THE EFFECT OF USING EYE MOVEMENT TECHNIQUE TOWARD READING FLUENCY OF THE SECOND YEAR STUDENTS AT MA DAREL HIKMAH PEKANBARU

UIN SUSKA RIAU

BY

PUJI LESTARI
NIM. 10814002330

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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UIN SUSKA RIAU

By

PUJI LESTARI
NIM. 10814002330

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M

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ABSTRAK

Puji Lestari (2012). Pengaruh Penggunaan Teknik Eye Movement terhadap Kecepatan Membaca Siswa kelas 2 MA Darel Hikmah Pekanbaru.

Berdasarkan KTSP, membaca adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA/MA. MA Darel Hikmah merupakan salah satu pengguna kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan studi pendahuluan di MA Darel Hikmah Pekanbaru, sebagian siswa pada kelas dua masih memiliki kelemahan dalam kecepatan bacaan. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan dalam mencari main idea dalam bacaan dan mereka tidak menggunakan waktu untuk membaca dengan efisien.

Jenis penelitian ini adalah penelitian eksperimen dan disain penelitian adalah penelitian pre-experimental yang menggunakan kelas eksperimen. Peneliti mengambil 1 kelas dari populasi kelas 2 yang ada di MA Darel Hikmah sebagai sampel. Kelas XIA3 sebagai kelas experiment dengan menggunakan cluster random sampling. Jumlah kelas XIA3 adalah 31 siswa. Kelas ini diberikan pretest diawal, perbedaan tindakan di pertengahan dan posttest diakhir penelitian. Hasil pretest dan posttest dari kelas experiment akan dibandingkan untuk mengetahui pengaruh dari tindakan. Dalam penelitian ini, peneliti menggunakan tes sebagai alat untuk mengumpulkan data. Tes digunakan untuk menemukan bagaimana kecepatan membaca siswa pada teks narrative. Data dari penelitian ini adalah nilai dari kecepatan membaca siswa yang diperoleh dengan menggunakan tes membaca.

Berdasarkan yang ditemukan peneliti menunjukkan bahwa ada pengaruh yang signifikan di antara kecepatan membaca siswa yang diajarkan dengan menggunakan tekhnik eye movement dan kecepatan membaca siswa yang diajarkan dengan sebelum menggunakan tekhnik eye movement (Three Phase Technique). Hal itu dibuktikan dengan ditemukan t_o (8.401) adalah lebih tinggi dibandingkan dengan T-tabel, pada taraf significant 5% dan 1% (2.02<8.401>2.72). Dengan demikian null hypothesis (H_o) ditolak, dan alternative hypothesis (H_a) diterima. Itu berarti ada pengaruh penggunaan tekhnik eye movement terhadap kecepatan membaca siswa kelas 2 MA Darel Hikmah.

ABSTRACT

Puji Lestari (2012). The Effect of Using Eye Movement Technique toward Reading Fluency of the second year Students at MA Darel Hikmah Pekanbaru".

Based on school based curriculum (KTSP), reading is as one of skills in mastering English that must be taught and learned in senior high school. MA Darel Hikmah Pekanbaru is one of the schools that use it as a guide in teaching learning process. After doing preliminary observation at MA Darel Hikmah Pekanbaru, some of the students of the second year still have low fluency in their reading. The researcher interpreted that they have low comprehension in reading was indicated because some of the students had difficulties to determine the main idea of the reading text and they did not use the time to read the text efficiently

The type of the research was an experimental research and the design of the research was pre-experimental design, which used only single class pre-test posttest. The researcher took one class of of the second year students of MA Darel Hikmah Pekanbaru as a sample. The class was XI A3 as an experimental class by using cluster random sampling. The number of class XI A was 31 students. The class was administered a pretest at the beginning, different treatment in the middle and posttest at the end of the research. The pretest and posttest result of the experiment class was compared in order to determine the effect of the treatment. In this research, the researcher used a test as an instrument to collect the data. The test was used in order to find out the students' reading fluency in narrative text. The data of this research were the scores of the students' reading fluency obtained by using reading test.

Based on the researcher's finding showed that there was significant effect between students' reading fluency after being taught by using eye movement technique and students' reading fluency before being taught by using eye movement technique (Three Phase Technique). It was proved by finding t_o (8.401) was higher than T-table, whether in level significant 5% and 1%. It means that null hypothesis (H_o) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant effect of using eye movement technique toward reading fluency of the second year students at MA Darel Hikmah Pekanbaru.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[1] Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

All good skill instruction is based on an understanding of the skills being taught.[2] Reading as one of the language skills is an important skill that students should master. It consists of a variety of activities, sensation, perception, psychomotor movements, cognitive activities and emotional responses each of which can be further broken down into various kinds of behaviour. Reading can be seen as an interactive process between a reader and a text which leads to automaticity. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being

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[1]David, Nunan. *Practical English Language Teaching*. (Sydney: McGraw Hill, Inc.,2003),p.68
[2]Judith Whespal Irwin,. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice-Hall,Inc.,1986, p.1

used: linguistic or systemic knowledge.Reading is perceiving in writen text in order to understand its context.

This can be done silently. The understanding is the results which are called reading comprehension.

There is no doubt that reading's speed and comprehension are closely linked.[3]Comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the author's intended meaning.[4]Comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up a mental representation of text, a process that requires integration across a range of sources of information, from lexical features through to knowledge concerning events in the world. Given the complex nature of reading comprehension, it is not surprising that some individuals have difficulties in this area. The nature and origins of reading comprehension difficulties, however, are not so clear. Individuals who experience difficulty with reading comprehension can be identified. An increase in speed therefore automatically leads to an increase in comprehension. This is because the information is organized in meaningful chunk

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[3]Christine, Nuttal. *Teaching Reading Skill in a Foreign Language*. (London: Heiemen Educational Book.,1982), p.33.
    [4]*Ibid*. p,9

that make immediate sense to your brain. This increased ability to understand in turn helps you to remember better, because memory is also based on our brain's ability to organize information in meaningful chunks.

