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**STUDENTS' READING SPEED AND THEIR READING
COMPREHENSION: A CORRELATIONAL STUDY
AT SECOND GRADE SMPN 5 SATU ATAP
KUNTO DARUSSALAM**



BY

LATIFAH AINI MARZIAH
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**FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/2025 M**

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AT SECOND GRADE SMPN 5 SATU ATAP
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BY

LATIFAH AINI MARZIAH
SIN. 12110423431

Thesis

Submitted as partial fulfillment of the Requirements
For Bachelor's Degree of English Education
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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STATEMENT OF AUTHENTICITY

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Certify that this *skripsi* entitled “Students’ Reading Speed and Their Reading Comprehension: A Correlational Study at Second Grade SMPN 5 Satu Atap Kunto Darussalam” is certainly my own work and it does not consist of other people’s work. I am entirely responsible for the content of this *skripsi*. Other’s opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, 25 Mei 2025


Latifah Aini Marziah
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The thesis *Students' Reading Speed and Their Reading Comprehension: A Correlational Study at Second Grade SMPN 5 Satu Atap Kunto Darussalam* was written by Latifah Aini Marziah, SIN. 12110423431. It has been accepted and approved to be examined in the meeting of the final examination committee of an Undergraduate Degree at the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau. To fulfil one of the requirements for getting an undergraduate degree (S.Pd) at the English Education Department.


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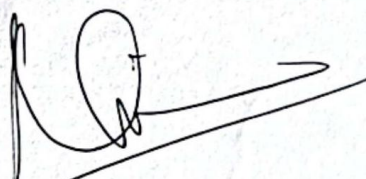
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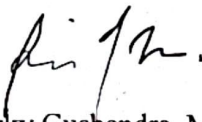
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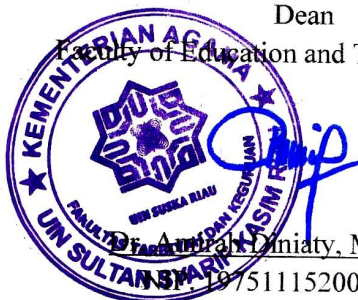

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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the most Gracious and the most Merciful, all praises belong to Allah SWT Almighty, The lord of the World, for all blesses. Then the researcher says peace be upon to Prophet Muhammad SAW, may peace and shalawat salam be given to him.

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The researcher has accomplished the final research paper entitle “Students’ Reading Speed and their Reading Comprehension: A Correlational Study at Second Grade SMPN 5 Satu Atap Kunto Darussalam”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor’s degree (S. Pd) at Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau.

The researcher realizes that this thesis is still far from being perfect; therefore, constructive criticisms and suggestion are needed to improve the paper.

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Finally, the researcher really realizes that there are many weaknesses in this thesis. The perfection only belongs to Allah SWT. Therefore, constructive critiques and suggestions are needed in order to improve this thesis. May Allah SWT bless us, Aamiin.

Pekanbaru, June 3rd 2025
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ABSTRACT

Latifah Aini Marziah (2025): Students' Reading Speed and Their Reading Comprehension: A Correlational Study at Second Grade SMPN 5 Satu Atap Kunto Darussalam

This research aims to determine whether there is a significant correlation between students' reading speed and their reading comprehension at the second grade of SMPN 5 Satu Atap Kunto Darussalam. This study used a quantitative correlational design involving 22 students as the population and sample using a saturated sampling technique. The instruments used were a reading speed test and a reading comprehension test. The data were analyzed using Pearson product moment correlation formula. The results showed that the students' average reading speed was 228.41 words per minute, categorized as average. Their reading comprehension score was also high, with a mean of 83.41. The Pearson Product Moment correlation coefficient was 0.503, with a significance value of 0.017 ($p < 0.05$). This indicates a significant and strong positive correlation between reading speed and reading comprehension. The findings suggest that students with higher reading speed tend to have better reading comprehension.



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ABSTRAK

Latifah Aini Marziah (2025): Kecepatan Membaca Siswa dan Pemahaman Membaca Mereka: Studi Korelasional di Kelas 2 SMPN 5 Satu Atap Kunto Darussalam

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara kecepatan membaca siswa dengan pemahaman membaca mereka pada siswa kelas dua SMPN 5 Satu Atap Kunto Darussalam. Penelitian ini menggunakan desain kuantitatif korelasional dengan melibatkan 22 siswa sebagai populasi sekaligus sampel melalui teknik sampling jenuh. Instrumen yang digunakan adalah tes kecepatan membaca dan tes pemahaman membaca. Data dianalisis menggunakan rumus korelasi pearson product moment. Hasil penelitian menunjukkan bahwa rata-rata kecepatan membaca siswa adalah 228,41 kata per menit yang termasuk dalam kategori rata-rata. Nilai pemahaman membaca siswa juga tergolong tinggi dengan rata-rata 83,41. Koefisien korelasi Pearson Product Moment sebesar 0,503 dengan nilai signifikansi 0,017 ($p < 0,05$). Hal ini menunjukkan bahwa terdapat hubungan yang signifikan dan kuat antara kecepatan membaca dengan pemahaman membaca. Temuan ini menunjukkan bahwa siswa yang memiliki kecepatan membaca lebih tinggi cenderung memiliki pemahaman membaca yang lebih baik.



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ملخص

لطيفة عيني مرزبة، (٢٠٢٥): سرعة قراءة التلاميذ وفهمهم للمقروء: دراسة ارتباطية في الصف الثاني بالمدرسة المتوسطة الحكومية الخامسة الموحدة في كونتو دار السلام

هذا البحث يهدف إلى معرفة ما إذا كانت هناك ارتباط هام بين سرعة قراءة التلاميذ وفهمهم للمقروء لدى تلاميذ الصف الثاني في المدرسة المتوسطة الحكومية الخامسة الموحدة في كونتو دار السلام. استخدم هذا البحث التصميم الكمي الارتباطي، بمشاركة 22 تلميذا يمثلون مجتمع البحث وعينته في الوقت نفسه، وذلك باستخدام تقنية العينة المشبعة. أدوات البحث تمثلت في اختبار سرعة القراءة واختبار فهم المقروء، وتم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار 27.0. أظهرت نتائج البحث أن متوسط سرعة قراءة التلاميذ بلغ 228,41 كلمة في الدقيقة، ويقع ضمن الفئة المتوسطة، ومتوسط درجة فهم المقروء بلغ 83,41، وهو ضمن الفئة المرتفعة. أما معامل ارتباط بيرسون فقد بلغ 0.503، بقيمة دلالة 0.017 ($p > 0.05$)، مما يشير إلى وجود ارتباط هام وقوي بين سرعة القراءة وفهم المقروء. وتدلل هذه النتيجة على أن التلاميذ الذين يتمتعون بسرعة قراءة أعلى يميلون إلى تحقيق فهم أفضل للنصوص المقروءة.

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Instrument of Reading Comprehension Test

Instrument of Reading Speed Test

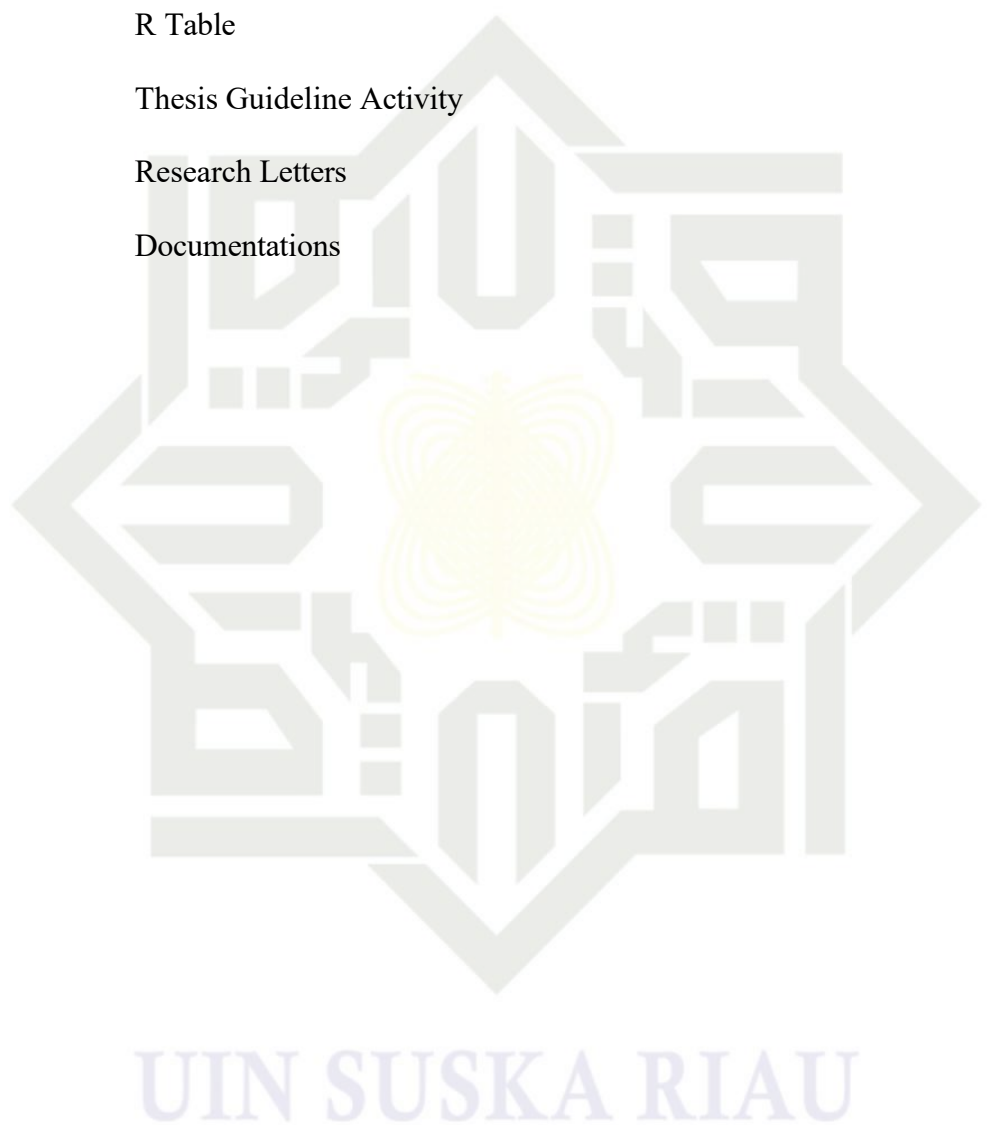
Validity of Reading Comprehension

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CHAPTER I INTRODUCTION

A. Background of the Problem

According to Grabe (2009) Reading is one of the skills that the students should learn. To get information from the source, the students must be able to read the material properly and efficiently. Reading is the activity to get knowledge and information from the book or in the scientific papers, and states that the goals of reading are to find material, comprehend it quickly, learn it, integrate it, assess, analyze, and apply it for overall comprehension.

In addition, according to Orlich, Harder, Callahan, & Brown (2010) the purpose of reading is to learn new information (pedagogical purposes), perform a task (social and transactional purposes), and help with career applications (work-related purposes). Based of the goals of reading activity, Gilakjani (2016) classified them into intensive and extensive reading. Intensive reading is a kind of reading in which the purpose is to comprehend and that intensive reading is very important for learning vocabulary, understanding how text is formed, and developing reading comprehension. Further, he adds that Extensive reading is used to understanding of a text by finding the specific information written in the text. And in extensive reading helps learning to improve independence reading through in class or at home.

