metode dalam Speed Reading serta melalui pembelajaran Narrative Text peserta didik dapat mengetahui jenis-jenis dari Narrative Text dan diharapkan dapat menemukan informasi rinci dalam sebuah bacaan serta memahami isi bacaan. Pada siklus II guru melaksanakan dua kali kali pertemuan.

B. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
9. Peserta didik memberi salam dan berdoa 10. Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik 11. Guru memberikan attention graber. 12. Guru menyampaikan tujuan pembelajaran tentang materi yang akan di ajarkan.
Kegiatan Inti (40 Menit)
2. Guru menjelaskan tentang jenis-jenis Narrative Text yaitu Foklore, Legend, Myth, Science fiction, Romance, Horror storie, Fable, History, Slice of life and Personal experience. 3. Guru menuliskan beberapa kosakata yang terdapat dalam cerita atau bacaan Narrative Text mereka baca. 4. Guru memberikan dua pilihan bacaan teks naratif dimana peserta didik akan memilih sendiri teks naratif mana yang ingin mereka baca. Setelah itu peserta didik diminta untuk membaca teks narrative dengan membaca cepat dalam waktu 1,5 menit setelah itu peserta didik diminta untuk menceritakan kembali informasi yang mereka dapatkan dari membaca teks narrative yang telah

dibacanya.

5. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas tentang materi yang diajarkan.
6. Guru mengevaluasi peserta didik tentang cerita atau bacaan Narrative Text yang diajarkan.

Kegiatan Penutup (10 Menit)

7. Guru menyimpulkan materi yang diajarkan.
8. Guru memberikan motivasi kepada peserta didik.
9. Guru menutup kelas.

C. Penilaian Hasil Pembelajaran

5. Penilaian Sikap : Observation Sheet.
6. Penilaian Pengetahuan : Berupa diskusi tanya jawab dan pengetahuan peserta didik tentang bacaan yang diberikan.



Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah : SMP/Muhammadiyah Boarding School
Kelas/Semester : IX/1
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 60 Menit
Pertemuan Ke : 2 (siklus 2)
Materi Pokok : Speed Reading dan Narrative text

A. Tujuan Pembelajaran

Melalui pembelajaran Speed reading menggunakan Narrative Text, peserta didik diharapkan dapat meningkatkan kemampuan membaca peserta didik terutama dalam menemukan informasi rinci yang terdapat dalam suatu bacaan. Pada siklus II guru melaksanakan dua kali pertemuan.

B. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 menit)
13. Peserta didik memberi salam dan berdoa 14. Guru menanyakan kondisi peserta didik dan mengecek kehadiran peserta didik 15. Guru memberikan attention grabber. 16. Guru menyampaikan tujuan pembelajaran tentang materi yang akan di ajarkan.
Kegiatan Inti (40 Menit)
5. Guru meriview kembali materi tentang Speed Reading dan Narrative Text. 6. Guru memberikan kesempatan kepada peserta didik untuk menanyakan hal yang belum jelas tentang materi yang diajarkan. 7. Guru menuliskan kosakata terkait bacaan yang akan peserta didik baca. 8. Guru memberikan dua pilihan bacaan teks naratif dimana peserta didik akan memilih sendiri teks naratif mana yang ingin mereka baca. Setelah itu peserta didik diminta untuk membaca teks narrative dengan membaca cepat dalam waktu 1,5 menit setelah itu peserta didik diminta untuk menceritakan kembali informasi yang mereka dapatkan dari membaca teks narrative yang telah dibacanya. 9. Guru membahas kembali bacaan narrative text yang telah peserta didik baca. 10. Guru mengevaluasi peserta didik tentang materi yang diajarkan

Kegiatan Penutup (10 Menit)

10. Guru menyimpulkan materi yang diajarkan.
11. Guru memberikan motivasi kepada peserta didik.
12. Guru menutup kelas.

C. Penilaian Hasil Pembelajaran

7. Penilaian Sikap : Observation Sheet.
8. Penilaian Pengetahuan : Berupa diskusi tanya jawab dan pengetahuan siswa tentang materi yang diajarkan.





APPENDIX 4

LEMBAR HASIL WAWANCARA

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Rabu, 10 Agustus 2022
Tempat Wawancara : Ruang Kelas IX
Narasumber/Responden : Fakih Afwandy Ma'Ruf
Topik Wawancara : Kesulitan yang dihadapi siswa dalam pembelajaran Reading.

Pertanyaan :

1. Apakah anda tertarik belajar Bahasa Inggris ?
= Saya tidak tertarik dalam belajar Bahasa Inggris.
2. Menurut Anda, apakah Bahasa Inggris adalah mata pelajaran yang sangat sulit?
= Menurut saya pelajaran Bahasa Inggris sangat sulit.
3. Apakah ada metode atau teknik yang digunakan guru dalam proses pembelajaran?
= Guru tidak menggunakan teknik atau metode saat pembelajaran.
4. Kesulitan apa yang dialami dalam mempelajari *Reading*?
= Sulit untuk mengetahui arti dari bacaan dan mendapatkan informasi.
5. Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?
= Menurut saya ketika memberikan suatu bacaan bahasa Inggris harus disertakan dengan artinya.
6. Apakah guru Anda pernah memberikan materi tentang *Narrative Text*?
= Untuk saat ini guru belum memberikan materi tentang Narrative Text.
7. Ketika membaca suatu bacaan, apakah anda memahami informasi yang terdapat pada teks? Dengan cara apa Anda memahami teks tersebut, apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?
= Ketika saya membaca suatu bacaan terkadang saya sulit untuk memahami isinya sehingga saya sulit untuk mendapatkan informasi, tetapi ketika saya

memahami sebagian isinya saya akan mencatatnya dan bertanya kepada guru tentang kosakata yang tidak saya ketahui.



LEMBAR WAWANCARA SISWA

Hari/Tanggal : Rabu, 10 Agustus 2022
Tempat Wawancara : Ruang Kelas IX
Narasumber/Responden : Khairul Azzam
Topik Wawancara : Kesulitan yang dihadapi siswa dalam pembelajaran Reading.

