

Using Speed Reading and Extensive Reading Activities to Improve Students' Reading Fluency

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Abstract: This study examines the implementation of Speed Reading and Extensive Reading activities to improve students' reading fluency of students. Using a Classroom Action Research, Speed Reading and Extensive Reading activities was applied in 2 cycles with 2 x 45 minutes per week. Speed Reading and Extensive Reading activities were taught using three phase techniques: Pre-Reading, Whilst-Reading, and Post-Reading. Speed Reading was implemented through some techniques including scanning, skimming, and repeated reading. Meanwhile, Extensive Reading was applied by asking students to read a text at home. Assessment was conducted by giving a reading fluency test after each cycle to check the students' progress. The other data: observation checklist, field notes, and questionnaire were utilized to complete the study. The result of the study indicated that Speed Reading and Extensive Reading activities benefited students by making them aware of using certain strategy to understand the meaning of text quickly. In the end of cycle 2, it was found that most of the students were successful to become fluent readers. In addition, students' confidence increased and Speed Reading and Extensive Reading encouraged a positive attitude towards reading fluency.

Key Words: speed reading, extensive reading, reading fluency

Abstrak: Tujuan penelitian menginvestigasi penggunaan kegiatan *Speed Reading* dan *Extensive Reading* untuk meningkatkan kelancaran membaca siswa. *Speed Reading* dan *Extensive Reading* dilaksanakan dalam penelitian tindakan kelas terdiri 2 siklus dengan jangka waktu 2x45 menit per minggu. *Speed Reading* dan *Extensive Reading* diajarkan dengan teknik tiga tahap: *pre-reading*, *whilst reading* dan *post-reading*. *Speed Reading* dilaksanakan melalui beberapa teknik adalah *scanning*, *skimming* dan membaca berulang. *Extensive Reading* diaplikasikan dengan meminta siswa membaca sebuah teks di rumah. Penilaian dengan memberikan tes kelancaran membaca setelah masing-masing siklus selesai dilaksanakan untuk memeriksa perkembangan siswa. Data lain didapat dari: observasi, catatan lapangan, dan kuisioner untuk melengkapi hasil data utama. Hasil penelitian menunjukkan *Speed Reading* dan *Extensive Reading* bermanfaat bagi siswa untuk memahami arti teks dengan cepat. Pada akhir siklus 2 sebagian besar siswa berhasil menjadi pembaca lancar, kepercayaan diri siswa meningkat, dan penggunaan *Speed Reading* dan *Extensive Reading* memberi dampak positif terhadap perilaku siswa dalam kegiatan membaca lancar.

Kata kunci: *speed reading*, *extensive reading*, membaca lancar

Reading is an important skill in English language teaching and it is used to measure students' achievement in National Examination in Indonesia. Hence, Indonesian English teachers and researchers pay great attention to this skill and train their students with a battery of reading strategies. Based on the Government Regulations of the Republic Indonesia, No. 19 Year 2005 (2005: 26), National Standards of Education (Standar Nasional Pendidikan) highlight reading as one of critical skills that needs to be em-

phasized in the teaching of language. The latest curriculum, Curriculum 2013, also demands the students to be able to comprehend, analyze, and respond critically toward information given in several kinds of text (Kemendikbud, 2013: 66-71). In addition, the growing abundance of available texts and the rapid information processing era also value reading to become more and more important skill to be mastered by students to succeed in their life.

The teaching of reading also encourages students to become a proficient reader. When students are proficient in reading, they can enjoy reading as a source of learning and source of enjoyment (Nation, 2005). Proficient readers are readers who are able to process written text fluently with appropriate rate, accuracy, and prosody (Hasbrouck & Tindal, 2006: 636). In short, to become proficient readers, students are required to be able to read fluently. Fluency is the ability to read words accurately and quickly. The components of fluency are automaticity, prosody, accuracy and speed, expression, intonation and phrasing. Fluency is very important because it provides a bridge between word recognition and comprehension (Reading link, 2000: 9). If a reader constantly stops to decode and figure out unknown words, most likely meaning will be disrupted and the process of reading becomes long and laborious. When students make gain in reading fluency, they are able to put their fluency energies into comprehension and are able to analyze, interpret, draw conclusion and infer meaning from the texts.

