

**THE CORRELATION BETWEEN STUDENTS' SPEED
READING AND THEIR ABILITY IN FINDING MAIN IDEA IN
NARRATIVE TEXT AT THE TENTH GRADE OF SMAN 1
REBANG TANGKAS WAY KANAN IN THE ACADEMIC
YEAR OF 2020/2021**

Thesis

**Submitted in a partial fulfillment of the requirements for S1-
Degree**

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LAMPUNG
2021**

ABSTRACT

Students' speed reading becomes essential part in teaching learning process. There are consider that speed reading is one of the elements that determine success in developing a second or foreign language included in developing students' main idea. Students that have high speed reading can have a high main idea so that will faster improving their knowledge.

Furthermore, in this quantitative research, the researcher used correlationresearch design. The population of this research was tenth grade students of SMA Negeri 1 Rebang Tangkas. The sample of this research was 33 students taken from X MIA 1 class. In collecting the data, this research was distributing students' speed reading test to assess students' speed reading ability. Besides, in assessing students' main idea this research was distributing main idea test to assess students' main idea ability. In analyzing the data, the speed reading and main idea test were analyzed by Pearson Product Moment formula in SPSS 25.0 version.

The result of this research shows that there is correlation between students' speed reading and their ability in finding main idea in narrative text. It is proved by the r_{xy} (0.451) is bigger than r_t (0.344). It means considered that the null hypothesis (H_0) in this research was rejected and the alternative hypothesis (H_1) was accepted. The conclusion is there is correlation between students' speedreading and their ability in finding main idea in narrative text at the second semester at the tenth grade of SMA Negeri 1 Rebang Tangkas Way Kanan in the academic year of 2020/2021.

Keywords: *Correlation, Speed Reading, Main Idea.*

DECLARATION

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I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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A Thesis entitled: **“THE CORRELATION BETWEEN STUDENTS’ SPEED READING AND THEIR ABILITY IN FINDING MAIN IDEA IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SMAN 1 REBANG TANGKAS WAY KANAN IN THE ACADEMIC YEAR OF 2020/2021”**, By: **Rani Dwi Aksari, NPM: 1511040117, Study Program: English Education**, was tested and defended in the examination session held on: **Thursday, January 27th 2022.**

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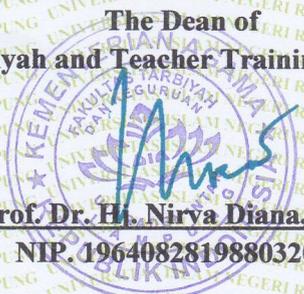
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MOTTO

سَنُقْرَأُكَ فَلَا تَنْسَى

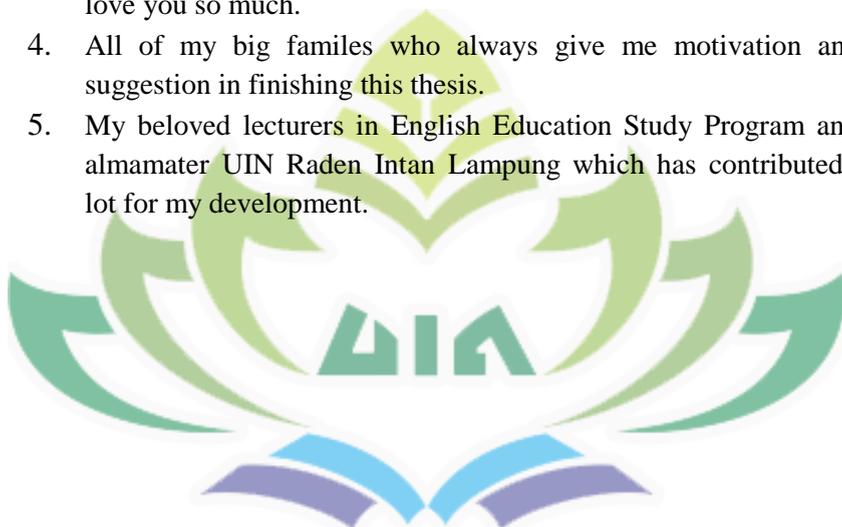
“We will your recite (Al-Quran), (O Muhammad), and you will not forget.” (QS. Al-a’la)



DEDICATION

From the deeply of my heart, this thesis I would dedicate:

1. Allah SWT who always loves and keeps me everywhere and everytime.
2. My beloved parents, Mr. Musowir and Mrs. Sutiya Ningsih who always love me and wish for my success and advise me wisely.
3. My beloved sister Indah Dian Wahyuni and Aulia Tri Ramadhani, who always give me big support, Thank you and I love you so much.
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CURRICULUM VITAE

The researcher's name is Rani Dwi Aksari. She was born on May 19th 1997. She is second daughter from Mr. Musowir and Mrs. Sutiya Ningsih. She has 2 sisters. She lives on Rebang Tangkas, Way Kanan, Lampung.