Pertanyaan :

1. Apakah anda tertarik belajar Bahasa Inggris ?
= Iya saya tertarik dalam belajar Bahasa Inggris.
2. Menurut Anda, apakah Bahasa Inggris adalah mata pelajaran yang sangat sulit?
= Sangat sulit.
3. Apakah ada metode atau teknik yang digunakan guru dalam proses pembelajaran?
= Guru tidak menggunakan teknik atau metode saat pembelajaran.
4. Kesulitan apa yang dialami dalam mempelajari *Reading*?
= Kesulitan yang saya alami adalah terkadang saya tidak mengetahui maksud dari bacaan sehingga sulit untuk menemukan beberapa informasi dalam teks.
5. Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?
= Ketika guru memberikan suatu bacaan yang menarik mungkin lebih mudah dipahami, apalagi ketika kita sudah membaca bacaan tersebut sebelumnya seperti sebuah cerita dogeng.
6. Apakah guru Anda pernah memberikan materi tentang *Narrative Text*?
= Guru belum memberikan materi tentang Narrative Text.
7. Ketika membaca suatu bacaan, apakah anda memahami informasi yang terdapat pada teks? Dengan cara apa Anda memahami teks tersebut, apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

= Ketika saya tidak mengetahui informasi dari bacaan yang telah diberikan saya bertanya kepada guru dan mencatatnya di buku.



LEMBAR WAWANCARA SISWA

Hari/Tanggal : Rabu, 10 Agustus 2022
Tempat Wawancara : Ruang Kelas IX
Narasumber/Responden : M. Rifqi Naufal Aidin
Topik Wawancara : Kesulitan yang dihadapi siswa dalam pembelajaran Reading.

Pertanyaan :

1. Apakah anda tertarik belajar Bahasa Inggris ?
= Saya sangat tertarik dalam belajar Bahasa Inggris.
2. Menurut Anda, apakah Bahasa Inggris adalah mata pelajaran yang sangat sulit?
= Menurut saya pelajaran Bahasa Inggris tidak begitu sulit.
3. Apakah ada metode atau teknik yang digunakan guru dalam proses pembelajaran?
= Guru tidak menggunakan teknik atau metode saat pembelajaran.
4. Kesulitan apa yang dialami dalam mempelajari *Reading*?
= Terkadang saya sulit untuk memahami kosakata baru yang terdapat dalam bacaan sehingga berdampak pada sulitnya untuk menerjemahkan bacaan.
5. Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?
= Menurut saya dengan memberikan bacaan yang menarik membuat saya tertarik untuk membacanya sehingga saya lebih bersemangat untuk memahami isinya atau untuk mengetahui informasi yang terdapat dalam bacaan tersebut.
6. Apakah guru Anda pernah memberikan materi tentang *Narrative Text*?
= Guru tidak memberikan materi tentang Narrative Text.
7. Ketika membaca suatu bacaan, apakah anda memahami informasi yang terdapat pada teks? Dengan cara apa Anda memahami teks tersebut, apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

= Terkadang saya mendapatkan informasi dalam suatu bacaan dan saya akan menggaris bawahi kalimat tersebut untuk mempermudah saya untuk memahami bacaan tersebut.



LEMBAR WAWANCARA SISWA

Hari/Tanggal : Rabu, 10 Agustus 2022
Tempat Wawancara : Ruang Kelas IX
Narasumber/Responden : Katsirun Nawal Abdullah
Topik Wawancara : Kesulitan yang dihadapi siswa dalam pembelajaran Reading.

Pertanyaan :

1. Apakah anda tertarik belajar Bahasa Inggris ?
= Saya tertarik dalam belajar Bahasa Inggris.
2. Menurut Anda, apakah Bahasa Inggris adalah mata pelajaran yang sangat sulit?
= Menurut saya pelajaran Bahasa Inggris tidak begitu sangat sulit.
3. Apakah ada metode atau teknik yang digunakan guru dalam proses pembelajaran?
= Guru tidak menggunakan teknik atau metode saat pembelajaran.
4. Kesulitan apa yang dialami dalam mempelajari *Reading*?
= Tidak dapat memahami isi dari bacaan yang terlalu panjang.
5. Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?
= Dengan memberikan suatu bacaan yang menarik sedikit mempermudah untuk memahami isi bacaan karena ada ketertarikan untuk membacaa bacaan tersebut.
6. Apakah guru Anda pernah memberikan materi tentang *Narrative Text*?
= Untuk saat ini guru belum memberikan materi tentang Narrative Text.
7. Ketika membaca suatu bacaan, apakah anda memahami informasi yang terdapat pada teks? Dengan cara apa Anda memahami teks tersebut, apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?
= Ketika saya menemukan beberapa kata yang saya pahami, saya akan mencatatnya di kertas.

LEMBAR WAWANCARA SISWA

Hari/Tanggal : Rabu, 10 Agustus 2022
Tempat Wawancara : Ruang Kelas IX
Narasumber/Responden : Muh. Mulki Muzzaki
Topik Wawancara : Kesulitan yang dihadapi siswa dalam pembelajaran Reading.

Pertanyaan :

1. Apakah anda tertarik belajar Bahasa Inggris ?
= Saya tertarik dalam belajar Bahasa Inggris.
2. Menurut Anda, apakah Bahasa Inggris adalah mata pelajaran yang sangat sulit?
= Tidak begitu sulit.
3. Apakah ada metode atau teknik yang digunakan guru dalam proses pembelajaran?
= Guru tidak menggunakan teknik atau metode saat pembelajaran.
4. Kesulitan apa yang dialami dalam mempelajari *Reading*?
= Terkadang saya sulit untuk memahami kosakata baru yang terdapat dalam bacaan sehingga berdampak pada sulitnya untuk menerjemahkan bacaan.
5. Menurut pendapat Anda, apa yang harus dilakukan untuk mengatasi kesulitan itu? Apakah dengan memberikan teks bacaan yang menarik dan mudah dipahami?
= Menurut saya dengan memberikan bacaan yang menarik membuat saya tertarik untuk membacanya sehingga saya lebih bersemangat untuk memahami isinya atau untuk mengetahui informasi yang terdapat dalam bacaan tersebut.
6. Apakah guru Anda pernah memberikan materi tentang *Narrative Text*?
= Guru belum memberikan materi tentang Narrative Text.
7. Ketika membaca suatu bacaan, apakah anda memahami informasi yang terdapat pada teks? Dengan cara apa Anda memahami teks tersebut, apakah dengan mengingatnya atau mencatat hal yang menurut Anda penting?