Fluency can be classified into two, oral reading fluency and silent reading fluency. Oral reading fluency refers to how fluent a learner can read out aloud. This type of fluency is less about how well a learner understands and remembers what he is reading and much more about how he decodes the text. If a learner is a fluent oral reader, he should be able to read a given text without stumbling or hesitating, use proper intonation and expression (known as prosody) and pronounce most of the words correctly. Silent reading fluency is the ability to read with sustained attention and concentration, ease and comfort, at adequate reading rates (for various grade levels) and with good understanding (Taylor, 2008).

In addition, the importance of fluency in reading is also supported by the theory of automaticity in reading which is proposed by Samuel (1994). According to the theory, readers have a limited amount of attention they can devote to cognitive tasks such as reading. Reading requires readers to accomplish at least two critical tasks – they must decode the words and comprehend the text. Consequently, if a reader devotes his/her attention more on decoding the words or understanding the vocabulary, they will lose the meaning of the text. Next, based on automaticity proposed by Brown (2001: 64), fluency promotes more efficient second language learning since it makes the process of the control of a few language forms faster. Therefore, by training students to become a fluent

reader, we can help them to read efficiently and effectively.

Reading fluency is very important, but reading fluency is commonly ignored in school. Most of the teachers focus on reading comprehension without considering fluency. Based on the researcher's experience for years in teaching reading, reading comprehension is the main goal. The value of efficient reading was neglected. Students do not have reading habit because the teacher does not do so. In Senior High School the English teaching learning period is only two hours a week. Moreover, based on the result of preliminary study it was shown that none of the students in reading rate and comprehension succeeded. Therefore, the present research attempted to improve both their reading rate and comprehension using speed reading and extensive reading technique.

Speed Reading is the best technique to boost reading fluency. Speed Reading gives best of its benefit for High School students because at their ages, they can still absorb new ideas without too enormous consideration. Hence, they can learn to read fast. Speed Reading includes some techniques to teach reading for the sake of improving students' reading rate without losing comprehension. The teaching of speed-reading involves two important things: the speed of reading and the degree of comprehension. Zorn (1980) states that reading speed and comprehension of normal people increase hand in hand with age, educational level, vocabulary gained, and intensity of reading. Students sometimes have difficulty reading the text due to some factors that disturb the success of reading namely teaching the target of comprehension and reading speed. Then, the most popular activities to cope those problems in speed reading are scanning and skimming. Skimming can help students find main idea rapidly. Scanning can help students do to find specific information from a text.

Another way to train students' reading fluency is extensive reading. Extensive reading is the reading material which is self selected by students at the students' pace. It can also enhance students' reading habits, reading speed and vocabulary knowledge. Extensive reading involves independent reading of a large quantity of materials and information or pleasure (Renandya, 1999). According to Day & Bamford (2000: 138), Extensive Reading promotes reading fluency and increases reading speed. As students are assigned to read a large amount of comprehensive materials, speed becomes important as it facilitates the enjoyment and comprehension of materials. Ex-

tensive Reading can also be defined as “reading a large quantity of texts, where reading confidence and reading fluency are prioritized”. (Barfield as cited by Murdibjono: 2013).

Based on the above review, the present research applied the use of speed reading and extensive reading activities to solve the students’ problem in reading fluency. Thus, the purpose of this study is to find out the best implementation of those two techniques, which worked well to help students become more fluent in reading.

METHOD

This study was conducted for 12 weeks from March to May 2014. The participants were thirty – one students of X-MIA 2 at SMAN 1 Malang. The time allotment is 2x45 minutes per week. The study comprised of 2 cycles, the first cycle was six meetings and there were four meetings in the second cycle.