Based on Harmer (2007) Said that reading is an activity that used the eyes and the brain in which the eyes has a function to get the message or information

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and to send the message to the brain, and then brain gets the messages from the eyes and manage the message. Nunan (2006) asserts that reading is an ability involving understanding written texts and making assumptions from the text. People can learn lots of information, facts, enjoyment, and problems by reading. As a result, having ability to read a book in many different of ways may significantly improve our lives as well as the progress of educational institutions like schools and universities.

According to Richard (2007) reading speed is a skill to read and understanding about the text and usually used to describe how fast a reader reads a text that has been known by the number of words per minute. Then EM Fine and E. Peli (1998, cited in Ronald, 2005), reading fluency means reading smoothly and expressively at speeds approaching regular speech. Reading speed must to have ability and technique to manage reading comprehension in limited time. According to Sackstein and Spark (2015) there are three types of readers speed such as: good, fair, and slow readers. Good readers read 350 words per minute, fair readers achieve 250 words at the same time, and slow readers attain 150 words per minute. And than in reading a readers must to have concentration because the concentration becomes one of the factors that affect the speed of reading.

Wainwright (2007) said that good concentration can train readers how to exclude distractions. According to Konstant (2010), some factors that affect reading speed are clarity of purpose, mood, and motivation to read, familiarity with the subject-relate terminology, difficulties of the text, and urgency and stress level. It means if a readers does not use specific of reading purposes so that can have many slowly time to read and different if a readers

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knows goals in the text. And another problem in reading speed is the students not faster in reading because read a text word by word. Harmer (1998) mentions more varied reading skills such as fast reading, skimming, scanning, making a prediction (predicting), reading for detailed information, reading between the lines. reading speed and reading comprehension are two elements that are closely related (Nuttall cited in Humaira et al 2017). Westwood (2008) says reading comprehension can be defined as an active thinking process in understanding the concepts and information in a text.

Furthermore, Anne polselli and Catherine E (2003) stated reading comprehension as the process of simultaneously extracting and constructing meaning. So that in reading comprehension a readers must to through the process to identify the information, understand the meaning. In another stated, According to Brown (2000) reading comprehension have some principle strategis. They are: They are: purpose, spelling rules and conventions, rapid processing, skimming, scanning, semantic mapping, guessing meaning, vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers. Even a readers comprehending a text, especially in limited of time is rather hard to do. But a readers must to have strategy to make things easier. Of course this skill not come easier and have many practice to can choose the strategy to comprehend a text.

The are some relevant researches from pertiwi and Sujarwati (2023). Dewi, Mulyana, Nuraini, and Purnawati (2022). Eka Sari (2021). Tata Yamin (2022). And Rindi Antika (2022). They did the same research but the researcher has difference things from the previous research. In this research, the researcher will conduct the research by using two tests to investigate the students' reading

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speed and their reading comprehension with narrative text, and using pearson product moment correlation formula to analyze the data.

SMPN 5 Satu Atap Kunto Darussalam is located in Rokan Hulu regency. As a formal institution, this school conduct English subject to the students and it is included one of the important subjects there. The goal of teaching reading in this school is how to make the students are able to comprehend the meaning of the text. And the English teacher in SMPN 5 Satu Atap Kunto Darussalam use independent curriculum and method in English teaching learning process in the school is use jigsaw method. with reach score based on KKM (the minimum of students' passing grade). KKM of this school for the second year students especially english is 70. If students can not reach it, teacher will give them a remedial. The students study English twice a week for 45 minutes on every meeting.

After the researcher conducting preliminary research in the school especially second grade at SMPN 5 Satu Atap Kunto Darussalam. The researcher can summarizing that the students of the class have some problems, such as some of students still have limitations in reading English texts because they think English is difficult. After that, some of students not faster in reading because read a text word by word, so it is affecting their low reading speed. And the last is some of students have problem to understand the text they have read includes structure and purposes of the text.

Based on the explanation above, the researcher is interested in investigating the problems and finding out about: **“Students’ Reading Speed and Their Reading Comprehension: A Correlational Study at Second Grade SMPN 5 Satu Atap Kunto Darussalam.** Therefore, this research aim to

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find out whether reading speed provide a significance factor in there reading comprehension negatively or positively.

B. Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follow the first is students still have limitations in reading English texts because they think English is difficult, the second is students have problem to understand the text they have read includes structure and purposes of the text And last There is a probability of correlation between students' reading speed and their reading comprehension.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher needs to limit her research into the correlation between students reading speed and their reading comprehension at second grade SMPN 5 Satu Atap Kunto Darussalam.

D. Formulation of the Problem

Based on limitation of the problem, the research questions are formulated in the following research question :

1. How is students' reading speed at second grade SMPN 5 Satu Atap Kunto Darussalam?
2. How is students' reading comprehension at second grade SMPN 5 Satu Atap Kunto Darussalam?
3. Is there any significant correlation of students' reading speed and their reading comprehension at second grade SMPN 5 Satu Atap Kunto Darussalam?

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E. Objective of the Problem

Based on formulation of the problem, the research questions are objective in the following research question :

1. To find out students' reading speed at second year students of SMPN 5 Satu Atap Kunto Darussalam
2. To find out students' reading comprehension in an exposition text at second year students of SMPN 5 Satu Atap Kunto Darussalam
3. To find out whether there is or not any significant correlation of students reading speed and their reading comprehension at second grade SMPN 5 Satu Atap Kunto Darussalam.

F. Significance of the Research

Hopefully, this research can be able to benefit the researcher as a novice researcher, especially in learning how to conduct a research. And the second, this research findings give useful and valuable especially for students and English teachers at SMPN 5 Kunto Darussalam to encourage their future teaching learning English process. Besides, this research findings are expected to be positive and valuable information for those who are concerned in the world of teaching and learning as a second language.

G. Definition of the Term

The titled of this research was “ Students' Reading Speed And Their Reading Comprehension: A Correlational Study At Second Grade Smpn 5 Satu Atap Kunto Darussalam”. To avoid to understading and to interpretation, it is necessary for the researcher to provide the definition of the key terms of this research :

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1. Correlation

According to Katherine (2010) correlation is a relation of two or more variable and than goal to test have correlation between of the variable or no. It is important for correlational research to provide data showing the validity and reliability of their measurements. The results of the research could be questioned if no evidence of validity or reliability is provided or available.

2. Reading Speed

According to Richard (2007) reading speed is a skill to read and understanding about the text and usually used to describe how fast a reader reads a text that has been known by the number of words per minute. In this research, the researcher believe that reading speed is not only about how quickly students can finish a passage, but also how effectively they can maintain comprehension while reading faster. Improving reading speed can help students manage their time better during tests and assignments, and it may enhance their overall engagement with reading materials.

3. Reading Comprehension

According to Westwood (2008) reading comprehension can be defined as an active thinking process in understanding the concepts and information that are present in a text so that in reading comprehension a readers must to through the process to identify the information, understand the meaning. In this research, the researcher believe that reading comprehension plays a crucial role in determining how well students can interact with and respond to the texts they read. It is not just about recognizing words or sentences, but about constructing meaning, making inferences, and connecting ideas based on prior knowledge and context.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Speed

This subchapter discuss about definition of reading speed, purpose of reading speed, technique of reading speed, steps for speed reading techniques, how to improve reading speed.

a. Definition of Reading Speed

According to Konstant (2010) Reading speed is reading a text faster than the normal reading speed with good comprehension. And that speed reading is not only about reading fast, but it is also about getting information more quickly. In addition Harmer (1983) Said that reading is an activity that uses the eyes and the brain in which the eyes has a function to get the message or information and to send the message to the brain, and then brain gets the messages from the eyes and manage the message. In this research the researcher focus in reading speed. Furthermore, Richard (2007) reading speed is a skill to read and understanding about the text and usually used to describe how fast a reader reads a text that has been known by the number of words per minute. So the conclusion reading speed is reading a text faster with comprehension that uses the eyes and the brain in which the eyes has a function to get the message or information and to send the message to the brain and has been known by the number of words per minute. According to the researcher's point of view, reading speed is not just a matter of how fast someone reads, but also how effectively they can comprehend the text

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during the process. It involves training the eyes and brain to work more efficiently so that reading becomes not only faster but also more meaningful.

b. Purpose of Reading Speed

According to Nurhadi (2010) The purpose of reading speed is to understand the main idea of a text. It means that the goal of reading speed is to take up the main idea that determines the reading's progress. Smaller ideas must be comprehended with the goal for a reader to quickly understand basic concepts. Another statement Mikulecky and Jeffries (2004) also added that the purposes of speed reading is: To find out the researcher's point of view, In this case we will be aware of the researcher's ideas, which will in time stimulate questions or recommendations on the researcher's ideas. The second to determine the required organizational pattern, Reading quickly is sometimes important to quickly discover how a passage is structured. Readers do not need to know the detailed information and do not need to read all the words. And the last is to get ideas, Speed in reading is important for finding or getting ideas quickly.

In addition to these purposes, speed reading also helps improve reading efficiency by allowing readers to allocate their time effectively when dealing with large volumes of text. It trains the brain to process information faster without compromising comprehension, which is particularly useful in academic and professional settings where time is limited. Moreover, by practicing reading speed techniques, readers can reduce subvocalization and improve focus, which ultimately enhances both fluency and overall understanding of the material.

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c. Technique of Reading Speed

According to Michael Gelb (1999) Basically, there are four types of reading methods: regular, skimming, scanning, and warp speed. The first is Regular, a method of reading that is relatively slow reading every word as quickly as possible. The second is Skimming, do with a little quicker. This is what we do when we are looking for something specific in a text. Like the way we read a telephone book or dictionary. The third is Scanning, used to see the contents of a book or to glance at it, like the way we read a newspaper. The last is Warp speed, is a technique of reading reading material at very high speed and with high understanding.

In addition to these four techniques, effective reading speed also depends on the reader's ability to adjust their method depending on their reading purpose. For instance, when reading for general information, skimming and scanning are more effective, while regular reading is better suited for studying or deep analysis. Warp speed reading, on the other hand, is typically developed through training and practice, often involving strategies such as minimizing subvocalization, expanding eye span, and using pointer techniques to guide visual focus. By mastering these techniques, readers can significantly enhance both their reading speed and comprehension.

d. Steps to the Speed Reading Technique

According to Evelyn Wood (2016) In speed reading there are the following steps: the first is Preparation, this preparation stage begins with reading the title. Then pay attention to the pictures and picture descriptions of the material being read. Next, read the initial and final

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paragraphs. The initial paragraph brings the reader to the content of the reading, while the final paragraph is usually the main idea of the content of the reading. Meanwhile, the final paragraph typically contains the conclusion or summary of the reading, often highlighting the main idea. These early observations help form a mental outline and allow the reader to approach the text with a clearer focus.

The second is Implementation, If we carry out the preparation stage above, we can already imagine a general idea of the content of the reading in the book we are going to read. Next, we can start reading quickly using two techniques, namely scanning and skimming. Skimming involves moving the eyes quickly across the page to grasp the main idea without reading every word, while scanning is used to find specific information or keywords that are relevant to the reader's goal. Here we can look for key words in the sentence, then connect them through associations and our imagination. This mental connection allows the reader to understand the message without the need to read every detail. It emphasizes efficiency in extracting meaning rather than thoroughness in reading every line.

