THE USE OF TRI FOCUS STEVE SNYDER TECHNIQUE TO IMPROVE THE STUDENTS ON READING SPEED SKILLS FOR THE SECOND GRADE STUDENTS OF MTS NEGERI CEPOGO BOYOLALI IN THE ACADEMIC YEAR 2015/2016

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Bahasa Inggris (S.Pd.I) in the English Department of Education Faculty State Islamic Institute (IAIN) Salatiga

By:
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ENGLISH DEPARTMENT OF EDUCATION FACULTY STATE ISLAMIC INSTITUTE (IAIN) SALATIGA
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Salatiga, March 14th 2016

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ATTENTIVE COUNSELOR’S NOTE
Case : Dewi Nur Waryani’s Graduating Paper

Dear
Dean of Teacher Training and Education
Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Dewi Nur Waryani’s graduating paper entitled “THE USE OF TRI FOCUS STEVE SNYDER TECHNIQUE TO IMPROVE THE STUDENTS ON READING SPEED SKILLS FOR THE SECOND GRADE STUDENTS OF MTS NEGERI CEPOGO BOYOLALI IN THE ACADEMIC YEAR OF 2015/2016”. I have decides and would like by the teacher training and education faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

Counselor,

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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 22th 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education.

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DECLARATION

In the name of Allah, the most Gracious and the most Merciful.

Hereby the writer fully declares that this graduating paper is composed by
the writer herself, and it is not containing materials written or has been published
by other people, and those from other references.

The writer is capable to account for the graduating paper, if in the future this
can be proved of containing other's ideas, or in fact, the writer imitates the other's
graduating paper. Likewise this declaration is made by the writer and the writer
hopes that the declaration can be understood.

Salatiga, March 14th 2016

The Writer

Dewi Nur Waryam
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MOTTO

My Life My Adventure

(Djarum Super Commerce)
DEDICATION

This graduating paper is dedicated to:

1. My God, Allah SWT who always besides me, listens to me, takes care of me, and gives me the best thing ever, also Prophet Muhammad SAW.

2. My beloved parents, my father (Suwarno) and my mother (Supriyani) who always prays, guide, patient, and motivate me to become better person.

3. My beloved brother Nanang Muhammad Syarif, and my big family who fill my life with love and affection.

4. Special thanks for my beloved Anjar Sulistiyo who always standing beside me and takes the big part in support until finishing this graduating paper.

5. My counselor, Mrs. Sari Famularsih, S.Pd.I.,M.A. Every student should be so lucky to have counselor like you.

6. All of big family MTS Negeri Cepogo Boyolali, the head master (Drs. Kirno Suwanto, M.Pd), the teacher especially Mrs. Fajar Setyorini, S.Pd. and the students of VIII F class.

7. My best friends who always gave me support and always inside me, especially for Fadilah, Niken, Dyah Koes and Mbak Kusum.

8. All of my friends TBI’11 especially A class, thanks for the cheerful and your togetherness.
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Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of States for Institute Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.PD., as the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph.D as the Head of English Language Teaching Department of States for Institute Islamic Studies (IAIN) Salatiga.
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6. All of staffs who have helped the writer in processing of graduating paper administration. 

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, March 14th 2016

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ABSTRACT


Keywords: Tri Focus Steve Snyder Technique, Reading Speed Skills.

In this modern era, language is the most important in communication especially English Language. Reading is one of skills that have educationally the most important thing to be mastered. The purpose of reading is to get and search information, understand the meaning of read. From the state above, through reading people are able to determine the reading speed. The relation between reading speed and the purpose of desired from reading activity can make reading speed flexibility. The effectiveness on reading speed can be seen from the readers’ interest and reading ability. In fact, most of the students have a low interest on reading. But actually, people know that low interest on reading ability will affect to the other languages ability, such as listening, speaking, and writing skills. This technique can grow motivation and spirit the students. This research will answer these main questions (1) How far the Tri Focus Steve Snyder technique to improve the students on reading speed skills for the second grade of MTS N Cepogo Boyolali in the academic year of 2015/2016? (2) How is the implementation of using Tri Focus Steve Snyder as a technique to improve the learning achievement of students on reading speed skills for the second grade of MTS N Cepogo Boyolali in the academic year of 2015/2016? (3) How the result of using Tri Focus Steve Snyder technique for the second grade students of MTS N Cepogo Boyolali in the academic year of 2015/2016? The object of the research is 26 students of the second grade students of MTs Negeri Cepogo Boyolali were instructed through Tri Focus Steve Snyder to Imporove Reading Speed Skills. The methodology of this research used Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. The results shows that the mean score of post test in cycle I is 156. 26 the mean score of post-test in cycle II is 236. 73. The findings show that the improvement of the students’ reading speed skills is significant after applying Tri Focus Steve Snyder technique.
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CHAPTER I

INTRODUCTION

A. Background of the study

In this modern era, language is the most important in communication especially English Language. According to Catherine (1996: 11) quote by Purniati (2014: 1)There are four language skills in English, namely speaking, listening, writing and reading. From these four skills, reading is essential factor to improve the readers to another skills listening, speaking and writing. English as an international language to get information from the other countries. It is starting from kindergarten up to the university. Learning language can happen in anytime and anywhere. Students have many times to learn English from school or in the home with their friends. There are two things which we all know about language: first that we use it for a purpose, second that it only makes sense in context. It can help the students to get more of skill in English language skills.

Reading is one of skills that have educationally the most important thing to be mastered. According to Aebersold (1997: 15) Reading is the key of learning, with reading the students get information from the text or writer opinion. Reading should be enjoyable for the students if they have motivated to read the text and they can know the meaning of the word from the reading.
Reading is what happens when people look at a text and assign meaning to the written symbols in that text.

As stated by Tarigan (2008: 8) said that “The purpose of reading is to get and search information, understand the meaning of read”. From the state above, through reading people are able to determine the reading speed. The relation between reading speed and the purpose of desired from reading activity can make reading speed flexibility. Whereas “Reading speed means flexibility of reading tempo at the time with accordance in the objectives of reading activities. It must be flexible, speed does not mean fast, but sometime speed can slowly. It happens depends on the material and the purpose of reading” said Soedarso (2006: 18). So, the reader will try to find the main idea and ignore the small things or specific details on the text.

The effectiveness on reading speed can be seen from the readers’ interest and reading ability. This situation is one of the indicators of reading learning at school. In fact, most of the students have a low interest on reading. But actually, people know that low interest on reading ability will affect to the other languages ability, such as listening, speaking, and writing skills. Tarigan (2008: 3)

From the explanation above, reading speed skill is rarely in practice by students in the class because the teacher have a limited time to provide this skill. Reading method and technique can be applied to enhance reading speed skill which is not effective and monotonic. Consequently, students’ reading skill
is relatively low especially in reading speed skill and also reading comprehension. In the other hand, the low reading speed can be influenced by the low of interest on reading. The higher interest that people have on reading, the higher motivation to keep reading. Thus, by growing the interest on reading as habit it can improve the reading speed.

Nowadays, many studies found some technique to improve students’ skill in teaching English. One of them is Tri Focus Steve Snyder Technique. The application of the technique is simple, easy and practical to practice reading speed. Tri-Focus steps, there are motivational reading, peripherals exercise, exercise speed eye movement, and concentration. (Bobbi DePorter: 2009)

Tri Focus Steve Snyder technique that will be tried by the writer to improve the students’ ability in MTS N Cepogo Boyolali especially in reading speed. That technique is expected will encourage students to be active, and the students can know about good way in reading and reading comprehension that they do and can change become a meaningful force, so improving reading and understand reading a text with quickly and correctly really materialized in students.

Based on the reason above, the writer will carry out a research with a title: “THE USE OF TRI FOCUS STEVE SNYDER TECHNIQUE TO IMPROVE THE STUDENTS ON READING SPEED SKILLS FOR THE SECOND GRADE STUDENTS OF MTS NEGERI CEPOGO BOYOLALI IN THE ACADEMIC YEAR OF 2015/2016”

B. Statement of the problem
In this research, the writer would like to focus on the following problems:

1. How far the *Tri Focus Steve Snyder* technique to improve the students on reading speed skills for the second grade of MTSN Cepogo Boyolali in the academic year of 2015/2016?

2. How is the implementation of using *Tri Focus Steve Snyder* as a technique to improve the learning achievement of students on reading speed skills for the second grade of MTSN Cepogo Boyolali in the academic year of 2015/2016?

3. How is the result of using *Tri Focus Steve Snyder* technique for the second grade students of MTSN Cepogo Boyolali in the academic year of 2015/2016?

**C. The objective of the study**

Base on the statement of the problems above, the purposes of the research are as follow:

1. To determine the effect on the ability *Tri Focus Steve Snyder* technique to improve the students on reading speed skills for the second grade of MTSN Cepogo Boyolali in the academic year of 2014/2015.

2. To determine the learning achievement of students reading skill as *Tri Focus Steve Snyder* implemented technique for the second grade of MTSN Cepogo Boyolali in the academic year of 2014/2015.
3. To find out the result of using *Tri Focus Steve Snyder* to improve the students on reading speed for the second grade students of MTSN Cepogo Boyolali in the academic year of 2014/2015.

**D. The benefits of the study**

In this research, the benefits of the study are:

1. Theoretical

   The benefits of theoretical is add development of knowledge reading speed, especially in *Tri Focus Steve Snyder* technique. The result of research can be used as the reference for those who want to conduct a research in English teaching to build students’ reading speed. Research is used for teacher in teaching English.

2. Teacher

   Giving the information about the technique for teaching English reading, get professional experience in teaching and can be used to innovative and creative learning. The teacher will be able to do the action research in his class and it can help him to solve the class’s problem.

3. Students

   Improving the student achievement in reading skill by using *Tri Focus Steve Snyder*. Moreover, students can enjoy and serious in learning process. So, student achievement can increase and students will be better than before by understanding this method.

4. School
Giving a new technique to school that can use learning English especially reading. This research also is used as a reference in solving problems about the effort of English teacher to improve reading speed. School can be used innovative way such as *Tri Focus Steve Snyder* technique.

5. Researcher

This study will be a form of dedication and application of knowledge gained, give experience to researcher, and can give contribute to others especially in education.

E. **Definition of key terms**

In this graduating paper, the writer uses Classroom Action Research (CAR). Classroom Action Research (CAR) is a study of reflective will be undertaken by the actor to improve the rational steadiness from the actions in carrying out the task and deepen understanding of the conditions in the practice of learning. In Indonesia it is called *Penelitian Tindakan Kelas (PTK)* adalah suatu bentuk kajian yang bersifat reflektif yang di lakukan oleh pelaku tindakan untuk meningkatkan kemantapan rasional dari tindakan- tindakannya dalam melaksanakan tugas dan memperdalam pemahaman terhadap kondisi dalam praktik pembelajaran. Masnur Muslich (2009: 8)

This research is composed of five definitions key terms which are essential to be described the writer desires to explain the meaning of the title consideration concisely:
1. **Tri Focus Steve Snyder**

   This technique created by Steve Snyder. He was born January, 5th 1952. He is instructor of reading from Los Angeles, United State. ([http://www.breakthroughradio.com/stevensnyder.htm](http://www.breakthroughradio.com/stevensnyder.htm)).

