

**THE EFFECT OF SPEED READING STRATEGY TO IMPROVE
STUDDENTS' READING COMPREHENSION AT THE
SECOND YEAR STUDENTS OF STATE SENIOR
HIGH SCHOOL 1 DABO SINGKEP
REGENCY OF LINGGA**



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PEKANBARU
1433 H/2012 M**

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Thesis

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(S.Pd.)



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ABSTRACT

Hasanul Bishry (2011): The Effect of Speed Reading Strategy to Improve Students' Reading Comprehension at the Second Year Students of State Senior High School 1 Dabo Singkep Regency of Lingga.

Reading is the most important skill among the four skills in learning English and being able to comprehend various English texts as expected to the students. Yet the expectation has not seemed to be realized. One of the dominant factors is the strategy of teaching reading comprehension. In this case, speed reading strategy is an appropriate strategy to improve students' reading comprehension, because it involves the students to read the material faster and comprehend their reading.

The purposes of this research were to find out students' reading comprehension taught by speed reading strategy and without speed reading strategy and to find out the significant effect of using speed reading strategy to improve students' reading comprehension at the second year students of State senior high school 1 Dabo Singkep Regency of Lingga. The sample of this research is science major.

This research was an experimental research, precisely a quasi experimental research. The design of this research was pre-test - post-test non-equivalent control group. There are four meetings in giving treatments. The instruments of this research were test and observation. The participants were the second year students of state senior high school 1 Dabo Singkep Regency of Lingga.

The research findings show that the improvement could be seen from the score of t-test. The total score of t-test is 3.41. Based on t-table, $2.01 < 3.41 > 2.68$. Therefore, it could be concluded that there is a significant effect of using speed reading strategy to improve students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga.

Abstrak

Hasanul Bishry (2011): Pengaruh Strategi Membaca Cepat Untuk Meningkatkan Pemahaman Membaca Siswa Pada Siswa Kelas Dua SMA Negeri 1 Dabo Singkep Kabupaten Lingga

Membaca adalah keahlian yang sangat penting diantara 4 keahlian dalam belajar bahasa Inggris dan membaca mampu memberikan pemahaman kepada siswa berbagai macam teks bahasa Inggris sesuai yang mereka harapkan. Namun, harapan tampaknya belum dapat direalisasikan. Salah satu faktor dominan adalah strategi dalam mengajar cara memahami bacaan. Dalam hal ini strategi membaca cepat adalah strategi yang tepat untuk meningkatkan pemahaman membaca siswa, karena strategi ini melibatkan siswa untuk membaca cepat dan memahami bacaannya.

Tujuan dari penelitian ini adalah untuk menemukan bagaimana pemahaman membaca siswa yang diajarkan dengan strategi membaca cepat, kemudian menemukan bagaimana pemahaman membaca siswa yang diajarkan dengan strategi biasa dan terakhir menemukan ada atau tidaknya pengaruh yang signifikan dari strategi membaca cepat untuk meningkatkan pemahaman membaca pada siswa kelas dua SMA Negeri 1 Dabo Singkep Kabupaten Lingga. Sampel dari penelitian ini adalah siswa jurusan IPA.

Penelitian ini adalah penelitian eksperimen, tepatnya penelitian kuasi experiment. Desain penelitian ini adalah pre-test - post-test non-equivalent control group. Ada empat pertemuan dalam memberikan perlakuan. Instrumen penelitian ini adalah tes dan observasi. Para peserta adalah siswa kelas dua SMA Negeri 1 Dabo Singkep Kabupaten Lingga.

Temuan penelitian menunjukkan bahwa peningkatan dapat dilihat dari skor uji-t. Total skor t-tes adalah 3,41. Berdasarkan t-tabel, $2.01 < 3.41 > 2.68$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari menggunakan strategi membaca cepat untuk meningkatkan pemahaman membaca pada siswa kelas dua SMA Negeri 1 Dabo Singkep Kabupaten Lingga.

ملخص

حسن بصري (٢٠١١): أثر خطة القراءة السريعة لتحسين فهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة العليا الحكومية ١ دابو سينكيف بمنطقة لينغا.

إن القراءة من مهارة ضرورية من أربع المهارات الدراسية الإنجليزية و تؤثر القراءة إلى تفهيم الطلاب في النصوص المتنوعة من النصوص الإنجليزية. ولكن هذا لم يكن واقعاً. من إحدى العوامل المؤثرة هي خطة التعليم بفهم القراءة. إن خطة القراءة السريعة من خطة مناسبة لتحسين فهم الطلاب لأنها تجعل الطلاب في القراءة السريعة و فهم معاني نصوصها. الهدف لهذا البحث لمعرفة كيفية فهم الطلاب الذين يدرسون بخطة القراءة السريعة و لمعرفة كيفية فهم الطلاب الذين يدرسون بخطة عادية ثم لمعرفة أثر هام من أثر خطة القراءة السريعة لتحسين فهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة العليا الحكومية ١ دابو سينكيف بمنطقة لينغا. العينات في هذا البحث جميع الطلاب لقسم العلوم الكونية. يعرض هذا البحث ببحث شبه التجربة. وكان عرض هذا البحث من الاختبار القبلي و الاختبار البعدي مع غير فرقة الضبط غير المناسبة. توجد في هذا البحث أربع جلسات في تقديم المعاملة. تتكون الأدوات في هذا البحث من الاختبار و الملاحظة. الهدف في هذا البحث لطلبة الصف الثاني بالمدرسة العليا الحكومية ١ دابو سينكيف بمنطقة لينغا. يبت كشف الباحثة في هذا البحث أن هناك الزيادة، وهي واضحة من النتيجة من الاختبارت. وكان مجموع ت-الاختبار هو ٣،٣٨. بناء على ت-الجدل ٢٠١ > ٣.٤١ < ٢.٦٨. ومع ذلك هناك أثر هام من استخدام القراءة السريعة وهي تطور فهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة العليا الحكومية ١ دابو سينكيف بمنطقة لينغا.

THE LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ABSTRACT	iii
ACKNOWLEDGMENT	vi
DEDICATION	viii
THE LIST OF CONTENT	ix
THE LIST OF TABLE	xii
THE LIST OF APPENDICES	xiii
CHAPTER I. INTRODUCTION	1
A. Background of the Problem.....	1
B. The Reason for Choosing the Title.....	5
C. The Problems.....	5
1. The Identification of the Problems.....	5
2. The Limitation of the Problem.....	6
3. The Formulation of the Problem	6
D. The Objectives of the Research.....	7
E. The Significance of the Research	7
F. The Definition of the Terms	8
CHAPTER II. REVIEW OF RELATED LITERATURE	10
A. Theoretical Framework	10
1. The Nature of Reading Comprehension.....	10
2. The Students' Reading Comprehension.....	11
3. The Nature of Speed Reading Strategy	12
4. Speed Reading Strategy to Improve Students' Reading Comprehension	14
a. Using silent reading	15
b. Using Pacer to focus while reading	15
c. Reading aggressively without regression	16

d. Using Skimming and Scanning to Find highlighted text	16
e. Timing students reading.....	17
B. Relevant Researchs	19
C. Operational Concept.....	20
D. Assumption and Hypothesis.....	21
CHAPTER III. RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. Time and Location of the Research	23
C. The Subject and Object of the Research	24
D. The Population and Sample of the Research.....	24
1. Population of Research.....	24
2. Sample of Research	25
E. The Technique of Data Collection	25
1. Observation.....	26
2. Test	27
F. The Procedures of the Research	27
G. The Technique of Analyzing Data	28
H. Validity of the Instrument	28
I. Reliability of the Instrument.....	30
CHAPTER IV. DATA PRESENTATION AND ANALYSIS	31
A. The Data Presentation	31
1. The Technique of Data Collection	31
a. Data Observation.....	31
b. The Data of Pre-test and Post-test.....	37
1. Data of Experimental Group.....	37
2. Data of Control Group.....	39
3. The Speed Reading Strategy to Improve Students' Reading Comprehension at the Second Year Students of State Senior High School 1 Dabo Singkep Regency of Lingga	41
B. The Data Analysis Technique	47