The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and increase the students' competencies too. The successful of the implementation of KTSP may rely on some factors. These factors include a complete readiness of the teacher's language proficiency, the teacher's language teaching, and the teacher's ability to media or tools in the teaching and learning process. If those factors are fulfilled, the main goal of the implementation of KTSP which is to develop students' competencies will be achieved, and MA DarelHikmah is one of schools that uses it as a guide in teaching learning processes, and the passing score (KKM) of English subject in MA DarelHikmahPekanbaru is 70.

Based on writer's observation on 13th March 2011at MA Darel Hikmah Pekanbaru, reading was taught by using three phase techniques. This technique consists of three activities:pre-activity, while activity, and post activity. At pre-activity, the teacher askedor gave warming to the students about the topic of reading material run. At the while activity, the teacher gave the topic based on reading material from the Look Ahead book. Based on the syllabus of the second

year of Senior high school,the reading materialsconsist of kind of paragraph such as narrative, spoof, and analytical exposition. In this activity, the students wre asked to read the text from the book based on the topic. Then at the end of teaching or post-activity, the students were given chance to share their ideas, summarize the text, and answer the questions based on the text they read to know how the students' fluency in reading is. Thus, teacher has taught the students well. But in fact, some students in MA DarelHikmah got low fluency, instead some of them did not comprehend at all,the point of material they have read even though they often run out of time in doing the reading test although the allocation of time is actually determined based on the students ability and the degree of difficulty of the questions. It can be seen by following phenomena:

1. Somestudents have difficulties to determine the main idea of the reading text

2. Some students are not able to determine the specific information correctly

3. Some students are not able to make inference text

4. Some students are not able to recognize reference word of the text

5. Some students are not able to determine the generic structure in the reading text

6. Some students are not able to answer the communicative purpose in the reading text

7. Some students are not able to determine the language features which are stated in reading text

8. Some students do not use the time given to read the text efficiently.

To improve the students' fluency in reading, it needsan appropriate technique to help them to solve their problems. Actually there are many techniques that can help the students to improve their reading fluency. It is somehow difficult to improve the students' reading ability at Senior High School efficiently. Eye movement technique is one of the techniques of speed reading while getting comprehension. There is no doubt that reading's speed and comprehension are closely linked.[5] A very slow reader is likely to read with poor understanding, if only because his memory is taxed: the beginning of the paragraph- or even a sentence - may have been forgotten by the time he has struggled to the end of it. But it is not clear which causes and which effect: do people read quickly because they understand easily, or do they understand easily because the speed with which they read?A great deal of work has been done on the improvement of reading speeds, stemming at least in part from discovery that good readers do not read word by word.

Moreover, after doing interview with the English teacher at the second year at MA Darel Hikmah Pekanbaru, the writer is interested in conducting a research for the students' reading fluency by using the technique that will help students read efficiently while getting comprehension. Therefore, the writer is interested in carrying out the research entitled: The Effect Of Using Eye

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[5]Christine, Nuttal. *Teaching Reading Skill in a Foreign Language*. (London: Heiemen Educational Book.,1982), p.33.

Movement Technique towardReading Fluencyof the Second Year Students at MA Darel Hikmah Pekanbaru.

B. The Definition of the Term

1. Eye movement

    Eye movement is a technique for reading faster.When our eyes move, they aren't even looking at the words, but are just moving from one fixation to the next. Eye movement accounts for only about one-tenth of the time spent on each line of reading text. In other words, reading consists of a series of individual glances at each line of text and the corresponding meaning-making of each glance. In order to read any passage, the eyes must follow the print on the page. However, reading cannot be a smooth, even flow; it would be impossible to focus on anything unless the eyes are momentarily fixed on the words. The eyes, then, must move in a series of pauses and jumps.[6]It is characterized by short periods of steadiness followed by fast movements. It is very inefficient to read one word at a time, actually up to five words can be taken in at each fixation. Clearly this will increase reading speed dramatically. In this research, eye movement technique focuses on reading fluency of narrative text. This technique was referred for the second year students of MA DarelHikmahPekanbaru.

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[6]Kathleen, T. McWhorter. *Efficient and Flexible Reading*. (New York: Harper Collin Publisher Inc., 1992), p.131

2. Reading Fluency

Fluency is the ability to read text accurately and quickly.[7] Fluency means faster, smoother reading that approaches the speed of speech. When reading out loud, students with successful fluency read expressively, naturally, and effortlessly as they mentally divide the text into meaningful, distinct, related phrases. These students can decode accurately and rapidly, automatically group words appropriately, and scan ahead for cues such as punctuation. For students to know where to pause and when to change voice pitch, they need to decode while also scanning ahead to see how the sentence ends. The ability to read fluently allows students to understand and interact with what they read. Reading fluency is reading quickly, accurately, and with expression. Fluency provides a bridge between word recognition and comprehension.[8] An increase in speed reading therefore automatically leads to an increase comprehension. This increase ability to understand in turn helps us to remember better. In this research reading fluency was focused on narrative text and referred to the second year students at MA DarelHikmah.