   Bobbi DePorter (2009) mentioned that *Tri Focus Steve Snyder* is a technique that a relatively new technique of reading. This technique has the advantages of simple, practical, and innovative. This technique is called Tri Focus Steve Snyder because the students to develop their peripherals with exercise training Tri Focus, the point of view of the concentration of the three central eyes focus on three parts of each line. It centers on the left, middle, and right text.

   *Tri Focus Steve Snyder* learning is divided into three activities, they are:

   a. Introduction, which includes the provision of motivation related to the speed reading and comprehension as well as the introduction of *Tri Focus Steve Snyder* technique.

   b. The core activities, which include the practice of reading with *Tri Focus Steve Snyder* technique. Students are introduced and practiced in peripheral development which is the core of Tri Focus technique. The simple exercise test:

      1) Look at an object directly.

      2) Extend both arms with index finger pointing up.
3) Movement of your arms into slowly to see the fingers earlier.

4) Attention the scope vision eye when looking straight ahead.

After the exercise, the teacher give the student a reading sheet which each phrase is mark as reading focus. For example: the colors of blue shows focus one, the colors of purple show focus two, and the colors of green show focus three. Students only read the text that concerns with three focus circle. This is done over again a few minutes.

c. Closing, students and teachers calculate the achievement of effective reading speed. Students directly use the concepts of real reading. After reading, students calculate the spent time for reading and then sum it up. In the end of the lesson, students answer questions relate with topics that have been read. Moreover, in the end of learning activities the teacher ask students to correct the results of tests that have done. Finally, the students calculate their effective reading speed using a formula that has been explained.

2. Technique

According to Richard (2007: 15) as quote by Ratminah (2014: 5) Technique is implementation that actually takes place in a classroom. It is particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.

3. Improve

Improving is the way to make something better.

4. Reading Speed

Reading speed is the ability to read at a high rate of speed while comprehending the material being read. A skilled speed reader is able to understand the meanings of sentences at a glance, much as one would recognize a word. The average reader reads 250 to 350 words per minute. A skilled speed reader may read over 6,000 words per minute. Shah Mahmoud, (1992: 106)

F. Limitation of the study

This research focuses on The Use of *Tri Focus Steve Snyder* Technique to Improve The Students on Reading Speed Skills for The Second Grade of MTSN Cepogo Boyolali in The Academic Year of 2014/2015. Moreover, this study is hopefully able to give an alternative teaching model in teaching reading in the class.

G. Review of previous research

There are some literary works that conduct almost the same topic that will be researched by the writer. A graduating paper from STAIN Salatiga by Inna NaililizzatuLaila, 2008. The title is “A correlative study of reading speed and reading comprehension in the second year students of SMP Islam Sultan Fatah Salatiga in the academic year of 2007/2008”. This study to correlative reading speed and reading comprehension.
The differences between my research paper and the others research above are my research is focused on the use Tri Focus Steve Snyder to improve the effective reading speed skills but from Inna NaililzzatulLaila is correlative study of reading speed and reading comprehension it is different in technique or method but it same object is reading speed.

A journal from e-Journal Mimbar PGSD Universitas Pendidikan Ganesha present a research entitled “Penerapan Teknik Tri-Fokus Steve Snyder Pada Peningkatan Kecepatan Efektif Membaca (KEM) Mata Pelajaran Bahasa Indonesia Siswa Kelas 4 SD Negeri 2 Rendang Tahun Pelajaran 2012/2013” conducted by Ni Komang Artawati, MG. Rini Kristiantari, and I Made Suara. The differences between my research and the others research above are my research focused on English learning and use recount text. The subject of my research is the second grade students of MTS Negeri Cepogo Boyolali, whereas in that journal focused on Bahasa and the subject in the fourth grade elementary students of SD Negeri 2 Rendang. The mean score in my research in post test in cycle I is 156.26 wpm and the mean score of post test in cycles II is 236.73 wpm, whereas in that journal the means score of post test cycle I 101.68 wpm and the mean score of post test in cycles II is 120.95 wpm.

H. Graduating paper organization

The researcher wants to arrange the graduating paper in order to the reader can catch the content easily. It is divided into five chapters.
Chapter I will discuss about the introduction, which consist of background of the study, statement of the problem, objective of the study, benefit of the study, definition of key terms, limitation of the study, review of the previous researches, and graduating paper organization. Chapter II is review of related literature, which discuss about definition of reading, *Tri Focus Steve Snyder* technique, the steps of *Tri Focus Steve Snyder* technique and reading speed. Chapter III will discuss research methodology of Classroom Action Research (CAR) that consists of research report and research methodology. Chapter IV is data analysis that consist of the application and analysis of the study. Chapter V is closure, which contained of conclusion of the research’s finding and suggestion.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. General Concept of Reading

1. Definition of Reading

   Reading is the process of acquiring an author’s meaning and interpreting, evaluating, and affecting those meanings, Guy L. Bond Evan Bond Langer, (1969: 4). Reading is an a visual and cognitive process to extract meaning and from writing by understanding the written text, process information, and relating it to existing experience, Mollrood (2001: 17). According to Reinking and Scheiner (in Kustaryo, 1988: 21) reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Lynn Beene (1992: 12) states that reading is the process of finding meaning in written character or symbol and of interpreting and analysis text.

   Moreover, Daniel Hittleman (cited in Dalman, 1982: 23) reading is a verbal process interrelated to thinking with all other communication abilities such as: listening, speaking and writing. Reading is the process of constructing from the printed partners on the page the ideas and information intended by the author.

   Based on the definition above, the writer comes to the summary of the definition of reading:
a) Reading is a process to learn meaning by interpretation and evaluations.

b) Reading is visual and cognitive process to get information.

c) Reading is an interpretation of graphics symbol.

d) Reading is the process of constructing from the printed partners on the page the ideas and information intended by the author.

2. The types of reading

Reading skill can be divided into four types, there are:

a. Scanning

According to Risdianto (2012: 1) scanning is reading rapidly in order to find specific facts. When scanning students only try to locate specific information and do not even follow the linearity of the passage to do so. Students simply let their eyes wander over the text until students find what students are looking for, whether it be a name, a date, or a less specific piece of information, Francoise Grallet (1988: 19) scanning on the contrary, is more limited since it only means retrieving what information is relevant to student’s purpose.

b. Skimming

Risdianto (2012: 1) states skimming is reading rapidly in order to get a general overview of the material. When skimming, students go through the material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.
Francoise Grallet (1998: 19) skimming is therefore a more through activity which requires an overall view of the context and implies a definite reading competence.

c. Intensive reading

The work of Palmer (1921) in Risdianto (2012: 1) notes that intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. Intensive reading is reading for complete understanding of entire text.

d. Extensive reading

Extensive reading is an approach to language learning, including foreign language learning, by the means of a large amount of reading. Extensive reading is rapid reading for main idea of a large amount text.

3. Principles in Teaching Reading

According to Harmer (2007: 101) says that the principle of reading its:

a. Encourage students to read as often as much as possible

   The more students read the better. The teacher should encourage them to read extensively as well as intensively.

b. Students need to be engaged with what they are reading

   In outside the classroom, when students read extensively, they should be involved in joyful reading but during lesson, the teacher
should ensure students that they are engaged with the topic of a reading text and asked to do the activities dealing with it.

c. Encourage students to respond to the content of a text and explore the feeling about it, not just concentrate on its construction.

   It is important for students to read a text in order to find out such things as the way they use language. The meaning or the message of the text is just as important. As a result is the teacher must give students a chance to respond to that message, especially they should be allowed to show their feeling about the topic.

d. Prediction is a major factor in reading

   Before start reading, the readers usually predict the content from the book cover. It gives the readers a clue about what is in the book. The moment which the reader gets a clue, our brain starts predicting what the text going to be read. In class, teacher should give students hints so that they also have a chance to predict what is coming.

e. Match the task to the topic when using intensive reading task

   Once decision about what reading text that students are going to read based on their level, the topic of the text and its linguistic, the teacher needs to choose a good reading tasks for example the right kinds of questions, appropriate activities during and after reading and useful study exploitation, etc.
f. Good teachers exploit reading texts to the full

Reading text is full of sentences, words, ideas, descriptions, etc. A good teacher integrates the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life.

B. Reading Speed

1. Definition of Reading Speed

Reading Speed is a variety of the activities which students do in a relatively short time and reading to understand the content correctly according the outline. In reading speed activity, their eyes look into the object directly. Reading speed ability of a person is not only measure how many words that student had been read every minute, but also it can be seen from the students’ percentage in understanding reading content.

According to Soedarso (2006: 18) Reading speed is a flexibility of reading tempo at the time with accordance in the objectives of reading activities. It must be flexible, speed does not mean fast, but sometime speed can be slowly. It happens depend on the material and the purpose of reading.

According to Nurhadi (2008: 31) read speed and effective are kind of reading that prioritized a speed without leave the understanding of
reading aspect. Thus, students in reading not only about a speed as a standard, but also with the understanding of the reading content. Reading speed is reading a system with calculate a reading time and increase of understanding the reading materials. If student are able to read a little bit of time and a high understanding then they can be said as a speed reader.

From the definitions above, it can be concluded that reading speed is reading activity which focuses on the content of reading accurately with a relatively short time. Reading speed skill provides the opportunity for readers to read widely. The parts are very well known or understood ignored. Attention can be focused on a new parts or parts that have not been mastered.

2. Struggle of reading speed

Students who do not get counseling or specific training in reading speed often feel tiredness in reading because of slow reading, no passion, bored, cannot stand reading books, and need more time to finish the thin book. It can be reinforced by bad habits in reading. To make the student be able to read speed. To get reading speed, the things that can hamper a speed in reading should be eliminated.