CHAPTER V. CONCLUSION AND SUGGESTION	56
A. Conclusion.....	56
B. Suggestion	57
1. Suggestion for the Students.....	57
2. Suggestion for the Teacher.....	57
3. Suggestion for the School.....	57

BIBLIOGRAPHY

APPENDICES

THE LIST OF TABLE

Table II.1	Category of Speed Reading Strategy Toward Reading Comprehension.....	19
Table III.1	The Population of the research.....	24
Table III.2	Sample of the Research.....	25
Table IV.1	The Observation I.....	32
Table IV.2	The Observation II	33
Table IV.3	The Observation III	34
Table IV.4	The Observation IV	35
Table IV.5	The Observation V	36
Table IV.6	Data Description of Experimental Group.....	38
Table IV.7	Data Description of Control Group.....	40
Table IV.8	Indicator I.....	42
Table IV.9	Indicator II.....	43
Table IV.10	Indicator III.....	43
Table IV.11	Indicator IV.....	44
Table IV.12	The classification of students reading comprehension taught by speed reading strategy	45
Table IV.13	The classification of students reading comprehension taught without speed reading strategy	46
Table IV.14	Mean and standard deviation for pretest.....	49
Table IV.15	Statistic for pre-test.....	50
Table IV.15	Mean and standard deviation for post-test.....	51
Table IV.16	Statistics for post-test.....	52

CHAPTER I

INTRODUCTION

A. Background of the Problems

Reading plays an important role in learning process, especially in learning a language. Reading can be defined as a process to build knowledge. Reading is an important way to improve students' comprehension of learning English texts. It is one of the important skills to get information.

Clay in George and Loretta define "reading is a getting of message, activity of problem-solving that improving power and flexibility and it can be more in practice"¹. Through reading, students can find information from every version of written language. The skill of reading is very useful in various aspects of students' life. Reading will help students to be easy in interpreting language. Reading makes students able to find every message of texts. Reading helps students learn to think. Then, it is a good way to find out about new ideas, facts and experiences.

Besides, reading is an essential skill that should be completed with comprehension. Reading comprehension is an important part that should be mastered by students. Consequently, reading comprehension can be defined as a process of interpreting meaning, not only reading the words, but also process of

¹ George. R. Taylor & Loretta Mac Kenney, (2008). *Improving Human Learning in Classroom: Theories and Teaching Practices* [electronic book] USA: A Division of Rowman & Littlefield publisher, Inc. Retrieved on February 8th 2011 from www.library.nu.com p.230

interpreting knowledge, efficiency and fluency. Klingner, et.al, states reading comprehension is a process of constructing meaning and coordinated with complex processes, included word reading, word and world knowledge, and fluency².

As a matter of fact, there is a strategy of reading to increase reading comprehension. Speed reading is one of the strategies that can be used to teach reading. It is a strategy that has several procedures to improve reading skill. Speed reading focuses on the rate of reading. It can be also identified as a reading faster.

Konstant clearly states the definition of speed reading:

Speed reading is not just about reading words faster than before. It is about being able to read at a speed appropriate for the material in reading. Reading slowly makes mind will wander. It can cause bored. Mind cannot remember anything. Reading too fast will reduce the chance of remembering and makes mind stressed and frustrated³.

Furthermore, speed reading is related to memory. Concentration is much needed when students read faster than they did before. Speed reading is not only reading the material faster, but also it can help the reader catch and remember information that lies on the book. In contrast, if students read the material too slow, the brain will be bored to catch the information.

In reading comprehension, there are some strategies to help students in reading. Background knowledge is a strategy critical in comprehension. Then,

² Klingner, et.al. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties* [electronic book] USA: The Guilford press. Retrieved on February 8th 2011 from www.library.nu.com. p.2

³ Konstant, Tina. (2003), *Teach Yourself*. [electronic book] London: Great Britain for Hodder & Stoughton Educational, a Division of Hodder Headline LTD. Retrieved on February 8th 2011 from www.gigapedia.com p. 25

using sensory image will help to get sensory experiences. Making prediction and inference are actively engaged in the meaning of making process. Next, in reading comprehension strategies, determining main ideas are always dependent on the purpose of reading.

In teaching and learning language process in school, reading must be used as a basic skill to help students in catching knowledge. As a teacher, he should be able to comprehend students' ability, especially in reading. A teacher should have a strategy in teaching reading.

SMAN 1 Dabo Singkep uses school based curriculum (KTSP). This curriculum is a basic educational component in teaching and learning process. In teaching English, this school not only develops speaking, listening, or writing skill, but also the ability to comprehend reading skill is another language skill learnt by students there.

In fact, based on the writer's preliminary study, students were not able to comprehend reading text. Students did not know how to read and comprehend the English text. Speed reading strategy can help teacher improve students' reading comprehension. konstant states that speed reading can improve reading rate and increase the comprehension⁴.

Based on grade XI syllabus, the purpose in teaching reading makes students able to understand what the meanings in kinds of text are. In understanding about the meaning of kinds of text, the students should master in

⁴ *Ibid* P. 25

finding some indicators of reading comprehension itself. The first is finding topic of the text. In this indicator, the students must find the topic of the text such as narrative, spoof and hortatory exposition. Then, the students must master in finding main idea in texts narrative, spoof and hortatory exposition. The third is students must master in finding supporting details in narrative, spoof and hortatory text. The last is students should be able to find the authors message in texts.

In teaching and learning reading comprehension in this school, teacher teaches the students by using traditional reading. The students should read the text freely and answer the question based on the four indicators in reading comprehension. Nevertheless, students cannot get the point of purpose in teaching process. Students get difficulties in reading comprehension. There are phenomena of students' difficulties in comprehending reading skill as follows:

1. Students cannot find the topic of the texts
2. Students are difficult to find the main idea in the texts
3. Students cannot find the supporting details
4. Students can not focus on author's messages in the texts
5. students have lack of background knowledge
6. Students do not have good motivation in studying reading

Based on above phenomena, the writer intends to find the answers of the entire problems above. Therefore, the writer is interested in carrying out a research entitled **“The Effect of Speed Reading Strategy to Improve Students’**

Reading Comprehension at the Second Year Students of State Senior High School 1 Dabo Singkep Regency Of Lingga”

B. Reasons for Choosing the Title

There are some reasons that make the writer interested in carrying out the research based on the topic above. Several reasons of the writer are as follows:

1. Reading plays an important role in interpreting knowledge. Reading comprehension is a way to catch the information in every part of life.
2. This research is expected to give positive contribution for the writer to complete his undergraduate degree.
3. This research is expected to help teachers improve students’ reading comprehension.
4. This research helps this school to measure the ability in teaching and learning process, especially in English.
5. As far as the writer is concerned, the title of this research has never been identified and investigated by other researchers yet.

C. The Problems

1. Identification of the Problems

Based on the background of the problems above, thus, the problems of students’ difficulties in reading comprehension can be seen in phenomena above as follows:

- a. Why are students unable to find the topic sentence in paragraphs of the texts?
- b. What factors make the students difficult to find main ideas in the texts?
- c. Why are students unable to find supporting details?
- d. Why are students unable to focus on author's messages provided in the texts?
- e. How is the students' reading comprehension?
- f. What factors make the students have low motivation in reading?
- g. Is there any significant effect of using speed reading toward the students' reading comprehension?