Additionally, speed reading requires a high level of focus and concentration. Minimizing distractions and maintaining eye movement patterns such as using a finger or pointer to guide the eyes can significantly improve reading pace and comprehension. Practice is also a critical element; the more frequently students apply this technique, the more naturally it becomes part of their reading habit. Over time, not only will reading speed improve, but so will the ability to comprehend large volumes of text quickly and effectively. Therefore, speed reading is not merely a

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trick to read fast, but a systematic strategy that combines previewing, mental mapping, and strategic reading to maximize learning and information retention in a limited time.

e. How to Improve Reading Speed

According to Mohammad Noer (2010) There are several ways to develop or improve reading speed, including the following: The first is Avoid distractions, Create an environment where there are as few interruptions and distractions as possible. A calm and focused atmosphere allows the brain to process information more efficiently and helps maintain reading momentum. The second is Go easy, read an uncomplicated novel or a simple online article to get a feel for which technique is going to work best to read. Doing so helps the reader to experiment with different techniques without feeling overwhelmed. It also builds reading confidence and allows a smoother transition into faster reading habits. The third is Cover words that you've already read, This helps you to stop your eyes from flitting back to earlier words and slowing down your reading. By training the eyes to move forward consistently, readers become more fluent and focused.

And the fourth is Know what you want from the text, this can be useful if you are using the skimming method, as it primes you to pay attention when you see relevant words, sentences or phrases. This is particularly helpful when applying skimming strategies, as the brain becomes more alert when it encounters relevant words, phrases, or ideas aligned with the reader's goal. The last is practice, the reader have to practice speed reading to get good at it. Like any skill, speed reading

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requires consistent and intentional practice.

The more frequently a person practices reading with speed techniques, the more naturally and effectively the skill develops over time. Improving reading speed is not about rushing through words, but rather about training the mind and eyes to work more efficiently together. Through creating the right environment, choosing appropriate materials, controlling eye movement, setting clear reading goals, and engaging in regular practice, readers can significantly enhance their reading speed without sacrificing comprehension.

2. Reading Comprehension

This subchapter discuss about definition of reading comprehension, aspect of reading comprehension, strategies of Reading Comprehension, assessment of Reading Comprehension.

a. Definition of Reading Comprehension

Westwood (2008) says reading comprehension can be defined as an active thinking process in understanding the concepts and information in a text. Furthermore, (Anne polselli and Catherine E (2003) stated reading comprehension as the process of simultaneously extracting and constructing meaning. So that in reading comprehension a readers must to through the process to identify the information, understand the meaning.

b. Aspect of Reading Comprehension

There are five aspects of reading, According to Nuttal (1982) that help students absorb the material completely: The first is Identifying the main idea, The main idea of a paragraph is the author's message about the topic. It is often expressed directly or it can be implied. Knowing

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how to find main ideas allows you to understand and think critically about what you're reading. And that benefits you regardless of your chosen profession. This skill is not only fundamental to academic success but also useful across various fields of work, as it allows readers to process and summarize information efficiently.

The second is Specific information, reading for specific information involves understanding what information, or what kind of information, you're looking for, locating it and then reading the relevant part carefully to get a full and detailed understanding. Sometimes, reading for specific information also involves reading to see if information is contained in a text. This skill is especially important in academic tests, research, or professional reading situations where time is limited and precision is necessary. When mastered, this aspect helps readers filter through large amounts of information quickly and accurately.

The third understanding references, a pronoun's antecedent is a reference. According to Sharpe (2005) as a pronoun, the antecedent is a word or phrase. Students must understand the purpose of pronouns in sentences that are used to show people, places, or situations when identifying reference. Misunderstanding references can lead to confusion or misinterpretation of the text, particularly in longer passages where multiple subjects or ideas are discussed.

The fourth is Inference, Students are expected to be able to clearly comprehend the text in order to draw conclusions from the statements in each paragraph. Inference requires both attention to detail and the ability to connect new information with prior knowledge or context. It plays a

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vital role in understanding figurative language, tone, and the author's purpose—skills that distinguish passive reading from active, analytical engagement with the text.

And then Vocabulary, Background knowledge of the students, particularly in mastering vocabulary, is important for comprehending the text; for example, guessing or determining the meaning of a new word from context aids the students in general prediction. Context assists students in making broad predictions about the meaning (Sharpe, 2005). As a result, by making predictions, students can be more effective and efficient in understanding the text. A wide vocabulary allows readers not only to understand more complex material but also to enjoy reading more fluently and with greater confidence. In academic settings, students with strong vocabulary knowledge tend to perform better because they can access and interpret a wider range of texts.

Mastering these five aspects identifying main ideas, locating specific information, understanding references, making inferences, and comprehending vocabulary equips students with the tools needed for effective reading.

c. Strategies of Reading Comprehension

Brown (2001) stated that the primary objective of reading comprehension is the development of appropriate and effective strategies to read. And then stated ten strategies that can be used in a reading classroom, which are as follows: Identify the purpose in reading, Use grapheme rules and patterns to aid in bottom-up decoding, use efficient silent reading strategy for relatively rapid comprehension, Skim the text for main ideas,

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Scan the text for specific information, Use semantic mapping or clustering, Guess when you are not certain, Analyze vocabulary , Distinguish between literal and implied meaning, And the last is Capitalized on discourse makers to process relationship.

Based on the classification above, reading comprehension is a process in which readers use a variety of strategies and combine them with their knowledge to comprehend something they read or comprehend what they have read. Students must understand which strategies and skills are suitable for this type of text and exactly how to apply them to achieve reading goals in order to develop students' understanding. For instance, identifying the purpose of reading helps readers stay focused and choose the appropriate approach to the text. The use of grapheme rules supports early decoding skills, while efficient silent reading enhances fluency and comprehension speed. Skimming allows students to grasp the main ideas quickly, and scanning helps them locate specific information efficiently.

Semantic mapping or clustering aids in organizing information and understanding relationships between concepts. Guessing unknown words using context clues prevents interruptions in comprehension. Vocabulary analysis, including understanding word structure and context usage, strengthens language mastery. Distinguishing between literal and implied meanings trains students to think critically and read between the lines. Lastly, paying attention to discourse markers, such as "however," "therefore," or "in addition," enables readers to follow the logical flow of ideas and recognize the structure of a text. By mastering and applying these strategies, students can become more independent and effective readers

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who are capable of understanding a wide range of texts with clarity and purpose.

d. Assessment of Reading Comprehension

Teachers must use a variety of methods to assess students' reading comprehension. According to Sally and Katie (2008), the following assessments can be used to assess reading comprehension: The first is Gap filling, A single word, phrase, sentence, or paragraph is removed from text or diagrams in this type of reading comprehension test. This fill in the blanks task can also be used to assess grammar and vocabulary.

The second is WH questions, WH questions are those that begin with the letter WH, such as "where," "why," "who," "when," and "how." These questions can help learners gain a literal understanding of a text as well as help them recognize information in the text. And then Multiple choice questions, This is the most common type of reading assignment for students.

It is made up of text of any type, accompanied by one or more multiple choice items. A statement, a question with an answer, or an incomplete statement with a choice of phrases or words are all options. In most cases, there are three or four options, and only one is correct. The fourth is True or false questions, this is another type of reading test that most students are familiar with. It is made up of text that is accompanied by a series of statements. Students must decide and state whether the given statements are true or false based on the text. The fifth is yes or no questions, There are questions that should be answered yes or teachers are advised to follow up these questions with other types of questions

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to ensure that students have understood the text because yes no questions can be answered correctly by chance.

And then is Open ended questions, these questions are used in standardized tests. They are useful in assessing comprehension component skills such as learners' ability to draw inferences from text. The last is Matching, A matching task requires students to select from a list of prompts. Statements, headings, or question completion may be used as prompts. Learners may be asked, for example, to match a description to the suitable paragraph or to match phrases and words to their meanings.

3. Reading Speed and Reading Comprehension

Reading activities have an important thing, where a person's ability to understand the meaning of reading thoroughly or what is called the ability to read comprehension. The basic goal of reading comprehension is to comprehend the message that has been conveyed by the text. Reading comprehension is not just the beauty or slowness of reading, but the understanding of what is read. Reading in the upper grades is not skimming, but reading comprehension. Reading comprehension is the process of gaining meaning by engaging with the knowledge and experience the reader already has and connecting with the content of the reading.

Therefore, reading comprehension, it can be said, is reading that emphasizes diverse capacities to comprehend reading material. Reading comprehension and reading speed are related, according to numerous studies. Sultan (2020) says reading speed is beneficial for improving reading skills. Based on the data above, it can be understood that the speed and comprehension of content of reading can be called the ability to read.

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Everyone has different reading skills. Some students can read for a short time in each reading paragraph but still lack an understanding of what they have read, some students take a long time to read a paragraph but understand what they have read, then some students need a short time in each reading a paragraph and understand what they have read. This is to the student's reading ability. Additionally, reading proficiency is based on both reading speed and content comprehension. Understanding the meaning of the words used in the text is the primary goal of reading comprehension.

B. Relevant Research

There are some relevant studies about reading speed and reading comprehension. The first study was conducted by Lia pertiwi and Iis Sujarwati (2023). Reading is the language you need to know. Reading increases your intelligence and allows you to acquire new knowledge and understanding so that you can learn new information more easily. Reading comprehension and reading speed are two different concepts. The degree of comprehension of a pupil is influenced by their reading speed. The purpose of this study is to evaluate the connection between students at UIN Fatmawati Sukarno Bengkulu 3A's reading speed and reading.

The second study was conducted by Dewi, Mulyana, Hery Nuraini, and Purnawati (2022). The purpose of the research is to find out the correlation between students' reading speed and their reading comprehension of descriptive text among the tenth-grade students of SMAN 14 Kabupaten Tangerang in the academic year 2018/2019. The population of this research is the whole students in tenth grade at SMAN 14 Kabupaten Tangerang. The writers chose 73 students as the sample of this research by using simple random sampling. In this research,

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the writers applied principles of the quantitative method with correlation form. The data was collected by using Reading Speed as variable X and Reading Comprehension as variable Y. The data is analyzed by using Pearson correlate and the result of it is 0.398. It means the result of r_{xy} (0.398) is higher than the r -table (0.329). So it can be concluded that there is a positive correlation between students' reading speed and their reading comprehension among tenth-grade students of SMAN 14 Kabupaten Tangerang in academic years 2018/2019.

The third study was conducted by Ita Nur Eka Sari (2021) The advantages of Extensive Reading (ER) for improving language acquisition have been widely recognized for develop students' reading fluency which can only be achieved after they are exposed to a large amount of written text. Many studies have also found that reading speed (as indicator to measure reading fluency) has a positive correlation with reading comprehension. In this modern era, there is a shift from paper-based ER programs to digital online-based ER programs with the help of a reading platform like X Reading. This research is included in the correlation study because aims to find out whether students' reading speed has a relationship with comprehension their reading. This research involved 53 students majoring in English Education at one of the State universities in Surabaya that take part in the ER program must go through the X Reading site. Results studies report a very low correlation between reading speed and comprehension reading ($r = 0.062$).

The next study was conducted by Tata Yasmin (2022) This research aimed at finding out the increase of student reading comprehension ability on theme VIII Environment is Our Friend through the implementation of speed reading method at the fifth grade of Islamic Integrated Elementary School of Al-

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Izhar School Pekanbaru. This research was instigated by the low of student reading comprehension ability. It was a classroom action research conducted for two cycles, and every cycle comprised two meetings. he subjects of this research were a teacher and 10 of the fifth-grade students shift B at Islamic Integrated Elementary School of Al-Izhar School Pekanbaru. The objects were the implementation of speed reading method and student reading comprehension ability. Observation, test, and documentation were the techniques of collecting data. The technique of analyzing data was qualitative descriptive analysis with percentage. Based on the research findings and data analyses, Speed Reading method could increase student reading comprehension ability. It could be derived from the mean of student reading comprehension ability that was 50 before the action, and it was on poor category. After Speed Reading method was implemented in the first cycle, the mean score increased to 61, and it was on enough category. In the second cycle, the mean of student reading comprehension ability increased to 80, and it was on very good category. Therefore, it could be concluded that the implementation of speed reading method could increase student reading comprehension ability on theme VIII Environment is Our Friend at the fifth grade of Islamic Integrated Elementary School of Al-Izhar School Pekanbaru.