According to Soedarso (2006: 5) there are several factors that can hamper reading speed as follows:

a. Vocalization

Vocalization or reading in a voice delay to read, it means
saying word for word to complete sentence. Mutter with the
mouth closed and the voice is not heard, It also includes reading aloud.

b. Mouth Movement

Mouth movement or muttering while reading, though no voice, at the latest time with reading aloud. Reading speed aloud or by mouth movements only a quarter of the silent speed of reading. By mouth movement, the student more frequent regression because when their eyes can move quickly forward, the voice is still behind.

c. Head Movement

Childhood, the vision is still difficult to control the whole of the reading. As a result, students move his head from left to right to read lines of text completed. As adult, the people vision can be optimal and they should be able to make their eyes moving. By eyes movement, people can focus the view. It is one of the similarities with writing skill. People do not need to move his head because moving the eyes faster and easier than moving the head.

d. Pointing the finger

During learning to read, students must say word by word from what was they read to ensure that nothing missed, it is done with a help of a finger or a pencil that pointing word for word. In this way practiced continuously and nothing gave furthermore guidance that actually do not need to be done if people had been able to read.
Finally, that way becomes a habit and carried into adult. Read by pointing the finger or others it can hamper in reading because hand movements slower than eyes movements.

e. Regression

In reading, the eyes should move to right in catch the words on the next lines. However, the eyes move back to reread a word or a few words before. That habits always return (regression) back to see the word or a few words read recently it becomes a serious obstacles in reading.

3. How to improve reading speed

To get efficiency in reading speed, the key is always practice. There are several techniques in reading speed, there are eye movements in reading, widen reach the eyes and concentration improvemen.

According to Soedarso (2006: 16) how to increase reading speed there are:

a. To see with the brain because the brain can absorb what the eyes looks, perception and interpretation brain of the text can be seen by the eyes, can be affect the understanding of reading.

b. The eye toward moving on a word target and jump to the next target.
c. Widen the range and jump to the eyes that the fixation includes two or three words.

d. Read one fixation to a unit of understanding, and (e) increase the concentration that the reader will be more quickly understand and reading comprehension.

Moreover Nurhadi (2005: 30) said that the way to increase reading speed there are:

a. Applying the methods and techniques of reading.

b. Selecting a particular aspect of reading required in accordance with the purpose of reading.

c. Habituating to reading in groups of words.

d. Repeat the phrase that has been read.

e. Do not stop long at the beginning of the line or sentence

f. Searching for key words that mark the beginning from the main ideas of a sentence.

g. Ignoring the words of repetitive tasks like that, on, off, and on.

h. If writing in the form of a column, then directed vertical eyes movement.

So, to increase the reading speed of students can be motivated that it is easy and enjoyable read.

Bobbi DePorter and Herncki (2009:253) said that “In learning activities, students need to be motivated grow a passion to change about effective speed reading them. The first motivation that given was convince the
students with these sentences: read it easily, I am a speed reader, I am able to read quickly and understand its contents. Before starting reading, students also asked to prepare, because it can double the speed reading directly. Students asked to make preparations before reading are: Minimizing disturbance, Sitting upright stance, glimpsing of the text.

Theoretically, the reading speed can be increased two until three times from original speed. By knowing the methods and techniques to develop reading speed appropriate, followed by intensive practice, eliminating bad habits when reading, and adapting to speed read, then the reading speed can be increased.

C. The Effective Speed Reading

Yeti Mulyati (2003) mentioned that Effective Reading Speed is a mix of eyes movement or visually by a person cognitive abilities in reading. In other words, effective Speed Reading is a combination of the average speed reading with understanding the content of reading. In the reading process, there are two main components that work in a dominant, which is the eye to see the graphic symbols, brain work to understand and interpret graphical symbols that have been seen to complete the information, whereas physical abilities such as the ability of the eyes see the text reading, hereinafter referred to as visual ability, whereas the psychiatric ability that involves the ability to think and reason, it is called cognitive abilities.
From the explanation above, Effective Speed Reading is a reflection of the ability to real reading, which involves the measurement of two major components involved in the reading process. Therefore, the reading ability is called the effective reading speed if happens a blend of reading speed and reading comprehension as a whole contents or a blend of visual and cognitive abilities in the reading process.

D. How to Measure of the Effective Speed Reading

According Soedarso (2004: 14) Effective Reading Speed is a blend of reading speed and ability to understand the content of reading. In general, students read more slowly than their ability due in a part because intelligence level only able to read 125 kpm (words per minute).

To determine the effective reading speed, need data about the reading speed scores and the content of reading comprehension percentage. Data on the read speed score can be determined if amount of words read and time of reading is known. How to calculate the score reading speed is dividing the number of words read with reading time.

While, to obtaining data about the percentage of reading content comprehension objective, of course needs a tool to measure it, the tool is test. To measure the cognitive aspect, the test is more appropriate than nontes. The ability of understanding someone cannot be predicted through observation. To determine the percentage of person understands of the content reading material is by dividing the score of the reading comprehension test that can be
correct answered with ideal score then multiplied by 100 percent Harjasujana dan Mulyati (1997: 68).

Based on explanation above, it can be made a few alternatives effective reading speed formulas that can be used to calculate and determine effective reading speed. Alternative formulas include:

a. \[ \frac{JK}{Wm} \times \frac{B}{SI} = \ldots \text{wpm} \]

b. \[ \frac{JK}{WD: 60} \times \frac{B}{SI} = \ldots \text{wpm} \]

c. \[ \frac{JK}{Wd} \times \frac{B}{SI} \times 60 = \ldots \text{wpm} \]

\( JK \) : the amount of words read  
\( Wm \) : time to read in minutes  
\( Wd \) : time read in second  
\( B \) : the correct answer  
\( SI \) : ideal score or maximal score  
\( Wpm \) : word per minute

From the clarification above, the researcher uses the formula to calculate the Effective Speed Reading:

a. Reading Speed

\[ Reading \ speed = \frac{JK}{Wd} \times 60 \text{ second} = \ldots \text{wpm} \]

b. The Ability of Student Understanding

\[ The \ ability \ of \ understanding = \frac{B}{SI} \times 100\% = \ldots \% \]
Based on the formula above, Effective Reading Speed can calculate with formula as follows:

\[
\text{Effective Reading Speed} = \text{Reading Speed} \times \text{The ability of understanding}
\]

**E. Tri Focus Steve Snyder Technique**

Tri Focus Steve Snyder technique is training peripheral eyes view concentration centralized in three point focus or three parts each line, Most concentrated on the left, middle portion, and partly right. This technique was created by Steve Snyder, a reading instructor. He was born in Los Angeles, United States on January, 5th 1952. ([http://www.breakthroughradio.com/stevensnyder.htm](http://www.breakthroughradio.com/stevensnyder.htm)).

Bobbi DePorter (2009) mentioned that Tri-Focus Steve Snyder is a technique that a relatively new technique in reading. This technique has the advantages of simple, practical, and innovative. This technique is known by Tri Focus Steve Snyder because the students can develop their peripherals with exercise training Tri Focus, the point of view of the concentration of the three central eyes focus on three parts of each line. It centers on the left, middle, and right text.

DePorter and Hernacki (2009: 270) said that in reading, view peripherals that is wider it means the ability to receive more information at one time. Students will read speed if they understand the phrase in one glance.
Therefore, peripherals view must be trained and improved so that become wider and sharper.

According Steve Snyder in DePorter & Hernacki (2009: 272) said that never teach Supercamp students in the United States to develop peripherals to exercise Tri Focus technique. This exercise also eliminates the habit of focusing on a word separately and repair the habit to read one by one word separately. In practice Tri Focus, students are divided each line into three parts. When reading, the eyes centered on a third part of the left, then a third of the middle, and the last third to see each group of words through peripheral vision rather than looking at each word.