2. Limitation of the Problems

In this case, the problems above are too broad to be investigated. Therefore, in this research, the writer limits the problems based on phenomena above more specific. The writer limits the problems of his research on the effect of speed reading strategy to improve students' reading comprehension.

3. Formulation of the Problems

In this research, the problems that have been limited can be specified as research questions as follows:

- a. How is students' reading comprehension taught through speed reading strategy at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga?
- b. How is students' reading comprehension taught without speed reading strategy at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga?
- c. Is there any significant effect of using speed reading to improve students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga?

D. The Objectives of the Research

Commonly, the objectives of this research are:

1. To find out students' reading comprehension taught by speed reading strategy at the second year students of State senior high school 1 Dabo Singkep Regency of Lingga.
2. To find out students' reading comprehension taught by ordinary strategy at the second year students of State senior high school 1 Dabo Singkep Regency of Lingga.
3. To find out there is any significant effect of speed reading to improve reading comprehension at the second year students of State senior high school 1 Dabo Singkep Regency of Lingga.

E. The Significance of the Research

In general, these research findings are expected to give positive contribution to the improvement of knowledge in supporting the existence of reading in learning English as a foreign language. Then, these research findings are expected to give valid information in exploring the writer's knowledge in order to be beneficial, especially in educational research of English language teaching.

Particularly, this research is expected to give valuable information and input for teacher and students at state senior high school 1 Dabo Singkep Regency of Lingga. The last, this research is mainly expected to be beneficial in education, especially for the writer himself.

F. The Definition of Terms

In order to avoid misunderstanding about the title of this research, there are some terms that must be defined. So, the terms defined are as follows:

1. "Effect" based on oxford dictionary is "starting to produce the results that are intended"⁵. In this research, effect means the effect of speed reading toward students' reading comprehension.
2. "Improve" based on oxford dictionary is "making something better"⁶. In this case, to improve is expected for reading comprehension.

⁵ Oxford University (2005) *Oxford Learners Pocket Dictionary* (new Edition) New York: Oxford University Press

3. Reading is “an activity with a purpose in order to get information or verify existing knowledge or in order to critique a writer’s ideas or writing style”⁷.
4. Reading comprehension based on Richards’s et.al “understands the result of the content of reading”⁸. Reading comprehension can be measured by understanding sentences, paragraphs, and author’s ideas.
5. Speed reading is reading faster than what they read in usual, but it needs to be able with an appropriate speed in reading the material. There are some techniques used in this strategy⁹.

⁶ Oxford University (2005) *Oxford Learners Pocket Dictionary* (new Edition) New York: Oxford University Press

⁷ Kalayo Hasibuan, and Fauzan Ansari. (2007). *Teaching English as Foreign Language (TEFL)*. Riau: Alaf Riau Gruba UNRI Press P.114

⁸ Richards, Jack. C and Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistic*. (3th Ed). London: Longman Pearson Education p.443

⁹ Konstant, Tina. (2003), *Teach Yourself*. [electronic book] London: Great Britain for Hodder & Stoughton Educational, a Division of Hodder Headline LTD. Retrieved on February 8th 2011 from www.gigapedia.com p.25

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

In many definitions, reading is an essential part to broaden knowledge. Reading plays an important role to catch the information. Based on Rosenblatt in Moreillon defines that reading is a transaction among the readers, the texts, and the intentions of the author. Every reader brings feeling, personality, and experiences to the texts and each reader is different each time to revisit a particular text. Background knowledge is what the reader brings to the reading events. Each reader's interpretation and each reading of the texts are potentially unique¹.

The purpose for reading also determines the appropriate approach to reading comprehension. Klingner, Vaughn and Boardman argue that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency². Reading comprehension has three procedures. There are mentioning, practicing, and assessing. Mentioning means, the ability to mention the skill that

¹ Moreillon Judi (2007). *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* [electronic book] USA: American Library Association p.19

² Klingner, et. al., (2007) *Teaching Reading Comprehension to Students with Learning Difficulties* (USA: The Guilford Press) p.2

they want to use. Practicing means, the ability to practice the skill through work books or skill sheets. Then, assessing means, the ability to assess the use of skill that has been successful or not.

2. The Students' Reading Comprehension

There are several skills in reading comprehension. In this case, students should understand about how to implement these skills in their reading comprehension as follows:

1. Topic of the text. The first step in reading is to find the topic. Topic is general information that should be found in the text when reading. It shows the content of whole paragraphs in text. Zainil clarifies that Topic is one thing a paragraph is about. Every sentence in a paragraph is a way to discuss or explain this topic³.
2. Main idea. Main idea is a broad sense of paragraphs. Main idea is an important point in reading. Main idea will show the information or message of the text. Otong defines main idea as the content of messages, information, and idea that explains from beginning until the end of the text. Main idea can be found in the first sentence or in the last sentence in a paragraph or it can be found implicitly⁴.

³ Zainil. (2003). *Reading Theories*. Padang: Universitas Negeri Padang Press. p. 38

⁴ Otong S. Djuharie, (2007), *Bimbingan Mantap Bahasa Inggris*. Bandung: YRAMA WIDYA. P.175

3. **Supporting details.** Supporting details are those facts and ideas that prove or explain the main idea or a paragraph. While all the details in a paragraph do support the main idea, not all the details are equally important. The key details directly explain the main idea. Other details may provide additional information, offers an example, or further explain one of the key details⁵.
4. **Finding author's idea.** In every written language, the writer always shows his thought in the text. In finding the ideas of the writer, there are two elements that should be known. The first is taking knowledge level into account. The last is paying attention to the structure. Sutz and Weverka clearly state that a good way to detect the author for presenting the ideas is to turn quickly through the text, paying special attention to headings⁶.

3. The Nature of Speed Reading Strategy

In teaching and learning reading, there is a way to be able to comprehend reading. Strategy should be used in teaching and learning reading. In this case, speed reading is a strategy that is used to improve reading comprehension. Speed reading obstructs to help students understand and comprehend reading text. Speed reading is related to speed of reading.

⁵ *Ibid.* Zainil. P.53

⁶ Richard Sutz and Peter Weverka. (2009). *Speed Reading for Dummies* [electronic book] Canada: Wiley Publishing, Inc. p. 190

Speed reading is a strategy that should be understood by those in the sector business, finance and as well as students from junior high school until university students to comprehend their reading⁷. This strategy can make them easy to catch the information and knowledge from book with short time. So that is make speed reading strategy is useful for every body.

Konstant points out that speed reading is not just about reading words faster than we did before, but it needs to be able with an appropriate speed in reading the material. Reading slowly can make the brain wander and it will not remember anything. Read too fast can make the information lose⁸.

In the statement above, speed reading has a correlation with eyes, ears, mouth, and brain. These parts are influential in speed reading. Every part controls its function, so that speed reading uses parts of senses.

Buzan said that speed reading is not only reading by using eyes, but the process of reading also needs brain⁹. Brain plays important point in interpreting the words that come from brain and it makes someone can read the text faster.

The other argument comes from Sutz and Weverka that state their argument about speed reading. "Speed reading engages eyes, ears, mouth and of course, the

⁷ *Ibid.*

⁸ Tina Konstant, *Teach Yourself* (London: Great Britain for Hodder & Stoughton Educational, a division of Hodder Headline LTD, 2003) p. 25

⁹ Tony Buzan. (2003). *The Speed Reading Book*. London: BBC Worldwide Limited. P.31

brain. Speed reading engages these senses, even more than normal reading because the use of senses and brain power are more efficiently”¹⁰.

Based on Lauren, the steps in teaching speed reading strategy are:

1. Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.
2. Teacher asks the students to go through different blocks of text and highlight the important major points of each line.
3. Teacher asks the students to go back over the highlighted text and read just the highlighted area.
4. Teacher teaches the students to read the text aggressively and without regression.
5. Teacher helps the students to use their hand to keep focus while speed reading.
6. Teacher keeps timing the students reading regularly¹¹.