= Ketika saya mendapatkan informasi dalam suatu bacaan saya akan menggaris bawah kalimat tersebut untuk mempermudah saya untuk memahami bacaan.





APPENDIX 5

PRETEST

NAME : FAKIH AFRANSYAH MANSUR

CLASS : IX

50

Pre-Test

Read the text in 1 minute and choose the correct answer according to the text!

The following text is for question 1 to 5.

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(Sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)

1. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
2. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tavano
 - c. Canato
 - d. Nacato
3. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Everyday
 - c. Many times
 - d. Every second
4. Which statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name of the parrot
 - d. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place?
 - a. The man ate the bird.
 - b. The man sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.

Read the text in 1 minute and choose the correct answer according to the text!

The following text is for question 6 to 10.

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away. Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Sumber: ambizeducation.com/10/2)

6. Which of the following statements do you agree with?
- a. The farmer chased his wife away.
 - b. The farmer lived happily with his wife.
 - c. The farmer's wife took care of the bird.
 - d. The bird was very thankful to the farmer.
7. The farmer's new hut was....
- a. Well furnished
 - b. Built of perfumed wood
 - c. A gift from the birds
 - d. Decorated luxuriously
8. What do we learn from the text?
- a. A gift shows kindness.
 - b. Sufferings bring happiness.
 - c. Arguing makes you distressed.
 - d. A good deed deserves a reward.
9. What is the main information discussed in the third paragraph?
- a. The bird left the farmer.
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds.
 - d. The farmer was so angry and went out to find the bird.
10. The word "discovered" (paragraph 3) means....
- a. Proved
 - b. Found out
 - c. Saw
 - d. Invented

(Catano) Nawa

40

2

Pre-Test

Read the text in 1 minute and choose the correct answer according to the text!

The following text is for question 1 to 5.

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(Sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)

1. Where does the story take place?

- a. London
 b. Puerto Rico
c. Jakarta
d. Buenos Aires

2. What is the word that the parrot cannot say?

- a. Catano
b. Tactano
c. Canato
d. Nacato

3. How often did the owner teach the bird how to say the word?

- a. Always
b. Everyday
 c. Many times
d. Every second

4. Which statement is true according to the text?

- a. The parrot could say Catano
b. At last the parrot could say Catano
 c. Catano was the name at the parrot
d. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.

- a. The man ate the bird.
b. The sold the bird.
c. The man killed the bird.
 d. The man taught the bird.

Read the text in 1 minute and choose the correct answer according to the text !

The following text is for question 6 to 10.

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away. Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Sumber: ambhizeducation.com; 10:2)

7. Which of the following statements do you agree with?
- a. The farmer chased his wife away.
 - b. The farmer lived happily with his wife.
 - c. The farmer's wife took care of the bird.
 - d. The bird was very thankful to the farmer.
8. The farmer's new hut was....
- a. Well furnished
 - b. Built of perfumed wood
 - c. A gift from the birds
 - d. Decorated luxuriously
9. What do we learn from the text?
- a. A gift shows kindness.
 - b. Sufferings bring happiness.
 - c. Arguing makes you distressed.
 - d. A good deed deserves a reward.
10. What is the main information discussed in the third paragraph?
- a. The bird left the farmer.
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds.
 - d. The farmer was so angry and went out to find the bird.
11. The word "discovered" (paragraph 3) means....
- a. Proved
 - b. Found out
 - c. Saw
 - d. Invented

Pre-Test

Read the text in 1 minute and choose the correct answer according to the text!
The following text is for question 1 to 5.

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(Sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Partiwara)

1. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
2. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
3. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Everyday
 - c. Many times
 - d. Every second
4. Which statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
 - a. The man ate the bird.
 - b. The sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.

Read the text in 1 minute and choose the correct answer according to the text!

The following text is for question 6 to 10.

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away. Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Sumber: ambizeducation.com/10/2)

6. Which of the following statements do you agree with?
- a. The farmer chased his wife away.
 - b. The farmer lived happily with his wife.
 - c. The farmer's wife took care of the bird.
 - d. The bird was very thankful to the farmer.
7. The farmer's new hut was....
- a. Well furnished
 - b. Built of perfumed wood
 - c. A gift from the birds
 - d. Decorated luxuriously
8. What do we learn from the text?
- a. A gift shows kindness.
 - b. Sufferings bring happiness.
 - c. Arguing makes you distressed.
 - d. A good deed deserves a reward.
9. What is the main information discussed in the third paragraph?
- a. The bird left the farmer.
 - b. The birds welcomed the farmer
 - c. The farmer got a little casket from the birds.
 - d. The farmer was so angry and went out to find the bird.
10. The word "discovered" (paragraph 3) means....
- a. Proved
 - b. Found out
 - d. Saw
 - d. Invented

Khairul
Azzam

60

Pre-Test

Read the text in 1 minute and choose the correct answer according to the text !
The following text is for question 1 to 5.

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(Sumber: detik-detik UN Bahasa Inggris; 2005/2006; Intan Pariwara)

1. ✓ Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
2. ✓ What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
3. ✓ How often did the owner teach the bird how to say the word?
 - a. Always
 - b. Everyday
 - c. Many times
 - d. Every second
4. ✓ Which statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
5. ✓ What does the man do to the bird because the bird cannot say the name of a place.
 - a. The man ate the bird.
 - b. The sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.

Read the text in 1 minute and choose the correct answer according to the text !

The following text is for question 6 to 10.

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away. Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Sumber: ambizeducation.com; 10/2)

✓ Which of the following statements do you agree with?

- a. The farmer chased his wife away.
- b. The farmer lived happily with his wife.
- c. The farmer's wife took care of the bird.
- ✗ The bird was very thankful to the farmer.

✗ The farmer's new hut was,...