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[7]Wilis, Judi. *Teaching the Brain to Read*.(USA Virginia: Association for Supervision and Curriculum Development., 2008), p.47

[8]National Institute for Literacy (NIFL), 2001, p.22

C. The Problem

1. The Identification of the Problem

Based on explanation above, the writer identifies the problem as follows:

1. Somestudents have difficulties to determine the main idea of the reading text.

2. Some students are not ableto determine the meaning of vocabulary correctly.

3. Somestudents are not able to determine the generic structure in the reading text.

4. Somestudents are not able to answer the communicative purpose in the reading text.

5. Some students are not able to determine the language features which are stated in reading text.

6. Some students cannot use the time to read the text efficiently.

7. Some students are not concentration when they read the reading text.

2. The Limitation of the Problem

To avoid misunderstanding in this research, the writer limits the problems which are focused on the effect of using eye movement technique toward reading fluency in narrative paragraph of the second year students at MA DarelHikmahPekanbaru.

3. **The Formulation of the Problem**

   The problems of this research will be formulated in the following question:

   a. How isthe students' reading fluency before being taughtby using eye movementtechnique of the second year students at MA DarelHikmah?

   b. How is the students' reading fluency after being taught by using eye movement technique of the second year students at MA DarelHikmah?

   c. Is there any significant effect of using eye movement technique toward students' reading fluency of the second year students at MA DarelHikmah?

D. **The Objectives and Significance of the Research**

   1. **The Objectives of the Research**

   a. To find out the students' reading fluency before using eye movement technique of the second year students at MA DarelHikmah.

   b. To find out the students'reading fluency after using eye movement technique of the second year students at MA DarelHikmah.

   c. To find out whether there is any significant effect of using eye movement technique toward students' reading fluency of the second year students at MA DarelHikmah or not.

   2. **The Significance of the Research**

The significances of the research are as follows:

1. For the teacher : To give some information to the teacher and the school about the effect of eye movement toward students' reading fluency

2. For the students : To give some contributions to the students in order to improve students' reading fluency

3. For the writer: To enhance the writer's knowledge about teaching reading fluency by using eye movement technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is an essential skill for learners of english as a second language. Reading is an activity with a purpose.[1] A student may read in order to gain information or verify existing knowledge. For most of these learners, it is the most important skill to master in order to ensure succes not only in learning English, but also in learning in any content where reading in English is required.[2] According to Baker and Brown in Dorn's book, reading is a complex process involving a network of cognitive actions that work together to construct meaning.Reading not only increases our life skills and extends our knowledge, it goes much deeper.[3] By reading the students can know everything for example about education, politic, social, culture, religion, health, etc. It means reading is unlimited.

According to Kalayo, the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills,

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[1]Kalayo Hasibuan, and Muhammad Fausan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Riau: Alaf Riau Gruba UNRI Press, 2007), p. 114.
[2]Judith Whespal Irwin, *Loc. cit.* p.69
[3]Colin Harrison, *Understanding Reading Development,* (London: SAGE Publications, 2004), p. 3.

and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:[4]

a. Linguistic competence: ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentence.

b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.

c. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.

d. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom up-up strategy).

In short, reading English as a foreign language requires improvement in term of reading speed, vocabulary recognition, comprehension, and complete reading selection. In addition, reading is more that set of skills because reading is a complex process. Reading is depended on one's language development, experiential background, cognitive, ability and attitude towards reading.

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[4]Kalayo,*Loc.cit*, p. 115.

2. Types of Reading

According to Alyousef there are two types of reading, they are:[5]

a. Extensive Reading

There have been conflicting definitions of the term "extensive reading." Some use it to refer to describe "skimming and scanning activities," others associate it toquantity of material.Hedge in Hesham Suleiman Alyousefstates that since extensive reading helps in developing reading ability. Moreover, extensive reading enables learners to achieve their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold in Hesham Suleiman Alyousef argues that SSR activity can be effective in helping learners become self-directed agents seeking meaning provided an SSR program is "based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length."

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[5]Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners*"*, *The Reading Matrix*, Vol. 5, No. 2 (2005), p. 143.

b. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaningand to be acquainted with writing mechanisms. Hedge argues that it is "only through moreextensive reading that learners can gain substantial practice in operating these strategies moreindependently on a range of materials." These strategies can be either text-relatedor learner-related: the former includes an awareness of text organization, while the latter includesstrategies like linguistic, schematic, and metacognitive strategies.[6]

3. **Teaching Reading**

According to Carrel 1983, Carrel and Connor 1991 in Nunan said that there are three principles in teaching reading, they are: [7]

1. **Exploit the reader's background knowledge.**

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to the text: life experiences, knowledge of how the text can be organized rhetorically, knowledge of how language first works, and cultural background and knowledge.

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[6]*Ibid*, p. 143.
[7]David, Nunan, *Opcit.,* p.367

2. Build a strong vocabulary base

He said that the basic of vocabulary should be effectively thought to guess meaning of less frequent vocabulary

3. Teach for Comprehension

Monitoring comprehension is essential to successful reading. Part of monitoring process includes verifying that the prediction being made is correct and checking that the reader is making the necessary adjustment when meaning is not obtained.

Background knowledge is important for the students in getting good comprehension, so does prediction, it is common to be used when the students know what is the book will be discussed about. Then, vocabulary is also taking a big part in successful reading because we need a lot vocabulary to master it.

4. Narrative text

a. The Definition of Narrative text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.[8]

b. Social Purpose

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[8]Shafoqoh Adia,"Narrative text", retrieve on March 11, 2012, http://4antum.wordpress.com/2009/12/03/narrative-text/.