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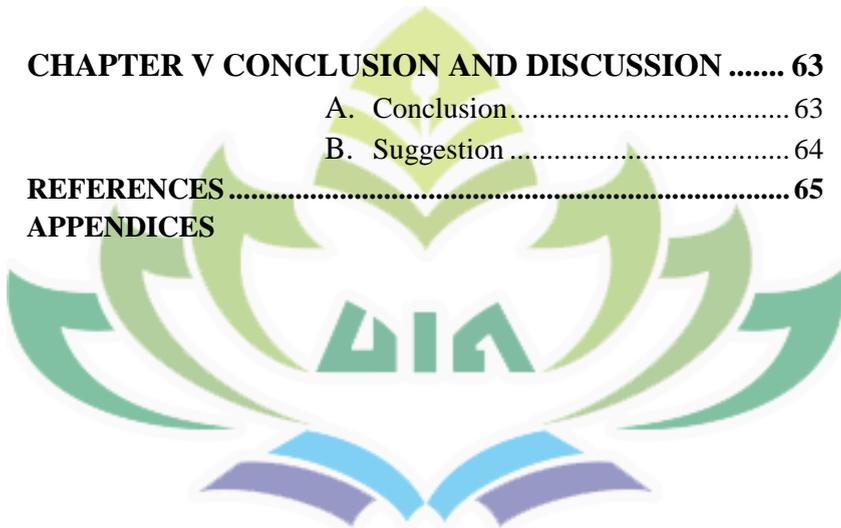
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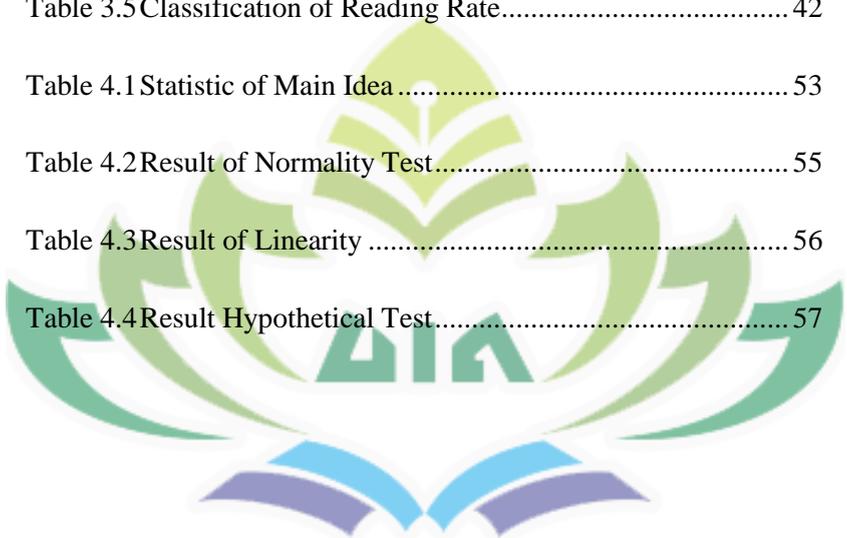
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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading involves perceiving the written form of language, either visually or kinesthetically (using Braille).¹ In here, we can know that reading is a process where a reader recognizes various forms of words in writing. Like, newspapers, books, and so on both in their own language and in a foreign language.

Patel and Jain that state reading means to understand the meaning of printed words i.e. written symbols.² Based on the statement above, this process of recognition and understanding of written symbols is important to improve, deepen and broaden our knowledge of our language. Not only has that reading also given pleasure and satisfaction to the readers. Reading also does not have to be done just when you want to learn because reading can also be done when we are relaxing.

According to Harmer reading is useful for language acquisition. If students more or less understand what they read, the more they read, the better they get at it.³ In other word from reading a lot, we will usually continue to hone our brain skills. The parable is like a knife that if it is sharpened will become a sharp knife but if we do not sharpen the knife, the knife Likewise with the ability of our brain. If we keep reading, our brains will get used to working hard.

Sometimes reading can be a complex process as described by Harison state that reading is a complex activity

¹J.Charles Alderson and Lyle F Bachman, *Assessing Reading*, (New York :Cambridge university, 2000), p. 13.

²M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools &Techniques)* (Vaishali Nagar : Sunrise, 2008), p.113

³Harmer, Jeremy. *How to Teach English*. (Pearson Education Limited , 2007), p. 99

and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for consideration and evaluating effects.⁴ The point is that reading can become a complex process because is not only able to know the meaning of a word however is able to unite and examine the words into a more meaningful sentence.

Because of this education and the ability to study the reader have important role in processing the information what the author wants to convey. Given that people interpret a reading differently depending on their perspective and way of thinking, because humans only receive information if it makes sense for people. This statement is also expressed by Nunan that revealed that Reading is a set of skills that involves making sense and deriving meaning from the printed word.⁵

Speed Reading is not easy job that can be done by anyone who has no educated life background and without use proper method or technique. According to Konstant said in Teach Yourself Speed Reading “the bigger you vocabulary, the faster you will able be to read. Hesitating at unfamiliar word stops you and makes you try to work out the meaning of the whole passage.”⁶

Konstant said is to increase speed reading, is very important thing that student must know. Because student will automatically slow down in the word which they unfamiliar. When you do not read at the right speed, your comprehension is diminished. One of the skills you acquire as speed reader is knowing when to slow down and when to speed up.

⁴Collin Harison and Terry Salinger, *Assessing Reading Theory and Practice*, (NewYork: (Routledge, 1998), p. 89.

⁵Caroline Linse and David Nunan - *Practical English Language Teaching PELT Young Learners-English as a Second Language* (English as a Second Language, 2005), p. 69

⁶Konstant, Tina. *Teach Yourself Speed Reading*. (Hodder Headline:2003), p.46

Based on the interviewing the English teachers of SMA N 1 Rebang Tangkas, there are some problems found from students there. First, the students had problems in learning English such as many students had difficulties to understand and get information in reading narrative text. The students also had a low in reading particularly of identifying main idea of text and the students' interest in reading English texts is very low.⁷

Secondly, the students are still lack of speed reading makes many students find difficulties to do the task and to understand the material. The teacher should give an explanation of the material by using Indonesian language also. Because students are lack of speed reading, students get a low score in English. They always find hard words that make them confused.

Furthermore, the researcher also interviewed few students of the tenth grade. From the result of the interview, it is found that most of the students got problems with finding main idea. Besides, they had spent longer time to answer the reading question items in examination, and then students feel bored when they read an English text, and they said that the English teacher would be rarely taught the technique of speed-reading.⁸ It means students also very confused to understand existing material because the students' ability in finding main idea is lack, so that why some students feel difficult to do the task.