Using a Classroom Action Research, Speed Reading and Extensive Reading activities was applied in 2 cycles with 2 x 45 minutes per week. Speed Reading and Extensive Reading activities were taught using three phase techniques: Pre-Reading, Whilst-Reading, and Post-Reading. Speed Reading was implemented through some techniques including scanning, skimming, and repeated reading. Meanwhile, Extensive Reading was applied by asking students to read at least 2 texts per week at home. The materials used in this study were narrative and news item texts. These materials were determined by using The Flesch-Kincaid Grade Level in order to measure the readability of the rate texts.

Assessment was conducted by giving a reading fluency test after each cycle to check the students’ progress. The reading fluency test was in form of timed reading test. In this test, the students were asking to read several texts by recording their reading time. After that, they were asked to answer some comprehension questions without referring to the text. Thus, in such condition, the students reading rate were measured through *Word per Minute* (WPM) and reading comprehension were considered based on their correct answers. The students were categorized as fluent readers if they could achieve the criteria of success in this study, which was reading in adequate rate ($e \geq 204$ WPM) with good comprehension ($e \geq 75\%$). This standard was driven from the usual International standard for senior high school reading

fluency. Meanwhile for the comprehension, it was determined based on the school’s standard.

Next, the other data: observation checklist, field notes, and questionnaire were utilized to complete the study.

RESULTS

The findings of the research on the teaching of reading, which emphasized on training students’ reading fluency, to tenth graders of SMA N 1 Malang through the implementation of using speed reading and extensive reading activities. It includes both the data of the students’ reading rate and reading comprehension score and the data in the teaching and learning process.

Based on the study, the researcher only used one criterion of success. It was students’ reading fluency improvement. The criterion of success was the students’ automatic word processing which was indicated by their reading rate (word per minute/ wpm) and their comprehension. According to Taylor (2008), adequate rate for 8th grade students is 300 wpm. However, according to Hasbrouck and Tindal usual reading rate is 204 wpm. In the present study, the researcher used the Hasbrouck and Tindal’s standard because it is more achievable. For reading comprehension, the students were said to be fluent reader if they had comprehension level for about 75% or higher.

The result of students’ reading rate and reading comprehension in Preliminary, Cycle 1 and Cycle 2 can be seen in Table 1.

Table 1. The Students’ Reading Fluency in Implemented Speed Reading and Extensive Reading Activities

Average Score	Preliminary	Cycle 1	Cycle 2
Reading rate	112.61 wpm	224.53 wpm	268.74 wpm
Reading Comprehension	73.83	81.19	82.06

Based on the Table 1, it could be seen that all of the students could not achieve the standard for their level that is 204 wpm (word per minute). In terms of comprehension, the mean score was 73.83. It meant that the most of the students could not achieve the standard minimum score determined by the school, which is 78. Their reading rate was also unsatisfied for senior high school level. The score of reading rate

and reading comprehension should be balance in reading fluency. In Cycle 1 the result of students' reading rate was 224.53 wpm and the average of reading comprehension was 81.19. However, if we analyzed in details there were 17 out of 31 students (52%) could not categorized as fluent readers. It meant only 48% of the students were successful to become fluent readers, while others still categorized as laborious readers since their reading rate was unsatisfied or their reading comprehension was poor. In Cycle 2, the average score of reading rate was 268.74 wpm and the mean of reading comprehension score was 82.06. If we analyzed in details, there were 25 out of 31 students (80%) could be categorized as fluent readers, so in Cycle 2 it had fulfilled the minimum criteria of success decided before.

Based on the findings taken from the observations, field notes, and students' reading fluency result, it was finally concluded that using Speed Reading and Extensive Reading activities had already shown significant improvements.

The sign of the students' improvements was seen on the improvement of the students' reading speed, the increase of the students' reading comprehension, and also the positive respond toward the Speed Reading and Extensive Reading technique as it was seen in the result of questionnaire. As it had seen in the result of questionnaire, most of the students like these activities and they were also motivated by these activities to study English better. The teacher had to improve the implementation of teaching reading using Speed Reading and Extensive Reading activities so as to be better reading fluency skill improvement.