4. Speed Reading Strategy to Improve Students’ Reading Comprehension.

Speed reading is a strategy that can improve reading comprehension. It happens because speed reading allows opportunity to read the material. Each word that is read has meaning with the other words in the text.

¹⁰ Richard Sutz and Peter Weverka. (2009). *Speed Reading for Dummies* [electronic book] Canada: Wiley Publishing, Inc. p. 10

¹¹ Lauren, Wise (2011). *How to Teach Speed Reading*. [electronic article] USA: Demand Media, Inc. P.1

Sutz and Weverka claim that speed reading actually increases reading comprehension. Every word read at a time can pick up the meaning of words in context. The ability to read in context improves students' reading comprehension because each word in sentence gives meaning to other words instead of standing alone¹².

In improving reading comprehension, there are several skills that can be used. The goal of these skills is to make speed reading more affective and efficient to be done by students.

a. Using silent Reading

To be a speed reader, one thing that should be mastered is silent reading. It can help to increase reading speed. Silent reading means that reading with no vocalizing the word that we read. Zainil says that vocalizing is a distraction factor in reading fast. It can decrease your reading speed¹³. The same argument it also stated by Sutz and Weverka that Vocalizing slows your reading down considerably and it is a bad habit that should be break¹⁴. So, in speed reading strategy, the use of silent reading is much needed.

b. Using Pacer to Focus While Reading

Pacer is a simple tool that can eliminate speed reading problems. A pacer is a tool that can be used to focus and give attention on the words on the

¹² *Ibid.*

¹³ Zainil. (2003). *Reading Theories*. Padang: Universitas Negeri Padang Press. p. 103

¹⁴ Richard Sutz and Peter Weverka. (2009). *Speed Reading for Dummies* [electronic book] Canada: Wiley Publishing, Inc. p. 23

page by moving it by reading the material. Konstant clarifies that a pacer helps to eliminate most distractions, and it involves an extra sense in reading process. It encourages eyes to focus on more than one word at a time. This immediately increases your reading rate¹⁵.

c. Reading aggressively without regression

Speed reading is a state of mind in which reading is more aggressively. In many ways, speed reading is just the act of reading with a deeper level of concentration and efficiency. It is caused by reading several words at the same times. Detecting and reading word group with a single eye fixation. Afterwards, reading aggressively without regressing. Regressing can decrease the concentration in reading.

Obviously, regression slows your reading speed. It takes twice as long to turn back and read what already read. Worse, regression also slows comprehension because it can make you lose the flow of meaning in the words¹⁶.

d. Using skimming and scanning to Find Highlighted Text

Skimming is reading at the fastest speed, a person can accomplish. It is used when a reader wishes to cover material in a hurry. Skimming is used

¹⁵ Tina Konstant, *Teach Yourself* (London: Great Britain for Hodder & Stoughton Educational, a Division of Hodder Headline LTD, 2003) p. 29

¹⁶ Op. cit. Richard Sutz and Weverka. P. 33

when seeking more of general impression of what the text is about¹⁷. Skimming is activity to take the gist of something. Skimming can be used for purpose to find topic of reading, author's argument and finding mind idea.

Scanning is a reading technique used when one wishes to locate a single fact or a specific bit of information without reading everything¹⁸. Scanning is more high speed than skimming. Scanning is used to get information more specific. Scanning just reads the question that should be answered. Then, scanning needs more concentration to catch information. The purpose of scanning is to locate the information quickly. Thus, a high rate of speed is essential.

e. Timing Students Reading

This skill is related to how to measure reading speed. There are two tests to measure the rate of reading. The first is Words per Minutes test (WPM). This test measures how many words can be read per minute. The second is effective reading rate (ERR). This test measures the comprehension of reading fast in reading text.

¹⁷ Tina Konstant, *Teach Yourself* (London: Great Britain for Hodder & Stoughton Educational, a Division of Hodder Headline LTD, 2003) p. 33

¹⁸ Zainil. (2003). *Reading Theories*. Padang: Universitas Negeri Padang Press. P 108

1. The Formula of (WPM) Testing:

The WPM test is not very different from a typing test. All it measures how many words you read per minute. Experts use the following formula to get the results for a WPM reading test:

$$\text{Words read} \div \text{reading time in minutes} = \text{WPM rate}$$

For example, someone who takes 2 minutes to read 700 words reads at a 350 WPM rate: $700 \div 2 = 350$

Someone who takes 2.25 minutes (2 minutes, 25 seconds) to read 700 words read at a 311 WPM rate: $700 \div 2.25 = 311$

Above-average readers read at a 300 to 700 WPM rate. Speed readers can read more than 700 words per minute¹⁹.

2. The formula of (ERR) Testing:

The effective reading rate measures comprehension as well as speed. ERR testing is a more thorough measure of speed reading rates than WPM testing because it tests comprehension, retention and recall. The test also indicates how strong vocabulary is and the knowledge reserves that bring when reading.

Experts use the following formula to get the results of an ERR test:

$$\text{WPM rate} \times \text{comprehension percentage score (as decimal)} = \text{ERR}$$

¹⁹ Richard Sutz and Peter Weverka. (2009). *Speed Reading for Dummies* [electronic book] Canada: Wiley Publishing, Inc. p. 76

Someone who reads 700 words at 350 WPM and answers 80 percent of the comprehension questions correctly reads at a 280. ERR rate:
 $350 \times .8 = 280^{20}$.

Table II.1
Category of Speed Reading Strategy toward Reading Comprehension

Comprehension	Speed	category
50%	500-1000 WPM	Very high
60%	350-499 WPM	High
70%	200-349 WPM	Moderate
80%	<200 WPM	Low

B. The Relevant Researchs

As a matter of fact, there are some preliminary researches dealing with the use of strategy or technique to improve reading comprehension.

1. Jordan (1997) researching the students in master program in Manchester University. Generally, the students come from Asia, Europe, and few students from Middle East. In his research finding, he found that most of students did not taught by any reading strategy included of speed reading strategy.
2. Wenny Syahril (2009) in her action research entitled improving students' reading comprehension on narrative texts by using semantic mapping technique at grade X-2 of SMAN 5 Bukit Tinggi. In her research, she found out that the use of semantic mapping technique improved students' reading

²⁰ Ibid.

comprehension on narrative text. In her action research, she also found out that students' reading comprehension on narrative texts can be improved by using Semantic mapping technique.

C. Operational Concept

To avoid misunderstanding to the title of the research, the writer is going to operate the abstract theories which have been mentioned in theoretical frameworks. In this research, there are two variables. Variable X is about speed reading strategy and variable Y is about reading comprehension. Therefore, the operational concept can be seen in the steps of teaching strategy and indicators of reading comprehension.

1. Variable X: teaching speed reading strategy

- a. Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.
- b. Teacher asks the students to go through different blocks of text and highlight the important major points of each line.
- c. Teacher asks the students to go back over the highlighted text and read just the highlighted area.
- d. Teacher teaches the students to read the text aggressively and without regression.

- e. Teacher helps the students to use their hand to keep focus while speed reading.
- f. Teacher keeps timing the students' reading regularly²¹.

2. Variable Y: indicators of reading comprehension

- a. Students are able to find the topic of the text
- b. Students are able to find main idea of the text
- c. Students are able to find supporting details
- d. Students are able to find the author's message in the text²²

D. Assumptions and hypothesis

1. Assumptions

There is assumption of the writer before coming to the research. The writer assumes that Speed reading will give significant effect to improve students' reading comprehension.

2. Hypothesis

Based on the background, formulation of problems, theoretical frameworks and operational concepts, the writer draws his hypotheses as follows:

H₀ : there is no significant effect of using speed reading strategy to improve students' reading comprehension.