- ✗ Well furnished
- c. A gift from the birds
- b. Built of perfumed wood
- d. Decorated luxuriously

✗ What do we learn from the text?

- ✗ A gift shows kindness.
- c. Arguing makes you distressed.
- b. Sufferings bring happiness.
- d. A good deed deserves a reward.

✗ What is the main information discussed in the third paragraph?

- a. The bird left the farmer.
- b. The birds welcomed the farmer
- ✗ The farmer got a little casket from the birds.
- d. The farmer was so angry and went out to find the bird.

✗ The word "discovered" (paragraph 3) means

- a. Proved
- ✗ Saw
- b. Found out
- d. Invented

Read the text in 1 minute and choose the correct answer according to the text!

The following text is for question 6 to 10.

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away. Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

(Sumber: ambizeducation.com/10/2)

6. Which of the following statements do you agree with?

- a. The farmer chased his wife away.
- b. The farmer lived happily with his wife.
- c. The farmer's wife took care of the bird.
- d. The bird was very thankful to the farmer.

7. The farmer's new hut was....

- a. Well furnished
- c. A gift from the birds
- b. Built of perfumed wood
- d. Decorated luxuriously

8. What do we learn from the text?

- a. A gift shows kindness.
- c. Arguing makes you distressed.
- b. Sufferings bring happiness.
- d. A good deed deserves a reward.

9. What is the main information discussed in the third paragraph?

- a. The bird left the farmer.
- b. The birds welcomed the farmer
- c. The farmer got a little casket from the birds.
- d. The farmer was so angry and went out to find the bird.

10. The word "discovered" (paragraph 3) means....

- a. Proved
- d. Saw
- b. Found out
- c. Invented



APPENDIX 6
POST TEST I

NAME : fahri apriandy maraf
Class : IX

60

Post-Test Cycle 1

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 5.

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Sumber: englishahkam.com;2013/05)

1. What type of text is the above text? It is ...
 a. A narrative text
 b. A description text
 c. A recount text
 d. An expository text
2. What destroyed the homes of all rats?
 a. A group of mice did
 b. The hunter did
 c. Elephant-hunter did
 d. A group of elephant did
3. What helped the elephant's herd free?
 a. The elephant-hunter did
 b. The hunters did
 c. Entire group of rats did
 d. The trapped elephants did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 a. Identification
 b. Orientation
 c. Complication
 d. Resolution
5. At the end of the story, how was the elephant's herd?
 a. Angry
 b. Happy
 c. Sad
 d. Dead

Read the text in 1 minute and choose the correct answer according to the text !
The following text is for question 6 to 10.

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Sumber: englishadmin.com; 2018/12)

- Which the following fact is true about Kbo Iwo?
- a. Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo eat food was equal for food of thousand people
- Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - e. Because Balinese people were in hunger
- According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- a. We are not able see the beauty of Lake Batur
 - b. Bali People will never be angry
 - c. All Bali people will live in a prosperous way
 - d. Mount Batur will not be a sacred place now
- "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
- What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A mountain build by Kbo Iwa
 - c. A well dug by Kbo iwa
 - d. A mound of earth dug from the well by Kboiwa

Post-Test Cycle 1

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 5.

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Sumber: englishahkam.com; 2013 05)

1. What type of text is the above text? It is ...

<input checked="" type="checkbox"/> a. A narrative text	<input type="checkbox"/> c. A recount text
<input type="checkbox"/> b. A description text	<input type="checkbox"/> d. An expository text
2. What destroyed the homes of all rats?

<input checked="" type="checkbox"/> a. A group of mice did	<input checked="" type="checkbox"/> c. Elephant-hunter did
<input type="checkbox"/> b. The hunter did	<input type="checkbox"/> d. A group of elephant did
3. What helped the elephant's herd free?

<input checked="" type="checkbox"/> a. The elephant-hunter did	<input type="checkbox"/> c. Entire group of rats did
<input checked="" type="checkbox"/> b. The hunters did	<input type="checkbox"/> d. The trapped elephants did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

<input type="checkbox"/> a. Identification	<input type="checkbox"/> c. Complication
<input checked="" type="checkbox"/> b. Orientation	<input type="checkbox"/> d. Resolution
5. At the end of the story, how was the elephant's herd?

<input type="checkbox"/> a. Angry	<input type="checkbox"/> c. Sad
<input checked="" type="checkbox"/> b. Happy	<input type="checkbox"/> d. Dead

Read the text in 1 minute and choose the correct answer according to the text !
The following text is for question 6 to 10.

A long time ago, there lived on the island of Bali a giant-like creature named Kho Iwo. The people of Bali used to say that Kho Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Sumber: englishadmin.com; 2018/12)

6. Which the following fact is true about Kbo Iwo?
- a. Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo eat food was equal for food of thousand people
7. Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - e. Because Balinese people were in hunger
8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- a. We are not able see the beauty of Lake Batur
 - b. Bali People will never be angry
 - c. All Bali people will live in a prosperous way
 - d. Mount Batur will not be a sacred place now
9. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
10. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kboiwa

Kiyah Maulana

70

Post-Test Cycle 1

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 5.

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Sumber: englishahkam.com; 2013.05)

1. What type of text is the above text? It is ...
 a. A narrative text
 b. A description text
 c. A recount text
 d. An expository text
2. What destroyed the homes of all rats?
 a. A group of mice did
 b. The hunter did
 c. Elephant-hunter did
 d. A group of elephant did
3. What helped the elephant's herd free?
 a. The elephant-hunter did
 b. The hunters did
 c. Entire group of rats did
 d. The trapped elephants did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 a. Identification
 b. Orientation
 c. Complication
 d. Resolution
5. At the end of the story, how was the elephant's herd?
 a. Angry
 b. Happy
 c. Sad
 d. Dead

Read the text in 1 minute and choose the correct answer according to the text !
The following text is for question 6 to 10.