The findings of this study revealed that Speed Reading and Extensive Reading could improve students' reading fluency. From the findings, some aspects needed improvement that influenced the students' reading rate in Cycle 1. First, the students did not use to read fast and silently. They also felt they read the text in a hurry. Only a few of them did it well especially the smart students. Therefore, in Cycle 2 improving their reading speed would be emphasized using suggested technique. In the cycle 2, the researcher modified the strategy based on the weaknesses she found in the Cycle 1. Since the students' problems were identified in their reading rate, she gave more attention to fix this problem without sacrificing the development of students' comprehension. Thus, in post-reading stage, the researcher asked the students' not only to read and to summary the

text outside the classroom but also to record new vo-cabulary they found in the text. It is based on the consideration that lacks of an unfamiliar vocabulary will make the process of word decoding slower. In addition, for the whilst-reading activity, the researcher also trained the students to read repeatedly. Thus, by adding repeated reading activity, it was expected that both reading speed and comprehension would increase significantly.

First, the researcher as a teacher started the pre-reading activity by explaining the objective of the lesson and gearing the students' background knowledge. She showed the picture and gave leading questions related to the picture and students answered the question orally. Next, the teacher asked students to predict the topic that would be discussed. After students answered some various predictions, she introduced the real topic to the students. This activity was only done in the first meeting. In the second meeting for pre-reading activity the teacher did a reading conference to make convince that every learner read news item texts at least two texts outside the classroom and filled the report form. In reading conference the students were grouped of five to discuss what they have read. After that the teacher asked them randomly to report their news item in front of the class. Other students were invited to ask questions about the news item.

The way to report and present the news item was designed variously to avoid students' boredom. For example for the second meeting the teacher asked the students to do role play based on the news item read by the students, For the third meeting the teacher asked the students to be news reporter. After doing the activity the students got feedback or comments toward their works from the teacher. Next, the teacher went to the next activity that was activating the students' background knowledge about the new topic. This activity could be in form of game. The teacher also distributed the result of the quiz and discussed the difficult items in order to get feedback about their achievement. The teacher also explained how to read fast and reach good comprehension. In brief, the teacher used pre-reading activity to assure that the students read the news item outside the classroom. In addition, this stage was also used to prepare students' readiness for learning new reading passage in the classroom.

Second, in whilst activity was intended to build students' awareness for using strategies while comprehending a text. In this stage the teacher also

trained them to read effectively and efficiently using speed reading techniques, those are skimming and scanning. In this activity the teacher asked the students to read the text silently in one minute, to make questions based on the text and discuss the questions before doing the exercises. Next, the teacher explained about the generic structure and asked the students to match the word to the synonym. After that, students found the main idea and completed the sentences based on the text given. The last activity was discussion. In the second meeting the students read the news item in one minute if they cannot finish reading they can repeat their reading and stated whether the sentence true or false based on the text, match the word to the synonym, phrase and arrange the letter to be a correct words (spelling), discussed the grammar, and generic structure of the news item text. In the third meeting the teacher discussed about *Robot smarter than Human by 2029*: answered the question based on the text, found the meaning of the word in the text, and the last discussed about the material given.

Third, at this session was used mainly to assure whether or not students understand what the teacher had explained, to check their reading fluency progress, and to do the extensive reading activity outside the classroom. To make sure that students understood what the teacher had explained, she asked the students to review what they have learned by raising some questions. To check students' reading fluency progress, the teacher used a quiz in form of timed reading test. First, the teacher determined the news item that would be given. In the first meeting was *Google sets a base in Malaysia* and *Carbon dioxide at record high level*, the second quiz was *Almost no Poor Countries by 2035*, *Beyonce releases a secret album*, and *Four thousand workers on strike in Bandung*. Next, the titles of the quiz in the third meeting were *A boy killed on Mother's Day*, *Malaysia Agency*, *EU bans sale animal of animal-tested cosmetics*, *Government looks for a New System for National Exams*. In the test first, the teacher asked the students to write down name and class/number. Next, the teacher asked students to write the time when they started their reading and finished their reading. After that they were asked to state the sentences true or false and choose the correct answer without referring the text.