²¹ Lauren, Wise. (2011). *How to Teach Speed Reading*. [electronic article] USA: Demand Media, Inc. P.1

²² Zainil. (2003). *Reading Theories*. Padang: Universitas Negeri Padang Press. P 108

H_a : there is a significant effect of using speed reading strategy to improve students' reading comprehension.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research is designed with quasi-experimental research. The purpose of this research is to determine the cause and effect between independent variable and dependent variables¹. In this research, there are no characteristics of equalization. This research is a quasi-experimental research by using pre-test - post test non equivalent group design. There are two variables used. Variable X is independent variable and variable Y is dependent variable. Thus, variable X is speed reading strategy and variable Y is students' reading comprehension.

Pretest-Posttest non-equivalent Group Design

Science 1	Pre-test	treatment	Post-test
Science 2	Pre-test	no treatment	Post-test

B. Time and Location of Research

This research was conducted on March until November 2011. The location of the research was in at Dabo singkep, regency of Lingga at senior high school 1 of Dabo singkep.

¹ Creswell, John W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, Inc P.299

C. The Subject and Object of the Research

Based on the title of the research, the subject of the research was the second year students at senior high school 1 Dabo Singkep. Then, the object of the research was the effect of speed reading strategy to improve students' reading comprehension.

D. Population and Sample of the Research

1. Population

The population of this research was the students at the second year of senior high school 1 Dabo Singkep. The number of students at the second year was 130 students. There were five classes. They were divided into two major skills, Science and social skills. It can be seen in the table below:

Table III.1
The population of the research

No.	Class	Population		
		Male	Female	Total
1	Science 1	11	14	25
2	Science 2	12	13	25
3	Social 1	11	16	27
4	Social 2	13	13	26
5	Social 3	13	14	27
total		60	70	130

2. Sample

The process of taking the sample is clearly stated by Suharsimi that in selecting the sample of study from a large subject can be 15% to 20% or 20% until 25% of the total number of population².

The sample had been chosen by purposive sampling. In taking sample of the research, there were two classes to be sample. One class was a treatment class and the other is a control class.

Table 3.2
Sample of the Research

Science 1	Treatment class	25
Science 2	Control class	25

E. Technique of Data Collection

There were two instruments used to acquire the data from the students. The first instrument was an observation. In this observation, the writer used a participatory observation. The observer conducted the activity of teaching.

The second instrument is test. The test was divided into two kinds of tests; pre-test and post-test. Pre-test was given just one time before treatment and post-

² Suharsimi Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. (Edisi Revisi VI). Jakarta: Rineka Cipta. p. 134

test was also given one time after treatment. The treatment was given for five meetings of study in classroom.

1. Observation

The last instrument was observation. Observation was used to know the implication of speed reading strategy toward students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga. In this research, the writer used a participatory observation. The observer in this observation was the English teacher of state senior high school 1 that taught in the second year. The observation was only given in an experimental group. The indicator of observation can be seen below:

1. Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students' reading.
2. Teacher asks the students to go through different blocks of text and highlight the important major points of each line.
3. Teacher asks the students to go back over the highlighted text and read just the highlighted area.
4. Teacher teaches the students to read the text aggressively and without regression.
5. Teacher helps the students to use their hand to keep focus while speed reading.
6. Teacher keeps timing the students' reading regularly.

2. Test

The questions of the test were taken from “Bimbingan Pemantapan Bahasa Inggris Untuk SMA”. The writer took 20 questions in this book. The questions were related to the indicators of reading comprehension. The test was given twice. First, test was given in pre-test. The purpose in given test in pre-test was to know the students’ ability in reading comprehension. Then, the test was given in a post-test. The purpose of the test in a post test was to know about the significant effect of using speed reading strategy to improve students’ reading comprehension. The questions of the test can be seen in appendix 1.

F. The Procedures of the Research

1. The first procedure, the writer gave tryout to know the validity and reliability of the test before tested to experimental and control groups.
2. Giving pre-test for experimental and control groups. The purpose of pre-test was to know the students’ reading comprehension.
3. Conducting treatment. In experimental group, the writer used a speed reading strategy as a strategy in teaching. The implementation of speed reading strategy can be seen in observation sheet. Control group used a traditional reading strategy as a conventional teaching. The traditional reading is a conventional learning strategy, because English teacher used traditional reading strategy in teaching learning process. The writer gave treatments in five-meetings of study.

4. Giving the post-test to students in the last meeting of study. The post-test was given for both experimental and control groups. The purpose of post-test was to obtain the data of students' reading comprehension.

G. Technique of Analyzing Data

The data were analyzed by statistical method. The writer utilized the formula of t-test or students t. The formula can be seen below:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where: t_o = Table Observation

SD = Standard Deviation

N = The Number of respondent

(Hartono, 2008: 181)

The result of t-test based on considering the degree of freedom.

$(df) = (n1 + n2) - 2$.

H. Validity of the Instrument

In this research, the writer used multiple choices as the instrument of test. In giving the test for respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in

Suharsimi claims the statement “a test is valid if it measures what it purposes to measure³.

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of particular instructions. It means that every item in the test measured the particular instructions in thinking aspect⁴. The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n (\sum XY) - (\sum X).(\sum Y)}{\sqrt{\{n. \sum X^2 - (\sum X)^2\}. \{n. \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- N = Total number of respondent
- Rxy = Correlation coefficient
- $\sum X$ = Total score of one item
- $\sum Y$ = Total score for all item
- $\sum XY$ = Multiplication of X and Y

The interpretation of validity

Coefficient correlation	Category
0.800 – 1.00	Very high
0.600 – 0.800	High
0.400 – 0.600	Enough
0.200 – 0.400	Low
0.00 – 0.2.00	Very low (invalid)

(Suharsimi, 2009: 72)

³ Suharsimi Arikunto, (2009), *Dasar-Dasar Evaluasi Pendidikan (edisi Revisi)*, Jakarta: PT. Bumi Aksara. P. 65

⁴ *Ibid.* Suharsimi P. 67

I. Reliability of the Instrument

Reliability is the other important thing in measuring the instrument. Reliability is used to know the consistency of the test. It focuses on how many items were given to respondents. Reliability is related to validity. Even validity is more important, but reliability supports validity⁵. There are several formulas that can be used to measure the reliability of the test. In this research, the writer used

Kr.20 formula. The formula can be seen below:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

R_{11} = reliability

N = total items

S = standard deviation

After getting score of reliability, it should be consulted with “r” product moment table. The score should be higher than significant level 1% and significant level 5%.

Significant level 1% = 0.49

Significant level 5% = 0.38

The interpretation of reliability

Interpretation	Category
$R_{11} > \text{“r” product moment}$	Reliable
$R_{11} < \text{“r” product moment}$	Not reliable

(Suharsimi, 2010: 100)

⁵ *Ibid.* Suharsimi. P.87.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Data Collection

a. Data Observation

In this research, writer used observation as one of technique techniques to collect the data, this observation was only used in experimental group in order to know whether speed reading strategy can improve students' reading comprehension or not in this school. The observation was done by the English teacher in this school in implementing speed reading strategy. The observation data are presented in the following table:

Table IV.1
OBSERVATION SHEET
1st Meeting

Date : 01 November 2011
Material: Hospitality in village
Class : experimental class

No	The Indicators of speed reading strategy	categories	
		Yes	No
1	Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.		
2	Teacher asks the students to go through different blocks of text and highlight the important major points of each line.		
3	Teacher asks the students to go back over the highlighted text and read just the highlighted area.		
4	Teacher teaches the students to read the text aggressively and without regression.		
5	Teacher helps the students to use their hand to keep focus while speed reading.		
6	Teacher keeps timing the students reading regularly		

Based on the observation of the table above, it can be seen that every steps has been done by the writer. The indicators of implementing speed reading strategy in experimental class had been checklist by the observer. It means that the step have been done 100%. It can be concluded that the implementing speed reading strategy is run well.