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Sumber: englishadmin.com;2018/12)

7. Which the following fact is true about Kbo Iwo?
- a. Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo eat food was equal for food of thousand people
8. Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - c. Because Balinese people didn't give him food
 - e. Because Balinese people were in hunger
9. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- a. We are not able see the beauty of Lake Batur
 - b. Bali People will never be angry
 - c. All Bali people will live in a prosperous way
 - d. Mount Batur will not be a sacred place now
10. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
11. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kboiwa

Khairul Azzaq

80

Post-Test Cycle 1

Read the text in 1 minute and choose the correct answer according to the text.

The following text is for question 1 to 5.

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they out open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Sumber: englishahkam.com; 2013/05)

1. What type of text is the above text? It is ...
 a. A narrative text
 b. A description text
 c. A recount text
 d. An expository text
2. What destroyed the homes of all rats?
 a. A group of mice did
 b. The hunter did
 c. Elephant-hunter did
 d. A group of elephant did
3. What helped the elephant's herd free?
 a. The elephant-hunter did
 b. The hunters did
 c. Entire group of rats did
 d. The trapped elephants did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 a. Identification
 b. Orientation
 c. Complication
 d. Resolution
5. At the end of the story, how was the elephant's herd?
 a. Angry
 b. Happy
 c. Sad
 d. Dead

Read the text in 1 minute and choose the correct answer according to the text !

The following text is for question 6 to 10.

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuilt all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Sumber: englishadmin.com;2018/12)

6. Which the following fact is true about Kbo Iwo?

- a. Kebo Iwo ate a little amount of meat
- b. Kebo Iwo is a destroyer that cannot make anything
- c. Kebo Iwo was angry because his food was stolen by Balinese people

~~X~~ Kebo eat food was equal for food of thousand people

7. Why did Kbo Iwo feel angry to the Balinese people?

- ~~X~~ Because Balinese people ate his meal
- b. Because Balinese people took his food so his barns was empty
- c. Because Balinese people didn't give him food
- e. Because Balinese people were in hunger

~~X~~ 8. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?

- a. We are not able see the beauty of Lake Batur
- ~~X~~ b. Bali People will never be angry
- c. All Bali people will live in a prosperous way
- d. Mount Batur will not be a sacred place now

~~X~~ 9. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....

- ~~X~~ a. Support
- b. Defeat
- c. Turn Against
- d. Beat

10. What is mount batur?

- a. A lake build by Kbo Iwa
- c. The mountain build by Kbo Iwa
- c. A well dug by Kbo iwa
- ~~X~~ d. A mound of earth dug from the well by Kboiwa

60

Post-Test Cycle 1

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 5.

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Sumber: englishahkam.com; 2013/05)

1. What type of text is the above text? It is ...

<input checked="" type="checkbox"/> a. A narrative text	<input type="checkbox"/> c. A recount text
<input type="checkbox"/> b. A description text	<input type="checkbox"/> d. An expository text
2. What destroyed the homes of all rats?

<input type="checkbox"/> a. A group of mice did	<input type="checkbox"/> c. Elephant-hunter did
<input checked="" type="checkbox"/> b. The hunter did	<input checked="" type="checkbox"/> d. A group of elephant did
3. What helped the elephant's herd free?

<input type="checkbox"/> a. The elephant-hunter did	<input checked="" type="checkbox"/> c. Entire group of rats did
<input checked="" type="checkbox"/> b. The hunters did	<input type="checkbox"/> d. The trapped elephants did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

<input type="checkbox"/> a. Identification	<input type="checkbox"/> c. Complication
<input checked="" type="checkbox"/> b. Orientation	<input type="checkbox"/> d. Resolution
5. At the end of the story, how was the elephant's herd?

<input type="checkbox"/> a. Angry	<input type="checkbox"/> c. Sad
<input checked="" type="checkbox"/> b. Happy	<input type="checkbox"/> d. Dead

Read the text in 1 minute and choose the correct answer according to the text !

The following text is for question 6 to 10.

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

(Sumber: englishadmin.com; 2018/12)

- ~~8.~~ Which the following fact is true about Kbo Iwo?
- ~~a.~~ Kebo Iwo ate a little amount of meat
 - b. Kebo Iwo is a destroyer that cannot make anything
 - c. Kebo Iwo was angry because his food was stolen by Balinese people
 - d. Kebo cat food was equal for food of thousand people
- ~~9.~~ Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal
 - b. Because Balinese people took his food so his barns was empty
 - ~~c.~~ Because Balinese people didn't give him food
 - e. Because Balinese people were in hunger
- ~~10.~~ According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- a. We are not able see the beauty of Lake Batur
 - b. Bali People will never be angry
 - c. All Bali people will live in a prosperous way
 - ~~d.~~ Mount Batur will not be a sacred place now
- ~~11.~~ "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose" is....
- a. Support
 - b. Defeat
 - c. Turn Against
 - ~~d.~~ Beat
- ~~12.~~ What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - ~~c.~~ The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kboiwa



APPENDIX 7
POST TSET II

Post-Test Cycle 2

Read the text in 1 minute and choose the correct answer according to the text.

The following text is for question 1 to 4.

Once upon a time, there lived an old witch. She was very cruel and likes eating people. One day, the witch caught two boys, Hansel and Gretel. The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was thinking of them. She missed them a lot. Then, she was beginning to wish that she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. Let me take you home and we become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

(Sumber: ambizeducation.com; 2022 18 1)

1. The story is about a stepmother who.....

- a. Cried every night
 b. Begged a witch for money
 c. Planned to eat the children
 d. Saved her children from a witch

2. Which statement is TRUE about the stepmother?

- a. She was the witch's friend
 b. She loved her stepchildren
 c. She hit the witch with a broom
 d. She locked her children in a cage

3. "The witch fell into the oven and the stepmother shut the door". (Paragraph 4)

The underlined word can be replaced by the word.....

- a. Closed
 b. Opened
 c. Painted
 d. Marked

4. How did the witch die?

- a. She was burnt in the oven
 b. She was trapped in a cage
 c. She was hit with a broom
 d. She was locked in her house

Read the text in 1 minute and choose the correct answer according to the text !

The following teks is for question 5 to 10.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Sumber: englishadmin.com; 2018/12)

5. What separated between one village to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
6. Who was Ah Tim?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
7. Who walked in front when they were in the forest?
 - a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
8. How could the wolves catch Ah Tim ?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. The woman cried
 - d. The wolves were good runners
9. The woman gave her son to the wolves because?
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She kept a grudge on his brother
10. What did the villagers bring sticks for ?
 - a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For building a house for the woman.

