**THE EFFECTIVENESS OF USING SPEED READING STRATEGY ON READING COMPREHENSION**

(An Experimental Research at the Second Grade of MAN 1 Kota Serang)

**A PAPER**

Submitted to the Department of English Education

Faculty of Education and Teacher Training, as A partial

Fulfillment of the Requirement for the “Sarjana” Degree



Created by :

**ANISYA ALIF FAJARINI**

**SRN: 142301610**

**FACULTY AND EDUCATION TEACHER TRAINING**

**THE STATE ISLAMIC UNIVERSITY**

**SULTAN MAULANA HASANUDDIN BANTEN**

**2018 A.D/1439 A.H**

**STATEMENT OF ORIGINALITY**

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirement of the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letter wholly constitues my own original scientific writing.

As for the other persons work whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing traditional.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

|  |
| --- |
| Serang, April 24th 2018  **AnisyaAlifFajarini**  **SRN. 142301610** |

**ABSTRACT**

**AnisyaAlifFajarini,**142301610.2018,*“ TheEffectiveness of Using Speed Reading Strategy on Reading Comprehension”* (An Experimental Research at The Second Grade of MAN 1 Kota Serang).

This research investigates The Effectiveness of Using Speed Reading Strategy at The Second Grade of MAN 1 Kota Serang.The research conducted based on the main problem 1). How is students’ reading comprehension skill at MAN 1 Kota Serang?2). How is the speed reading strategy applied in teaching reading?3). How is the effectiveness of speed reading strategy in teaching reading In reference to the afro-mentioned research problems this research is aimed to know whether there is a significant influence between students taught using speed reading strategy with students taught without using speed reading strategy in grade XI students of MAN 1 Kota Serang.The data is gathered by conducting the pretest and posttest of reading comprehension test. The object of this research is students at the second grade of MAN 1 Kota Serang. The sample is class XI B as an experimental group with students which amounted to 35 children and class XI A as a control group with students amounted to 35children. The method of this research is an Experimental Research. It is done several steps, pretest score, the treatment, posttest score, and analyzing data.The result of the research show that the hypothesis that of t-test of both sample class, obtained the t-observation *to* was 31.7 meanwhile, the *ttable* of df 68 in significance 5% was 1.995 and 1 % was 1.667. It means t-observation (*to*) was higher than t-table (*ttable*), so null hypothesis (*Ho*) rejected and alternative hypothesis (*Ha*) is accepted. Based on calculating the data t-test that there is significant effect of the use of speed reading strategy in teaching reading comprehension.

Keywords:*speed reading strategy, reading comprehension.*

**THE ADVISERS’ APPROVAL**

This is to certify

That the undergraduate research paper of **AnisyaAlif Fajarini(142301610) entitled “The Effectiveness of Using Speed Reading Strategy on Reading Comprehension (An Experimental Research at the Second Grade of MAN 1 Kota Serang)** has been approved by the research paper advisers for further approval by the board of examiners.

Serang, April24th 2018

|  |  |
| --- | --- |
| **Adviser I,** | **Adviser II,** |
| **Moh. NurArifin, S.Ag.,M.Pd.**  NIP.19710221 200212 1 002 | **As’ari, S.S., M.Si.**  NIP.19741029200003 1 002 |

**the EFFECTIVENES OF USING SPEED READING STRATEGYON READING COMPREHENSION**

(An Experimental Research at the Second Grade of MAN 1 Kota Serang)

**By:**

**ANISYA ALIF FAJARINI**

**SRN:142301610**

Under the Supervision of:

|  |  |
| --- | --- |
| Adviser I, | Adviser II, |
| **Moh. NurArifin, S.Ag.,M.Pd.**  NIP.19710221 200212 1 002 | **As’ari, S.S., M.si.**  NIP.19741029200003 1 002 |

Anknowledged by:

|  |  |
| --- | --- |
| The Dean of Education and Teacher Training Faculty  **Dr. H. Subhan, M. Ed.**  NIP: 19860910 200003 1 001 | The Head of English Education Department  **H. Abdul Muin, S.Ag., M.M**  NIP: 19710923 199903 1 003 |

**THE BOARD OF EXAMINERS’ APPROVAL**

This is certify that the undergraduate research of Anisya Alif Fajarini has been approved by the Board of Examiners as a partial fulfillment of the requirement for the degree of Sarjana in English Education.