For extensive reading activity, the teacher had the students find at least two news item texts to read outside the classroom. In the next meeting they had

to report and present their work by filling reading report form. They had to discuss their report in a group, play the small drama and be a news reporter. The teacher asked students to find the material by themselves from the newspaper they have or from the internet. But the teacher also gave the address in the internet of the news item to the students; they could choose the news item they liked.

DISCUSSION

Based on the findings, the activities designed in Cycle 1 was not enough to improve the students' reading fluency, especially for training their reading rate. Therefore, the researcher then added repeated reading for the second cycle. The result showed that by adding that activity, the students' achievement improved and most of them successfully became fluent readers. Thus, the researcher could summarize that the best activities for training reading fluency as follows.

The activity in pre-reading: (1) showing pictures to the students and asking some oral questions related to the pictures, (2) asking the students to guess the topic that will be discussed, (3) asking the students to find the meaning of the words that might be used in the text and writing the words predicted on the board.

The second activity in whilst activity: (1) asking the students to read the text silently with timed reading, (2) engaging the students to fill the reading time, (3) asking the students to answer the questions without referring the text, (4) discussing the answers and clarifying the meaning of difficult words, (4) explaining the content of the text, (6) asking the students to identify the generic structure, language features, and main idea, (7) asking the students to discuss about the cultural support and generic structure in a group of five, (8) asking the group to report their answers.

The activity in post-reading: (1) Speed Reading and Repeated Reading (a) having the students ask questions, (b) engaging the students to read a text with timed reading. In this case the students were allowed to read the texts twice and (c) engaging the students to do the quiz without referring the text; (2) Extensive Reading: (a) giving the students task to read at least two texts in a week outside the classroom and (b) making a report for the next meeting by filling the reading report form.

The findings of the research revealed that one of the strength of Speed Reading and Extensive

Reading Activities was that it could improve the students' reading fluency. It could be seen by the result of the comprehension test and the process of teaching and learning that administered at the end of each cycle. The tests were taken from different titles given in the teaching and learning process.

From the result of Reading Fluency tests, it could be seen that the students' reading fluency improved significantly in each cycle. In the preliminary study, there were no students who could be categorized as fluent readers if it was compared to the criteria of success, which was reading at an adequate rate (≥ 204 WPM) and good comprehension ($\geq 75\%$). There were only 13 (42%) out of 31 students who achieved the minimum passing grade with a reading rate lower than 204 WPM. In Cycle 1, using Speed Reading and Extensive Reading Activities techniques, there was improvement in students' reading fluency. Based on the result of the reading fluency test, it could be found that 48% of the students successfully achieved the criteria of success. Their reading rate average was 224.46 and their reading comprehension average was 81.19. Although those scores had achieved the criteria of success in this study, the presentation of fluent readers, which was only 48%, could not make the researcher satisfied so that she decided to continue to the second cycle. Since the problem was identified that most of the students from Cycle 1 had a problem in their reading rate, the researcher modified the strategy by training them more on accelerating their reading speed. As a result, there were 25 (80%) out of 31 students who achieved ≥ 204 WPM and 78% comprehension in Cycle 2.

These findings show that using Speed Reading and Extensive Reading activities dramatically improved the students' reading fluency. These findings also supported the theory that Speed Reading and Extensive Reading techniques help students' to improve their reading fluency because of several reasons.

First, it can develop learner's autonomy. There is no cheaper or more effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will, and read at the speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along.

Second, it offers comprehensible input. Reading is the most readily available form of comprehensible

input, especially in places where there is hardly any contact with the target language. If it was carefully chosen to suit students' level, it offers them repeated encounters with language items they have already met. This helps them to consolidate what they have already known and to extend it. There is no way any learner will meet new language enough times to learn it in the limited number of hours in class.

Third, it can enhance general language competence. There is 'a spread of effect from reading competence to other language skills ~ writing, speaking and control over syntax' (Elley, 1991). The same phenomenon is noted by Day and Bamford (2000) who stated that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer.