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 4.

Once upon a time, there lived an old witch. She was very cruel and likes eating people. One day, the witch caught two boys, Hansel and Gretel. The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was thinking of them. She missed them a lot. Then, she was beginning to wish that she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. Let me take you home and we become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily even after.

(Sumber: ambizeducation.com; 2022 18 1)

1. The story is about a stepmother who.....
- | | |
|-----------------------------|---|
| a. Cried every night | c. Planned to eat the children |
| b. Begged a witch for money | <input checked="" type="checkbox"/> Saved her children from a witch |
- Which statement is TRUE about the stepmother?
- | | |
|-------------------------------|---|
| a. She was the witch's friend | c. She hit the witch with a broom |
| b. She loved her stepchildren | <input checked="" type="checkbox"/> She locked her children in a cage |
3. "The witch fell into the oven and the stepmother shut the door". (Paragraph 4)
The underlined word can be replaced by the word
- | | |
|--|------------|
| <input checked="" type="checkbox"/> Closed | c. Painted |
| b. Opened | d. Marked |
4. How did the witch die?
- | | |
|---|--------------------------------|
| <input checked="" type="checkbox"/> She was burnt in the oven | c. She was hit with a broom |
| b. She was trapped in a cage | d. She was locked in her house |

Read the text in 1 minute and choose the correct answer according to the text !
The following teks is for question 5 to 10.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Sumber: englishadmin.com;2018/12)

5. What separated between one village to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
6. Who was Ah Tim?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
7. Who walked in front when they were in the forest?
 - a. Ah Tm
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
8. How could the wolves catch Ah Tim ?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. The woman cried
 - d. The wolves were good runners
9. The woman gave her son to the wolves because?
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She kept a grudge on his brother
10. What did the villagers bring sticks for ?
 - a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For building a house for the woman.

Rifai Naufal

100

Post-Test Cycle 2

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 4.

Once upon a time, there lived an old witch. She was very cruel and likes eating people. One day, the witch caught two boys, Hansel and Gretel. The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was thinking of them. She missed them a lot. Then, she was beginning to wish that she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. Let me take you home and we become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

(Sumber: ambizeducation.com; 2022: 18: 1)

1. The story is about a stepmother who.....
- | | |
|-----------------------------|------------------------------------|
| a. Cried every night | c. Planned to eat the children |
| b. Begged a witch for money | d. Saved her children from a witch |
2. Which statement is TRUE about the stepmother?
- | | |
|-------------------------------|--------------------------------------|
| a. She was the witch's friend | c. She hit the witch with a broom |
| b. She loved her stepchildren | d. She locked her children in a cage |
3. "The witch fell into the oven and the stepmother shut the door". (Paragraph 4)
The underlined word can be replaced by the word.....
- | | |
|-----------|------------|
| a. Closed | c. Painted |
| b. Opened | d. Marked |
4. How did the witch die?
- | | |
|------------------------------|--------------------------------|
| a. She was burnt in the oven | c. She was hit with a broom |
| b. She was trapped in a cage | d. She was locked in her house |

Read the text in 1 minute and choose the correct answer according to the text !
The following teks is for question 5 to 10.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Sumber: englishadmin.com;2018/12)

5. What separated between one village to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
6. Who was Ah Tim?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
7. Who walked in front when they were in the forest?
 - a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
8. How could the wolves catch Ah Tim ?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. The woman cried
 - d. The wolves were good runners
9. The woman gave her son to the wolves because?
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She kept a grudge on his brother
10. What did the villagers bring sticks for ?
 - a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For building a house for the woman.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Sumber: englishadmin.com; 2018/12)

3. What separated between one village to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills
6. Who was Ah Tim?
 - a. The young woman's brother
 - b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
7. Who walked in front when they were in the forest?
 - a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
8. How could the wolves catch Ah Tim?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. The woman cried
 - d. The wolves were good runners
9. The woman gave her son to the wolves because?
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She kept a grudge on his brother
10. What did the villagers bring sticks for?
 - a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For building a house for the woman.

Post-Test Cycle 2

Read the text in 1 minute and choose the correct answer according to the text.
The following text is for question 1 to 4.

Once upon a time, there lived an old witch. She was very cruel and likes eating people. One day, the witch caught two boys, Hansel and Gretel. The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was thinking of them. She missed them a lot. Then, she was beginning to wish that she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly. I have done a dreadful thing. Let me take you home and we become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

(Sumber: ambizeducation.com; 2022/18/1)

1. The story is about a stepmother who
- | | |
|--|--|
| a. Cried every night | c. Planned to eat the children |
| b. Begged a witch for money | X Saved her children from a witch |
2. Which statement is TRUE about the stepmother?
- | | |
|--|---|
| a. She was the witch's friend | X She hit the witch with a broom |
| b. She loved her stepchildren | d. She locked her children in a cage |
3. "The witch fell into the oven and the stepmother shut the door". (Paragraph 4)
The underlined word can be replaced by the word.....
- | | |
|----------------------|------------|
| X Closed | c. Painted |
| b. Opened | d. Marked |
4. How did the witch die?
- | | |
|--|--------------------------------|
| X She was burnt in the oven | c. She was hit with a broom |
| b. She was trapped in a cage | d. She was locked in her house |

Read the text in 1 minute and choose the correct answer according to the text !
The following teks is for question 5 to 10.

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Sumber: englishadmin.com;2018/12)

5. What separated between one village to another a long time ago in the New Territories?

- a. Another village
- b. Mountains
- c. Forests
- d. Hills

6. Who was Ah Tim?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son

7. Who walked in front when they were in the forest?

- a. Ah Tim
- b. The woman
- c. The woman's son
- d. Her brother's nephew

8. How could the wolves catch Ah Tim ?

- a. He was afraid
- b. He was stumbled by a stone
- c. The woman cried
- d. The wolves were good runners

9. The woman gave her son to the wolves because?

- a. She loved her nephew than her son
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She kept a grudge on his brother

10. What did the villagers bring sticks for ?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods.
- d. For building a house for the woman.