Narratives construct a pattern of events with a problematic and/or unexpected outcome that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events. They instruct because they teach readers and listeners that problems should be confronted, and attempts made to resolve them. Narratives incorporate patterns of behavior that are generally highly valued.

c. Generic Structure

1. Orientation: this stage 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.

2. Complication: in this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.

3. Resolution: the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

4. Coda: this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

d. Language features

    1. Use of particular nouns to refer to or describe the particular people, animals and things that the story is about.

    2. Use of adjectives to build noun groups to describe the people, animals or things in the story.

    3. Use of time connectives and conjunctions to sequenceevents through time.

    4. Use of adverbs and adverbial phrases to locate the particular incidents or events.

    5. Use of past tense action verbs to indicate the actions in a narrative.

    6. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

e. Spoken Narratives

Spoken narratives will be mainly retellings of narratives that students have read or listened to. Jointly constructed retellings will still be important, although students may independently retell a stage of a narrative. Teachers will need to guide retellings with questions that focus on the content of orientation and complication.[9]

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[9]English K-6 Modules, Internet: http://www.boardofstudies.nsw.edu.au, (Australia: Published by Board of Studies NSW, 1998),p.37

Here is the example of Narrative Text.

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She livedwith her step mother and two step sisters. The step mother and sisterswere conceited and bad tempered. They treated Cinderella very badly.Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother," you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

In conclusion, narrative text is type of tellingstory to entertain the audience, make the audience think about anissue, teaches them a lesson, or excite their emotions. In other words, it can besaid that a narrative text is retelling a story that is told by the doer or otherperson's point of view.

5. The Nature of Reading Fluency

Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech. When reading out loud, students with successful fluency read expressively, naturally, and effortlessly as they mentally divide the text into meaningful, distinct, related phrases.[10] These students can decode accurately and rapidly, automatically group words appropriately, and scan ahead for cues such as punctuation. For students to know where to pause and when to change voice pitch, they need to decode while also scanning ahead to see how the sentence ends. The ability to read fluently allows students to understand and interact with what they read. Speed reading basically covers two areas: reading and comprehension. These go hand in hand. It is useless to study speed reading if you have trouble in absorbing information. Effective and efficient readers learn to use many styles of

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[10]Willis Judi. *Opcit*. p.47

reading for different purposes, which include skimming, scanning, and critical reading.

Before reading, you need to identify the purpose why you'll be doing such activity: Are you looking for background information on a topic you know a little bit about already? Are you looking for specific details and facts that you can marshal in support of an argument? Are you trying to see how an author approaches his topic rhetorically? It is crucial to know your purpose in reading as it helps focus your attention on important aspects of the text. Before turning those pages, take a moment first to reflect and clarify what your goal really is.

1) **Importance of Reading Fluency**

A key reason that fluency is viewed as a critical component of reading programs is that fluency is associated with reading outcomes, including comprehension.[11]Fluency was significantly associated with reading proficiency; more fluent readers scored higher on the NAEP reading assessment. Fuchs, Fuchs, and Maxwell also found a strong relation between fluency and comprehension increased awareness of the importance of fluency in proficient reading, concluding that fluency instruction shows great promise for improving the

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[11]Marcie, Panner. *Reading Fluency: A Bridge from Decoding to Comprehension.*(Ottawa: AutoSkill International Inc., 2008), p.4

performance of struggling readers.Reading fluency is correlated with reading outcomes on state tests.

Research shows that there is a big relationship between rate and comprehension. Some people read rapidly and comprehend well; others read slowly and comprehend badly. Thus, there is some reason to believe that the factors producing slow reading are also involved in lowered comprehension. Good comprehension depends on whether you can extract and retain the important ideas that you've read, not on how fast you read them. If you can do this fast, then your reading speed can be increased. If you pair fast-reading with worrying about comprehension, your reading speed will drop because the mind is occupied with your fears; hence, you will not be paying attention to the ideas that you are reading. However, if you concentrate on the purpose of reading (locating main ideas and finding answers to your questions), your speed and comprehension should increase. Your concern should be not with how fast you can get through a chapter alone, but with how quickly you can comprehend the facts and ideas that you need.

2) Components/ foundational skills of Reading fluency

Foundational skills of Reading fluencyis comprised of three component skills, or fluency indicators:[12]

1. Accuracy of word decoding, refers to the ability to correctly generate a phonological representation of each word, either because it is part of the reader's sight-word vocabulary or by use of a more effortful decoding strategy such as sounding out the word.

2. Automaticity of word recognition, refers to the ability to quickly recognize words automatically, with little cognitive effort or attention. Automaticity is gained through practice to the point where previously effortful tasks, such word decoding, become fast and effortless – freeing up cognitive resources for other tasks, such as text comprehension.

3. Prosody of oral text readingrefers to naturalness of reading, or the ability to read with proper phrasing and expression, imbuing text with suitable volume, stress, pitch and intonation. Prosody is an indicator that the reader is actively constructing the meaning of a passage as they read.

In conclusion, Reading fluency is the ability to decode and comprehend text simultaneously. Thus, reading fluency forms a bridge

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[12]*Ibid.* p. 2-3

from decoding skills to comprehension. Fluency is comprised of three component skills or indicators: accuracy of decoding, automaticity of decoding, and prosody of oral text. Reading fluency is a crucial component of instructional reading programs and should be assessed regularly in the classroom.