Next, it can improve students' memory and has better focus. The brain is like a muscle. If the students train their brains, it will grow stronger and it will be able to perform better. Speed Reading challenges our brains to perform at a higher level. When they train their brain to be able to take in information faster, other areas of their brain will also improve such as our memory. Memory when they read, acts like a stabilizer muscle that gets worked when they Speed Read. Most people have the ability to read at 600 wpm (words per minute). The actual average reading speed is around 200wpm. Why is there such a big gap? There are two primary reasons. Number one, the traditional reading style we are taught is not very efficient. The other reason is lack of focus. If we are not focused on what we are reading, our mind will wander and it will become occupied with other thoughts and thought processes. Speed Reading helps build focus.

Finally, it makes students have higher levels of Self-Confidence. This effect is the result of knowing that they can learn just about any aspect of life faster once they have better ability to read faster and comprehend more. When the students improve their ability to read faster, they will find that more and more doors open up for them and they start to get more options in life. This is because every book or article whether it is fiction or non-fiction, causes us to shift our awareness and we begin to see more depth in our lives. This new found depth boosts our self-confidence.

Furthermore, the present findings also supported the previous studies. This result is in line with Meng (2009) who found that Extensive Reading is an effective and pleasurable way for undergraduates to learn to

read English as a foreign language as an alternative to intensive reading course. Next, Nuttall (1996) posits a “vicious circle” to describe readers who cannot develop good reading skills, slow readers do not read much, and if they do not reach much, they do not understand. If they do not understand, then they can not enjoy reading. This finding supports Bell (2001); Rob and Susser (1989); Elley and Mangubhai (1983) who wrote that with specific reference to reading fluency development, Extensive Reading has shown to be effective in increasing reading speed and comprehension.

Similarly, Hanafi (2004), after implementing speed reading activity in his study, the result of the students’ achievement in reading comprehension were characterized into two different types namely the result based on process and product. According to the process, the average score of reading comprehension in pre test was 44.58, quiz 1 was 59.08 and quiz 2 was 70.92. For the average score of reading speed in pre test was 31.98 wpm, quiz 1 was 70.9 and quiz 2 was 117.58 wpm. It showed that the average score of the students in reading comprehension and reading rate also improved significantly.

However, it is also important to be noticed that there are some differences between the present study and the previous studies. The present study focuses the investigation on solving students’ problem in reading fluency. This was considered as new topic in Indonesian context. Since the previous study investigated reading comprehension and reading speed as separated variables, the current study combined those variables as components for reading fluency variables. In Busthomi (2009) and Hanafi (2004), reading comprehension and reading rate were treated as different variables so that they did not discuss whether or not those two components should be in balance. However, in this present study, reading rate and reading comprehension was counted as one variable to determine whether or not the students were really fluent in reading. As defined by Taylor (2008) that silent reading fluency refers to both reading in adequate rate and reading with proper comprehension. The purpose of the present study was to make sure that students can read in adequate rate (≥ 204 WPM) and good (75 %) comprehension. Therefore, it was aimed not only to make the students become effective readers, who can understand the information from the text, but also to become efficient readers, who can read in adequate time.

As it had been explained above that the researcher modified the strategy in cycle 2 to fix the

problem she found in cycle 1. In Cycle 1, it was identified that most of students had problem to increase their reading rate. Some of them could not well understand the information from the text yet they could not read in adequate rate. It means that most of them had been successful to become effective readers but not efficient readers. Thus, the researcher felt that she needed to give them more speed reading activities in the classroom in Cycle 2.

In Cycle 1, the researcher relied on skimming and scanning as the activities to improve students’ reading rate. Next, in Cycle 2, the researcher added repeated reading technique as a part of speed reading activities. She asked the students to read a text and then timed their reading. After that, she asked the students’ to read the text again and record their time. Finally, she asked them to compare between the first reading and the second reading. She asked the students whether or not they could comprehend better and read faster. Therefore, in the Cycle 2, the students got more chances to read than in the Cycle 1 in the classroom.