APPENDIX 8
LEMBAR OBSERVASI
AKTIVITAS GURU

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Pakri Noflah Tabitah Mth
 Kelas : IX
 Siklus : 1 / Pertemuan ke-1
 Nama Observer : Abdi, S-pd
 Hari/Tanggal : Selasa, 16 Agustus 2022

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang Baik 1 = Tidak Sesuai

No	Aspek yang diamati	Skala Penilaian				
		1	2	3	4	5
Pendahuluan						
1.	Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP)				✓	
2.	Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP				✓	
3.	Guru mempersiapkan media pembelajaran			✓		
4.	Guru mengecek kehadiran/absensi siswa					✓
5.	Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik		✓			
Kegiatan Inti						
1.	Guru mempersiapkan tugas yang hendak					

	dicapai					
2.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa				✓	
3.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami				✓	
4.	Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa			✓		
5.	Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa			✓		
6.	Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif			✓		
7	Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa	✓				✓
Kegiatan Penutup						
1.	Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka			✓		
2.	Guru menyimpulkan kembali materi pembelajaran.					✓
3.	Guru memberikan motivasi sebelum mengakhiri proses pembelajaran	✓				
4.	Guru menutup pembelajaran dengan bersama-sama membaca doa.				✓	

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Putri Naflah Tabitha Nth
Kelas : IX
Siklus : 1 / pertemuan 2
Nama Observer : Alodi, S.Pd
Hari/Tanggal : Rabu, 17 Agustus 2022

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang Baik 1 = Tidak Sesuai

No	Aspek yang diamati	Skala Penilaian				
		1	2	3	4	5
Pendahuluan						
1.	Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP)					✓
2.	Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP				✓	
3.	Guru mempersiapkan media pembelajaran				✓	
4.	Guru mengecek kehadiran/absensi siswa					✓
5.	Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik					✓
Kegiatan Inti						
1.	Guru menyampaikan tujuan yang hendak					

	dicapai			✓		
2.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa				✓	
3.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami			✓		
4.	Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa			✓		
5.	Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa				✓	
6.	Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif			✓		
7.	Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa					✓
Kegiatan Penutup						
1.	Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka					✓
2.	Guru menyimpulkan kembali materi pembelajaran.					✓
3.	Guru memberikan motivasi sebelum mengakhiri proses pembelajaran					
4.	Guru menutup pembelajaran dengan bersama-sama membaca doa.					✓

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Putri Naflah Tabitah Mth
 Kelas : IX
 Siklus : 2 / Pertemuan ke 1
 Nama Observer : Abdi, S.Pd
 Hari/Tanggal : Selasa, 30 Agustus 2022

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang Baik 1 = Tidak Sesuai

No	Aspek yang diamati	Skala Penilaian				
		1	2	3	4	5
Pendahuluan						
1.	Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP)					✓
2.	Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP				✓	
3.	Guru mempersiapkan media pembelajaran					✓
4.	Guru mengecek kehadiran/absensi siswa					✓
5.	Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik					
Kegiatan Inti						
1.	Guru mempersiapkan tujuan yang hendak					

	dicapai					
2.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa			✓		
3.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami				✓	
4.	Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa	✓				
5.	Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa			✓		
6.	Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif				✓	
7.	Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa					
Kegiatan Penutup						
1.	Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka			✓		
2.	Guru menyimpulkan kembali materi pembelajaran.					✓
3.	Guru memberikan motivasi sebelum mengakhiri proses pembelajaran					✓
4.	Guru menutup pembelajaran dengan bersama-sama membaca doa.					✓

LEMBAR OBSERVASI AKTIVITAS GURU

Nama Guru : Putri Nafilah Tabitah Mth
 Kelas : IX
 Siklus : 2 / Pertemuan ke 2
 Nama Observer : Abdi, SPd
 Hari/Tanggal : Rabu, 30 Agustus 2022

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh guru dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

5 = Sangat Baik 4 = Baik 3 = Cukup 2 = Kurang Baik 1 = Tidak Sesuai

No	Aspek yang diamati	Skala Penilaian				
		1	2	3	4	5
Pendahuluan						
1.	Guru mempersiapkan Rencana Pelaksanaan Pembelajaran (RPP)					✓
2.	Tujuan pembelajaran dinyatakan dalam kalimat yang jelas pada RPP				✓	
3.	Guru mempersiapkan media pembelajaran				✓	
4.	Guru mengecek kehadiran/absensi siswa					✓
5.	Guru memberikan motivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik					✓
Kegiatan Inti						
1.	Guru mempersiapkan tujuan yang hendak					

	dicapai			✓		
2.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa			✓		
3.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami					
4.	Materi pembelajaran disesuaikan dengan tingkat perkembangan dan kemampuan siswa			✓		
5.	Apabila siswa bertanya, guru memberikan jawaban dengan jelas, memuaskan, dan mudah dipahami oleh siswa					
6.	Media pembelajaran dalam pelaksanaan pembelajaran digunakan secara efektif					
7.	Guru memberikan tugas dengan memberikan arahan terlebih dahulu kepada siswa					✓
Kegiatan Penutup						
1.	Guru meminta siswa mengevaluasi materi pembelajaran sesuai pemahaman mereka					
2.	Guru menyimpulkan kembali materi pembelajaran.					
3.	Guru memberikan motivasi sebelum mengakhiri proses pembelajaran					✓
4.	Guru menutup pembelajaran dengan bersama-sama membaca doa.					✓



APPENDIX 9
LEMBAR OBSERVASI
AKTIVITAS SISWA

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : Selasa, 16 Agustus 2022
 Kelas : IX
 Siklus : 1/ Pertemuan ke 1
 Nama Observer : Abdi, S.Pd

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai sctiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :
 4= Sangat Baik 3= Baik 2= Tidak Baik 1= Sangat Tidak Baik