6. Eye Movement Technique

a. Definition of Eye movement technique

Eye movement is a technique for reading faster. The eyes make small and fairly regular jumps. The eyes take fixation, usually a bit more than a word at a time.[13]The eye does not move smoothly over the page at all, instead it moves in small hops from left to right by using a finger as a guide. Pausing a moment to take a word or two before moving and repeating the process. This increased ability to understand and to remember better.[14]It means the students can get their comprehension through this technique. So, the students can improve their ability in comprehending the text. Most of the students learn to read in their early years of school. However, some students experience significant reading problems. Why do the students have reading problems and offers hope for remedial readers? Because the

[13]Kathleen, T. McWhorter. *Opcit*, p.131
[14]Tony, Buzan. *The Speed Reading Book*. (London: BBC Worldwide limited.,1971), p.47

reading process does not always proceed smoothly, there are errors that must be corrected. These errors that must be corrected are of two types.

One type of error takes place when the reader becomes aware of a comprehension difficulty, in which case there is a backward eye motion called a " re-reading." Re-readings usually go backward encompassing several words. The other type of backward eye motion is termed a "regression" Regressions are used to correct faulty eye motions that place the point of focus in the wrong location, thus impairing word recognition, and the distance the eye moves in a backward direction is usually a word or less. Teachers should be aware of the fact that some beginning readers may be experiencing learning to read problems because of faulty eye motions.[15]

b. The Advantages of Eye Movement Technique

So, how do our eye movements affect our reading comprehension? Most people would probably say that their eyes follow the print, left to right, at a consistent rate across the page. However, this is far from the truth. In fact, when our eyes move, they aren't even looking at the words, but are just moving from one fixation

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[15]Jay Samuel. *Eye Movements and Reading:What Teachers Need to Know*. The University of Minnesota California

to the next. In other words, reading consists of a series of individual glances at each line of text and the corresponding meaning-making of each glance. Reading unfamiliar material or subject-specific vocabulary requires slower processing. Also, the purpose of the reader should determine reading speed.

Specific speed reading techniques have been developed to vary the reading rate according to the degree of text difficulty. Speed reading will also help call attention to, and even break, many poor reading habits. Effective speed reading will also maintain or improve reading comprehension as students increase their silent fluency rates.

c. Teaching Procedure of Eye Movement Technique

The implementation of eye movement technique can be seen as the following steps:[16]

a. The teacher instructs the students to start reading the text from left to right.

b. The teacher instructs the students to use the finger to guide their eyes; the important thing is to increase the speed at which it moves across and down the page.

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[16]http://ezinearticles.com/James McNair, *Faster Reading Techniques by Using Different Eye Movements*retrieved On February26, 2012

c. The teacher instructs the students to make a zigzag pattern, means that the eyes will move down the page in a zigzag pattern.This session allows the students to ignore unimportant words that simply make up the structure of the sentence.

d. The teacher instructs the students to deliberately regress to a word on a previous line, then continue the reading.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself.[17]

1. *Implementing Scanning and Skimming To Minimize Time Consuming In Answering Reading Comprehension Test (An Action Research At The Eighth Year Of SMP N 3 Sukoharjo In 2009/ 2010 Academic Year)* byAnita Rahmawati. Because skimming and scanning technique is a technique for reading speed, it has some similarities with my thesis that used eye movement technique for reading fluency and efficiently. Anita said that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word. Reading a text word by word also makes them quickly forget what they have read, students who

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[17]Syafi'i, *From Paragraph to a Research Report: a Writingof English for Academic Purposes,* (Pekanbaru: LBSI, 2011), p. 122.

read very slowly, word by word, often forget the beginning sentence by the time they reach the end. Students are often confused by unfamiliar words that may appear in the passage. They try hard to catch or guess what exactly the meaning of the word is. Somehow, not all of the difficult words are needed in answering the questions. That is why skimming and scanning technique to answer reading test quicklyand efficiently is needed to overcome the comprehension problems. The result was this technique could help students or reader to answer reading test faster and more effective.[18]

C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like explain briefly about variable of this research. This research is an experimental research in which focuses in gaining the effect of using eye movement toward reading fluency. Therefore, in analyzing the problem two variables are used in this research.

1. Variable X: Eye movement technique

   It refers to the researcher's technique in teaching reading fluency. Eye movement technique is an independent variable. The following treatment as a

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[18]Anita Rahmawati., *Implementing Scanning and Skimming to Minimize Time Consuming in Answering ReadingComprehensionTest.*School of Teacher Training and EducationMuhammadiyahUniversity of Surakarta 2010

collection of procedures of the implementation of eye movement technique can be seen as the following steps:[19]

a. The teacher instructs the students to start reading the text from left to right, but focusing on the larger ideas.

b. The teacher instructs the students to use the finger to guide their eyes; the important thing is to increase the speed at which it moves across and down the page.

c. The teacher instructs the students to make a zigzag pattern, means that the eyes will move down the page in a zigzag pattern,this session allows the students to ignore unimportant words that simply make up the structure of the sentence.

d. The teacher instructs the students to deliberately regress to a word on a previous line, then continue the reading.

2. Variable Y: Reading Fluency

To find out the students' ability in reading fluency of second year students of MA DarelHikmahPekanbaru, the researcher determines some indicators for reading fluency as the following:

a. Accuracy, students are able to correctly generate a phonological representation of each word.

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[19]http://ezinearticles.com/ James McNair, *Faster Reading Techniques by Using Different Eye Movements* retrieved On February 26, 2012

b. Automaticity, students are able to quickly recognize words automatically, with little cognitive effort or attention.

c. Prosody, students are able to read with proper phrasing and expression, imbuing text with suitable volume, stress, pitch and intonation.

D. The Assumption and Hypothesis

1. The Assumption

In general, the assumption for this research can be exposed as the following:

a. Eye movement technique can improve students' readingfluency.

b. Eye movement technique will give significant effect toward students' reading fluency.