The consideration to add repeated reading technique is that this technique has been reviewed as an excellent way to improve not only students’ comprehension but also their reading rate. Penner-Wilger (2008) who had reviewed research on reading fluency included repeated reading as one of recommended activities to improve students’ reading fluency. He cited from Chomsky that this technique increased students’ fluency both on the practiced text and on the new passages. Therrien ‘s (2006) research had demonstrated that repeated reading could not only improve reading fluency but it was also effective in improving other facets of reading success.

Next, the material used in Cycle 1 was also different from Cycle 2. The material in Cycle 1 used Narrative texts and in the Cycle 2 used News Item texts. Based on Curriculum 2013 Narrative texts and News Item texts were taught in the second semester of Tenth Graders. After using Narrative texts, the students were still unsuccessful to be the fluent readers. The researcher changed the material using News Item. The students can learn the material from newspapers as the authentic materials. The reasons why use newspapers in the teaching reading are (1) Newspapers introduce students to the cultural and linguistic aspects, (2) Newspapers encourage students to read in English outside in the classroom, (3) students can internalize a full range of world background knowledge, language conventions and vocabulary by exposure through reading (Clanfield and

Foord, 2013). This study is emphasized on the activities so the materials do not influence the result.

In terms of instrument, instead of using Multiple Choice, the researcher used True-False test type. True-False items were chosen due to practical reason so that the test was easy to administer. Busthomi (2009) also suggested for the future researchers to use the various materials; the researchers can use more than one test types.

CONCLUSION AND SUGGESTION

Conclusion

The present study has investigated whether Speed Reading and Extensive Reading Activities for Narrative and News Item texts can improve students' reading fluency. In Extensive reading activities the students were asked to read two texts outside the classroom. Then, they were asked to report what they have read in reading conference in pre-reading stage. Next, in whilst-reading, the students' were trained to read fast by using skimming, scanning, and repeated reading techniques. In the post-reading stage, the students were given exercise in timed reading form to make them used to read effectively and efficiently. The last activity was Extension and Follow up stage, the students were asked to find the narrative and news item texts and make reports by filling the reading reports.

The result showed that 80.65% of the students were successful to achieve the criteria of success in this study. They can read in 268.74 WPM with 82.06 reading comprehension. Those results were better than what the researcher had determined in criteria of success, which is able to read in ≥ 204 WPM with 75% comprehension. It means that, in this study using of and Speed reading and Extensive Reading Activities designed and modified by the researcher had successfully help the students' to improve their reading fluency. This result proved that Speed Reading and Extensive Reading Activities can develop students' autonomy, expand English Proficiency, benefit students in providing them with an opportunity to evaluate their level of knowledge, increase students' confidence in their ability in reading comprehension and reading rate, and improve students' memory and has better focus. This is the most logical and acceptable reason why this strategy can improve the students' reading fluency.

Besides, the implementation of the Speed Reading and Extensive Reading Activities can promote

students' involvement, motivation, mood, and affective atmosphere during the lesson. The evidence is that more than 25 students (out of 31 students) actively participated in the teaching and learning process. It shows that the students really enjoyed the lesson. They were more motivated to learn, more active, and more enthusiastic. Also the questionnaire showed that the students had positive perception about speed reading and extensive reading activities. In short, they love reading through Speed Reading and Extensive Reading Activities.

Suggestion

By considering the advantage of implementing speed reading and extensive reading activities in the teaching of reading fluency, it is recommended that English teachers utilize these activities in their language classrooms as an alternative to other activities in the teaching and learning process, specifically in the teaching of reading fluency (reading comprehension and reading rate). Since speed reading and extensive reading activities are found to be more effective and efficient to enhance reading fluency, teachers can adopt or modify the strategy designed by the researcher in this study to fix their classroom problems.

It is suggested that future researchers use the finding in this research as a reference for other research. Since the focus of the study is to improve students' fluency, which is the comprehension measured was focused only on literal and inferential, so that future researchers are recommended to investigate higher level of reading such as reading fluency in critical thinking level. In addition, they are also suggested to use different kinds of test instruments for measuring students' reading fluency such as C-test.

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