No	Aspek yang diamati	Skala Penilaian			
		1	2	3	4
Keaktifan Siswa					
1.	Siswa aktif mencatat materi pembelajaran				✓
2.	Siswa aktif bertanya hal-hal yang belum jelas		✓		
3.	Siswa aktif mengajukan ide		✓		
Perhatian Siswa					
1.	Siswa diam, tenang didalam kelas		✓		
2.	Siswa fokus pada materi yang dijelaskan			✓	
3.	Siswa antusias			✓	
Kedisiplinan					
1.	Kehadiran/absensi				✓
2.	Siswa datang tepat waktu		✓		

Penugasan				
1.	Siswa mengerjakan tugas sesuai dengan arahan.		✓	
2.	Siswa mengumpulkan tugas sesuai waktunya.		✓	
3.	Siswa mengerjakan semua tugas yang diberikan.		✓	

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : 17 Agustus 2022 (Rabu)
 Kelas : IX
 Siklus : 1/ Pertemuan ke 2
 Nama Observer : Abdi, S.Pd

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

4= Sangat Baik 3= Baik 2= Tidak Baik 1 = Sangat Tidak Baik

No	Aspek yang diamati	Skala Penilaian			
		1	2	3	4
Keaktifan Siswa					
1.	Siswa aktif mencatat materi pembelajaran				✓
2.	Siswa aktif bertanya hal-hal yang belum jelas			✓	
3.	Siswa aktif mengajukan ide		✓		
Perhatian Siswa					
1.	Siswa diam, tenang didalam kelas		✓		
2.	Siswa fokus pada materi yang dijelaskan			✓	
3.	Siswa antusias		✓	✓	
Kedisiplinan					
1.	Kehadiran/absensi				✓
2.	Siswa datang tepat waktu			✓	

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : 17 Agustus 2022 (Rabu)
 Kelas : IX
 Siklus : 1/ pertemuan ke 2
 Nama Observer : Abdi, S-pd

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

4= Sangat Baik 3= Baik 2= Tidak Baik 1 = Sangat Tidak Baik

No	Aspek yang diamati	Skala Penilaian			
		1	2	3	4
Keaktifan Siswa					
1.	Siswa aktif mencatat materi pembelajaran				✓
2.	Siswa aktif bertanya hal-hal yang belum jelas			✓	
3.	Siswa aktif mengajukan ide		✓		
Perhatian Siswa					
1.	Siswa diam, tenang didalam kelas		✓		
2.	Siswa fokus pada materi yang dijelaskan			✓	
3.	Siswa antusias		✓	✓	
Kedisiplinan					
1.	Kehadiran/absensi				✓
2.	Siswa datang tepat waktu			✓	

Penugasan				
1.	Siswa mengerjakan tugas sesuai dengan arahan.			✓
2.	Siswa mengumpulkan tugas sesuai waktunya.			✓
3.	Siswa mengerjakan semua tugas yang diberikan.			✓

**LEMBAR OBSERVASI AKTIVITAS SISWA DALAM
PROSES PEMBELAJARAN**

Hari/Tanggal : Selasa, 30 Agustus 2022
 Kelas : IX
 Siklus : 2 / Pertemuan ke 1
 Nama Observer : Abdi, S.Pd

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

4= Sangat Baik 3= Baik 2= Tidak Baik 1 = Sangat Tidak Baik

No	Aspek yang diamati	Skala Penilaian			
		1	2	3	4
Keaktifan Siswa					
1.	Siswa aktif mencatat materi pembelajaran				✓
2.	Siswa aktif bertanya hal-hal yang belum jelas			✓	
3.	Siswa aktif mengajukan ide			✓	
Perhatian Siswa					
1.	Siswa diam, tenang didalam kelas			✓	
2.	Siswa fokus pada materi yang dijelaskan				✓
3.	Siswa antusias				✓
Kedisiplinan					
1.	Kehadiran/absensi				✓
2.	Siswa datang tepat waktu			✓	

Penugasan				
1.	Siswa mengerjakan tugas sesuai dengan arahan.			<input checked="" type="checkbox"/>
2.	Siswa mengumpulkan tugas sesuai waktunya.		<input checked="" type="checkbox"/>	
3.	Siswa mengerjakan semua tugas yang diberikan.			<input checked="" type="checkbox"/>

LEMBAR OBSERVASI AKTIVITAS SISWA DALAM

PROSES PEMBELAJARAN

Hari/Tanggal : Rabu, 31 Agustus 2022
Kelas : IX
Siklus : 2 / pertemuan ke 2
Nama Observer : Abdi, S.Pa

Petunjuk

1. Observer berada pada posisi didalam kelas dan tidak mengganggu aktivitas pembelajaran didalam kelas.
2. Memberikan nilai setiap aktivitas yang dilakukan oleh siswa dengan memberikan tanda (✓). Skala penilaian disetiap aspek yang diamati terdiri dari empat tingkat yaitu :

4= Sangat Baik 3= Baik 2= Tidak Baik 1= Sangat Tidak Baik

No	Aspek yang diamati	Skala Penilaian			
		1	2	3	4
Keaktifan Siswa					
1.	Siswa aktif mencatat materi pembelajaran				✓
2.	Siswa aktif bertanya hal-hal yang belum jelas				✓
3.	Siswa aktif mengajukan ide			✓	
Perhatian Siswa					
1.	Siswa diam, tenang didalam kelas			✓	
2.	Siswa fokus pada materi yang dijelaskan				✓
3.	Siswa antusias			✓	
Kedisiplinan					
1.	Kehadiran/absensi				✓
2.	Siswa datang tepat waktu				✓

Penugasan					
1.	Siswa mengerjakan tugas sesuai dengan arahan.				✓
2.	Siswa mengumpulkan tugas sesuai waktunya.			✓	
3.	Siswa mengerjakan semua tugas yang diberikan.			✓	



APPENDIX 10
DOCUMENTATIONS

Students documentation on pretest Wednesday, August 10th 2022.



Students documentation on interview Wednesday, August 10th 2022.



Students documentation in Cycle I
The first meeting Tuesday, August 16th 2022.



The second meeting Wednesday, August 17th 2022.



The thrid meeting Tuesday, 23rd August 2022.



Students documentation in Cycle II
The firts meeting Tuesday, 30th August 2022.



The second meeting Wednesday, 31th August 2022



The second meeting Tuesday, 06th September 2022