2. The Hypothesis

a. H_0: There is no significanteffect ofusing eye movement technique toward reading fluency of the second year students at MA Darel Hikmah Pekanbaru.

b. H_a: There is a significant effect of using eye movement toward reading fluency of the second year students at MA Darel Hikmah Pekanbaru

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of the research was apre-experimental (one group pre-test and post-test) research, it is a single pre test-post test design. According toSugiyono[1], the type of pre-experimental design of this research is comparing the result after and before giving treatment . In this design, the researcher uses one class as sample. The class takes a pretest and posttest.The design involves a single group that is pretested (O), exposed to a treatment (X), and posttested (O). According to Gay, that "The success of the treatment is determined by comparing pretest and posttest scores".[2] This research consists of two variables, they are independent variable (X) is using eye movement technique, and dependent variable (Y) is students' readingfluency. As pointed out by John W. Creswell, that "Experimental designs are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in result for participant."[3]

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[1]Sugiyono. *Metode Penelitian Administrasi*. CV Alfabeta, Bandung, 2005.
[2]L.R.Gay. *Educational Research: Competences for Analysis and Application sixth edition*. New Jearsey: Prentice- Hall. 2000. p. 387-389
[3]John W Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Unites States of America: University of Nebraska. 2008. p.60

In addition, Gay stated that "Experiment is the quantitative approach that provides the greatest degree of control over the research procedure."[4] In this research, the researcher takes one class; it is called Experimental Class . The reseacher only compared score of pre-test and post-test, where the first is before using eye movement technique (X), and the second is after using eye movement technique (Y). It is an appropriate way of this research in order to know the significant effect of using eye movement technique toward reading fluency of the second year students at MA DarelHikmahPekanbaru

Research Design:

Experimental Class: O_____ X _____ O

Where:

O : Test (pretest-posttest)

X : Treatment

B. **The Location and the Time of Research**

The research was conducted at the second year students of MA Darel Hikmah Pekanbaru. There were eight meetings in the class. The research was done about a month, started on May2012.

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[4]L.R.Gay, *Opcit*; p.15

C. **The Subject and the Object of the Research**

1. The Subject of the Research

    Based on the title of the research, the subject of the research is the secondyear students of MA Darel Hikmah Pekanbaru.

2. The Object of the Research

    The of the researchwas the effect of using eye movement technique toward readingfluency.

D. The Population and the Sample of the Research

1. Population

The population of the research was the all students of second yearatMA Darel Hikmah Pekanbaru in 2011-2012 academic years.They were six classes which consisted of 2 classes for science department, 2 classes for social department and 2 classes for religion department. The number of the second year students of MA Darel Hikmah Pekanbaru was 143 students.For the population and sample can be seen at table below:

Table III. 1

**The Total Population of the Second Year
Students atMa Darel Hikmah Pekanbaru 2011-2012**

No	Class	Total
1	XIA1 (IPA)	27
2	XIA2 (AGAMA)	24
3	XIA3 (IPS)	31
4	XI AB (IPA)	27
5	XI B1 (AGAMA)	21
6	XI B2 (IPS)	13

2. Sample

In this research, the writer used the cluster sampling toobtain sample of population, it was done by selecting groups.[5]Based on the design of the research, the researcher took only one class as the sample of this research. The class was XI ABIPS that consisted of 31students.

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[5]*ibid*; p. 129.

E. The Technique of Collecting Data

There was an instrument used to acquire the data from the students, it was a test. The test was divided into two kinds of test; pre-test and post-test. Pre-test was given before treatment and post test was given after treatment. The kind of the testwas multiple choice.

F. The Validity and Reliability of the Test

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure[6]. It means the test will be valid to the extent that is measured what it is supposed to measure. The type of validity is content validity. Referring to Bambang, Content validity is that if a measurement is as the representative of the ideas or the appropriate material that will be measured.[7] The materials were taken from the guide book for the students and other related resources.

According to H. Doughlas Brown[8] reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The

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[6]Heaton. *Writing English Language Test*. (New York: Longman Group UK Limited, 1988), p. 159.

[7]Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif.* Edisi Pertama, (Yogyakarta: Graha Ilmu, 2006), p. 23.

[8]H. Doughlas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) pp. 19-27

characteristic of reliability is sometimes termed consistently. Meaning that, the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test.

To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The researcher used the SPSS 16.0 for windows-statistical software.

Table III. 2
Case Processing Summary

		N	%
Cases	Valid	31	100.0
	Excluded[a]	0	.0
	Total	31	100.0

Based on the table III.2, we can see that the cases valid are 31 students, excluded 0, and the total students follow the test 31 students

Tabel III. 3

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.35	12.766	3.573	25

Based on the table III.3, we can see that the mean score is 8.35, variance is 12.766. Std. Deviation is 3.573, and number of items are 25.

Table III. 4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.723	.725	25

Based on the tableIII. 4, we can see that cronbach's Alpha is 0.723, cronbach's alpha based on standardized items is 0.725, and number of items are 25.

The score obtained compares to r table of product moment that the degree of freedom was 48 "r" product moment at the level of 5% is 0.273 and 1% is 0.354. The score obtained of Cronbach's Alpa was 0.723

According to Suharsimi Arikunto the value of correlation coefficients as follow[9];

1. Between 0.800 to 1.00   = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200   = Very Low

In conclusion, validity of the test is including as Very High category while reliability of the test is including as Highcategory

G. TheTechnique of Data Analysis

This research used pre experimental research. In this case, there was one class. In analyzing the data, the writer used score of post-test of experimental class, in order to get whether there was a significant effect of using eye movement technique towards students' readingfluency.The technique of data analysis used in this research was T-test formula by using SPSS (Statistical Package for the Social Sciences). In analyzing the data, the writer used scores of pre-test and post-test. These scores were analyzed statically. This technique of data analysis used to find out the mean differences of pretest and posttest score in order to get whether there was a significant effect of using eye movement technique towards students' reading fluency or not.