Table IV.2
OBSERVATION SHEET
2nd Meeting

Date : 07 November 2011

Material: Money

Class : experimental class

No	The Indicators of speed reading strategy	categories	
		Yes	No
1	Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.		
2	Teacher asks the students to go through different blocks of text and highlight the important major points of each line.		
3	Teacher asks the students to go back over the highlighted text and read just the highlighted area.		
4	Teacher teaches the students to read the text aggressively and without regression.		
5	Teacher helps the students to use their hand to keep focus while speed reading.		
6	Teacher keeps timing the students reading regularly		

Based on the observation of the table above, it can be seen that every steps has been done by the writer. The indicators of implementing speed reading strategy in experimental class had been checklist by the observer. It means that the step have been done 100%. It can be concluded that the implementing speed reading strategy is run well.

Table IV.3
OBSERVATION SHEET
3rd Meeting

Date : 08 November 2011
Material: what man will be like in future
Class : experimental class

No	The Indicators of speed reading strategy	categories	
		Yes	No
1	Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.		
2	Teacher asks the students to go through different blocks of text and highlight the important major points of each line.		
3	Teacher asks the students to go back over the highlighted text and read just the highlighted area.		
4	Teacher teaches the students to read the text aggressively and without regression.		
5	Teacher helps the students to use their hand to keep focus while speed reading.		
6	Teacher keeps timing the students reading regularly		

Based on the observation of the table above, it can be seen that every steps has been done by the writer. The indicators of implementing speed reading strategy in experimental class had been checklist by the observer. It means that the step have been done 100%. It can be concluded that the implementing speed reading strategy is run well.

Table IV.4
OBSERVATION SHEET
4th Meeting

Date : 14 November 2011
Material: Standard education in public school
Class : experimental class

No	The Indicators of speed reading strategy	categories	
		Yes	No
1	Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.		
2	Teacher asks the students to go through different blocks of text and highlight the important major points of each line.		
3	Teacher asks the students to go back over the highlighted text and read just the highlighted area.		
4	Teacher teaches the students to read the text aggressively and without regression.		
5	Teacher helps the students to use their hand to keep focus while speed reading.		
6	Teacher keeps timing the students reading regularly		

Based on the observation of the table above, it can be seen that every steps has been done by the writer. The indicators of implementing speed reading strategy in experimental class had been checklist by the observer. It means that the step have been done 100%. It can be concluded that the implementing speed reading strategy is run well.

Table IV.5
OBSERVATION SHEET
5th Meeting

Date : 15 November 2011
Material: Home schooling
Class : experimental class

No	The Indicators of speed reading strategy	categories	
		Yes	No
1	Teacher begins by picking a block of text, such as a page or couple of paragraphs and timing students reading.		
2	Teacher asks the students to go through different blocks of text and highlight the important major points of each line.		
3	Teacher asks the students to go back over the highlighted text and read just the highlighted area.		
4	Teacher teaches the students to read the text aggressively and without regression.		
5	Teacher helps the students to use their hand to keep focus while speed reading.		
6	Teacher keeps timing the students reading regularly		

Based on the table above, it can be seen that the writer did all of the activities in implementing speed reading strategy. Every part of activity can be done well by the teacher from the first meeting until the fifth meeting. It means that writer did 100% of indicators in using speed reading strategy.

b. The Data of Pre-test and Post-test

This research was to measure the students' score to get the effect of speed reading strategy in improving students' reading comprehension at the

second year students of state senior high school 1 Dabo Singkep Regency of Lingga. The first step in collecting data in this research, the writer gave a pre-test to students in order to know their comprehension before taught by speed reading strategy at the second year of state senior high school 1 Dabo Singkep Regency of Lingga, they had similar level in studying English. It happened because they were taught by one teacher and with the same handbook. So, based on the population, science major was taken in that level.

The result of collecting data, the writer used a post test to experiment and control groups. The reading comprehension test would be evaluated by concerning the indicators of reading comprehension. There were four components that should be evaluated:

1. Finding topic of the text
2. Finding main idea of the text
3. Finding supporting details of the text
4. Finding author's message

1. The Data of Experimental group

In reading comprehension test of experimental group, the number of questions was 20 questions. The total number of students (respondents) in experimental group was 25 students. There were two times of test. The first was pre-test, and the second was post-test. Pre-test was given in the first meeting. The post-test is given after giving the treatment of speed reading

strategy. The description of reading comprehension test of experimental group can be seen below:

Table IV.6
Data Description of experimental group

No	Name of students	Pre-test		Post-test	
		Score	Category	Score	Category
1.	Student 1	50	L	60	E
2.	Student 2	50	L	50	L
3.	Student 3	60	E	80	VH
4.	Student 4	50	L	60	E
5.	Student 5	70	H	80	VH
6.	Student 6	50	L	70	H
7.	Student 7	55	L	60	E
8.	Student 8	60	E	80	VH
9.	Student 9	70	H	80	VH
10.	Student 10	60	E	80	VH
11.	Student 11	50	L	60	E
12.	Student 12	50	L	55	L
13.	Student 13	50	L	70	H
14.	Student 14	60	E	80	VH
15.	Student 15	50	L	70	H
16.	Student 16	60	E	80	VH
17.	Student 17	65	E	70	H
18.	Student 18	50	L	75	H
19.	Student 19	55	L	70	H
20.	Student 20	50	L	55	L
21.	Student 21	55	L	75	H
22.	Student 22	50	L	70	H
23.	Student 23	55	L	75	H
24.	Student 24	55	L	60	E
25.	Student 25	55	L	70	H
Total		1385		1735	

From table above, the total score of pre-test in experiment class is 1385, and the total score of post-test in experiment class is 1735. Addition, there were 17 students who got low category in pre-test. It means that the percentage of students getting low category in pre-test is 68%. Then, there were 3 students who got low category in post-test. It means that the percentage of students getting low category in post-test is 12%. For enough category in pre-test score, there were 6 students in that category, so, the percentage of students getting enough category in pre-test score is 24%. In post-test score, the students in enough category were 5 students. It can be concluded that 20% of the students are in enough category. For high category, there were 2 students in that category for pre-test score, and the percentage of this category is 8%. The category of high in post-test, there were 10 students in this category, the percentage is 40%. The category of very high, there was no student in pre-test score getting it. It means that the percentage of very high category for pre-test is 0%. There were 7 students in very high category for post-test score. The percentage is 28%.

2. The Data of Control Group

In control group, there were 25 students (respondents) and they had the same reading comprehension test as experimental group. The pre-test was given in the first meeting of study, and post-test was given in the last meeting of study by using conventional strategy. The description of

students' scores of reading comprehension test in control group is in following table:

Table IV.7
Data Description of Control Group

No	Name of students	Pre-test		Post-test	
		Score	Category	Score	Category
1.	Student 1	60	E	65	E
2.	Student 2	50	L	50	L
3.	Student 3	50	L	60	E
4.	Student 4	60	E	75	H
5.	Student 5	55	L	55	L
6.	Student 6	65	E	80	VH
7.	Student 7	55	L	55	L
8.	Student 8	55	L	50	L
9.	Student 9	50	L	70	H
10.	Student 10	55	L	60	E
11.	Student 11	60	E	70	H
12.	Student 12	60	E	60	VH
13.	Student 13	55	L	65	E
14.	Student 14	55	L	65	E
15.	Student 15	60	E	60	E
16.	Student 16	60	E	70	H
17.	Student 17	60	E	75	H
18.	Student 18	55	L	60	E
19.	Student 19	55	L	75	H
20.	Student 20	60	E	70	H
21.	Student 21	55	L	60	E
22.	Student 22	50	L	55	L
23.	Student 23	55	L	65	E
24.	Student 24	55	L	70	VH
25.	Student 25	55	L	60	E
Total		1405		1530	

From the description above, the total score of pre-test in control class was 1405 and the total score of post-test in control class was 1530. In pre-test score, there were 16 students who got low category. It means that the percentage of this category is 64%. For post-test score, there were 5 students who got low category. The percentage of this category is 20%. There were 9 students who got enough category in pre-test score. The percentage of this category is 36%. In post-test score, there were 10 students in that category. The percentage of this category is 40%. In high category, for pre-test score, there was nobody in this category. So the percentage of this category is 0%, but in post-test score, there were 7 students in this category. So, the percentage of this category for post-test score is 28%. In very high category, the percentage in pre-test is 0%, and in post-test score, there were 3 students in this category. The percentage is 12%.