In this research, the researcher showed students' reading score. From the reading score value data taken by researcher it can be concluded that from the data there are 64,70% students scored poorly and only 35,24% students have been cleared in their scores. They complete many errors in reading because it can be know from the data obtain during interview with an English teacher in SMA N 1

⁷Suryanto, *English Teacher*, SMAN 1 RebangTangkas Way Kanan, on March 18th,2019, an interview, Unpublished.

⁸The Tenth Grade Students in SMAN 1 RebangTangkas, Way Kanan, *An Interview for Preliminary Research*, (March 18, 2019), Unpublished

Rebang Tangkas. The score underneath 70 is specific in criteria of minimum (KKM) for entirety in SMA N 1 Rebang Tangkas. The total number of students who got difficulty in reading is 64, 70% out of 85 students.

The researcher assumes that speed-reading in finding main idea can use to get the purpose of teaching learning process and it is important to help both teacher and students by using the effective method. There is previous research conducted by Adelmi Kurniawati DS.⁹ The result of the research showed that there is correlation between students' speed reading toward students' reading comprehension. It means that speed reading technique is one of reading strategies that is presume to help students in overcoming difficulties in reading, and improving their reading comprehension. Adelmi's research has similarity and difference with this research. Adelmi make the research is to know there is significant of correlation between reading comprehension and reading speed, while in this research the researcher want to know the correlation between speed reading and the ability in finding main idea in narrative text.

The next research is from Ahmad Ad dairaby.¹⁰ It showed that there are a significant correlation between students' vocabulary mastery and their reading speed. Based on the Ahma's research it is found that there are positive correlation between students' vocabulary mastery and their reading speed. Reading speed really affect students' achievement especially in learning reading comprehension. There are some differences between Ahmad's research with this research is the differences is Ahmad's research correlation between students' vocabulary mastery and their reading speed.

Another research there are by Muniarsih with the title the correlation between students' motivation in reading and reading

⁹Adelmi Kurniawati DS, *Correlation between students reading speed and students reading comprehension*, State University of Gorontalo, 2013

¹⁰Ahmad Ad dairaby, *Correlation between students' vocabulary mastery and their reading speed*. State Islamic University of Raden Intan Lampung, 2020

speed, there is two things, which are discuss in this study, motivation in reading and reading speed. The result of his research is there is a positive correlation between student motivation in reading and reading speed.¹¹

Based on previous discussion, it is predicted that the students who are good in reading speed have a good in main idea. This research is done for the intention of exploring how significant the reading speed and main idea. Consequently, the researcher is interested to doing the research entitled “The Correlation between students’ Speed Reading and their ability in finding main idea in narrative text at the tenth grade of SMAN 1 RebangTangkas Way Kanan in the academic year of 2020/2021.”

B. Identification of the Problem

Based on the background of the research, the researcher was identified the problem as follows:

1. Most students got score under the criteria of minimum mastery.
2. The students were lack of speed reading.
3. Some of the students had low finding main idea in the text.
4. Many students found the difficulties to do the task.

C. Limitation of the Problem

Based on the background and identification of the problem, the research was focused on the correlation between students’ speed reading and their ability in finding main idea in narrative text, specifically kind of legend and it is based on syllabus at the tenth grade of SMAN 1 Rebang Tangkas Way

¹¹Muniarsih, *The Correlation Between Students’ Motivation In Reading and Reading Speed (A correlational Study at the Second Grade of Department of English Education SyarifHidayatullah State Islamic University)*, Jakarta : UIN Jakarta, 2013

Kanan in the academic year of 2020/2021.

D. Formulation of the Problem

From the limitation of the problem, the research formulated as follow: “Is there any correlation between students’ speed reading and students in finding main idea in narrative text at the second semester of tenth grade of SMAN 1 Rebang Tangkas Way Kanan in the academic year of 2020/2021?”

E. Objective of the Research

The objective of this research identified whether there is correlation between students’ speed reading and finding main idea in narrative text at the second semester of the tenth grade of SMAN 1 Rebang Tangkas Way Kanan in the academic year of 2020/2021.

F. Significance of the Research

The result of this research is expected to give contributions both theoretically and practically.

1. Theoretically

This research is expected to give understanding for the readers about the important of used strategy of reading speed especially in finding main idea in narrative text.

2. Practically

a. For the Teachers

The positive result of this research supported the English teacher in teaching reading.

b. For the students

The positive result of this research supported the students in mastering reading skill. It is also to improve the student’s reading skill.

c. For the school

The result of this research also supported the school to develop the curriculum of English teaching and learning. The school can give recommendation for English teacher who want to apply the curriculum that make students reading English actively.

G. Scope of the Research

The researcher was determined the scope of the research as follows:

1. The research subject

The research was tenth grade of SMA Negeri 1 Rebang Tangkas Way Kanan in the academic year of 2020/2021.

2. Object of the research

The research was focused on “the correlation between students’ speed reading and their ability in finding main idea in narrative text at the tenth grade of SMA Negeri 1 Rebang Tangkas Way Kanan in the academic year of 2020/2021.

3. Place of the Research

The research was conducted at SMA Negeri 1 Rebang Tangkas WayKanan.

4. Time of research

The research was conducted at the second semester in the academicyear of 2020/2021.



CHAPTER II

LITERATURE REVIEW

A. Frame of Theories

In this chapter the researcher discussed about concept of reading, concept of reading comprehension, definition of speed reading, technique of speedreading, main idea, definition of main idea, text of types, narrative text, kind of narrative text, and Hypothesis.