The last study was conducted by Rindi Antika (2022) analyze the effect of speed reading techniques on reading comprehension student. The research was carried out on class XI students at SMAN 1 Kubu Babussalam. The research method used in this research is quasy experimental design which has 2 groups, namely the experimental group and control group. The total population was 202 students and were selected using cluster random sampling. The result was class

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XI IPA 1 as an experimental class and class XI IPA 2 as a control class. The experimental class consisted of 36 students and the control class consisted of 36 students. The data collection instrument is a test which is given twice called pre-test and post-test. Data analysis results shows that the t-count value (8.404) is higher than the t- table (2.035) with applying a significance level of 0.05 and degrees of freedom (df) 70. In conclusion, there is a significant difference in the reading comprehension of students taught with using fast reading techniques and without using fast reading techniques SMAN 1 Kubu Babussalam Rokan Hilir.

It can be concluded that the similarity of this research with relevant research is to examine whether there is a relationship between reading speed and reading comprehension. And the difference between this research and previous research lies in the reading comprehension test given, namely using narrative text and implemented at junior high school level.

Operational Concept

According to Sarwono (2011) said that the definition of an operational is a definition that is based on the observable characteristics of what is being defined or “changing concepts that form construct by words that describe the behavior or indication which can be observed and can be tested the truth by others”. There are two variables that be used in this research, variable X as the independent variable namely “Students’ Reading Speed” and variable Y as dependent variable namely “ Students’ Reading Comprehension”.

1. Variabel X (Reading Speed)

According to Konstant (2010) Reading speed is reading a text faster than the normal reading speed with good comprehension. And that speed reading is not only about reading fast, but it is also about getting information more quickly. Noer, M (2012)

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stated that reading speed or reading rate is counted by dividing the total words read with the time spent for reading. Reading speed is assessed by counting time from the beginning the student reads the text until he finish read the text.

2. Variabel Y (Reading Comprehension)

There are some indicators for determining students' reading comprehension by Nuttal, (1985) such as:

- a. Students are able to identifying the main idea
- b. Students are able to specific information
- c. Students are able to references
- d. Students are able to inference
- e. Students are able to vocabulary

D. Assumption and Hypothesis

1. Assumption

According to Jeanne Chall (2001) the researcher made assumptions before stated a hypothesis as a temporary answer is the students slowly reading a text, so better the students reading comprehension about the text.

2. Hypothesis

Ho: There is no significant correlation between students' reading speed and their reading comprehension at second grade SMPN 5 Kunto Darussalam

Ha: There is a significant correlation between students' reading speed and their reading comprehension at second grade SMPN 5 Kunto Darussalam

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative correlation design. According to Creswell (2012) correlational research design is a quantitative design in which the writer use the correlation statistical test to describe and measure between two or more variables or sets or scores. According to Fraenkel, Wallen, & Hyun (2012) stated that correlational research is also referred to as a form of descriptive research because it describes an existing relationship between variables. Based on those explanations, the researcher believes that this design is appropriate to be used in this study because it aims to find out the relationship between two variables.

This is because the main objective of the research is to examine whether there is a statistically significant relationship between students' reading speed and their reading comprehension. The researcher believes that using a correlational design can help to clearly describe the strength and direction of the relationship between the two variables being studied. In addition, this design does not require manipulation or control over the variables, which fits the nature of this study that observes existing conditions without experimental treatment. Because of that, the researcher used this design for her research by title students' reading speed and reading comprehension: A correlational study at second grade SMPN 5 Satu Atap Kunto Darussalam.

In this research, have two variables such as independent variable and dependent variable. variable X as the independent variable namely "Students' Reading Speed" and variable Y as dependent variable namely Students' Reading Comprehension". Since there are two variables, this research is included into

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bivariate correlation (Arikunto, 2019).



B. Time and Location of the Research

This research was conducted on february 2025 and located at second grade SMPN 5 Satu Atap Kunto Darussalam.

C. Subject and Object of Research

The subject of this research is students' at second grade SMPN 5 Satu Atap Kunto Darussalam and the object of this research is students' reading speed and their reading comprehension.

D. Population and Sample of the Research

1. Population of the Research

According to Cresswell (2012) a population is a group of individuals who have the same characteristics. The population of this research is students at second grade SMPN 5 Kunto Darussalam. The total of population are 22 students.

2. Sample of the Research

This research used a saturation sampling technique. According to Sugiyono (2012) the saturation sampling technique is a sample determination technique when all members of the population are used as samples. This means that every individual in the population has an equal opportunity to be selected and involved in the study, which ensures that the data collected is representative of the entire population. Therefore, researcher chose a saturated sampling technique because the population size

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was relatively small. In this case, the total number of students in the second grade of SMPN 5 Satu Atap Kunto Darussalam was only 22, so it was considered more effective and efficient to include all of them as the sample rather than selecting only a part of the group. The researcher also believes that using this technique minimizes sampling bias and allows for more accurate and comprehensive findings, since no member of the population is excluded from the data collection process. So, the sample used in this research was 22 students.

E. Data Collection Technique

According to Brown (2003), testing is used of evaluating a person's ability, knowledge, or competence in a specific location. The researcher used two tests to evaluate the reading comprehension and speed of the students as collect data from the samples the following :

1. Reading Speed Test

The researcher used reading test consist 250 words. With measurement method, measure the time needed by students to read a particular text. note the start and end time of reading, then calculate the reading speed per minute. This method provides a quantitative measurement of reading fluency. The results were categorized based on a reading rate classification to determine students' performance levels. The classification is adapted from the reading speed norms proposed by Nation (2009), as well as supported by the framework used in speed reading materials such as those by Brown (2003). The researcher chose this method because it is simple, practical, and widely used in reading assessments. It allows for objective data collection and helps in identifying individual differences in reading fluency

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among students. By timing the reading process and comparing it with standardized benchmarks, the researcher can evaluate whether students fall into poor, average, or good reading speed categories. This categorization is important in drawing conclusions about how reading speed might relate to comprehension ability, especially for students at the junior high school level.

The classification is presented in the following table:

Table III. 1
Blue print of Reading Speed (Reading Rate)

Reader Speed	WPM
Poor	<150
Avarage	150-300
Good	300-500
Excellent	500-750
Unvelievable	750-1000

2. Reading Comprehension Test

Table III.2
Blue Print of Reading Comprehension in Narrative Text

No	Aspect	Items	Total
1	Identifying the main idea	1,7,13,19	4
2	Specific information	2,8,14,20	4
3	References	3,9,15,6	4
4	Inference	4,10,16,12	4
5	Vocabulary	5,11,17,18	4
Totals			20

The researcher used multiple choice test. And than the student asked to answer 20 questions. The table above shows the distribution of questions based on the five main aspects of reading comprehension. The first is identifying the main idea, this aspect measures students' ability to capture the main idea or main idea of a text. The test items included in this aspect are numbers 1, 7, 13, and 19. There are 4 questions in total. The second is specific information

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questions in this aspect aim to assess students' ability to find specific details or information that is explicitly mentioned in the text. The questions included are numbers 2, 8, 14, and 20, also totaling 4.

The third is references, this aspect is related to the ability to understand pronouns or words that refer to other parts of the text. Questions 3, 9, 15, and 6 fall into this category, a total of 4 questions. Next aspect is inference In this aspect, students are tested on their ability to draw conclusions based on information that is implied or not directly stated. The items tested are numbers 4, 10, 16, and 12, totaling 4 questions. And the last is Vocabulary, this aspect assesses the extent to which students understand the meaning of vocabulary in the context of sentences or paragraphs. The questions included in this aspect are numbers 5, 11, 17, and 18, also totaling 4 questions.

3. Validity and Reliability

a. Validity

The validity test used for testing how can use the reading speed test for have correlated between reading comprehension and this test must to have validity. If an instrument is reliable, its scores are consistent and stable. According (Creswell,2012) When researchers provide the instrument several times at different periods, the scores have to be same. In addition, efficacy is defined as relating to the validity, accuracy, relevance, and usefulness of the particular conclusions, researcher draws based on the data they collect (Fraenkel,2009). This research used two instruments, such as reading speed and comprehension test. In reading speed not included the material, the validation only on comprehension test. The researcher used content and construct validity to determine if the comprehension test is valid.

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Therefore, to analyze the validity of the reading comprehension test, the researcher conducted a try out to 20 items by handing them to 22 students who were not included in the research sample and will use SPSS27.0 version to analyze the data. The researcher compared r observed to r table at significant level of 5% is 0,349 ($df=N-2=22$). Each item of “ r observed” > “ r table” is considered as a valid item. If “ r observed” < “ r table” on analysis. Based of the table below, the results of the validity test of students' reading comprehension, it was found that 20 question items had a calculated r value > r table, so the 20 items is valid.

Table III.3
Validity of Reading Comprehension Test

Pemahaman Membaca Siswa	r hitung	r tabel (5%)	Keterangan
Y		0,387	
	Item 1	0,424	Valid
	Item 2	0,441	Valid
	Item 3	0,493	Valid
	Item 4	0,496	Valid
	Item 5	0,441	Valid
	Item 6	0,453	Valid
	Item 7	0,407	Valid
	Item 8	0,646	Valid
	Item 9	0,396	Valid
	Item 10	0,405	Valid
	Item 11	0,424	Valid
	Item 12	0,458	Valid
	Item 13	0,390	Valid
	Item 14	0,458	Valid
	Item 15	0,354	Valid
	Item 16	0,426	Valid
	Item 17	0,376	Valid
	Item 18	0,527	Valid
	Item 19	0,593	Valid
	Item 20	0,349	Valid

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b. Reliability

Reliability is consistency of measures in other measurement settings (Bachman, 2004). The test must be consistent for a test to be considered well organized. Reliability means that score from instrument are stable and consistent (Creswell, 2012). The score should be same when researcher provide the instrument some times at different time. And scores must to be consistent. So it is clear that reliability is used to measurement the quality of the test score and the consistency of the test. The table below was the categories of reliability test used in determining the level of reliability of the test. In this research, the researcher considers reliability as an essential aspect to ensure that the data collected through the test truly reflects the students' abilities and is not influenced by temporary factors or random errors.

Table III.4
Reliability of Reading Comprehension Test

Variabel	Alpha	Information
Students' Reading Comprehension	0,793	Reliable

Based on the table above, it can be concluded that the value of the calculated alpha coefficient (Cronbach's Alpha) for students' reading comprehension is 0.793. Thus, it can be concluded that the Cronbach's Alpha value of the test instrument is greater than 0.60, which means that the test or data measuring instrument is reliable.

To calculate the level of difficulty of each question, the following

equation is used:

$$P \frac{B}{J}$$

Description:

P : Difficulty index

B : Number of students who answered the question correctly

J : Total number of students taking the test

F. Data Analysis Technique

In this research, the researcher used quantitative method with descriptive correlational. According to Arikunto (2017) stated descriptive correlational is research that is conducted by the researcher to know the connection level between two variables or more, without doing change, adding, or manipulating data. It is to know the correlation between two variables: students' reading speed and students' reading comprehension. The researcher used principle quantitative method to do this research. Quantitative data deal primarily with numbers Fraenkel and Wallen (2009). It means the data that produce the number. In this quantitative research, the writer find out the relationships between variables. They are variable X (students' reading speed) and variable Y (students' reading comprehension). This test analysis used Kolmogorov Smirnov by SPSS 27.0 program.