Steve has magic book to help students practice reading by this technique. Because in the book there are no words. The first thing that students do in this book is not use the words, but each page is composed by symbols like this:

```
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  
  _____ * _____  _____ * _____  _____ * _____  
  * * * * *  * * * * *  * * * * *  

: Words in the text

*: Focus view
To read the magical book, students only focus on one third of the left with a central focus on the star, and a third part of the middle, and then a third of the right. So, the students will focus in the left with a focus on the star, the middle portion, and some are right. This is over and over again in a few minutes. Stars are the focus, while the lines are the words in a sentence. When students imagine reading page by page of this exercise the student will look that book is not about what was read, but about how to read.

DePorter & Hernacki (2009: 272) When students move the eyes, the most important aspect of this exercise is to imagine how great this book and how fun to read speed with more understanding. When the students move the eyes to move from one star to the others star, students were asked to count on themselves rhythmically 1, 2, 3, 1, 2, 3 and so on repeatedly. Students are directed to use these concepts to read actually the text have been prepared by the teacher. Tri Focus exercise held for twenty to forty seconds, several times a day. After tri focus practicing continued by reading book. Students will imagine each line into three, then the eyes will jump into the middle of each part, with looking at the word peripheral edges regularly.
CHAPTER III

METHODOLOGY OF RESEARCH

A. The Method of Research

In this study, the writer will apply a classroom action research. According to Arikunto (2007:2), methodology of this research comes from three words, classroom, action and research. So, there are three terms that can be explained.

1. Research

Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something that attract the researcher interest and important for him/her.

2. Action

Action is some activities deliberately done by having several aims, in the research in form activities cycles.

3. A classroom

A classroom is a group of students in same time have some lesson from teacher.

Beside the definition above, there are some other definitions of classroom action research. According to Kemmis (1988) as quoted by Hopkins (1993: 44), Classroom Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational
practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out.

B. **Place and Time of Research**

The research is located at MTs Negeri Cepogo Boyolali. MTs Negeri Cepogo Boyolali is located in Gunung Wijil Village, Bakulan, Cepogo Boyolali. The research was applied for the second grade students in this school. The students get motivation in learning English even they still have some difficulties in the way of reading and reading comprehension.

The classroom action research was done from November 2015 to January 2016. The description of the building of MTs Negeri Cepogo Boyolali are as follows: the facilities and infrastructure in MTs Negeri Cepogo Boyolali consist of classroom, chemistry laboratory, computer laboratory, library, head master room, teacher room, administrative room, consulting room, mosque, toilet for teacher, toilet for students, canteen, and etc.

The classroom action research was done in November 2015 until January 2016. The schedule of research can be drawn in the table below:

**Table 3.1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thursday</td>
<td>Observation</td>
<td>MTs Negeri Cepogo Boyolali</td>
</tr>
<tr>
<td></td>
<td>November, 19th 2015 10.00-12.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>Teaching learning process by Tri Focus Steve Snyder Technique</td>
<td>In the classroom for the second grade students of MTs Negeri Cepogo Boyolali</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2.</td>
<td>January, 20\textsuperscript{th} 2016 07.00-08.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saturday January, 23\textsuperscript{rd} 2016 07.00-08.35</td>
<td>Teaching learning process by Tri Focus Steve Snyder Technique</td>
<td>In the classroom for the second grade students of MTs Negeri Cepogo Boyolali</td>
</tr>
</tbody>
</table>

C. **The Subject of the Research**

The subject of the research is class of the second grade students of MTs Negeri Cepogo Boyolali in the academic year of 2015/2016. It consists of 26 students with 6 boys and 20 girls. The writer chooses F class because of the students in this class have high motivation in learning English.

D. **The Procedure of Research**

This study uses classroom action research, the writer will do the research in two cycles those are cycle I and cycle II and there are 1 meeting in each cycle. Both cycle are same, the steps in every cycles are as follows:

1. **Planning**

The activities in the planning are as follow:
a. Preparing the materials, making lesson plan, and designing the steps of doing the action.
b. Preparing students attendance list and scoring.
c. Preparing teaching aids (e.g. symbol *Tri Focus Steve Snyder* and recount text, rewards, etc).
d. Preparing sheets for class observation (to know the situations of teaching learning process when the method or technique or mode is applied).
e. Preparing a test (to know whether students improve or not)

2. Action

a. Giving pre test.
b. Teaching reading speed by using *Tri Focus Steve Snyder* technique.
c. Giving opportunity to the students by asking the difficulties while in the classroom.
d. Asking the students to read by using *Tri Focus Steve Snyder* technique and calculate the read time.
e. Giving post test.

3. Observation

Observation is one of the instruments in collecting data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students’ feeling, thinking, and something they do in teaching learning process. The writer will analyze the
result of pre test and post test to know whether the students’ reading speed improve or not.

4. Reflection

The result of the observation is analyzed. It is to remember what happened that has been recorded in observation. Reflection seeks to make sense of the process, problem and real issues in strategic action. The research appears reflection has an evaluating aspect, it asks the researcher to expand the experience, to judge whether effects were desirable, and suggest ways of performing. Then the next cycle can designed to be better. The procedure are briefly described in the following scheme:

E. Technique of Collecting Data

The researcher will present the act of collecting data are as follows:

1. Observation

The researcher got the headmaster’s permission to collect data by doing observation in the school, it was November, 19th 2015 After the permission was given, the writer met the English teacher to make appointment to do the
observation. Then, the writer observed the teaching-learning activity in the classroom to knew how to teach the second grade students and how much the capability of students.

2. Test

The researcher used pre-test and post-test. Pre-test gave for students before the lesson (implementation of Tri Focus Steve Snyder and reading speed) was begin. Whereas post-test gave for students after the teaching-learning activity. Those were, pre-test and post-test, used to know the differences of students’s comprehension and reading speed skill between before and after the teaching-learning activity.

3. Documentation

The researcher needs some documentations and data to know about the school situation of this research. Documentation included not only the official organizational papers, report, brochures but also the more work-day, work plans, and materials which gotten from head master, so this research can produce good finding.

Table 3.2

Rubric assignment of effective reading speed

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-105 wpm</td>
<td>Poor</td>
<td></td>
</tr>
<tr>
<td>105-210 wpm</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>210-350 wpm</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>350-525 wpm</td>
<td>Excellent</td>
<td></td>
</tr>
</tbody>
</table>
F. Technique of Data Analysis

1. Descriptive Technique

A descriptive technique is used to know students’ behavior during the teaching learning process. In this case the Writer used field notes in which record all activities in the classroom and photo students in learning process.

2. Statistical Technique

A statistical technique is used to summarize data using numbers. This technique is used to know the students score of writing in each cycle. The formulas to analyzing the data are as follow:

   a. Reading Speed

   \[
   \text{Reading speed} = \frac{JK}{Wd} \times 60 \text{ second} = \cdots \text{wpm}
   \]

   b. The Ability of understanding

   \[
   \text{The ability of understanding} = \frac{B}{SI} \times 100\% = \cdots \%
   \]

   c. Effective Reading Speed (KEM)

   \[
   \text{KEM} = \text{Reading Speed} \times \text{The ability of understanding} = \cdots \text{wpm}
   \]

   d. Mean calculation

   The mean is the average value of multiple pieces of data. The mean value can be determined by dividing the amount of data with the number of data. The formula is:
\[ M = \frac{\sum F \times x}{N} \]

- **M**: Mean
- \( \sum F \times x \): The sum of student’s score
- **N**: The total number of students

e. **SD (Standard Deviation)**

The writer will calculate Standard Deviation with formula as follows:

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

- **SD** = Standard Deviation for one sample t-test
- **D** = Difference between pre-test and post-test
- **N** = Number of observation

f. **T-test**

After calculating the SD, the writer will calculate T-test to know if there any significant differences between pre-test and post-test with the formula as follows:

\[ t = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD}{\sqrt{N - 1}}} \]

- **t** = T-test for differences of pre-test and post-test
- **SD** = Standard Deviation for one sample t-test
- **D** = Difference between pre-test and post-test
- **N** = Number of observations in sample
G. General Situation of MTs Negeri Cepogo Boyolali

School : MTs Negeri Cepogo Boyolali
Address : Gunung Wijil RT 07/ RW 03
District : Cepogo / Boyolali
Status : Accreditation A
Telp/ fax : (0276) 3330845
Email Address: mtsncepogo@kemenag.go.id

MTs Negeri Cepogo Boyolali is a junior high school located at Gunung Wijil RT 07/ RW 03, Bakulan, Cepogo, Boyolali. The school was built in 1952 and moved to MTs Negeri in 1997. The location of this school is in the middle of the village. The location near from mountain merapi. The distance between of the school and highway is about 6 km.

The width of this school is about 2545m². It has 18 classrooms, office, laboratory and others. The environment is clean and cool. At the yard, there are various flowers and plant. There are many big trees near the school. Therefore, the sceneries make the school looks beautiful and cool atmospheres. Beside the school, there is mosque which is used to pray together exactly in dhuhur time. In the morning the students always together doing dhuha. The students and the teachers always pray together in the Mosque. They use to go to the mosque when they hear the bell on the second rest.
The total number of students of MTs N Cepogo Boyolali in the academic year of 2015/2016 is 580. They consist of 201 students of the first grade, 177 students of the second grade and 202 students of the third grade. In this research, the writer chooses the first grade students as the sample of the research.

1. The Teachers and Staff MTs Negeri Cepogo Boyolali.

The formal education needs qualified people to work as teachers and some as administrators to undertake good teaching learning process. In this school, there are 38 teachers and 10 staff. Drs. Kirno Suwanto M.pd took as head masters. Those teachers in this school teach different subject matter out of 17 subjects matters. There are: Indonesian Language, Javanese Language, Mathematics, Computer, Civic Education, English, Social Sciences, Natural Sciences, Islamic Education, Sport, Education Trade System, Arabic Literature, Biology, Ushuludin, Chemistry, Psychology, and Indonesian Language and Literature. While the staff members in this school consist of head of administration, administrative staff, librarian, cleaning service, gardener, and security guard. Both of them do actively their job in teaching learning process.