1. Concept of Reading

Every language has skills, including English. One of the important English skills is reading. Reading is deed involves active thinking throughout the process of engaging with the text.¹ It is the activity to treat us in text. Stated that reading is a transmitting of information process where the author is regard as the informant and the reader. In other hand is receiver during reading process the reader interacts with the author directly. Then, they can take the benefit of text. It means that the reading need quick thinking to take some information though located the text. In addition, Anne Cunningham explain that the reading is a very rich, complex and cognitive act that offers an immense opportunity to exercise our intelligence in ways we lose if we don't read.²It means reading many benefits to increasing knowledge. There are also can reduce stress, stimulate mental, able to increase concentration and then train the brain to think and analyze critically. In other words, reading habits should be cultivated from young, and then teach to choose a positive reading material such as age to development way of their thinking. So that is reading can makes peoples improve

¹Mary Shea and Nancy Roberts, *Five Strategy for Reading Comprehension*, (United States of America: Learning Sciences International, 2016) P.10

²Lois Bridges, *the Joy and power of Reading (A summary of research and expertOpinion)*. (New York: Scholastic Inc, 2014) P. 4

skill and to increase knowledge.

Students should be able to master reading comprehension of texts. Some kinds of reading skill are required to be master. They are faster reading, skimming, scanning, making prediction (Predicting), reading for detailed information, reading between the lines, deducting meaning from context, reference and deducting meaning from form.³

Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain than has to work out the significance of these messages.⁴ It means that the reader should focus when they read so that they can get the meaning. Furthermore, reading is an important activity in life with which one can update his/her knowledge.⁵ In addition, reading is very important for our daily activity because after reading we can get new information, get discipline and knowledge.

Based on explanations, it can be concluded that the reading is an active process to get meaning or information from printed page or written language share by the writer. Reading is also important in our daily activity. During reading, we can get new information, knowledge and information about world development.

2. Concept of Reading Comprehension

Reading is something that one gets better at with practice.⁶ It is not surprising, then, that for children to become better readers, they must read for long stretches of time, with just-right material, joyfully engaged in their reading. The most important of reading is comprehension. Comprehension also is the process of eliciting and making meaning through

³ <https://bacacepat.com/membaca/>

⁴ Jeremy Harmer, *the Practice of English Language Teaching*, (New York: Longman, 1991), p.120

⁵ M. F. Patel and Praveen M. Jain, *English Language Teaching (Method, Tools, Technique)*, Jaipur: Sunrise Publisher 2013, P. 113

⁶ Jennifer Serravallo, *Teaching Reading in Small Groups*, (America: Heinemann, 2010), p, 20

interaction and involvement with written language.⁷ In addition, when reader is reading there is automatically process to understand the passage. Reading comprehension involves specific thinking processes.⁸ It means reading comprehension also is the process of stimulate extracting and contracting meaning through interaction and involvement with written language.

Reading Comprehension Boosters will help you become a better reader in the stories you are given, you will read, reason, respond, and reflect.⁹ It means that this process of comprehension is very important in learning English because if the students learn reading then they must understand with they learn, not only that reading comprehension also will give read, reason, respond and reflect on a reading. The goal is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated. Another thing that this activity there is the goal to read and understood of the text.

Reading comprehension is the ability to read text, process it and understanding meaning.¹⁰ Usually in some reading comprehension test contain questions require answers which are not directly stated in a passage to get information.¹¹ It means that in reading comprehension, someone must focus reading carefully, because in a reading there will be questions

⁷ Abbas, Pourhosein Gilakjani, *How Can Students Improve Their Reading Comprehension Skill*. Department of English Language Translation Islamic Azad University, Lahijan Branch, Iran. 2016, Vol. 6, No. 2

⁸ Beatrice S. Miculecky, *Reading power (Reading Faster, Thinking Skill, Reading For Pleasure, Comprehension Skills)*. (Boston University: Addison-Wesley Publishing Company, 2011), p. 293

⁹ Thomas G. Gunning, *Reading Comprehension Boosters*, (America: Jossey-Bass, 2014), p. 7

¹⁰ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Springer Science+Business Media B.V. 2011), P.15

¹¹ *Ibid*, p. 83

that require answers from readable readings.

According to Caldwell, comprehension is an extremely complex entity.¹² It means there are many different process entailed in the board thing called comprehension process very different, as different topics and different purposes. In other word, Brown stated there has some aspects commonly used in measuring students reading comprehension ability as follows:

1. Main idea (topic)
2. Expression/idiom/phrases in context
3. Inferences(implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written(unstated details)
7. Supporting idea
8. Vocabulary in context.¹³

In other word that the statements, reading comprehension is the ability to understand information from the text. The researcher can concludes that the reading comprehension is important in process from reading abilities to get knowledge also to understand text. In this research, the researcher assess students' reading comprehension in main idea, Expression/idiom/phrases in context, Inferences (implied detail), grammatical, feature, a specially stated detail of passage, excluding facts not written, supporting idea and difficult vocabulary from context provide that provided in the form of test by the pre- searcher.

¹² JoanneSchudt Caldwell, *Comprehension Assessment A Classroom Guide Solving Problems In The Teaching of Literacy...* p. 35

¹³ H.Douglas Brown, *Language Assesment: Principles and Classroom Practice*, (Sanfransisco:Longman, 2003), p.206

Based on the explanation, the researcher concluded that the reading comprehension is the understand information and ability to derive from text. Then can take information and find the clue in the text question and understood about that. In reading comprehension, the reader also relates the idea from the text to prior experience and their knowledge. The ability is indicated from the text given to assess student is reading comprehension in finding main idea.

B. Speed Reading

1. Definition of Speed Reading

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up reading.¹⁴ It means that speed reading is also the ability of the reader to manage their skill in reading, because they have to know when to fast and slow down their reading.