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[9]*Ibid.* p. 75

The t-table is emlpoyed to see whether there is a significant effect of using eye movement technique towards students' readingfluency comprehension in experimental class.

The t-obtained value is consulted with the value of t-table at the degree of freedom (df)= N-1 statiscally hypothesis:

Ha : $t_o > t_{tabe}$

Ho : $t_o < t_{table}$

H^a is accepted if $t_o > t_{table}$ or there is a significant effect of using eye movement technique towards readingfluency.

H^o is accepted if $t_o < t_{table}$ or there is no significant effect of using eye movement technique towards readingfluency.

CHAPTER IV

THE DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of the research is to obtain the students' reading fluency beforebeing taught by using eye movement technique and after being taught by using eye movement technique, and to know whether there is a significant differencebetween the students' reading fluency before being taught by using eye movement technique and after being taught by using eye movement technique. The data were obtained from the students' reading fluency before and after giving treatment. Before taking the data from the sample, the researcher tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was 0.723. It means that the test was high reliable. Then, the researcher gave treatments to experimental class for seven meetings.

1. Pretest

The researcher gave pretest for the students to know how the students' fluency in reading. The test consisted of 25 items, the kind of the text was multiple choice. This test was given before the researcher giving treatment.

2. Treatment

In this session, the researcher began to give treatment to the students, it was the implementation of eye movement technique. This treatment was given for 6 meetings.

3. Posttest

After giving pretest and treatment, the last procedure was administrating posttest. This test was done to know how the students' fluency in reading after using eye movement technique. The researcher used the same format of questions and text of narrative to test students' reading fluency for the post-test of experimental class. The result of reading test was evaluated by concerning five components, such as:

a. Accuracy, students are able to correctly generate a phonological representation of each word.

b. Automaticity, students are able to quickly recognize words automatically, with little cognitive effort or attention

c. Prosody, students are able to read with proper phrasing and expression, imbuing text with suitable volume, stress, pitch and intonation.

The data of this research were gotten from the students' test scores before and after giving treatment.All of data were collected through the following procedures:

1. The format of the test was multiple choice.

2. The students were asked to answer the questions based on the narrative text given.

3. The researcher together with the rater gave score for the students' reading comprehension that were collected from pre-test and post-test.

The test was composed of 25 items, and each item was given score 4. The final score was analyzed by using the following formula[1]:

$$\text{Final score} = \frac{Total\ Correct\ Answer}{Total\ Questioner}\ X\ 100$$

B. The Data Presentation

The data of the research were taken from the student's reading fluency before and after being taught by using eye movement technique, they were:

1. Data presentation of students' reading fluency before and after being taught by using eye movement technique

The data of students' reading fluency before being taught by using eye movement technique were gotten from pre-test of class XI A 3 (31 students), while the data of students reading fluency after being taught by using eye movement technique were gotten from post-test. The researcher taught directlyfor seven meetings in thisclass. The data can be seen at the table below:

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[1]Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. Rajafindo Persada, 2008) pp.

Table IV. 1
The score of the students' reading fluency before and after being taught by using Eye movement technique

No.	Students	Score	
		Pre-Test	Post-test
1	Student 1	72	72
2	Student 2	68	68
3	Student 3	36	60
4	Student 4	52	92
5	Student 5	64	88
6	Student 6	64	84
7	Student 7	72	88
8	Student 8	68	72
9	Student 9	68	92
10	Student 10	84	88
11	Student 11	64	68
12	Student 12	52	72
13	Student 13	48	72
14	Student 14	48	84
15	Student 15	68	72
16	Student 16	52	92
17	Student 17	60	76
18	Student 18	76	88
19	Student 19	72	92
20	Student 20	80	92
21	Student 21	36	64
22	Student 22	60	76
23	Student 23	60	80
24	Student24	36	64
25	Student 25	76	92
26	Student 26	56	76
27	Student 27	44	60
28	Student 28	56	60
29	Student 29	44	56
30	Student 30	72	76
31	Student 31	48	56
	Total	1856	2372

From the table IV.I the researcher found that the total score of pretest in the class was 1856 while the highest was 84 and the lowest was 36. Based on the data obtained, in the pretest there were many students who did not pass the graduated standard (SKL), on the score obtained, or the score obtained <70 while there were 23 students who did not pass the graduated standard (SKL). And then the researcher found that the total score of posttest was 2372 while the highest score was 92 and the lowest was 56. Based on the data obtained there were 9 students did not pass the graduated standard (SKL).There was significant difference between the score before and after giving treatment.

2. **The classification of students' reading fluency before and after being taught by using eye movement technique**

TABLE IV.2
The Classification of Pre-Test at the Second Year Students of MA DarelHikmahPekanbaru

No	Categories	Score	Frequency	Percentage
1	Very good	80 – 100	2	6.45 %
2	Good	70 – 79	6	19.35 %
3	Enough	60 – 69	10	32.26 %
4	Less	50 – 59	5	16.13%
5	Bad	0 – 49	8	25.8 1%
	Total			

The table IV.2, shows the classification of pre-test score at the second year students of MA DarelHikmahPekanbaru. The output from 31 students shows that the category number 1 show 2 frequencies (6.45 %), the category number 2 shows 6 frequencies (19.35 %), the category number 3 shows 10 frequencies (32.26 %), the category number 4 shows 5 frequencies (16.13 %), the category number 5 shows 8 frequencies (25.81%). The table above shows that highest percentage of classification of pretest score is 32.26 %. Thus, the majority of students in this regard is classified as Enough.