The correlation is calculated by using pearson product moment correlation coefficient (r) by SPSS 27.0 to indicate is there any significant correlation between students' reading speed and their reading comprehension. The

researcher chose this statistical method because it is widely accepted and effective for determining the strength and direction of the linear relationship between two continuous variables. Before applying the Pearson Product Moment, the researcher conducted a normality test using Kolmogorov-Smirnov to ensure that the data distribution met the assumptions for parametric testing. The use of SPSS 27.0 software also helped the researcher to conduct data analysis more efficiently and accurately, minimizing human error in calculation. By applying this method, the researcher aimed to provide a valid and objective interpretation of the relationship between the variables being studied, thereby supporting the credibility and reliability of the research findings.

Furthermore, the researcher believes that this technique is appropriate for educational research, especially when the goal is to explore how two measurable aspects of student ability such as reading speed and comprehension interact with one another in a real classroom setting. This allows the findings to be directly applicable to teaching strategies and reading interventions. In addition, by identifying whether a correlation exists, educators and policymakers can make informed decisions about how to design reading programs that support both fluency and comprehension development. This approach also helps to highlight the importance of balanced reading instruction that not only focuses on speed but also ensures that students truly understand the text.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to determine whether there is a significant correlation between students' reading speed and their reading comprehension at second grade SMPN 5 Satu Atap Kunto Darussalam. Based on the results of presentation and analysis on the previous chapter, the researcher concluded that:

1. Based on the categorization of reading speed, researcher found that students' reading speed of second grade SMPN 5 Satu Atap Kunto Darussalam was in average reading speed rating. This means that although the students were not categorized as fast readers, they were able to read at a pace that is considered sufficient for general comprehension. The average level indicates potential for further improvement through guided practice and appropriate reading strategies. This finding implies that with consistent exposure to reading activities and explicit instruction in reading fluency, students could gradually improve their speed without sacrificing comprehension. Teachers are encouraged to design interventions that balance rate-building with understanding.
2. Based on categorization, the students' reading comprehension of second grade at SMPN 5 Satu Atap Kunto Darussalam is relative high with persentase 83.41%. This percentage suggests that most students are capable of understanding the main ideas and details presented in a reading text, demonstrating good cognitive engagement during the reading process. It also

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reflects a positive trend in students' academic literacy at this grade level. High comprehension scores indicate that students are successfully applying reading strategies such as summarizing, inferring, and predicting while reading. This level of performance suggests that the reading instruction they received may have been effective in promoting deep understanding.

3. There is a significant correlation between students' reading speed and their reading comprehension at second grade SMPN 5 Satu Atap Kunto Darussalam. The coefficient correlation of observed was 0.503. This value indicates a large and positive relationship between the two variables, meaning that students who read faster also tend to have better comprehension. Therefore, it can be inferred that developing reading fluency can play a crucial role in enhancing students' overall reading performance. This correlation underscores the importance of fluency as a bridge between word recognition and comprehension. Faster readers are likely to decode effortlessly, enabling them to allocate more attention to making meaning from the text. Based on this finding, the researcher recommends that reading speed practice should be integrated into the reading curriculum to support comprehension development. Moreover, schools and educators should consider incorporating regular fluency assessments and individualized support programs to help students progress at their own pace while maintaining comprehension.

B. Suggestion

Based on the conclusion above, the researcher would like to provides the following suggestions :

1. For Students

The average result of students' reading speed at Second Grade SMPN 5 Satu Atap Kunto Darussalam is (Average) 150-300 with good

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comprehension, Therefore, students are encouraged to be more proactive in improving their reading skills. Students can increase their interest in reading by having reading activities as a habit. Then by increasing interest and reading habits, students' reading speed might be able to increase more. Students are also advised to set personal reading goals, choose reading materials that match their interests, and practice reading regularly both in and outside the classroom environment. In addition, students should be introduced to various reading strategies such as skimming and scanning, which can help them identify important information more quickly. Utilizing digital reading tools or apps can also make the reading process more interactive and engaging. Creating reading groups or participating in reading clubs can further enhance motivation and provide peer support, which contributes positively to both reading speed and comprehension.

2. For Teachers

With these results, the teachers can be more creative in developing fun teaching strategies and having reading activities as a habit, so that students can increase their interest and no longer think that reading is a boring thing. Teachers are encouraged to integrate various reading techniques, such as skimming and scanning, into their lessons, and to provide students with engaging and age appropriate reading materials. By doing so, students will be more motivated to read and more likely to improve both their reading speed and comprehension. In addition, regular monitoring and feedback on students' reading performance can help track their progress effectively. Teachers are also suggested to incorporate the use of multimedia and technology—such as educational videos, interactive reading applications,

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and digital storytelling—to make reading activities more dynamic and appealing. Collaborating with fellow teachers to design interdisciplinary reading tasks can help students see the relevance of reading in various subjects. Moreover, providing individualized support and reading plans for students who struggle can ensure that all learners progress at their own pace and feel supported throughout the learning process.

3. For Other Researchers

The researcher hopes the findings of this research may be references for further research which may have similar variables to be measured. Future researchers are recommended to expand the sample size or apply the study in different educational settings to validate and enrich the findings. It is also suggested that subsequent studies explore additional factors that may influence reading speed and comprehension, such as vocabulary mastery, reading strategies, or even the use of digital reading tools. This will contribute to a deeper understanding of how to improve students' literacy skills more effectively. Future researchers are also encouraged to use a mixed-methods approach that combines quantitative data with qualitative insights such as interviews or observations, to gain a more comprehensive view of students' reading behaviors. In addition, longitudinal studies can be conducted to examine how reading speed and comprehension develop over time, which may provide valuable input for curriculum planning and instructional design. Exploring the role of motivation, learning environment, and teacher support may also offer significant contributions to the field of language education.

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APPENDIX 1

Instrument of Reading Comprehension Test

UIN SUSKA RIAU

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Objective Questions:

1. What is the author's main goal in this story?
A) Visiting various tourist attractions
B) Vacationing at Kuta Beach
C) Trying surfing
D) Tasting Balinese specialties
2. Who vacationed with the author at Kuta Beach?
A) His friends
B) His family
C) His relatives
D) A foreign tourist
3. Where did they stay while on vacation in Bali?
A) At a hotel near the airport
B) At a cheap inn
C) At a hotel near Kuta Beach
D) At a relative's house
4. How did the author feel when he first tried surfing?
A) Easy and fun
B) Difficult but fun
C) Disappointed
D) Frustrated
5. What is meant by "scorching heat" that the author felt?
A) Very cold air
B) Very hot air temperature
C) The sun covered by clouds
D) Heavy rain
6. What was the atmosphere of Kuta Beach when they arrived?
A) Quiet and calm
B) Crowded with tourists
C) Heavy rain
D) Only local residents
7. What was the first thing the author greeted when he arrived in Bali?
A) Cold weather
B) Mountain scenery
C) Warm air
D) Crowded atmosphere
8. What did the author feel when he first walked on the beach?
A) Confusion
B) Happiness and calmness
C) Fatigue
D) Disappointment
9. Why did the author stop for a moment in the afternoon?

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A) To drink young coconut

B) To eat

C) To capture the sunset

D) To buy souvenirs

10. What Balinese specialty food did the author try?

A) Fried chicken

B) Mixed rice and duck betutu

C) Fried noodles

D) Padang satay

11. What did the author do the next day at the beach?

A) Traveling around Bali

B) Trying surfing

C) Sunbathing on the beach

D) Visiting the art market

12. How did the surfing instructor help the author?

A) Providing surfboards

B) Providing motivation and direction

C) Providing protective equipment

D) Teaching how to swim

13. What did the author feel after successfully standing on a surfboard?

A) Happy and satisfied

B) Confused and anxious

C) Slow and tired

D) Uncomfortable

14. What is the author's unforgettable memory from this vacation?

A) The beauty of Kuta Beach and surfing activities

B) Enjoying food at a stall

C) Visiting other tourist attractions

D) Exploring the Balinese art market

15. What did the author's family do after resting at the hotel?

A) Shopping

B) Enjoying dinner

C) Exploring Kuta Beach

D) Trying surfing

16. What does the word "fascinated" mean in the sentence "We were fascinated by the beauty of the beach"?

A) Angry

B) Amazed

C) Confused

D) Disappointed

17. What does the word "waves" mean that is often mentioned in the story?

A) Rippling sea water

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- B) Blowing wind
- C) Soft beach sand
- D) The sound of the crowd

18. What is meant by "the sensation of gliding on the waves"?

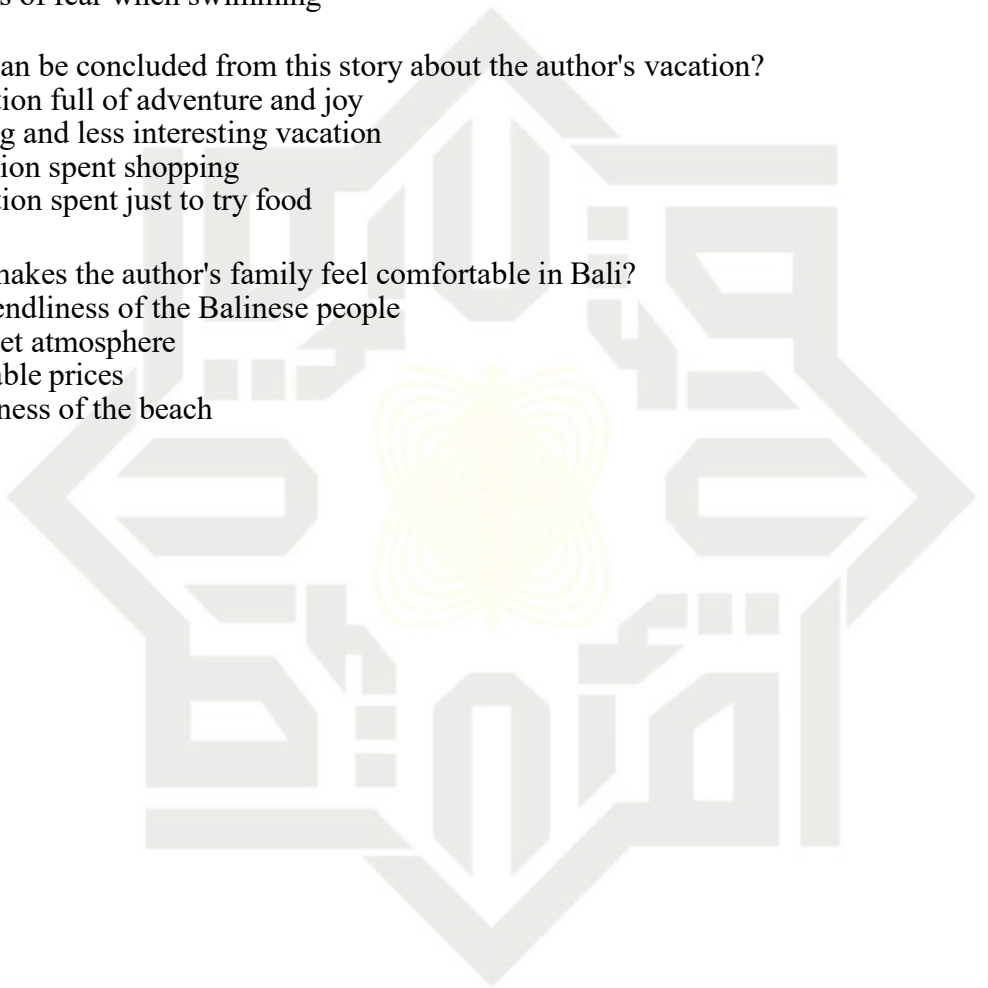
- A) Feelings when on the beach
- B) A pleasant experience when surfing
- C) The activity of walking on the sand
- D) Feelings of fear when swimming

19. What can be concluded from this story about the author's vacation?

- A) A vacation full of adventure and joy
- B) A boring and less interesting vacation
- C) A vacation spent shopping
- D) A vacation spent just to try food

20. What makes the author's family feel comfortable in Bali?

- A) The friendliness of the Balinese people
- B) The quiet atmosphere
- C) Affordable prices
- D) Cleanliness of the beach



UIN SUSKA RIAU



A: 19
95

NAME: *mohammad Hafizh*

HOLIDAY IN KUTA BEACH

One bright morning, my family and I decided to go on vacation to Kuta Beach, Bali. We have heard about the beauty of this beach for a long time, and this time we had the opportunity to experience it directly. We left home for Ngurah Rai Airport, Bali, with great enthusiasm. The warm air that greeted us in Bali made us even more excited to explore all the beauty there.