Konstant stated that speed reading is not reading words faster than what you did before. It is about being able to read at a speed appropriate for the material you are reading.¹⁵ It means that speed reading can be flexible depends on the material that you are reading.

Mcnamara stated in his journal that speed reading does not allow the reader to adequately understand the reading materials. A distinction should be made between speed-reading, which assumes that normal comprehension is maintained, and scanning and skimming which accept a considerable decline of

¹⁴ Richard Sutz, & Peter Waverka, *Speed Reading for Dummies*, (Indianapolis:Wiley Publishing, Inc., 2009), p.10 -13.

¹⁵ Tina Konstant, *Work Smarter with Speed Reading*,(Great Britain : Macmillan Company,2010), p. 21.

comprehension.¹⁶

In the other hand, Wainwright stated that speed reading is reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically.¹⁷ Based on that statement, there are some techniques that must be practiced while trying to rapid reading text.

Same with Wainwright, Buzan also stated in his book that speed reading is utterly pointless if you do not understand or cannot remember what you read.¹⁸ All speed reading methods recognize that and use so-called comprehension test to check that you actually have understood and retrain what you have read, to make certain that your comprehension keeps pace with your growing speed. It means that what we call “speed reading” is not only speed but also require comprehension. Speed-reading without comprehension is utterly pointless.

Based on the explanation above the researcher concludes that speedreading is a method of reading rapidly at a significant speed by assimilating several words or phrases at a glance by using reading techniques. To apply it the researcher has to ensure that our speed reading is balance with reading comprehension. Therefore, speed reading is not just ability to read faster but also ability to understand the meaning of text in asshort as time.

2. Technique of Speed Reading

Although there are some problem that can impede speed reading, ass discussed before, speed reading not only reading rapidly, it is kind or reading skill about how to manage the information, and as many other skill it skill must be practiced regularly. In the effort of managing the

¹⁶ D. S. McNamara, “SpeedReading”, *International Encyclopedia of the Social &*

BehavioralSciences, (Elsevier science Ltd. 2001) p. 14889

¹⁷ Gordon Wainwright, *How to Read Faster and Recall More*, 3rd edition (New York: How toBooks Ltd, Spring Hill House & Begbroke, 2007), p. 38

¹⁸ Tony Buzan, *Speed Reading*, (New York: E.P. Dutton, Inc, 1984) p.xiii.

information, people usually use some techniques in it. There are lots of techniques that could be used to help us reading faster.

According to Richard, there are three techniques of speed reading that especially well, those are as follows:

a. Skimming for the main ideas

When you skim a page, you take the main ideas from the reading material without reading all the words. You look for and seize upon words that appear to give the main meaning.

b. Scanning for specific words or phrases

Scanning is quickly scouring the text for specific information; unlike skimming, you are not concerned with the broader meaning of the text. Scanning involves moving your eyes quickly down the page seeking specific words or phrases.

c. Pre-reading to find out what the text is about

When you pre-read, you direct your attention to telltale parts of a text with the goal of finding out what the text is about, whether it is worth reading, and what parts to read. You typically use it in combination with another reading method; pre-reading just acts as the first filter.¹⁹

According to the explanation above, the researcher concludes that there are lots of various techniques in order to improve someone's ability in speed reading and those techniques used depends on the purpose of reading itself. Moreover, in this research, the researcher chose skimming for the main ideas to test speed reading the student. The reason why Researcher does not use pre-reading technique because in this Research there is no synopsis to pre-read in the instrument and researcher prefer to use scanning than

¹⁹ Richard Sutz, & Peter Weverka, *Speed Reading for Dummies*, (New York: Wiley Publishing, Inc), p. 168.

skimming because skimming technique made student easier to answer multiplechoice based on keyword in the descriptive text.

C. Main Idea

1. Definition of Main Idea

The main idea is the most important thing the paragraph says about the topic, and the topic is about paragraphs. Every single paragraph has a main idea, in which it is the gist or conclusion of the whole text.²⁰ one of the objectives of reading is finding the main idea of a text. It is a common goal in reading instruction or in reading test. It means in terms of reading it is very important, if we know what we are reading, by knowing the main topic or we can find the main idea from what we read, of course it is very easy for us to understand the reading.

Furthermore, The main idea of a passage is the thought that is in the passage from the beginning the end.²¹In other word by identifying the main idea of an text, the students will be able to understand the contents contained in the text. By recognizing the main idea, the students will also take a stance whether the reading activity will be read as a whole, or it should not be continued because the contents have been understood. Therefore, they will be able to summarize the text effectively. By identifying the main idea, the students will also determine whether the topic of the text is interesting or not.

According to Segretto, supporting details provide the readers more information about main idea or subject of a main idea of the passage.²²By recognizing the details of a text, the readers will be able to see the big picture of

²⁰ SyofnidahIfrianti, *I like Reading...* p. 34

²¹ *Ibid...* p.34

²² Michael Segretto, *Roadmapping to 8th Grade Reading: Virginia Edition*, (New York:Princeton Review Publishing, L.L.C.,2012), p.12

the text, Therefore a lot of information that readers can obtain by identifying details of a text.

Main idea of a paragraph is the author's about the topic. it is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic.²³ In other words, the main idea may be important that the author develops throughout the paragraph. The function of the entire paragraph is to explain, develop, and support the main idea. The main idea of a paragraph tells us what the author wants to know about the topic.

The researcher in one or more sentences within the paragraph usually directly states the main idea. Once the reader can find the topic, they are ready to find the main idea. The main idea is the point of the paragraph. It is the most important thought about the topic.

Based on the definition above, the researcher concluded that the main idea is the primary point of concept that the author wants to communicate to the readers about the topics.