3. The Speed Reading Strategy to Improve Students Reading Comprehension at the Second Year Students of State Senior High School 1 Dabo Singkep Regency of Lingga

In obtaining the accurate data about the contribution of speed reading strategy to improve students' reading comprehension, the data were conducted based on the indicators of the instrument. Before the test was

given to the sample of the research, the writer did a tryout to obtain the validity and reliability of the test.

To obtain the influence of speed reading strategy to improve students' reading comprehension, it is important to find standard of difficulty of each item. In finding the standard of difficulty of the instrument, there was a formula to know whether the test is easy or difficult. The formula can be seen below:

$$FV = \frac{R}{N}$$

Where :

FV = Index of difficulty

R = the correct answer

N = total number of respondents

(Heaton: 178)

Table IV.8
The Indicator 1 (finding topic of the text)

Indicator	Finding Topic of the Text					N
item no.	1	4	8	11	16	27
total correct	17	11	15	13	15	
p	0.63	0.41	0.56	0.48	0.56	
q	0.37	0.59	0.44	0.52	0.44	

The description of the table above is that indicator 1 consists of five items in reading comprehension test. The question number one does 0.63 for standard difficulty. It means that the question was average. The

question number four is 0.41. The question number 8 is 0.56, the same as number 16. For question number 11 is 0.48. The interpretation of standard of difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

Table IV.9
The indicator 2 (finding main idea of the text)

Indicator	Finding main idea of the Text					N
item no.	2	5	10	15	17	27
total correct	12	16	12	13	15	
p	0.44	0.59	0.44	0.48	0.56	
q	0.56	0.41	0.56	0.52	0.44	

The interpretation of the indicator 2 above, every score in the middle is 0.30 to 0.70. For question number 2, the item difficulty is in 0.44. Question number 5, the proportion correct is 0.59. The proportion correct of question number 10 is 0.44. The item difficulty of question number 15 is 0.48. The last is question number 17 is 0.56. So, all of the items in reading comprehension test are very reliable. The items for indicator 2 are accepted.

Table IV.10
The indicator 3 (finding supporting details)

Indicator	Finding main idea of the Text					N
item no.	6	13	14	18	19	27
total correct	12	13	16	13	14	
p	0.44	0.48	0.59	0.48	0.52	
q	0.56	0.52	0.41	0.52	0.48	

In finding supporting details, the question number 6 is 0.44. the question number 13 is 0.48. The question number 14 is 0.59. The item difficulty of 18 is 0.48. The last is question number 19. The proportion correct is 0.52. The interpretation of standard of difficulty is high. So, the items are very reliable.

Table IV.11
Indicator 4 (finding author's message of the text)

Indicator	Finding main idea of the Text					N
item no.	3	7	9	12	20	27
total correct	15	11	13	12	14	
p	0.57	0.41	0.48	0.44	0.52	
q	0.43	0.59	0.52	0.54	0.48	

The result of standard of difficulty of items in indicator 4 shows average and high for each item. The question number 3 shows that the proportion correct is 0.57. The question number 7 is 0.41. The question number 9 is 0.48. The question number 12 is 0.44. The last is question number 20. The proportion correct is 0.52. It means that the items are accepted.

To answer the research question of how is students' reading comprehension taught by speed reading strategy laid on the table below:

Table IV.12
The classification of students' reading comprehension taught by speed reading strategy

No	Categories	Score	Frequency	percentage
1	Very high	80-100	7	28%
2	high	70-79	10	40%
3	enough	60-69	5	20%
4	low	50-59	3	12%
5	Very low	49	-	-
total			25	100%

Based on the table above, there were 7 students in very high category. The percentage of very high category is 28%. There were 10 students who got high category and the percentage of high category is 40%. There were 5 students in enough category and the percentage is 20%. For low category, there were 3 students in this category. The percentage is 12%. The largest percentage is high category. It can be concluded that the students' reading comprehension taught by speed reading strategy is in **high category**.

To answer the second research question of how is students' reading comprehension taught without speed reading strategy lied in table below:

Table IV.13
The classification of students' reading comprehension taught without speed reading strategy

No	Categories	Score	Frequency	percentage
1	Very high	80-100	3	12%
2	high	70-79	7	28%
3	enough	60-69	10	40%
4	low	50-59	5	20%
5	Very low	49	-	-
total			25	100%

Based on the table above, there were 3 students in very high category, the percentage is 12%. In high category, there were 7 students with percentage 28%. In enough category, there were 10 students. The percentage of this category is 40%. The last is low category. In this category, there were 5 students with percentage 20%. The largest percentage is enough category. It can be concluded that the students' reading comprehension taught without using speed reading strategy classified is in **enough category**.

B. The Data Analysis Technique

In analyzing the data, the data were obtained through pre and post tests. The first step in analyzing the data was that the writer searched for mean and standard deviation of the score. The formula of mean and standard deviation are as follows:

Mean formula of experiment group

$$M = \frac{\sum X}{N}$$

Where:

M = Mean

$\sum X$ = Total Score of Experimental class

N = Participant (Students)

Mean formula of control group

$$M = \frac{\sum Y}{N}$$

Where:

M = Mean

$\sum Y$ = Total Score of Control class

N = Participant (Students)

Standard deviation of experiment group

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where

SD = Standard Deviation

$\sum x^2 =$ Total Score of X²

N = Participant (Students)

Standard deviation of control group

$$SD = \sqrt{\frac{\sum y^2}{N}}$$

Where

SD = Standard Deviation

$\sum Y^2 =$ Total Score of Y²

N = Participant (Students)

Table IV.14
Table Mean and standard deviation for pre-test

no	score		X	Y	X2	Y2
	x1	y1				
1	50	60	-5.4	3.8	29.16	14.44
2	50	50	-5.4	-6.2	29.16	38.44
3	60	50	4.6	-6.2	21.16	38.44
4	50	60	-5.4	3.8	29.16	14.44
5	70	55	14.6	-1.2	213.16	1.44
6	50	65	-5.4	8.8	29.16	77.44
7	55	55	-0.4	-1.2	0.16	1.44
8	60	55	4.6	-1.2	21.16	1.44
9	70	50	14.6	-6.2	213.16	38.44
10	60	55	4.6	-1.2	21.16	1.44
11	50	60	-5.4	3.8	29.16	14.44
12	50	60	-5.4	3.8	29.16	14.44
13	50	55	-5.4	-1.2	29.16	1.44
14	60	55	4.6	-1.2	21.16	1.44
15	50	60	-5.4	3.8	29.16	14.44
16	60	60	4.6	3.8	21.16	14.44
17	65	60	9.6	3.8	92.16	14.44
18	50	55	-5.4	-1.2	29.16	1.44
19	55	55	-0.4	-1.2	0.16	1.44
20	50	60	-5.4	3.8	29.16	14.44
21	55	55	-0.4	-1.2	0.16	1.44
22	50	50	-5.4	-6.2	29.16	38.44
23	55	55	-0.4	-1.2	0.16	1.44
24	55	55	-0.4	-1.2	0.16	1.44
25	55	55	-0.4	-1.2	0.16	1.44
Total	1385	1405			946	364

The result of mean and standard deviation of pre-test for experimental group and control group were analyzed by using SPSS 16.0 program as seen below:

Table IV.15
Statistic of pre-test (experiment and control group)

	N	Mean	Std. Deviation
experiment	25	55.40	6.278
control	25	56.20	3.894
Valid N (listwise)	25		

Based on the table above, mean of pre-test for experimental group is 55.40 and the standard deviation for pre-test of experimental group is 6.278. Then, the mean of pre-test for control group is 56.20 and standard deviation for pre-test of control group is 3.894. It means that the students' pre-test score for experimental group is classified low. For control group, the students' pre-test score is classified in low.