Upon arrival at the airport, we went straight to a hotel located not far from Kuta Beach. As soon as we arrived at the hotel, we were greeted by a beautiful sea view from the room window. We couldn't wait to visit the beach, so after stopping for a moment, we walked to Kuta Beach.

Kuta Beach is very crowded with tourists from all over the world. Along the beach, many people are sunbathing, swimming, or trying surfing. The sound of the rolling waves creates a calming atmosphere. We found a place to sit under a large umbrella and enjoyed a refreshing young coconut drink. After that, we walked along the wide beach, feeling the soft white sand on our feet, and enjoying the stunning scenery.

In the afternoon, the sky turned golden orange, indicating the time of sunset. We stopped for a moment to capture the beautiful moment. After enjoying the sunset, we continued our journey to the famous local food stalls. We tried various Balinese specialties, such as nasi campur and very delicious duck betutu.

The next day, we returned to the beach to try surfing. Although it was a bit difficult at first, the friendly instructor made us more confident. After several attempts, I finally managed to stand on the surfboard and feel the pleasant sensation of gliding over the waves.

Our vacation at Kuta Beach was very memorable. We could enjoy the natural beauty of Bali, feel the sensation of vacationing on a beautiful beach, and witness delicious local dishes. This experience will always be a sweet memory in our lives.



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Objective Questions:

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 - D) Only local residents
7. What was the first thing the author greeted when he arrived in Bali?
 - A) Cold weather
 - B) Mountain scenery
 - ☒ C) Warm air
 - D) Crowded atmosphere
8. What did the author feel when he first walked on the beach?
 - A) Confusion
 - ☒ B) Happiness and calmness





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- C) Fatigue
- D) Disappointment

9. Why did the author stop for a moment in the afternoon?

- ☒ A) To drink young coconut
- B) To eat
- ☒ C) To capture the sunset
- D) To buy souvenirs

10. What Balinese specialty food did the author try?

- A) Fried chicken
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- C) Slow and tired
- D) Uncomfortable

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15. What did the author's family do after resting at the hotel?

- A) Shopping
- B) Enjoying dinner
- ☒ C) Exploring Kuta Beach
- D) Trying surfing

16. What does the word "fascinated" mean in the sentence "We were fascinated by the beauty of the beach"?

- A) Angry



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- ☒ A) Amazed
- ☐ C) Confused
- ☐ D) Disappointed

17. What does the word "waves" mean that is often mentioned in the story?

- ☒ A) Rippling sea water
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- ☐ D) The sound of the crowd

18. What is meant by "the sensation of gliding on the waves"?

- ☐ A) Feelings when on the beach
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19. What can be concluded from this story about the author's vacation?

- ☒ A) A vacation full of adventure and joy
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- ☒ D) A vacation spent just to try food

20. What makes the author's family feel comfortable in Bali?

- ☒ A) The friendliness of the Balinese people
- ☐ B) The quiet atmosphere
- ☐ C) Affordable prices
- ☐ D) Cleanliness of the beach



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NAME: M. HAMIF

HOLIDAY IN KUTA BEACH

One bright morning, my family and I decided to go on vacation to Kuta Beach, Bali. We have heard about the beauty of this beach for a long time, and this time we had the opportunity to experience it directly. We left home for Ngurah Rai Airport, Bali, with great enthusiasm. The warm air that greeted us in Bali made us even more excited to explore all the beauty there.

Upon arrival at the airport, we went straight to a hotel located not far from Kuta Beach. As soon as we arrived at the hotel, we were greeted by a beautiful sea view from the room window. We couldn't wait to visit the beach, so after stopping for a moment, we walked to Kuta Beach.

Kuta Beach is very crowded with tourists from all over the world. Along the beach, many people are sunbathing, swimming, or trying surfing. The sound of the rolling waves creates a calming atmosphere. We found a place to sit under a large umbrella and enjoyed a refreshing young coconut drink. After that, we walked along the wide beach, feeling the soft white sand on our feet, and enjoying the stunning scenery.

In the afternoon, the sky turned golden orange, indicating the time of sunset. We stopped for a moment to capture the beautiful moment. After enjoying the sunset, we continued our journey to the famous local food stalls. We tried various Balinese specialties, such as nasi campur and very delicious duck betutu.

The next day, we returned to the beach to try surfing. Although it was a bit difficult at first, the friendly instructor made us more confident. After several attempts, I finally managed to stand on the surfboard and feel the pleasant sensation of gliding over the waves.

Our vacation at Kuta Beach was very memorable. We could enjoy the natural beauty of Bali, feel the sensation of vacationing on a beautiful beach, and witness delicious local dishes. This experience will always be a sweet memory in our lives.

p. 18
90



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Objective Questions:

1. What is the author's main goal in this story?

- Visiting various tourist attractions
- ☒ Vacationing at Kuta Beach
- Trying surfing
- Tasting Balinese specialties

2. Who vacationed with the author at Kuta Beach?

- His friends
- ☒ His family
- His relatives
- A foreign tourist

3. Where did they stay while on vacation in Bali?

- At a hotel near the airport
- At a cheap inn
- ☒ At a hotel near Kuta Beach
- At a relative's house

4. How did the author feel when he first tried surfing?

- Easy and fun
- ☒ Difficult but fun
- Disappointed
- Frustrated

5. What is meant by "scorching heat" that the author felt?

- Very cold air
- ☒ Very hot air temperature
- The sun covered by clouds
- Heavy rain

6. What was the atmosphere of Kuta Beach when they arrived?

- Quiet and calm
- ☒ Crowded with tourists
- Heavy rain
- Only local residents

7. What was the first thing the author greeted when he arrived in Bali?

- Cold weather
- Mountain scenery
- ☒ Warm air
- Crowded atmosphere

8. What did the author feel when he first walked on the beach?

- Confusion
- ☒ Happiness and calmness



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- C) Fatigue
D) Disappointment

9. Why did the author stop for a moment in the afternoon?
A) To drink young coconut
B) To eat
C) To capture the sunset
D) To buy souvenirs

10. What Balinese specialty food did the author try?
A) Fried chicken
B) Mixed rice and duck betutu
C) Fried noodles
D) Padang satay

11. What did the author do the next day at the beach?
A) Traveling around Bali
B) Trying surfing
C) Sunbathing on the beach
D) Visiting the art market

12. How did the surfing instructor help the author?
A) Providing surfboards
B) Providing motivation and direction
C) Providing protective equipment
D) Teaching how to swim

13. What did the author feel after successfully standing on a surfboard?
A) Happy and satisfied
B) Confused and anxious
C) Slow and tired
D) Uncomfortable

14. What is the author's unforgettable memory from this vacation?
A) The beauty of Kuta Beach and surfing activities
B) Enjoying food at a stall
C) Visiting other tourist attractions
D) Exploring the Balinese art market

15. What did the author's family do after resting at the hotel?
A) Shopping
B) Enjoying dinner
C) Exploring Kuta Beach
D) Trying surfing

16. What does the word "fascinated" mean in the sentence "We were fascinated by the beauty of the beach"?
A) Angry

Hak Cipta Dilindungi Undang-Undang

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- ☒ B) Amazed
 C) Confused
 D) Disappointed

17. What does the word "waves" mean that is often mentioned in the story?

- ☒ A) Rippling sea water
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20. What makes the author's family feel comfortable in Bali?

- ☒ A) The friendliness of the Balinese people
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NAME: Salsabila marissa

HOLIDAY IN KUTA BEACH

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Upon arrival at the airport, we went straight to a hotel located not far from Kuta Beach. As soon as we arrived at the hotel, we were greeted by a beautiful sea view from the room window. We couldn't wait to visit the beach, so after stopping for a moment, we walked to Kuta Beach.

Kuta Beach is very crowded with tourists from all over the world. Along the beach, many people are sunbathing, swimming, or trying surfing. The sound of the rolling waves creates a calming atmosphere. We found a place to sit under a large umbrella and enjoyed a refreshing young coconut drink. After that, we walked along the wide beach, feeling the soft white sand on our feet, and enjoying the stunning scenery.

In the afternoon, the sky turned golden orange, indicating the time of sunset. We stopped for a moment to capture the beautiful moment. After enjoying the sunset, we continued our journey to the famous local food stalls. We tried various Balinese specialties, such as nasi campur and very delicious duck betutu.

The next day, we returned to the beach to try surfing. Although it was a bit difficult at first, the friendly instructor made us more confident. After several attempts, I finally managed to stand on the surfboard and feel the pleasant sensation of gliding over the waves.

Our vacation at Kuta Beach was very memorable. We could enjoy the natural beauty of Bali, feel the sensation of vacationing on a beautiful beach, and witness delicious local dishes. This experience will always be a sweet memory in our lives.

Handwritten notes:
 10-11-2020
 per minggu
 16
 80

10 = 16

80



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Objective Questions:

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 A) Visiting various tourist attractions
~~B) Vacationing at Kuta Beach~~ ✓
 C) Trying surfing
 D) Tasting Balinese specialties
- Who vacationed with the author at Kuta Beach?
 A) His friends ✓
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 D) A foreign tourist
- Where did they stay while on vacation in Bali?
 A) At a hotel near the airport ✓
 B) At a cheap inn
~~C) At a hotel near Kuta Beach~~
 D) At a relative's house
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 A) Easy and fun
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 D) Frustrated
- What is meant by "scorching heat" that the author felt?
 A) Very cold air
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~~C) The sun covered by clouds~~
 D) Heavy rain
- What was the atmosphere of Kuta Beach when they arrived?
 A) Quiet and calm
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 C) Heavy rain
 D) Only local residents
- What was the first thing the author greeted when he arrived in Bali?
 A) Cold weather
 B) Mountain scenery
 C) Warm air ✓
~~D) Crowded atmosphere~~
- What did the author feel when he first walked on the beach?
 A) Confusion
~~B) Happiness and calmness~~ ✓



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C) Fatigue

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☒ A) Angry



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- ☒ A) Amazed
☐ C) Confused
☐ D) Disappointed

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☐ D) Cleanliness of the beach

Students Name	Item tes																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Student 1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
student 2	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	18
Student 3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
Student 4	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
Student 5	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	16
Student 6	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	15
Student 7	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	17
Student 8	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17
Student 9	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	15
student 10	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	16
student 11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19
student 12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
student 13	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	16
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student15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	18
student 16	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	15
student 17	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
student 18	0	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	15
student 19	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18
student 20	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	15
student 21	1	1	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	0	1	13
student 22	0	0	1	0	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	12

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APPENDIX 2

Instrument of Reading Speed Test

UIN SUSKA RIAU



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fee 15/25
20

NAME:

HOLIDAY IN KUTA BEACH

One bright morning, my family and I decided to go on vacation to Kuta Beach, Bali. We have heard about the beauty of this beach for a long time, and this time we had the opportunity to experience it directly. We left home for Ngurah Rai Airport, Bali, with great enthusiasm. The warm air that greeted us in Bali made us even more excited to explore all the beauty there.