MTs Negeri Cepogo Boyolali consists of 28 buildings to support in teaching learning process, they are 18 classrooms. The other buildings are head master room, teacher room, library, counseling room, administration office,
computer laboratory, chemistry laboratory, canteen, mosque, toilet, and another. The condition all of them are good.

3. The Data of Students in Reading Speed Class by Using Tri Focus Steve Snyder Material.

The writer conducted this action research in MTs N Cepogo Boyolali especially concern in F class of the second grade students of MTs N Cepogo Boyolali. This class consists of 26 students, they are 6 males and 20 females. The data could be seen in the table below:
Table 3.3
The Students of F Class For The Second Grade Students of MTs Negeri Cepogo Boyolali in the Academic Year 2015/2016

<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAME</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>3630</td>
<td>DARMINI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>2.</td>
<td>3633</td>
<td>DUWI KUSMIYATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>3.</td>
<td>3644</td>
<td>EVA ARYANTI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>4.</td>
<td>3660</td>
<td>JOKO SULISTIYAWAN</td>
<td>MALE</td>
</tr>
<tr>
<td>5.</td>
<td>3668</td>
<td>LAILATUL MUKARROMAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>6.</td>
<td>3670</td>
<td>LATIFAH AINUN NAIM</td>
<td>FEMALE</td>
</tr>
<tr>
<td>7.</td>
<td>3671</td>
<td>LILIS TRIYANI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>8.</td>
<td>3674</td>
<td>LUTFI RAHMALIA</td>
<td>FEMALE</td>
</tr>
<tr>
<td>9.</td>
<td>3676</td>
<td>LYA RAHMAWATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>10.</td>
<td>3680</td>
<td>MIRATUS SOLIKAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>11.</td>
<td>3689</td>
<td>MUHAMAD ROSYID RIDLO</td>
<td>MALE</td>
</tr>
<tr>
<td>12.</td>
<td>3695</td>
<td>MUHAMMAD MUSTAQIM</td>
<td>MALE</td>
</tr>
<tr>
<td>13.</td>
<td>3696</td>
<td>MUHAMMAD RIFKI FAUZI</td>
<td>MALE</td>
</tr>
<tr>
<td>14.</td>
<td>3699</td>
<td>NUR KHAYATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>15.</td>
<td>3712</td>
<td>RAHAYU TRI UTAMI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>16.</td>
<td>3714</td>
<td>RATNA DEWI INDAYANI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>17.</td>
<td>3721</td>
<td>RINAWATI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>18.</td>
<td>3730</td>
<td>RIZQI FARIH FAUZI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>19.</td>
<td>3731</td>
<td>RUSTANTRI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>20.</td>
<td>3737</td>
<td>SILFI INDAHSARI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>21.</td>
<td>3742</td>
<td>SITI RO’FIAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>22.</td>
<td>3745</td>
<td>SRI HASTUTI</td>
<td>FEMALE</td>
</tr>
<tr>
<td>No</td>
<td>ID</td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>23</td>
<td>3761</td>
<td>TRI ADI YULIYANTO</td>
<td>MALE</td>
</tr>
<tr>
<td>24</td>
<td>3772</td>
<td>WIWIK NUR JANAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>25</td>
<td>3773</td>
<td>YENI KHULAIFAH</td>
<td>FEMALE</td>
</tr>
<tr>
<td>26</td>
<td>3774</td>
<td>YULI UTAMI</td>
<td>FEMALE</td>
</tr>
</tbody>
</table>
CHAPTER IV

DATA ANALYSIS

A. Result

In this implementation, the researcher has arranged two cycles. Those are cycle I and cycle II. In each cycle the steps are: planning, acting, observing, and reflecting.

1. Cycle I

   a. Planning

      The first activity in this research is planning. The activities should be prepared are:

      1) The researcher preparing the material, making lesson plan, and designing the steps in doing the action.

      2) Preparing sheets for classroom observation (to know the situations of teaching learning process when the method or technique or mode is applied).

      3) Preparing teaching aids (board maker, dice, Tri Focus Steve Snyder symbols, paper sheet, etc).

      4) Preparing a test (including pre-test and post-test).

   b. The Implementation of the Action

      On Thursday, 20th of January 2016 the researcher with her partner entered the second year class of MTs Negeri Cepogo Boyolali. Fortunately, English class began in the first hour. So, the students still spirit, fresh and
enthusiastic to get lesson. Before the researcher began the class she
introduced herself and told the students her purpose to do the action
research. After that, the teacher started in explaining the little material.
She explained about the definition of recount text, and brainstorming
about recount text. Then, the teacher gave the pre test for the students.
After that, the teacher gave explain how to answer the test. On first test,
the students wrote the time to start reading. After that the teacher gave
instruction to read. On the reading stage, overall students still read with
vocalization, mouth movement, head movement, and pointing the finger.
After that, the students did the assignment individually for ten minutes and
submitted the answer sheet to the teacher.

After the pre test end, the teacher gave explanation about the
definition of recount text, structure of the text, and language features that
is used in recount text. After that the teacher asked the students
understand about the explanation of recount text or not, but there are
some students that unclear about it. To be continued, the teacher
explained about *Tri Focus Steve Snyder* and reading speed. The teacher
explain bad habit and good habit on reading speed, the way of wide
peripherals eyes and the teacher gave *Tri Focus Steve Snyder* symbols.
Then, the students eyes movement practiced with look the symbols of Tri
Focus. After that, the teacher gave post test and the students did it. The
instruction still same with pre test. The teacher instructed to write the
time to start reading. Then the students read the text and calculated their own reading speed. After that the students answered the task.

c. Observation

In observation, the teacher observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning recount text using *Tri Focus Steve Snyder* technique.

When pre test going on, the students’ condition in learning reading speed were still low level. It is shows when the students work pre test. They still confused to understand the content of recount text and the effective reading speed still low. But, after the teacher explaining the material, things that can hamper reading speed and things that can increase the reading speed the students can understand it and the students can eliminate bad habit in reading.

Furthermore, to know there is a significant improvement of reading comprehension, the researcher analyzed by using t-test calculation from the result of pre test and post test. Before analyzing t-test, the researcher will show the data presentation of pre test and post test.

1) Score of cycle I

**Table 4. 1**

The result of pre test and post test in cycle I
<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ name</th>
<th>Pre test</th>
<th>Post test</th>
<th>Post-pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Darmini</td>
<td>35</td>
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<td>91</td>
<td>8281</td>
</tr>
<tr>
<td>2.</td>
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<td>245</td>
<td>175</td>
<td>30625</td>
</tr>
<tr>
<td>3.</td>
<td>Eva Aryanti</td>
<td>67</td>
<td>180</td>
<td>113</td>
<td>12769</td>
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<tr>
<td>4.</td>
<td>Joko Sulistiyawan</td>
<td>33</td>
<td>170</td>
<td>137</td>
<td>18769</td>
</tr>
<tr>
<td>5.</td>
<td>Lailatul M</td>
<td>62</td>
<td>150</td>
<td>88</td>
<td>7744</td>
</tr>
<tr>
<td>6.</td>
<td>Latifah Ainun N</td>
<td>18</td>
<td>116</td>
<td>98</td>
<td>9604</td>
</tr>
<tr>
<td>7.</td>
<td>Lilis Triyani</td>
<td>62</td>
<td>131</td>
<td>69</td>
<td>4761</td>
</tr>
<tr>
<td>8.</td>
<td>Lutfi Rahmalia</td>
<td>22</td>
<td>183</td>
<td>161</td>
<td>25921</td>
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<td>9.</td>
<td>Lya Rahmawati</td>
<td>57</td>
<td>155</td>
<td>98</td>
<td>9604</td>
</tr>
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<td>Miratus Solikah</td>
<td>62</td>
<td>187</td>
<td>125</td>
<td>15625</td>
</tr>
<tr>
<td>11.</td>
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<td>98</td>
<td>197</td>
<td>99</td>
<td>9801</td>
</tr>
<tr>
<td>12.</td>
<td>Muhammad M</td>
<td>60</td>
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<td>130</td>
<td>16900</td>
</tr>
<tr>
<td>13.</td>
<td>Muhammad Rifki</td>
<td>106</td>
<td>148</td>
<td>42</td>
<td>1764</td>
</tr>
<tr>
<td>14.</td>
<td>Nur Khayati</td>
<td>40</td>
<td>63</td>
<td>23</td>
<td>529</td>
</tr>
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<td>15.</td>
<td>Rahayu Tri Utami</td>
<td>124</td>
<td>131</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>16.</td>
<td>Ratna Dewi I</td>
<td>40</td>
<td>109</td>
<td>69</td>
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<td>17.</td>
<td>Rinawati</td>
<td>107</td>
<td>145</td>
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<td>18.</td>
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<td>196</td>
<td>108</td>
<td>11664</td>
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<td>Rustantri</td>
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<td></td>
<td>Name</td>
<td>Pre Test</td>
<td>Post Test</td>
<td>Increase</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td>----------</td>
<td>-----------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>21</td>
<td>Siti Ro’fiah</td>
<td>60</td>
<td>183</td>
<td>123</td>
<td>15129</td>
</tr>
<tr>
<td>22</td>
<td>Sri Hastuti</td>
<td>101</td>
<td>120</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>23</td>
<td>Tri Adi Yuliyanto</td>
<td>50</td>
<td>187</td>
<td>137</td>
<td>18769</td>
</tr>
<tr>
<td>24</td>
<td>Wiwik Nur Janah</td>
<td>77</td>
<td>157</td>
<td>80</td>
<td>6400</td>
</tr>
<tr>
<td>25</td>
<td>Yeni Khulaifah</td>
<td>64</td>
<td>187</td>
<td>123</td>
<td>15129</td>
</tr>
<tr>
<td>26</td>
<td>Yuli Utami</td>
<td>77</td>
<td>75</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1667</td>
<td>4063</td>
<td>2396</td>
<td>282144</td>
</tr>
</tbody>
</table>

a. Mean of pre test cycle I

\[ M = \frac{\sum Fx}{N} \]

\[ M = \frac{1667}{26} \]

\[ M = 64.11 \]

b. Mean of post test cycle I

\[ M = \frac{\sum Fx}{N} \]

\[ M = \frac{4063}{26} \]

\[ M = 156.26 \]

1. Mean of pre test is 64.11

2. Mean of post test is 156.26

3. Mean of pre test ≤ than post test
4. There is an improvement of reading speed by using *Tri Focus Steve Snyder* between pre test cycle I (before the action) and the post test cycle I (after the action)

c. SD of post test and pre test

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{282144}{26} - \left(\frac{2396}{26}\right)^2} \]

\[ SD = \sqrt{10851,69 - (92,15)^2} \]

\[ SD = \sqrt{10851,69 - 8491,62} \]

\[ SD = 48,58 \]

d. T-test calculation

\[ t = \frac{\left(\frac{\Sigma D}{N}\right)}{\frac{SD}{\sqrt{N - 1}}} \]

\[ t = \frac{\frac{2396}{26}}{48,58} \]

\[ t = \frac{92,15}{48,58} \]

\[ t = \frac{92,15}{5} \]
The score of the result above shows that the students’ score increases from the pre test to the post test. The mean of pre test is 64, 11 while the mean of the post test result is 156, 26. Based on the comparison, the students’ reading speed enhances. It means that *Tri Focus Steve Snyder* is successful in improving the students’ reading speed.

The t-calculation also shows that there is significant influence of *Tri Focus Steve Snyder* technique in improving the students’ reading speed. The T-table with 5% significance of degree of freedom is 2, 06. The result is that T-calculation is 9, 49 while T-table is 2, 06. It means that there is considerable influence in cycle I because T-calculation is bigger than T-table. It can be concluded that the use of *Tri Focus Steve Snyder* technique can improve the students’ reading speed on cycle I.

e. Reflection