2. Location of Main Idea

Main ideas in the paragraph of each researcher have their own considerations, according to the level of importance of the ideas that will be conveyed to the reader. There are some experts who reveal the location of main ideas, there are: the same thing that a writing can be developed based on the sequence of ideas expressed.²⁶ According to Ramlan, that the main idea is implied and there is an expression in the beginning of the

²³ Beatrice S. Miculecky, *Reading power (Reading Faster, Thinking Skill, Reading*

For Pleasure, Comprehension Skills...., P. 89

²⁶Widjono, *Bahasa Indonesia: Mata kuliah pengembangan kepribadiandi perguruan tinggi*, (Jakarta: Grasindo, 2005), p. 206

paragraph, the end of the paragraph, and at the admixture.²⁷ Moreover, GorysKeraf stated, there is a main idea that lies in the middle of the paragraph.²⁸

Based on the explanation of the two experts, it can be concluded that the location of the main ideas in the paragraph is located at the beginning, end, and admixture. Each of these locations of paragraph is described in the section below:

a. The beginning of the paragraph (deductive)

The main idea located at the beginning of the paragraph generally contains general statements, statements that still need development, details, and further explanation.²⁹ It means if the topic is placed at the beginning of the paragraph will be in the form of a deductive paragraph, which is paragraph which presents the subject matter first, and then the description or details of the problem.

b. The middle of the paragraph

According to Gie, if the main idea is placed in the middle or almost the end of the paragraph, then the sentence that precedes it is a sentence of support, preparation or introduction.³⁰ Same as opinion of Soewandi, he stated, the sentences that are above the topic sentence function as an introduction, while the sentence after that is namely a sentence that functions as an explanatory sentence.³¹

²⁷Ramlan, M., *Paragraph: Alurpikiran dan Kepaduannya dalam Bahasa Indonesia*, (Yogyakarta: Andi Offset, 1993), p. 3

²⁸Gorys, Keraf, *Komposisi*, (Flores: Nusa Indah, 1980), p. 70-74

²⁹Ramlan, M., *OpCit*, p. 3

³⁰The Liang Gie, *Terampil Mengarang*, (Yogyakarta: Andi Offset, 2002), p. 69

³¹A.M. Slamet Soewandi, *Strategi Pembelajaran Bahasa dan Sastra Indonesia di sekolah Berdasarkan Pendekatan Komunikatif*, (Yogyakarta: Sanata Dharma, 2000), p. 530

c. The end of the paragraph (inductive)

Main idea is the located at the end of the paragraph. Such as basic ideas in general are a conclusion or summary of what is expressed in sentences that exist at the beginning. The author first reveals several events, events, or circumstances, then at the end of the paragraph conclusions or summaries are revealed.³²

d. The beginning of the paragraph and the end of the paragraph (admixture).

Main idea of the paragraph is located at the beginning and the end of the paragraph. In this case, the main idea that is located at the beginning of the paragraph contains general statements, which is still need further explanation. According to Soewandi, the sentences that give further explanation are as explanatory sentences, while the main idea which is located at the end of the paragraph is a repetition of the main idea located at the beginning of the paragraph, only the sentence and words are not the same or not appropriate.³³

3. Example of Main Idea in the Paragraph

a. **Main idea in the Beginning of Paragraph**
Candi Prambanan

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed PrabuBaka. Then, Bandung Bondowoso fell in love with PrabuBaka's daughter named RoroJonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. RoroJonggrang was thinking of a way to refuse Bodowoso's

³²Ramlan, M., *Ibid*, p. 5

³³A.M. SlametSoewandi, *Strategi Pembelajaran Bahasa dan Sastra Indonesia disekolah Berdasarkan Pendekatan Komunikatif...*, p. 53

marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. RoroJonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that RoroJonggrang tricked him. He got very angry so he cursed RoroJonggrang into a rock statue "Arca". RoroJonggrang statue is inside CandiPrambanan to complete the project of a thousand temples.

The main idea of the paragraph above is written in the first sentence, namely, ***Once upon a time, there was a powerful prince named Bandung Bondowoso.*** Every the sentences in the paragraph provide a reinforcing argument for a main thought.³⁴ Main ideas always lie in the first or last sentence of a paragraph, or scattered, but in this case that is often found in the problem, the main sentence is mostly located at the beginning and the end.

b. Main Idea in the Middle of Paragraph

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed PrabuBaka. Then, Bandung Bondowoso fell in love with PrabuBaka's daughter named RoroJonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. RoroJonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

³⁴OtongSetiawanDjuharie, *Extensive Reading Top-Down Reading*,... p.15

*Being helped by genies, Bondowoso built many temples very fast. **RoroJonggrang wanted to fail him.** She asked all women in hervillage to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.*

Finally, Bondowoso knew that RoroJonggrang tricked him. He got very angry so he cursed RoroJonggrang into a rock statue

“Arca”. RoroJonggrang statue is inside CandiPrambanan to complete the project of a thousand temples.

The sentence italicized-bold in the paragraph above is the main idea contained in the topic sentence. The sentence above serves as an introduction, while the sentence after that is namely a sentence that functions as an explanatory sentence. The main idea from the text above is **RoroJonggrang wanted to fail him.**

c. **Main Idea in the End of Paragraph**

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed PrabuBaka. Then, Bandung Bondowoso fell in love with PrabuBaka’s daughter named RoroJonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. RoroJonggrang was thinking of a way to refuse Bodowoso’s marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. RoroJonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left

their project until 999 temples. They thought morning came afterward.