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Hak Cipta Dilindungi Undang-Undang

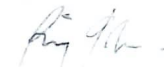
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PENILAIAN READING SPEED

NO	NAMA SISWA	NILAI
1	ALMUTIFA	270
2	ANNISA	290
3	AZKA	235
4	ADITYA ZIVIL	220
5	CANDRA	160
6	DIKA	200
7	DIKA ARFANDA	165
8	DINDA FITRIA	260
9	FADJRI	280
10	HAFIF	230
11	HAMIF	260
12	KAMIL	270
13	LUCKY KRISTIANSYAH	170
14	M. HAFIDZ	230
15	M. IKHSAN	230
16	MELYS PUTRI	280
17	MIFTAHUL RISKI	310
18	NIA	200
19	PUTRI YANTI	230
20	TASBIH	180
21	WILA HARIYANI	185
22	ZASKILA AMANDA	170

Reader	Speed wpm
Poor	<150
Average	150 - 300
Good	300 - 500
Excellent	500 - 700
Unbelievable	750 - 1000

Rater,



RIZKY GUSHENDRA, M.Ed.



Hak Cipta Dilindungi Undang-Undang

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Blue Print of Reading Speed (Reading Rate)

Reader	Speed wpm
Poor	<150
Average	150 – 300
Good	300 – 500
Excellent	500 – 700
Unbelievable	750 – 1000

PENILAIAN READING SPEED

NO	NAMA SISWA	NILAI
1	ALMUTIFA	280
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3	AZKA	245
4	ADITYA ZIVIL	230
5	CANDRA	165
6	DIKA	210
7	DIKA ARFANDA	170
8	DINDA FITRIA	275
9	FADJRI	290
10	HAFIF	240
11	HAMIF	275
12	KAMIL	270
13	LUCKY KRISTIANSYAH	175
14	M. HAFIDZ	240
15	M. IKHSAN	235
16	MELYSYA PUTRI	285
17	MIFTAHUL RISKI	300
18	NIA	215
19	PUTRI YANTI	245
20	TASBIH	185
21	WILA HARIYANI	175
22	ZASKILA AMANDA	180

Rater,

Nuardi, M. Ed

Hak Cipta Dilindungi Undang-Undang

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No	Students	Rater 1	Rater 2
1	Students 1	270	280
2	Students 2	290	290
3	Students 3	235	245
4	Students 4	220	230
5	Students 5	160	165
6	Students 6	200	210
7	Students 7	165	170
8	Students 8	260	275
9	Students 9	280	290
10	Students 10	230	240
11	Students 11	260	275
12	Students 12	270	270
13	Students 13	170	175
14	Students 14	230	240
15	Students 15	230	235
16	Students 16	280	285
17	Students 17	310	300
18	Students 18	200	215
19	Students 19	230	245
20	Students 20	180	185
21	Students 21	185	175
22	Students 22	170	180

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APPENDIX 3

Validity of Reading Comprehension Test

UIN SUSKA RIAU



Questions Validity of Reading Comprehension Test

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- What was the atmosphere of Kuta Beach when they arrived?
 - Quiet and calm
 - Crowded with tourists
 - Heavy rain
 - Only local residents
- What did the author do the next day at the beach?
 - Traveling around Bali
 - Trying surfing
 - Sunbathing on the beach
 - Visiting the art market
- How did the author feel when he first tried surfing?
 - Easy and fun
 - Difficult but fun
 - Disappointed
 - Frustrated
- What is meant by "the sensation of gliding on the waves"?
 - Feelings when on the beach
 - A pleasant experience when surfing
 - The activity of walking on the sand
 - Feelings of fear when swimming
- What Balinese specialty food did the author try?
 - Fried chicken
 - Mixed rice and duck betutu
 - Fried noodles
 - Padang satay
- What does the word "waves" mean that is often mentioned in the story?
 - Rippling sea water
 - Blowing wind
 - Soft beach sand
 - The sound of the crowd
- Who vacationed with the author at Kuta Beach?
 - His friends
 - His family
 - His relatives
 - A foreign tourist
- What is the author's unforgettable memory from this vacation?
 - The beauty of Kuta Beach and surfing activities
 - Enjoying food at a stall
 - Visiting other tourist attractions
 - Exploring the Balinese art market
- What is meant by "scorching heat" that the author felt?
 - Very cold air
 - Very hot air temperature
 - The sun covered by clouds
 - Heavy rain
- What did the author's family do after resting at the hotel?
 - Shopping
 - Enjoying dinner
 - Exploring Kuta Beach
 - Trying surfing
- What did the author feel after successfully standing on a surfboard?
 - Happy and satisfied



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- B) Confused and anxious
- C) Slow and tired
- D) Uncomfortable
12. What is the author's main goal in this story?
 - A) Visiting various tourist attractions
 - B) Vacationing at Kuta Beach
 - C) Trying surfing
 - D) Tasting Balinese specialties
13. Where did they stay while on vacation in Bali?
 - A) At a hotel near the airport
 - B) At a cheap inn
 - C) At a hotel near Kuta Beach
 - D) At a relative's house
14. What did the author feel when he first walked on the beach?
 - A) Confusion
 - B) Happiness and calmness
 - C) Fatigue
 - D) Disappointment
15. What did the author feel when seeing the sunset?
 - A) Angry
 - B) Sleepy
 - C) Amazed by the view
 - D) Nervous
16. What did the author drink while sitting under an umbrella?
 - A) Soft drink
 - B) Mineral water
 - C) Young coconut
 - D) Orange juice
17. What activity did many tourists do at Kuta Beach?
 - A) Playing football
 - B) Building sand castles
 - C) Surfing and sunbathing
 - D) Dancing
18. What kind of sand is described at Kuta Beach?
 - A) Hot black sand
 - B) Soft white sand
 - C) Coarse brown sand
 - D) Wet muddy sand
19. What does the word "fascinated" mean in the sentence "We were fascinated by the beauty of the beach"?
 - A) Angry
 - B) Amazed
 - C) Confused
 - D) Disappointed
20. What did the author do before going to Kuta Beach?
 - A) Ate lunch
 - B) Took a shower
 - C) Rested at the hotel
 - D) Went shopping
21. What did the author see from the hotel window?
 - A) The swimming pool
 - B) City buildings
 - C) Sea view
 - D) Mountain
22. Why did the author stop for a moment in the afternoon?



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- A) To drink young coconut
- B) To eat
- C) To capture the sunset
- D) To buy souvenirs
23. What time of day did they arrive at Kuta Beach?
 - A) Morning
 - B) Afternoon
 - C) Evening
 - D) Midnight
24. What did the author experience when gliding over the waves?
 - A) Sickness
 - B) Fear
 - C) Enjoyment
 - D) Confusion
25. What was the author's first impression of Bali's air?
 - A) Chilly
 - B) Dry
 - C) Warm
 - D) Windy
26. How did the surfing instructor help the author?
 - A) Providing surfboards
 - B) Providing motivation and direction
 - C) Providing protective equipment
 - D) Teaching how to swim
27. How long had the author known about the beauty of Kuta Beach?
 - A) Just before the trip
 - B) From childhood
 - C) From social media
 - D) For a long time
28. What kind of food is "duck betutu"?
 - A) Fried duck with soy sauce
 - B) Roasted duck with spicy Balinese herbs
 - C) Grilled duck
 - D) Boiled duck in coconut milk
29. What kind of tourists were mostly found at Kuta Beach?
 - A) Local residents
 - B) Tourists from Bali only
 - C) Tourists from various countries
 - D) Only Indonesian tourists
30. What can be concluded from this story about the author's vacation?
 - A) A vacation full of adventure and joy
 - B) A boring and less interesting vacation
 - C) A vacation spent shopping
 - D) A vacation spent just to try food

[illegible]

20	Student 20	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	1	15	75	
21	Student 21	0	0	0	0	0	0	0	0	0	1	1	1	1	0	1	0	1	0	6	30
22	Student 22	0	1	0	0	0	0	0	0	1	1	0	1	1	1	1	0	1	0	9	45
23	Student 23	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	18	90
24	Student 24	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16	80
25	Student 25	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	16	80
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27	Student 27	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	16	80
28	Student 28	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17	85
29	Student 29	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	1	0	9	45
30	Student 30	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	16	80

Jumlah Soal Benar	8	20	20	21	18	20	17	20	17	9	17	20	21	22	21	22	22	23	23	20
r hitung	0,3	0,4	0,4	0,4	0,4	0,4	0,4	0,4	0,6	0,3	0,4	0,4	0,4	0,3	0,4	0,3	0,4	0,3	0,5	0,5
r tabel	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3
v/t	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49	49
Jumlah Peserta	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TK	0,3	0,7	0,7	0,7	0,6	0,7	0,6	0,7	0,6	0,3	0,6	0,7	0,7	0,7	0,7	0,7	0,7	0,8	0,8	0,7
Kategori	su	sed	sed	sed	sed	sed	sed	sed	sed	su	sed	sed	sed	mu	sed	mu	mu	mu	mu	sed
	kar	ang	ang	ang	ang	ang	ang	ang	ang	kar	ang	ang	ang	dah	ang	dah	dah	dah	dah	ang

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APPENDIX 4

R Table

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Students Reading Comprehension	r count	r tabel (5%)		Ket
Y	Item 1	0,387	0,349	Valid
	Item 2	0,424	0,349	Valid
	Item3	0,441	0,349	Valid
	Item 4	0,493	0,349	Valid
	Item 5	0,496	0,349	Valid
	Item 6	0,441	0,349	Valid
	Item 7	0,453	0,349	Valid
	Item 8	0,407	0,349	Valid
	Item 9	0,646	0,349	Valid
	Item 10	0,396	0,349	Valid
	Item 11	0,405	0,349	Valid
	Item 12	0,424	0,349	Valid
	Item 13	0,458	0,349	Valid
	Item 14	0,390	0,349	Valid
	Item 15	0,458	0,349	Valid
	Item 16	0,354	0,349	Valid
	Item 17	0,426	0,349	Valid
	Item 18	0,376	0,349	Valid
	Item 19	0,527	0,349	Valid
	Item 20	0,593	0,349	Valid

APPENDIX 5

Thesis Guideline Activity

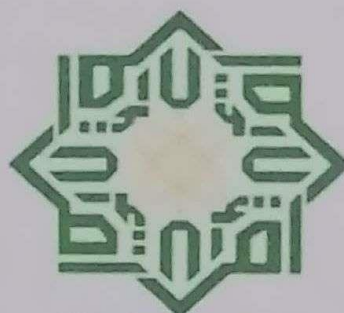
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STUDENTS' READING SPEED AND THEIR READING
COMPREHENSION: A CORRELATIONAL STUDY AT SECOND
GRADE SMPN 5 KUNTO DARUSSALAM

PROPOSAL



UIN SUSKA RIAU

BY

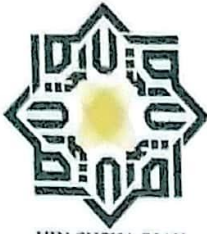
LATIFAH AINI MARZIAH

12110423431

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU

1445 H/2024 M

Approved to
Summa
11/2024
6
N.A.
N. Qandi; Sept. 2024



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Latifah Aini marziah
Nomor Induk Mahasiswa : 12110423431
Hari/Tanggal Ujian : Senin/06 Januari 2025
Judul Proposal Ujian : STUDENTS READING SPEED AND THEIR
READING COMPREHENSION: A CORRELATIONAL STUDY AT SECOND GRADE
SMPN 5 SATU ATAP KUNTO DARUSSALAM
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1	Abdul Hadi, Ph.D	PENGUJI I		
2	Dedy Wahyudi, M.p.d	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Pekanbaru, Januari 2025
Peserta Ujian Proposal

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Latifah Aini Marziah
NIM. 1211043431

2. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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LAMPIRAN BERITA ACARA UJIAN PROPOSAL

Nama
Nomor Induk Mahasiswa
Hari/ Tanggal
Judul Proposal Penelitian

LATIFAH AINI MARZIAH

12110943931

Senin, 06 Januari 2024

STUDENTS' READING SPEED AND THEIR READING

COMPREHENSION: A CORRELATIONAL STUDY AT SECOND
GRADE SMPH 5 JATU ATAP KUNTO DARUSSALAM.