TABLE IV.3
The Classification of Post-Test at the Second Year Students of MA DarelHikmahPekanbaru

No	Categories	Score	Frequency	Percentage
1	Very Good	80 – 100	13	41.9 %
2	Good	70 – 79	9	29 %
3	Enough	60 – 69	7	22.6 %
4	Less	50 – 59	2	6.5 %
5	Bad	0 – 49	-	0%
	Total	-		100%

The table IV.3, shows the classification of post-test score at the second year students of MA DarelHikmahPekanbaru.The output from 31 students shows that the category number 1 show 13 frequencies (41.9 %), the category number 2 shows 9 frequencies (29 %), the category number 3 shows

7frequencies (22.6 %), the category number 4 shows 2 frequencies (6.5 %), the category number 5 shows no frequency (0%). The table above shows that highest percentage of classification of posttest score is 41.9 %. Thus, the majority of students in this regard is classified as Enough

C. Data Analysis

Data analysis of students' reading fluency before and after being taught by using eye movement technique

Table VI.4
The difference of mean of the students' pre-test and post-test scores

No.	Students	Score	
		Pre-Test	Post-test
1	Student 1	72	72
2	Student 2	68	68
3	Student 3	36	60
4	Student 4	52	92
5	Student 5	64	88
6	Student 6	64	84
7	Student 7	72	88
8	Student 8	68	72
9	Student 9	68	92
10	Student 10	84	88
11	Student 11	64	68
12	Student 12	52	72
13	Student 13	48	72
14	Student 14	48	84
15	Student 15	68	72
16	Student 16	52	92
17	Student 17	60	76
18	Student 18	76	88
19	Student 19	72	92
20	Student 20	80	92
21	Student 21	36	64
22	Student 22	60	76
23	Student 23	60	80

24	Student24	36	64
25	Student 25	76	92
26	Student 26	56	76
27	Student 27	44	60
28	Student 28	56	60
29	Student 29	44	56
30	Student 30	72	76
31	Student 31	48	56
	Total	1856	2372
	Mean	59.87	76.51

The data obtained from the students' pre-test and post-test score were compared in term of mean. From the table VI.4, it was found that the mean of students' pre-test score was 59.87, and mean of students' post-test score was 76.52. it means that the students reading fluency before being taught using eye movement technique did not reach the passing standard score, but the students reading fluency after being taught by using eye movement technique reached the passing standard score. In order to find out the significant effect between pre-test and post-test score, the analysis can be seen as follows:

Table IV. 5
Mean, standard Deviation, and Standard Error Mean

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	76.52	31	11.989	2.153
	Pretest	59.87	31	13.246	2.379

It is clear that the mean of post-test is higher than pre-test score. Furthermore, to find out whether there is significant effect or no, it can be seen as follows

Table IV. 6

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	posttest – pretest	16.645	11.032	1.981	12.599	20.692	8.401	30	.000

Based on the output SPSS above (table IV. 6), Paired sample Test shows Levene's Test for variance in this hypothesis examination:[2]

H_o: variance Identical Population

H_a: varience population not accepted

This statement based on the probability gate:

If probability > 0.05, H_o is accepted

If probability < 0.05, H_o is rejected

From the table above, it can be seen that mean is 16.64. It means that the different mean between pre-test and post-test is 16.64, standard deviation is 11.03, t_o is 8.40 and df is 30. Then, t_o is compared to t-table at level of 5% and 1%. At level of 5% is $2.04 < 8.40 > 2.67$. So the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using eye movement technique towards reading fluency of the second year students at MA DarelHikmahPekanbaru.

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[2]Hartono, *SPSS 16.0 Analisis Data statistik dan Penelitian*, (Pekanbaru: Pustaka Pelajar, 2007), p. 159

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis and research findings in Chapter IV, finally the research about The Effect ofusing Eye Movement Technique toward Reading Fluency of the Second Year Students at MA DarelHikmahcomes to the conclusion as follows:

1. The students' reading fluency of Narrative text after being taught by using Eye Movement Technique was categorized into goodcategory.

2. The students' reading fluency of Narrative text before being taught by using Eye Movement Technique was categorized into enoughcategory.

3. There was significant effect of using Eye Movement Technique toward reading fluency of the second year students at MA DarelHikmahPekanbaru.

So, it can be concluded that Eye Movement Technique has a positive effect on reading fluency of Narrative text at the second year students of MA DarelHikmahPekanbaru.

B. Suggestion

After finding the result of the effect of using Eye movement technique toward students' readingfluency, there are some writer's suggestions for the students, teacher and school.

1. Suggestion for students

In mastering reading fluency, one thing that should be done by the students is that the students have to be interested in reading. In other hand, the students' time in learning English is limited, so that to realize students reading fluencythe students should know the way how to read the material efficiently while keep getting comprehension. In this case, using Eye movementis an appropriate technique that can be used by the students in reading the material to improve their fluency while getting comprehension. The students should try and practice the eye movement technique by themselves in their class or other places. Eye movement technique is a technique that can improve students' readingfluency.

2. Suggestion for teacher

The effort to increase students' readingfluency, teacher must be more careful to select the technique to be used in comprehending the reading text. Based on the research findings, there was a significant effect of using Eye movement technique to improve students readingfluency. It means that, this technique can be applied to increase students' readingfluency. Thus, teacher can apply this technique to increase students' readingfluency.

3. Suggestion for school

School is an institution that has a purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning reading. So, school should help English teachers to find the strategy and observe the teacher's activity in teaching English.

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