*Finally, Bondowoso knew that RoroJonggrang tricked him. He got very angry so he cursed RoroJonggrang into a rock statue “Arca”. **RoroJonggrang statue is inside CandiPrambanan to complete the project of a thousand temples.***

The main idea of the paragraph above is in the five sentences **RoroJonggrang statue is inside CandiPrambanan to complete the project of a thousand temples.** Every the sentences in the paragraph clarify the idea, stating the main idea at the end, the writer summarizes the essence of the paragraph.³⁵

d. **Main Idea in the Beginning of Paragraph and the end of paragraph (admixture)**

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed PrabuBaka. Then, Bandung Bondowoso fell in love with PrabuBaka’s daughter named RoroJonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. RoroJonggrang was thinking of a way to refuse Bodowoso’s marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn

Being helped by genies, Bondowoso built many temples very fast. RoroJonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that RoroJonggrang

³⁵*Ibid, ...P. 16*

tricked him. He got very angry so he cursed RoroJonggrang into a rock statue "Arca". RoroJonggrang statue is inside CandiPrambanan to complete the project of a thousand temples.

The paragraph above is a paragraph whose main idea is at the beginning and end of the paragraph. The main idea that lies at the beginning of the paragraph is ***Once upon a time, there was a powerful prince named Bandung Bondowoso.*** Repeated with different word that is ***RoroJonggrang statue is inside CandiPrambanan to complete the project of a thousand temples.*** The explanation sentence is a sentence that lies between the main ideas that is located at the beginning of the paragraph with the main idea at the end of the paragraph.

D. Types of Text

There are thirteen types of text according to Gerot. There is an explanation as follows.³⁶

1. Spoof

Spoof is a text to retell an event with a humorous twist.³⁷ In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.

2. Recount

Recount is a text to retell events for informing or entertaining. The order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred. Other definition, Recounts of all the written text types, most closely resemble the grammar of

³⁶Linda Gerot, Peter Wignell, Edited by NurulKhadijati, for Limited Community ofSTKIP PancaBekasi, *Making Sense of functional Grammar*, p. 153

³⁷*Ibid*,...p.152

speech.³⁸

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report is piece of text that presents information about a subject.³⁹

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.⁴⁰

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day that are considered newsworthy or important.⁴¹

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is also a big or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.⁴² Other definition, narrative is a piece of text, which tells a story and, in doing so, entertains or informs the readers or listener.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other

³⁸Peter Knapp, Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*, (Sydney: University of New South Wales Press Ltd, 2013), p. 228

³⁹Linda Gerot, Peter Wignell, Edited by NurulKhadijati, for Limited Community of STKIP PancaBekasi, *Making Sense*, ... p.155

⁴⁰*Ibid*, ... p.156

⁴¹*Ibid*, ... p.158

⁴²Peter Knapp, Megan Watkins, *Genre, Text, Grammar Technologies*, ...p.

definition, procedure is a piece of a text that gives us instruction for doing something.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.⁴³ Other Definition, explanation is to explain how or why something occurs.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue. Other definition, discussion is a text to presents differing opinions on a subject to the readers and listeners.

13. Reviews

A review is a text to comment on an artwork or event for a public audience.⁴⁴

Based on the explanations, the researcher concluded, there are many kinds of texts, each of characteristic had different characteristics and purposes. Then the researcher will choose narrative text in this research. Narrative is a text a part of text, which tells a story and entertains the readers or listener. By uses a narrative text, the students are expect can comprehend the reading activities.

⁴³ Linda Gerot, Peter Wignell, Edited by NurulKhadijati, for Limited Community of STKIP Panca Bekasi, *Making Sense*, ... p.168

⁴⁴ *Ibid*, p 163

E. Narrative Text

1. Concept of Narrative Text

Narrative is popular in everyday life since through narrative people construct social reality and make sense of their experiences.⁴⁵ It means narrative text is a kind of text that deals with telling about an event or something that actually happened in real life to someone. In other words, the text of a narrative just makes sense to the reader or listener.

Narrative text is a kind of text that has to be taught at Senior High School based on the KTSP or School Based Curriculum. It is a text that aims at retelling events or activities that happened in the past that is intended to entertain the readers or listeners.⁴⁶ Moreover, narrative text describes a sequence of events. The model of mental picturing proposed may be involved in the reading of narrative is very much a picturing (or a visualizing).⁴⁷ In other words, narrative text is very important to learn, in addition to entertaining readers and listeners, of the narrative text it is also intended to remind or repeat the story of a unique fairy tale in the past so that listeners (children in the present) can benefit.

In addition, narrative is a text that is connected to a series of logically and chronologically connected events that are caused or experienced by factors. A key to comprehending narrative is an intelligence of plot, theme, characters, event, and how they are connected.⁴⁸ In other words, the narrative text is a story about events that are connected

⁴⁵ Asian EFL journal, *professional Teaching Articles*, Vol. 44 May 2010, p. 149

⁴⁶ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies For Teaching*,...p. 222

⁴⁷ Michael Toolan, *Making Sense of Narrative Text-Situation, Repetition and Picturing in the Reading of Short Stories*, (New York:Routledge, 2016), p.152

⁴⁸ English Education Journal, *Developing Reading Narrative Text Materials for Eighth Graders of Junior School Implemented with Character Building* in 2012, P. 149

and real happening. In curriculum 2004 narrative text is define as a text which function is to amuse, entertain, and to deal actual or various experience indifferent ways.

Based on the explanation, the researcher concluded that the narrative text is a story to entertain and narrate the audience, it's the plot consists of orientation, complication, sequence of events, resolution and then followed by coda in the end of story. Then, the narrative texts narrate about fictional and non-fictional.