Based on the observation of the cycle I, the writer and the observer conclude that it is important to give motivation to increase
their interest to read. Many of students did not interest with read because they still low about motivation of reading and the important things of reading. The researcher needs to give motivation to grow their passion and motivation to read. On the next cycle Tri Focus Steve Snyder technique will be more interesting.

2. Cycle II

Based on the result of cycle I. it is necessary for the teacher to continue the next cycle.

a. Planning

The activities are preparing:

1) The researcher preparing the material, making lesson plan, and designing the steps in doing the action.

2) Preparing sheets for classroom observation (to know the situations of teaching learning process when the method or technique or mode is applied).

3) Preparing teaching aids (board maker, dice, Tri Focus Steve Snyder, paper sheet, etc).

4) Preparing a test (including pre-test and post-test).

b. The Implementation of the action

On the Saturday, 23\textsuperscript{th} of January 2016, the researcher and her partner entered the class. The class was crowded, some students were in
the outside of the class. So the class began a little bit late. When all the students had entered the class was begun.

Teacher started explaining the material about definition of recount text and reviewed the material in cycle I. After that the teacher gave pre test. After the pre test end, the teacher explained about Tri Focus Steve Snyder and the teacher showed the created video by Muhammad Noer. The content of video is about what is reading speed, the advantages of reading speed, the important things of reading speed, the way that we do when we are reading, etc. After the teacher showed the video by Muhammad Noer, the students are more interested and enthusiastic. After that, teacher asked to practice eyes peripheral.

The teacher has three magic sentences which is used to help the students increase the passion and confidence. The three magic sentences are “I aware read is easy, I am speed reader, I can read speed and understand it content”. The sentences were repeated several times and then they clap the hands together. After that, the teacher gave a text then the students read with use Tri Focus Steve Snyder technique. The last step is the teacher gave post test.

c. Observation

In the second meeting of cycle II, observation was also carried out during the implementation of action. Observing the learning process, students focused on reading practice by using Tri Focus Steve
Snyder technique, observing the video by Muhammad Noer and understand of the recount text.

In the observation, the researcher made a list of the result score which was done by the students in cycle II. The score was gained from the students’ worksheet which was given for in the pre test and post test of cycle II. The following table is the result score of the students in cycle II.

1) Score of cycle II

Table 4.2

The result of pre test and post test in cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ name</th>
<th>Pre test</th>
<th>Post test</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Darmini</td>
<td>176</td>
<td>229</td>
<td>53</td>
<td>2809</td>
</tr>
<tr>
<td>2</td>
<td>Duwi Kusmiyati</td>
<td>139</td>
<td>286</td>
<td>147</td>
<td>21609</td>
</tr>
<tr>
<td>3</td>
<td>Eva Aryanti</td>
<td>177</td>
<td>279</td>
<td>102</td>
<td>10404</td>
</tr>
<tr>
<td>4</td>
<td>Joko Sulistiyawan</td>
<td>111</td>
<td>230</td>
<td>119</td>
<td>14161</td>
</tr>
<tr>
<td>5</td>
<td>Lailatul M</td>
<td>119</td>
<td>212</td>
<td>93</td>
<td>8649</td>
</tr>
<tr>
<td>6</td>
<td>Latifah Ainun N</td>
<td>115</td>
<td>204</td>
<td>89</td>
<td>7921</td>
</tr>
<tr>
<td>7</td>
<td>Lilis Triyani</td>
<td>162</td>
<td>279</td>
<td>117</td>
<td>13689</td>
</tr>
<tr>
<td>8</td>
<td>Lutfi Rahmalia</td>
<td>158</td>
<td>286</td>
<td>128</td>
<td>16384</td>
</tr>
<tr>
<td>9</td>
<td>Lya Rahmawati</td>
<td>97</td>
<td>194</td>
<td>97</td>
<td>9409</td>
</tr>
<tr>
<td>10</td>
<td>Miratus Solikah</td>
<td>118</td>
<td>222</td>
<td>104</td>
<td>10816</td>
</tr>
<tr>
<td>11</td>
<td>Muhamad Rosyid</td>
<td>199</td>
<td>286</td>
<td>87</td>
<td>7569</td>
</tr>
</tbody>
</table>

50
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>X</th>
<th>Y</th>
<th>Z</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Muhammad M</td>
<td>149</td>
<td>218</td>
<td>69</td>
<td>4761</td>
</tr>
<tr>
<td>13.</td>
<td>Muhammad Rifki</td>
<td>102</td>
<td>262</td>
<td>160</td>
<td>25600</td>
</tr>
<tr>
<td>14.</td>
<td>Nur Khayati</td>
<td>123</td>
<td>195</td>
<td>72</td>
<td>5184</td>
</tr>
<tr>
<td>15.</td>
<td>Rahayu Tri Utami</td>
<td>149</td>
<td>197</td>
<td>48</td>
<td>2304</td>
</tr>
<tr>
<td>16.</td>
<td>Ratna Dewi I</td>
<td>98</td>
<td>208</td>
<td>110</td>
<td>12100</td>
</tr>
<tr>
<td>17.</td>
<td>Rinawati</td>
<td>152</td>
<td>244</td>
<td>92</td>
<td>8464</td>
</tr>
<tr>
<td>18.</td>
<td>Rizqi Farih Fauzi</td>
<td>160</td>
<td>333</td>
<td>173</td>
<td>29929</td>
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<tr>
<td>19.</td>
<td>Rustantri</td>
<td>170</td>
<td>306</td>
<td>136</td>
<td>18496</td>
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<tr>
<td>20.</td>
<td>Silfi Indahsari</td>
<td>129</td>
<td>267</td>
<td>138</td>
<td>19044</td>
</tr>
<tr>
<td>21.</td>
<td>Siti Ro’fiah</td>
<td>144</td>
<td>190</td>
<td>46</td>
<td>2116</td>
</tr>
<tr>
<td>22.</td>
<td>Sri Hastuti</td>
<td>149</td>
<td>246</td>
<td>97</td>
<td>9409</td>
</tr>
<tr>
<td>23.</td>
<td>Tri Adi Yuliyanto</td>
<td>116</td>
<td>195</td>
<td>79</td>
<td>6241</td>
</tr>
<tr>
<td>24.</td>
<td>Wiwik Nur Janah</td>
<td>154</td>
<td>197</td>
<td>43</td>
<td>1849</td>
</tr>
<tr>
<td>25.</td>
<td>Yeni Khulaifah</td>
<td>75</td>
<td>151</td>
<td>76</td>
<td>5776</td>
</tr>
<tr>
<td>26.</td>
<td>Yuli Utami</td>
<td>118</td>
<td>239</td>
<td>121</td>
<td>14641</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>3559</td>
<td>6155</td>
<td>2596</td>
<td>289334</td>
</tr>
</tbody>
</table>

a. Mean of pre test cycle II

\[ M = \frac{\sum F \times X}{N} \]

\[ M = \frac{3559}{26} \]

\[ M = 136, 88 \]
b. Mean post test cycle II

\[ M = \frac{\sum F \times x}{N} \]

\[ M = \frac{6155}{26} \]

\[ M = 236, 73 \]

1) Mean of pre test is 136, 88

2) Mean of post test is 236, 73

3) Mean of pre test ≤ than post test

4) There is an improvement of reading speed by using Tri Focus Steve Snyder technique between pre test cycle II (before the action) and the post test cycle II (after the action)

c. SD of post test and pre test

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{289334}{26} - \left(\frac{2596}{26}\right)^2} \]

\[ SD = \sqrt{11128, 23 - (99, 84^2)} \]

\[ SD = \sqrt{11128, 23 - 9968, 02} \]

\[ SD = \sqrt{1160, 21} \]

\[ SD = 34, 06 \]
d. T-test calculation

\[
t = \frac{\left( \frac{\Sigma D}{N} \right)}{\frac{SD}{\sqrt{N - 1}}}
\]

\[
t = \frac{\frac{2596}{26}}{\frac{34.06}{\sqrt{26 - 1}}}
\]

\[
t = \frac{99.84}{\frac{34.06}{\sqrt{25}}}
\]

\[
t = \frac{99.84}{\frac{34.06}{5}}
\]

\[
t = \frac{99.84}{6.81}
\]

\[t = 14,66\]

- T calculation is 14, 66

- T-table < t-calculation = 2,06 < 14, 66

In the cycle II, the result of pre-test and post-test can be seen that the average score of students increased from 136, 88 to 236, 73. Based on this result, it means that applying *Tri Focus Steve Snyder* technique is successful in improving the students’ reading speed skill.

The T-calculation also shows that there is significant influence of *Tri Focus Steve Snyder* in improving the students’
reading speed skill. The T-table with 5% significance of degree of freedom is 2, 06. The result is that T-calculation is 14, 66 while T-table is 2, 06. It means that there is considerable influence in cycle II because T-calculation is bigger than T-table. It can be concluded that the use *Tri Focus Steve Snyder* technique can improve the students’ reading speed skills on cycle II.

B. Analysis and Discussion

From the result of analyzes in cycle I and II, the writer analyzed the students improvement from cycle I to cycle II. The improvement are as follows:

**Table 4.3**

The Mean of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean Pre-test</td>
<td>64, 11</td>
<td>136, 88</td>
</tr>
<tr>
<td>2.</td>
<td>Mean Post-test</td>
<td>156, 26</td>
<td>236, 73</td>
</tr>
<tr>
<td>3.</td>
<td>T-table N= 26</td>
<td>2, 06</td>
<td>2, 06</td>
</tr>
<tr>
<td>4.</td>
<td>T-calculation</td>
<td>9, 49</td>
<td>14, 66</td>
</tr>
</tbody>
</table>
Graphic 4.1
The Mean and T-calculation of Students’ Score

Graphic 4.2
The Criteria Effective Reading Speed of Students
From the chart above, we know that the mean of post-test 156, 26 is higher than mean of pre-test 64, 11 in cycle 1. In cycle 2, mean of post-test 236, 73 is higher than mean of pre-test 136, 88.

The table and the chart display that the improvement of the students’ reading speed is significant from the cycle I to the cycle II. The difference among whole results is obviously great. This means that by using Tri Focus Steve Snyder technique, can improve the students’ reading speed.

The table above also shows that t-calculation in cycle I to II are greater than t-table, it means that there are significant differences between mean of pretest and posttest.

Based on the comparison among T-calculation of cycle I and cycle II the implementation of Tri Focus Steve Snyder on reading speed is successful to improve the students’ reading speed skills. It can be seen in the table. The table shows that T-calculation of cycle I is 9, 49 and cycle II is 14, 66.

In addition, the mean of pretest and post test of each cycle increases significantly. The table above displays that the mean of cycle I improves, the mean of pre test is 64, 11 and the mean of post test is 156, 26. In cycle II the mean of pre test and post test increases. The mean of pre test and post test in cycle II is 136, 88 and 236, 73.
The result shows in cycle I and II are criteria of Tina Konstant’s the effective reading speed improve. In pre test cycle I, 23 students are poor and 3 students are average. Whereas in post test cycle I, 3 students are poor, 21 students are average and 3 students are good. So, cycle I between pre test and post test are improved. And then, in pre test cycle II, 23 students are average and 3 students are poor. Whereas in post test cycle II, 10 students are average and 16 students are good. So, cycle II between pre test and post test are improve. This case shows that the using Tri Focus Steve Snyder technique can help students on solving difficulties in the reading speed skills.

In addition, it can be seen from the result of pre-test, post test which have changed significantly from cycle I up to cycle II. Besides that, the using of this technique is also be able to increase concentration, spirit and active on academic assignment. Students will be better prepared to receive tasks from teachers. Therefore they can be a new spirit to learn and improve their achievement.

It is a proof that the students’ reading speed skills improve in each cycle. This improvement can influence the students’ score. Then, the score of post-test is better than pre-test so it means that the students English mastery is enhance after applied Tri Focus Steve Snyder technique.
CHAPTER V
CLOSURE

A. Conclusion

Based on the data analysis in the previous chapter, the researcher draws the conclusion of this research as follow:

1. After analyzing the data, it can be concluded that through Tri Focus Steve Snyder technique, students can improve their reading speed skills during teaching learning English. In addition, the implementation of Tri Focus Steve Snyder technique to the second grade students of MTs Negeri Cepogo Boyolali is running well. The students can eliminate bad habit on reading. Besides that, the use of this technique is also be able to increase concentration, spirit and active on academic assignment. Students will be better prepared to receive tasks from teachers. Therefore they will have a new spirit to learn and improve their achievement. So, Tri Focus Steve Snyder technique can help students to improve reading speed skills.