Table IV.16
Table Mean and standard deviation for post-test

no	score		X	Y	X ²	Y ²
	x1	y1				
1	60	65	-9.4	3.8	88.36	14.44
2	50	50	-19.4	-11.2	376.36	125.44
3	80	60	10.6	-1.2	112.36	1.44
4	60	75	-9.4	13.8	88.36	190.44
5	80	55	10.6	-6.2	112.36	38.44
6	70	70	0.6	8.8	0.36	77.44
7	60	55	-9.4	-6.2	88.36	38.44
8	80	50	10.6	-11.2	112.36	125.44
9	80	80	10.6	18.8	112.36	353.44
10	80	60	10.6	-1.2	112.36	1.44
11	60	70	-9.4	8.8	88.36	77.44
12	55	60	-14.4	-1.2	207.36	1.44
13	70	65	0.6	3.8	0.36	14.44
14	80	65	10.6	3.8	112.36	14.44
15	70	60	0.6	-1.2	0.36	1.44
16	80	70	10.6	8.8	112.36	77.44
17	70	75	0.6	13.8	0.36	190.44
18	75	60	5.6	-1.2	31.36	1.44
19	70	75	0.6	13.8	0.36	190.44
20	55	70	-14.4	8.8	207.36	77.44
21	75	60	5.6	-1.2	31.36	1.44
22	70	55	0.6	-6.2	0.36	38.44
23	75	65	5.6	3.8	31.36	14.44
24	60	70	-9.4	8.8	88.36	77.44
25	70	60	0.6	-1.2	0.36	1.44
	1735	1530			2116	1746

The result of mean and standard deviation for post-test of experiment and control group was analyzed by using SPSS 16.0 program as seen below:

Table IV.17
Statistic of post-test (experiment and control group)

	N	Mean	Std. Deviation
experiment	25	69.40	9.20
control	25	61.20	8.80
Valid N (listwise)	25		

Based on the table pre-test for control group obtained mean for post-test of experiment group is 69.40 and standard deviation is 9.20. For control group, the mean is 61.20 and standard deviation is 8.80. It means that the students' post-test score for experimental group is classified in high. Meanwhile, the students' post-test score for control group is classified in enough.

1. Analysis of experimental group

$$\begin{aligned}
 X &= \frac{69.4 - 55.4}{55.4} \times 100\% \\
 &= \frac{14}{55.4} \times 100\% \\
 &= 25.27\%
 \end{aligned}$$

2. Analysis of control group

$$Y = \frac{61.2-56.2}{56.2} X 100\%$$

$$= 8.89\%$$

The data above show the differences between mean and standard deviation of experimental and control groups. Based on the result, experimental group increased 25.27%, and control group increased 8.89%.

To know whether the result of the test was homogeneity or not, so the formula of homogeneity can be seen below:

$$F_o = \frac{s_b^2}{s_u^2}$$

$$= \frac{6.278^2}{3.894^2}$$

$$= 2.5$$

The interpretation of homogeneity should be compared with F table. To clarify homogeneity, the F table was compared by getting degree of freedom. The formula of degree of freedom is as follows:

$$DF \text{ of numerator} = (N-1) = 25 - 1 = 24$$

$$Df \text{ of denominator} = (N-1) = 25 - 1 = 24$$

. The interpretation of homogeneity if $F_{table} > F_{formulated}$, the test is homogeneity. To find out the degree of freedom $1\% = 2.66$. The result is the test is homogenous in level 1%. So, the test is homogenous.

To obtain the result of the effect of using speed reading strategy to improve students' reading comprehension, the formula of t test can be seen below:

$$\begin{aligned}
 t_o &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{69.4 - 61.2}{\sqrt{\left(\frac{9.2}{\sqrt{25-1}}\right)^2 + \left(\frac{8.8}{\sqrt{25-1}}\right)^2}} \\
 &= \frac{8.2}{\sqrt{\left(\frac{9.2}{4.89}\right)^2 + \left(\frac{8.8}{4.89}\right)^2}} \\
 &= \frac{8.2}{\sqrt{(1.8)^2 + (1.7)^2}} \\
 &= \frac{8.2}{\sqrt{3.24 + 2.89}} \\
 &= 3.41
 \end{aligned}$$

The degree of freedom:

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (25 + 25) - 2 \\
 &= 48
 \end{aligned}$$

After counting the degree of freedom, the writer got result that "t" formulated, 3.41 is higher than "t" table in level significant 5% = 2.01 and 1% = 2.68. It can be seen that $2.01 < 3.41 > 2.68$.

The interpretation of hypothesis can be seen below:

- 1) H_0 is accepted if $t_o < t_t$; it means that there is no significant effect of speed reading strategy toward students' reading comprehension at the

second year students of state senior high school 1 Dabo Singkep Regency of Lingga.

- 2) H_a is accepted if $t_o > t_t$; it means that there is a significant effect of speed reading strategy toward students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga.

Based on the interpretation above, writer can conclude that the score of $t_o > t_t$. It means that there is a significant effect of speed reading strategy to improve students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Reading is an essential skill that should be mastered by students. Reading is the important skill in finding the information in written language. The purpose of reading also determines the appropriate approach to reading comprehension.

Speed reading strategy is a strategy which is used in this research. After writer collecting the data and analyzed the data, the result of the score shows that the students' reading comprehension taught by using speed reading strategy is in **high category**. It can be compared with the students' reading comprehension taught without using speed reading strategy that it is in **enough category**.

Furthermore, in finding the effect of speed reading strategy to improve students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga, for the result of data analysis, the writer found the significant effect score that showed 3.41. In level significant 5% the score was 2.01%. In level significant 1% the score was 2.68%. It can be read $5\% < 3.41 > 1\%$. It means that there is a significant effect of speed reading strategy to improve students' reading comprehension at the second year students of state senior high school 1 Dabo Singkep Regency of Lingga.

B. Suggestion

After finding the result of the effect of speed reading toward students' reading comprehension, there are some writer's suggestions for the students, teacher and school.

1. Suggestion for students

In mastering reading comprehension, one thing that should be done by the students is that the students have to be interested in reading it self. The students should read the material more and more. In this case, speed reading is an appropriate strategy that can be used by the students in reading the material to get comprehension. Speed reading is a strategy that can increase students' reading comprehension.

2. Suggestion for teacher

In effort to increase students' reading comprehension, teacher must be smart to select the strategy to be used by students in comprehending the reading text. Based on the research findings, there is a significant effect of speed reading strategy to improve students reading comprehension. It means that, speed reading can be applied to increase students' reading comprehension. Thus, teacher can apply this strategy to increase students' reading comprehension.

3. Suggestion for school

School is an institution that has a purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School

should find the students' interest in teaching and learning reading. So, school should help English teacher find the strategy and observe the teacher's activity in teaching English.

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