NO	URAIAN PERBAIKAN
1.	Apa itu reading speed
2.	Bagaimana mengukur reading speed
3.	Apakah ada ^{hubungan} perbedaan reading speed dgn reading comprehension

Penguji I

Abdul Hadi, Ph.D.

Pekanbaru,
Penguji II

Dedy Wahyudi, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Bimbingan Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nuardi, M. Ed
 - a. Nomor Induk Pegawai (NIP) : 198303072009011012
3. Nama Mahasiswa : Latifah Aini Marziah
4. Nomor Induk Mahasiswa : 1211042343
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	17 Maret 2025	Bimbingan Instrumente		
2.	19 Mei 2025	Bimbingan Bab 4 & 5		
3.	3 Juni 2025	Lanjutan bimbingan bab 4 & 5 atau ke wawancara		
		Thoud & Dnr		
		References		
		formulir al disyng		
		fee		

Pekanbaru, 03 Juni 2025
Pembimbing,

Nuardi, M. Ed
NIP. 198303072009011012

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APPENDIX 6

Research Letters

UIN SUSKA RIAU



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Fax (0761) 561847 Web: www.ftk.uinsuska.ac.id E-mail: effak@uinsuska@yahoo.co.id

Nomor : Un.04/F.11.4/PP.00.9/1563/2025
Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 24 Januari 2025

Kepada
Yth. Kepala SMPN 5 Satu Atap Kunto Darussalam
di
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

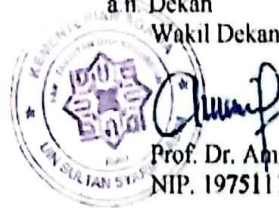
Nama : Latifah Aini Marziah
NIM : 12110423431
Semester/Tahun : VII (Tujuh)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih

a.n. Dekan
Wakil Dekan III



Prof. Dr. Anirah Diniaty, M.Pd. Kons
NIP. 19751115 200312 2 001

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Hak C

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PEMERINTAH KABUPATEN ROKAN HULU
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 5 SATU ATAP KUNTO DARUSSALAM

Jln. Raya Muara Dilam - Kota Lama npan 10495-46 Telp. 083288019192 Email. Smpn5kunto@gmail.com Kode Pos 28436

Muara Dilam, 03 Februari 2025

No : 421.3/SMPN.5-KD/014/2025
Lamp : -
Hal : Izin Melaksanakan Pra Riset

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
di
Pekanbaru

Assalamualaikum Wr. Wb

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan keguruan UIN Suska Riau. Nomor :
Un.04/F.II.4/PP.00.9/1563/2025, tanggal 03 Februari 2025, perihal Mohon Izin Melakukan Pra Riset.
Atas nama:

Nama : **Latifah Aini Marziah**
NIM : 12110423431
Semester : VII (Tujuh)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Pada dasarnya kami bersedia untuk memberikan izin pelaksanaan Pra Riset Kepada nama yang tersebut diatas.

Adapun hasil Pra Riset tersebut semata-mata untuk kepentingan akademisi/melengkapi persyaratan materi perkuliahan saja.

Demikian yang dapat kami sampaikan, atas kerjasama yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Mengetahui,
Kepala Sekolah

(ROMI YULI, S.Pd.)
NIP.197401012005021002



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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Goebranas No.155 Km.18 Tampan Pekanbaru Riau 25293 PO BOX 1004 Telp. (0761) 561647
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Nomor : B-2478/Un.04/F.II/PP.00.9/02/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 04 Februari 2025 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Rokan Hulu

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Latifah Aini Marziah
NIM : 12110423431
Semester/Tahun : VIII (Delapan)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students' Reading Speed And Their Reading Comprehension: A Correlational Study At Second Grade SMPN 5 Satu Atap Kunto Darussalam
Lokasi Penelitian : SMPN 5 Satu Atap Kunto
Waktu Penelitian : 3 Bulan (04 Februari 2025 s.d 04 Mei 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/72255
T E N T A N G

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-2478/Un.04/F.II/PP.00.9/01/2025 Tanggal 4 Februari 2025**, dengan ini memberikan rekomendasi kepada:

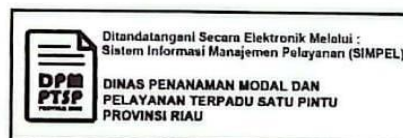
- | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama | : LATIFAH AINI MARZIAH |
| 2. NIM / KTP | : 121104234310 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : STUDENTS READING SPEED AND THEIR READING COMPREHENSION: A CORRELATIONAL STUDY AT SECOND GRADE SMPN 5 SATU ATAP KUNTO DARUSSALAM |
| 7. Lokasi Penelitian | : SMPN 5 SATU ATAP KUNTO DARUSSALAM |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 6 Februari 2025



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Rokan Hulu
Up. Kaban Kesbang dan Linmas di Pasirpengaraian
Up. DPMTSP Kab. Rokan Hulu di PasirPengaraian
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KABUPATEN ROKAN HULU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Tuanku Tambusai Km. 4 Komp. Bina Praja Pemda Rokan Hulu Telp. 0813 7210 2755
Kode Pos. 28557 Email: dpmpptsp@rokanhulukab.go.id Website: <https://dpmpptsp.rokanhulukab.go.id>

REKOMENDASI

Nomor: 503/DPMPPTSP/NON-RISET/II/2025/0052

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN PENELITIAN

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rokan Hulu, setelah membaca Surat dari UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU Nomor: B-2478/Un.04/F.II/PP.00.9/02/2025 tanggal 04 Februari 2025 tentang Rekomendasi Pelaksanaan Riset/Pra Riset dan pengumpulan data untuk PENYELESAIAN TUGAS AKHIR PROGRAM SARJANA (S1) (SKRIPSI), dengan ini dapat diberikan Rekomendasi kepada:

Nama : LATIFAH AINI MARZIAH
Nomor Induk Mahasiswa : 12110423431
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S-1
Judul Penelitian : STUDENT'S READING SPEED AND THEIR READING COMPREHENSION : A CORRELATIONAL STUDY AT SECOND GRADE SMPN 5 KUNTO DARUSSALAM
Lokasi Penelitian : SMP NEGERI 5 SATU ATAP KUNTO DARUSSALAM

Dengan Ketentuan sebagai berikut:

1. Tidak Melakukan Kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan Riset dan Pengumpulan Data ini.
2. Pelaksanaan Kegiatan Riset ini berlangsung selama 6 bulan terhitung mulai tanggal Rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini. Terimakasih.

Ditetapkan di : Pasir Pengaraian
Pada Tanggal : 12 Februari 2025



Tembusan :

1. Kepala Badan Kesatuan Bangsa Dan Politik Kabupaten Rokan Hulu di Pasir Pengaraian
2. Kepala SMP Negeri 5 Satu Atap Kunto Darussalam
3. Kepala Dinas Pendidikan Pemuda dan Olahraga Kabupaten Rokan Hulu
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



Badan Sertifikasi Elektronik (BSrE)

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Badan Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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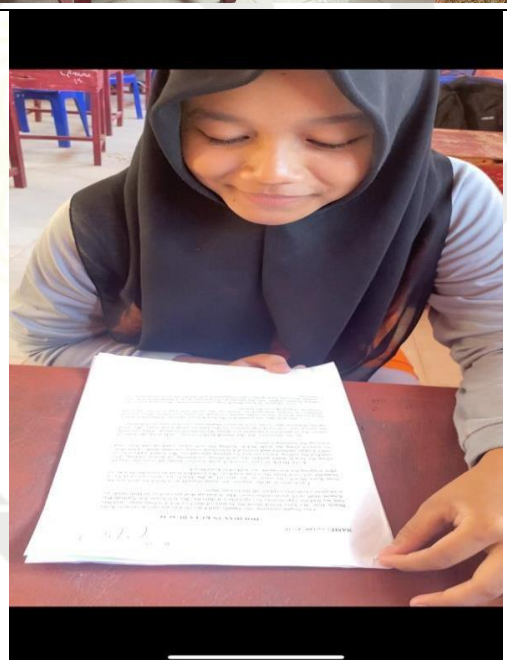
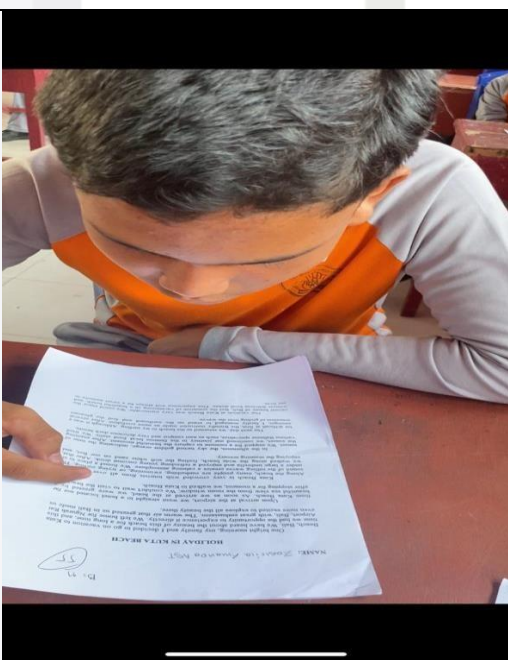


APPENDIX 7

Documentations

UIN SUSKA RIAU

Reading Speed and Reading Comprehension Test



Hak Cipta Dilindungi Undang-Undang

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Latifah Aini Marziah, was born on Mei, 7th 2003 in Pagaran Tapah, Rokan Hulu. She is the first daughter from Mr. Muhammad Markhos and Mrs. Zaitun Izzati. She has three younger sisters her name is Zahra Cahyati, Hanifah Khoiriah, and the last one is Rahma Najwa. She lives at Muara Dilam, Rokan Hulu.

The writer had finished her study in SDN 003 Kunto Darussalam, Rokan Hulu (2009- 2015), then she continued her study in MTS PP Darussalam Saran Kabun, Rokan Hulu (2015-2018), and than she continued her study in SMAN 1 Ujung Batu, Rokan Hulu (2018-2021). Then, the writer was accepted as one of the students in Department of English Education, Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau in 2021. On July 2024, she was doing KKN (Kuliah Kerja Nyata) in Desa Ngaso, Rokan Hulu. She also was doing Pre-Service Teacher Practice at SMK Multi Mekanik Masmur Pekanbaru. Finally, she followed thesis examination entitled “Students’ Reading Speed and Their Reading Comprehension: A Correlational Study at Second Grade SMPN 5 Satu Atap Kunto Darussalam.