2. Moreover, there is significant improvement by using Tri Focus Steve Snyder. It can be seen by the mean score of pre-test and post-test in each cycle. The mean scores of the tests increases. In cycle I, mean of post test; is higher than mean of pre test, i.e. 156, 26 to 64, 11 respectively. Besides, mean of post test in cycle II is higher than mean of pre test. i.e. 236, 73 to 136, 88. It is also seen from the comparison between the T-calculation of all
score of cycle I and cycle II. In the cycle I, the T-calculation is 9, 49, cycle II is 14, 66.

3. The result shows in cycle I and II meet the criteria of Tina Konstant’s the effective reading speed. In pre test cycle I, 23 students are poor and 3 students are average. Whereas in post test cycle I, 3 students are poor, 21 students are average and 3 students are good. It conclude cycle I, that in the criteria of effective reading speed on pre test and post test improves. In pre test cycle II, 23 students are average and 3 students are poor. Whereas in post test cycle II, 10 students are average and 16 students are good. The criteria of reading speed cycle II between pre test and post test are improves. This case shows that the use of Tri Focus Steve Snyder technique can help students on solving difficulties in the reading speed skills.

B. Suggestion

Based on the research finding and conclusion above, the writer would like to suggest as follows:

1. For the teacher

   The result of this research can support the English teachers to apply this method in teaching reading speed. Teachers should prepare materials and they can make good scenario to create fun situation and make it is more interesting. So, the students not bored.

2. For the students

   The students should be actively involved in learning process.
The students need to have a big spirit and study harder. The students should read more. They must study English continually in the classroom and everywhere if it is possible. Study hard is an absolute prerequisite to achieve a successful English mastery.

3. For other researcher

Based on the result that the use of *Tri Focus Steve Snyder* can improve the students on reading speed skills, the writer suggests to the other researchers to implement this method in teaching reading speed. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.

4. For the researcher

The researcher would understand more about *Tri Focus Steve Snyder* technique. Then, she must expand her knowledge in teaching reading speed through this method.
REFERENCE


Purniati. 2014. *Improving Students’ Reading Comprehension in Recount Text Through Two Stay Two Stray Technique (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014).* Salatiga: English Department of Education Faculty State Islamic Institue Salatiga.

Ratminah. 2014. *The Use of Question and Answer Technique to Improve Student Reading Comprehension in Recount Text A Car of The First Grade Students of SMA Futuhiyyah Mranggen Demak.* Salatiga: English Department of Education Faculty State Islamic Institue Salatiga.


APPENDICES
CURRICULUM VITAE

Full Name: Dewi Nur Waryani
Nick Name: Dewi
Place / Date of birth: Kab. Semarang / January 30th 1994
Address: Dsn. Getas 4/1 Ds. Kauman Lor Kec. Pabelan Kab. Semarang
Faculty: English Department
Mobile: 085641890553

Education History:
1. SDN 03 Kauman Lor Graduated in 2005
2. SMPN 01 Pabelan Graduated in 2008
3. MAN Salatiga Graduated in 2011
4. IAIN Salatiga Graduated in 2016

Salatiga, March 14th 2016
The Writer

Dewi Nur Waryani
NIM 113 11 033
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepare the material well</td>
<td></td>
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<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td></td>
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<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
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<tr>
<td>4</td>
<td>Teacher convey Tri Focus Steve Snyder technique clearly</td>
<td></td>
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<tr>
<td>5</td>
<td>Teacher give evaluation after the lesson plan</td>
<td></td>
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<td>6</td>
<td>Teacher ask the student’s difficulties</td>
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<tr>
<td>7</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td></td>
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<tr>
<td>8</td>
<td>Students give attention to teacher’s explanation</td>
<td></td>
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<tr>
<td>9</td>
<td>Students active during learning process</td>
<td></td>
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<tr>
<td>10</td>
<td>Students apply Tri Focus Steve Snyder technique well</td>
<td></td>
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<tr>
<td>11</td>
<td>Students understand the teacher’s explanation</td>
<td></td>
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<tr>
<td>12</td>
<td>Students do the evaluation well</td>
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Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah : MTS NEGERI CEPOGO BOYOLALI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII F/2
Jenis text : Recount text
Alokasi Waktu : 4x40menit (2X pertemuan)

A. Standar Kompetensi :
   1. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar :
   1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator :
   1. Mengidentifikasi berbagai makna teks recount.
   2. Mengidentifikasi langkah retorika dan ciri kebahasaan teks recount.

D. Tujuan Pembelajaran :
   1. Siswa dapat mengidentifikasi berbagai makna teks recount.
   2. Siswa dapat mengidentifikasi langkah retorika dan ciri kebahasaan teks recount.

E. Materi Pembelajaran :
   1. Pengertian recount text adalah teks yang isinya menceritakan pengalaman atau kejadian masa lalu penulis.
2. Generic structure:
   a. Orientation (penelitian tempat, waktu, pelaku)
   b. Event (kejadian yang saling berurutan)
   c. Reorientation (akhir kejadian)

3. Language features recount text:
   a. Pelakunya tertentu, pribadi
   b. Pola waktu lampau (simple past tense)
   c. Penggunaan temporal conjunction: firstly, next, then, after this, before
   d. Penggunaan adverb of place and adverb of time

4. The example of recount text

   **MY GREAT HOLIDAY**

   My last holiday was great. My family and I visited my grandparents. We traveled by car. It was along trip. We stayed at my grandparent’s house for four days. We did a lot of things together.

   At the first day, we cooked and prepared our meals. After that we ate them together. At the second day we visited the beach near my grandparent’s house named Cahaya beach. Cahaya beach was beautiful with the pure water and white sands. We were fishing and swimming together and looked for many coral and fish. We also worked in the garden, climbed the threes, and played some games.

   Everybody was happy. Oh no, its time to go home. We hugged grandma and grandpa, we kissed them and said goodbye. I really enjoyed my holiday.
F. **Metode Pembelajaran / Teknik**: Tri Focus Steve Snyder Technique

G. **Langkah-Langkah Kegiatan Pembelajaran**

**Pertemuan Ke 1**

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Uraian Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| **Kegiatan Awal** | 1. Guru mengawali pembelajaran dengan: Memberi salam, berdoa, menanyakan kabar siswa.  
2. Warming Up.  
3. Guru memberikan pertanyaan yang berhubungan dengan Recount text.  
4. Guru mengingatkan siswa tentang generic structure pada Recount text. | 10 menit |
| **Kegiatan Inti** | 1. Guru memberikan pre test pada siswa.  
2. Menjelaskan materi secara keseluruhan tentang recount text.  
3. Peserta didik mendengarkan serta memahami materi yang dijelaskan oleh guru.  
4. Peserta didik menanyakan materi yang belum dipahami.  
5. Menjelaskan mengenai manfaat membaca cepat dan teknik membaca cepat. | 60 menit |
6. Siswa diberi lembaran yang berisi simbol-simbol *Tri-fokus Steve Snyder*.
7. Siswa diarahkan menggunakan konsep tersebut untuk membaca sesungguhnya.
8. Siswa diminta membaca bacaan dengan teknik *Tri-Fokus Steve Snyder* dan penuh konsentrasi.

| Kegiatan Akhir | 1. Guru bertanya kesulitan dalam membaca dan menyimpulkan bersama-sama materi yang telah dipelajari. | 10 menit |
| 2. Guru memimpin do’a dan mengucapkan salam penutup. | |

**Pertemuan Ke 2**

<table>
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<th>Alokasi Waktu</th>
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<td>10 menit</td>
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<tr>
<td></td>
<td>2. Warming Up.</td>
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<tr>
<td>Kegiatan Inti</td>
<td>1. Guru memancing peserta didik untuk</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
menyebutkan hal-hal yang berkaitan dengan Recount text.
2. Guru menjelaskan kembali tentang Recount text.
3. Guru mengingatkan siswa hal-hal apa saja yang perlu di perhatikan dalam membaca dan hal-hal apa saja yang harus di hidari saat membaca sebuah text.
4. Guru menunjukkan kepada siswa video membaca cepat karya Muhammad Noer.
5. Siswa menyimak video membaca cepat karya Muhammad Noer dengan cermat.
7. Siswa diberi motivasi agar tumbuh semangat. Motivasi yang diberikan dengan menyakinkan mereka melalui tiga kalimat ajaib berikut ini:
   a. Aku sadar membaca itu mudah.
   b. Aku adalah pembaca cepat.
   c. Aku mampu membaca cepat dan paham isinya.
8. Siswa diminta menghayati ketiga kalimat
ajaib di atas, kemudian siswa secara bersama-sama membacakan keras ketiga kalimat ajaib itu. Selanjutnya, siswa diajak bertepuk tangan bersama untuk membangkitkan semangat dalam diri siswa.


10. Siswa diarahkan menggunakan konsep tersebut untuk membaca sesungguhnya.

11. Siswa diminta membaca bacaan dengan teknik Tri-fokus Steve Snyder dan penuh konsentrasii.


| Kegiatan Akhir | 1. Guru bertanya kesulitan dalam membaca dan menyimpulkan bersama-sama materi yang telah dipelajari. | 10 menit |
|               | 2. Guru memimpin do’a dan mengucapkan salam penutup.                   |

H. Sumber dan Alat :

a. Alat tulis.

b. White board.

c. Buku pegangan peserta didik.
d. LKS Bahasa Inggris FOKUS.

e. LCD.

f. Laptop.

g. Video karya Muhammad Noer.

h. Simbol Tri Focus.

I. Penilaian

a. Kecepatan membaca siswa

\[ \text{Kecepatan Membaca} = \frac{JK}{Wd} \times 60 \text{ detik} = \cdots \text{wpm} \]

Keterangan

JK : Jumlah kata dalam teks yang telah berhasil dibaca

Wd : Jumlah waktu membaca dalam detik

b. Tingkat Pemahaman

\[ \text{Kemampuan Pemahaman} = \frac{B}{SI} \times 100\% = \cdots \% \]

Keterangan

B = Jumlah awaban betul

SI = Jumlah skor ideal/maksimal

c. Kecepatan Efektif Membaca (KEM)

\[ \text{KEM} = \text{kecepatan baca} \times \text{kemampuan pemahaman} = \cdots \text{wpm} \]
**Rubric assignment of effective reading speed**

<table>
<thead>
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<th>Range</th>
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<tr>
<td>0-105 wpm</td>
<td>Poor</td>
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<tr>
<td>105-210 wpm</td>
<td>Average</td>
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<tr>
<td>210-350 wpm</td>
<td>Good</td>
</tr>
<tr>
<td>350-525 wpm</td>
<td>Excellent</td>
</tr>
<tr>
<td>525-700 wpm</td>
<td>Unbelievable</td>
</tr>
</tbody>
</table>
Photos during the research

The students are doing pre test in cycle I

(Wednesday, January, 20th 2016, 07.00-08.35)

The teacher explains the material and Tri Focus Steve Snyder technique

(Wednesday, January, 20th 2016, 07.00-08.35)
The students are doing *Tri Focus Steve Snyder* technique practice and post test in cycle I (Wednesday, January, 20\(^{th}\) 2016, 07.00-08.35)

The students are doing pre test in cycles II

(Saturday, January, 23\(^{rd}\) 2016, 07.00-08.35)
The students are doing pre test in cycle II
(Saturday, January, 23rd 2016, 07.00-08.35)

The teacher explains the material and *Tri Focus Steve Snyder* technique
(Saturday, January, 23rd 2016, 07.00-08.3)
The students says three magic sentence in reading speed together

(Saturday, January, 23rd 2016, 07.00-08.35)

The students are doing peripherals eyes by using *Tri Focus Steve Snyder*

(Saturday, January, 23rd 2016, 07.00-08.35)
The students are doing post test in cycles II

(Saturday, January, 23\textsuperscript{rd} 2016, 07.00-08.35)

They are VIII-F class the subject of the research