2. Social Function of Narrative Text

The main purpose of a narrative text is to amuse, entertain and deal actual and vicarious experience.⁴⁹ From the stated, highly clear that objective of narrative text is to entertain and deal with actual and vicarious experience. According to Knapp and Watkins, that it has a powerful social role beyond that of being a medium for entertainment and it also a powerful medium for changing social opinions and attitudes.⁵⁰ The purpose of narratives is to entertain, to teach or inform, to embody the writer's reflections on experience, and to nourish and extend the reader's imagination.⁵¹

Based on the explanations above, that the narrative doesn't only for entertainment the reader or listener but there is moral lesson or moral view. Author usually inserts positive messages at the end story. It is expect to make an impression for readers.

3. Generic Structure of Narrative Text

Generic structures is divided into five elements, there

⁴⁹ English Educational Journal..., P.149

⁵⁰ Peter Knapp and Megan Watkins, Genre, Text, Grammar: Technologies For Teaching And Assessing Writing, (Australia : University of New South Wales, 2012), P. 220-221

⁵¹ *Ibid*

are:

1. Orientation (introduction)

It contains the thesis of the text. In this level, the character of the story, introduce the students. Introducing the participants and informing the time and the place.⁵² In other words orientation of narrative text tells who the character was / where, where it happened,when it happened.

2. Sequence of Events (complication)

This part tells describing the rising cries which the participants have to do with the problem faced by the character.⁵³ The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

3. Resolution

It tells the reader and showing the way of participants to solve the crises, better or worse.⁵⁴ How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

4. Language Features of Narrative Text

Gerot stated, about language features that are usually found in narrative, there are using past tense, use material process, specific characters, time words that connect events to tell when they occur, verb to show the actions that occur in the story.⁵⁵ Language features of narrative is using process verb, and using temporal

⁵² MuhzinNawawi, *English for XII Grade*, p. 89

⁵³ *Ibid*, p. 56

⁵⁴ *Ibid*, p 134

⁵⁵ *Ibid*, p. 78

conjunction.⁵⁶It means that there are five language features of narrative text, they are:

- a. Using Past Tense (S+V2+O), example: Dina went to Paris last year.
- b. Specific Characters, example: the king, the queen
- c. Time words that connect events to tell when they occur, example:then, before, after, soon.
- d. Verb to show the actions that occur in the story, example: climbed,turned, and brought.
- e. Descriptive words to portray the character and setting, example: longHair/black.

F. Kinds of Narrative Text

Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, mysteries, humor, historical fiction, plays, real life adventures and fables.⁵⁷

1. Realistic fiction is detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance.
2. Fables are short stories with a typical story grammar but with the addition of a moral.⁵⁸
3. Humor is retelling an event with humor twist.
4. Plays are a story to have a deliberate effect on the viewer/listener/reader with script.
5. Folktales is the stories served an original purpose of

⁵⁶ *Ibid*, p. 89

⁵⁷ Jannette K. Klingner, Sharon Vaughn, and Alison Boarman, *Teaching reading comprehension to students with difficult Learning*, (New York : The Guilford Press, 2007),P. 77

⁵⁸ Jannette K. Klingner, Sharon Vaughn, and Alison Boarman, *Ibid*, p. 77

passing on traditional knowledge or sharing cultural beliefs.

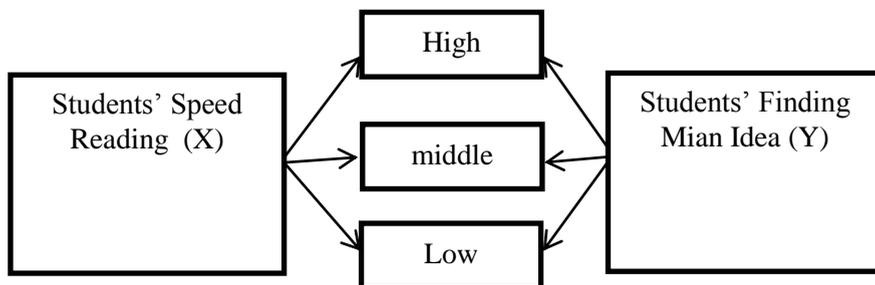
6. Historical fiction is about something that has already happened in the past so a series of events is usually the underlying structure.
7. Fairytales is a chronological order, where events retell what happened to a main character that came into contact with the “airy world”.
8. Rea-life adventure is retelling of a series of exciting events leading to a high impact resolution.⁵⁹
9. Mysteries is a story that focus knowing what is going to happen and then reading about it happening can add to the suspense.
10. Fantasy is a basic chronological narrative set in a fantasy world but some fantasy narratives extend the „fantastic“ element to the structure as well.

G. Frame of Thinking

Speed reading is an important ability to be possessed by reader because it provides the advantage of being able to absorb important or most needed information from a text in a limited time. This includes when students find main idea. Speed reading can help students find main idea quickly.

Main Idea is primary point concepts that the author wants to communicate to the reader about the topic. In finding main idea, students need some technique included speed reading. Speed reading can increase students find main idea. Based on the frame of thinking below, the researcher assumed that there is correlation between students' speed reading to finding main idea.

⁵⁹ Thomas Taillis, Guide to text types final 1, National Literacy Trust, 2013 available online on [www.thomastailisschool.com/upload/2/2/8/7/2287089/guide to text types final-1.pdf](http://www.thomastailisschool.com/upload/2/2/8/7/2287089/guide%20to%20text%20types%20final-1.pdf), (accessed on Monday 21th may 2019)



Picture 1

Relationship of students' speed reading in their ability in finding main idea

H. Hypothesis

Based on the frame of theory above, the hypotheses formulated as follow:

H_a = There is correlation between students' speed reading and their ability in finding main idea in narrative text at the second semester of the tenth grade of SMAN 1 Rebang Tangkas in the academic year of 2020/2021.

H_o = There is no correlation between students' speed reading and their ability in finding main idea in narrative text at the second semester of the tenth grade of SMAN 1 RebangTangkas in the academic year of 2020/2021.



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