Waktu selesai: pukul 8 lebih 10 menit 48 detik
Lama baca: ______ menit 48 detik
Jumlah Kata: 248
Jadi kecepatan membaca = \frac{248 \text{ (kata)}}{48 \text{ (detik)}} \times 60 \text{ detik} = 272

1. What is the title of the story above?
   A. My Holiday
   B. Terrible Day
   C. Diary
   D. Sunday The Terrible Day

2. When was happening?
   A. Evening
   B. Morning
   C. On Saturday
   D. Last Week

3. Why last week was a terrible day for the author?
   A. Because they are playing football in front of the house.
   B. The ball broke the door.
   C. Because when they are playing football, the ball kicked into the window and broke the window.
   D. They meet a dog and they are run fast.

4. Who is shouting?
   A. The writer
   B. The cousins
The owner of the house

D. The parents

5. What is said to be the cousin of the author?
   A. Very afraid
   ✗ To run
   C. So cool
   D. Jump

6. Who is pursuing the author and his friends when run?
   A. Cat
   B. Mouse
   C. Monkey
   ✗ Dog pawnbroker

7. What happens when a dog chasing a homeowner?
   A. The dog caught and biting the author
   ✗ The dog run fast
   C. The dog just silent
   D. The dog catch the ball

8. Who brought author to the doctor?
   A. Mother
   ✗ Cousin
   C. Uncle
D. Sister

9. “That's a terrible day of the week for me”
   What is the antonym of the bold typed?
   A. Bad
   B. Crowded
   X Nice
   D. Happy

10. How long author hospitalized?
   A. Three days
   B. A month
   X Week
   D. Two weeks
In the evening, we had to check out from the hotel. We went to Jambi bringing so many amazing memories of University town.

Source: andraputra.blogspot.com/2012/02/recount-text-about-holiday.html

1. What does the text tell us about?
   A. The writer's experience during vacation in Yogyakarta.
   B. The writer's good day.
   C. The writer's time in the Kaliurang.
   D. The writer's spent our time in Malioboro.

2. What did the writer do in the first day morning?
   A. Checked out the hotel.
   B. Prepared food.
   X. Visited Parangtritis.
   D. Went to Borobudur.

3. What is the main idea of the third paragraph?
   A. The last vacation in Yogyakarta.
   B. Going home to Jambi.
   C. Kaliurang was so many monkeys.
   D. I bought some Blangkon, Dagadu T-shirt and so many souvenirs.

4. "They were not only domestic but also foreign tourists." (paragraph 1)
   What is the bold typed word refers to...
   X. People.
B. Borobudur temple.
C. Ourselves.
D. Tourists.

5. “We **visited** Parangtritis in the morning” (paragraph 2)
   The bold typed word is synonymous with...
   A. Arrive.
   X. Went.
   C. Trip.
   D. Open.

6. How many times the writer’s holiday in Yogyakarta?
   A. Four days.
   B. Two days.
   C. Six days.
   X. Three days.

7. Which of the following is not true according to the text?
   A. Second day the writer’s visit Merapi mountain.
   B. First day the writer’s visit Borobudur temple.
   C. Last day the writer’s went to Jambi bringing.
   X. Second day the writer went to Kaliurang.

8. What is the purpose of the text?
   A. Describe festival in Dewali.
   B. Entertain readers.
   X. Tell past events.
   D. Inform readers about events of the day.

9. Where the writer’s see the amazing sunrise?
   A. Malioboro beach.
   B. Kaliurang.
   X. Krakal beach.
D. Borobudur temple.

10. What is the second and third paragraph of the text?
   
   A. Steps.
   
   B. Reorientation.

   C. Event.

   D. Orientation.
D. At 12.02.

2. Why did the people gather under the Town Hall clock?

☒ To welcome the New Year.

B. To see the newly bought clock.

C. To strike the laughing people.

D. To stop people who shouted.

3. Based on the text, where was the writer?

☒ At the center of the town.

B. At home.

C. AT the beach.

D. At the market.

4. When did the event happen?

A. In the middle of the year.

☒ The end of the year.

C. Christmas celebration.

D. At the weekend as usual.

5. Which of the following is not true according to the text?

A. The writer was waiting to celebrate the New Year.

☒ The writer brought a watch.

C. The writer was very happy.

☒ The writer celebrated the New Year with his family.
6. What probably happened when someone shouted that the clock stopped?
   A. Everybody directly celebrated the New Year.
   X Everybody sings and laugh.
   C. Everybody looked for a watch.
   D. Everybody shouted too.

7. What does the first sentence tell you?
   A. The problem that the writer met.
   B. The funny thing in the story.
   X The opening of the story.
   D. The past event.

8. "It would strike twelve in twenty minutes’ time."
   The underlined word refers to...
   X The clock.
   B. Author’s watch.
   C. The town.
   D. The place.

9. It was the last day of the year and a large crowd of people had gathered under the
   Town Hall clock.
   What is the closest meaning of the underlined word?
   X Mass.
   B. Big.
10. "The big clock refused to welcome the New Year"

What is the synonym of the underlined word?

Χ Reject.
B. Accept.
C. Admit.
D. Hate.
Read and answer questions number 1 until 10.

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. When did the clock stopped?

   A. At 5.12.
   B. At 11.55.
   C. At 12.00.
Waktu selesai: pukul __ lebih __ menit __ detik
Lama baca: __ menit __ detik
Jumlah Kata: 213
Jadi kecepatan membaca = \( \frac{213 \text{ (kata)}}{8 \text{ (detik)}} \times 60 \text{ detik} = 270 \)

1. What is the text about?
   - X Diwali, the “Festival of Lights” in India.
   - B. The celebration of victory evil.
   - C. Diwali just an ordinary festival.
   - D. The important temple to hold the festival.

2. When is Diwali held?
   - A. The end of the year.
   - B. In autumn.
   - C. Every month.
   - X The end of October.

3. What do the kids do during the celebration?
   - A. Turn on the light.
   - X Bought jewelry.
   - C. Setting off firecrackers.
   - D. Cleaning the house.

4. “... and in particular I will never forget how friendly and generous people were”
   (last paragraph)
   The bold typed word refers to...
   - A. Diwali.
   - X The writer.
   - C. The reader.
   - D. The celebration.
5. “People cleaned their homes and painted wonderful designs called rangoli on the walls and floors”
   The bold typed word is synonym with...
   
   X. Awesome.
   B. Dirty.
   C. Handsome.
   D. Cute.

6. Which of the following is not true according to the text?
   A. The writer was happy.
   B. People cleaned their homes and painted wonderful design.
   C. People bought new clothes and jewelry.
   X. During the five days every home and temple was decorated outside only.

7. How long people in Dewali decorated their home and temple?
   A. Three days.
   B. Seven days.
   X. Five days.
   D. Nine days.

8. What do the people do to the preparations before the event?
   A. Bought new clothes and jewelry.
   B. Made delicious sweets.
   C. Cleaned and decorated their home and temple.
   X. All choices true.

9. What is the purpose of the text?
   X. Describe festival in Dewali.
   B. Entertain readers.
   C. Tell past events.
   D. Inform readers about events of the day.
10. What is the main idea of the third paragraph?

A. The festival last for five days and be held at the end of October.
B. Decorated and painted wonderful design in their homes.
C. Bought new clothes and jewelry.

Every home and temple was decorated inside and outside with lovely clay lamps and colorful candles.
Read and answer questions number 1 until 10.

My Holiday

Last autumn I was in India during Diwali, the "Festival of Lights" which takes place every year to celebrate the victory of good over evil. This festival last for five days and be held at the end of October or in the first week of November.

Preparations began weeks before the event. People cleaned their homes and painted wonderful designs called rangolis on the walls and floors. They bought beautiful new clothes and jewelry to wear during the festival. Women made delicious sweets which were better than any others I have ever tasted.

During the five days of Diwali, every home and temple was decorated, inside and outside with lovely clay lamps and colorful candles. After dark, the whole neighborhood glittered with thousands of tiny lights, as though in a fairy tale. Excited children set off firecrackers, and at first I was frightened by the loud bangs, but the spectacular display was so fascinating that I soon joined in the spirit of celebration.

Diwali is a deeply moving festival. I am very grateful I had the chance to share in this celebration of peace and harmony. I have fond memories of the experience, and in particular I will never forget how friendly and generous people were. (Source: www.mbegedut.blogspot.com)
# LEMBAR KONSULTASI SKRIPSI

**Nama Mahasiswa:** DEWI MUR WARYAMU

**NIM:** 113-11-033

**Dosen Pembimbing:** Sari Fani Jarwati, Spd.I., M.A

**Judul:** The Use of Tri Focus Steve Snyder Technique to Improve the Students on Reading Speed Skill for The Second Grade of MTS Negeri Cepogo Boyolali in The Academic Year of 2015/2016

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**CATATAN**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

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CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing
DAFTAR SKK (Satuan Kredit Kegiatan)

Nama : Dewi Nur Waryani
NIM : 11311033
Jurusan/Progdi : Tarbiyah/TBI
Dosen PA : Drs. Kastolani,

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<td>a Three-hour Teacher Training Workshop IALF Bali</td>
<td>Classroom Management: How to engage students in the classroom</td>
<td>Gedung IALF Bali Language Centre, 18 Juni 2014</td>
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<td>Diklat Microteaching HMPS dan Pendidikan Agama Islam Jurusan Tarbiyah STAIN Salatiga</td>
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<td>Seminar Keagamaan yang Ditayangkan di TVRI Jawa Tengah</td>
<td>Gedung Perpustakaan lt. 3 Kampus 1 STAIN Salatiga, 26 November 2014</td>
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<td>Understanding the World by Understanding the Language and the Culture</td>
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<td>Seminar Nasional Seni Music Club</td>
<td>Musik, Islam, dan Nusantara</td>
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Salatiga, 26 Februari 2016

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Achmad Maimun, M.Ag

NIP. 19700510 192803 1 003
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<td>Teacher prepare the material well</td>
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<td>Teacher conduct the classroom well</td>
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<td>3</td>
<td>Teacher use the time effectively</td>
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<td>4</td>
<td>Teacher convey Tri Focus Steve Snyder technique clearly</td>
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<td>5</td>
<td>Teacher give evaluation after the lesson plan</td>
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<td>6</td>
<td>Teacher ask the student’s difficulties</td>
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<td>7</td>
<td>Students feel enthusiastic to follow the lesson</td>
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<td>8</td>
<td>Students give attention to teacher’s explanation</td>
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<td>9</td>
<td>Students active during learning process</td>
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<td>10</td>
<td>Students apply Tri Focus Steve Snyder technique well</td>
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<td>Students understand the teacher’s explanation</td>
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<td>12</td>
<td>Students do the evaluation well</td>
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Salatiga, 23 January 2016
Observer

[Signature]

Nova Fakhriyana
CURRICULUM VITAE

Full Name : Dewi Nur Waryani
Nick Name : Dewi
Place / Date of birth : Kab. Semarang / January 30th 1994
Address : Dsn. Getas 4/1 Ds. Kauman Lor Kec. Pabelan Kab. Semarang
Faculty : English Department
Mobile : 085641890553

Education History :
1. SDN 03 Kauman Lor Graduated in 2005
2. SMPN 01 Pabelan Graduated in 2008
3. MAN Salatiga Graduated in 2011
4. IAIN Salatiga Graduated in 2016

Salatiga, March 14th 2016
The Writer

Dewi Nur Waryani
NIM 113 11 033