Serang, April 24th 2018

**The Board of Examiners**

|  |  |
| --- | --- |
| **Dr. H. Subhan, M.Ed.**  NIP.19680910 200003 1 001 | Chairman ........................ |
| **Tri Ilma Septiana, M. Pd**  NIDN. 0430098703 | Secretary ........................ |
| **Prof. Dr. H. Ilzamudin M.A**  NIP.19610829 199003 1 002 | Examiner I ........................ |
| **Dra. Hj. Fitri Hilmiyati, M.Ed.**  NIP.19700614 199703 2 001 | Examiner II ........................ |
| **Moh. Nur Arifin, S. Ag., M.Pd**  NIP.19710221 200212 1 002 | Adviser I ........................ |
| **As’ari, S.S., M. Si.**  NIP. 19741029200003 1 002 | Adviser II ........................ |

**DEDICATION**

I proudly dedicated this paper to:

My beloved parents, Sehabudin and Rosyi’ah

My young brothers, FardhanAlfawwaz and WildanFairuz H

My auntie, Rika Afifah

and my beloved big family

Thank you so much for all love, pray, advice,

and support to me.

And also all of friends which cannot mentioned personallywho give me spirit.

**MOTTO**

مَنْسَلَكَطَرِيْقًايَلْتَمِسُفِيْهِعِلْمًاسَهَّلَاللهُبِهِطَرِيْقًاإِلَىالْجَنَّةِ

“Whoever is on the path to seek knowledge. Undoubtedly Allah makes it easy to get to the road to heaven”

(HR. Turmudzi)

**A BRIEF BIOGRAPHY**

The writer, AnisyaAlif Fajarini. She was born in Bandung on July 25th 1996. She is the first child from three siblings in her family. She has two young brothers. Her father’s name is Sehabudin her mother’s is Rosyi’ah.

The previous writer’s formal educations were in the Elementary School (Sekolah Dasar Negeri) Cigabus, Serang 2008. Junior High School education finished at SMP 6 Kota Serang,in 2011. Senior High School education at MAN 1 Kota Serang, in 2014. She divided to continue her education by joining undergraduate Program of English Education Department, The Faculty of ducation and Teacher Training, University for Islamic Studies Sultan Maulana Hasanuddin Banten.

During her time of studentship, she was not only involved at intracurricular organizations by having position as member of scouts (pramuka UIN SMHB).

**ACKNOWLWDGEMENT**

The name of Allah, the Merciful, the Beneficent, all praise to be Allah SWT, the almighty, who has sent Muhammad, peace upon be upon him, to be Has prophet and messenger for all people all over the world. The writer realizes and feels very sure that without His Blessing, Mercy, and guidance, it would be imposible for me to finish this paper.

1. Prof. Dr. H. Fauzul Iman, MA., the Rector of the the State Islamic University (UIN) “Sultan Maulana Hasanuddin” Banten.
2. Dr. H. Subhan, M. Ed., the Dean of Education and Teacher Training Faculty for giving permission to write this paper.
3. H. Abdul Muin, S. Ag., M.M. the Head of English Department that allowed the writer to write this paper.
4. Moh. NurArifin, S.Ag.,M.Pd. as the first adviser and As’ari, S.S., M.Si as the second adviser who already guided the writer on process of paper arrangement.
5. All lectures in the State Islamic University (UIN) SMH Banten, especially the lectures of English Education Department who gave the writer studies in this campus.
6. The head master of MAN 1 Kota Serang who has given permission to the writer to conduct the research.
7. The writer parents who always given the writer support and pray.
8. All my friends, thank you so much for yours wonderful times.

Finally, opinions, suggestion and constructive critism given to the writer to improve this paper would be highly appreciated. And the writer submits everything Allah SWT hopefully it will useful increase English Education quality and also for all reader.

Serang, April24th  2018

The Writer

**TABLE OF CONTENTS**

**STATEMENT OF ORIGINALITY** i

**ABSTRACT** ii

**THE ADVISERS APPROVAL** iii

**THE LEGALIZATION OF DEAN FACULTY** iv

**THE BOARD OF EXAMINERS’S APPROVAL** v

**DEDICATION** vi

**MOTTO** vii

**A BRIEF BOIGRAPHY** viii

**ACKNOWLEDGEMENT** ix

**TABLE OF CONTENTS** x

**CHAPTER I INTRODUCTION**

1. Background of the Study 1
2. Identificationof Problems 5
3. Limitations of the Problem 6
4. Statements of Problem 6
5. The Purposes of Research 7
6. Benefit of Research 7

**CHAPTER II LITERATURE REVIEW**

1. READING COMPREHENSION
2. Definition of Reading 9
3. Definition of Reading Comprehension 11
4. Types of Reading 13
5. Purpose of Reading 15
6. Assessing Reading 16
7. Definition of Speed Reading Strategy 17
8. Speed Reading is Seeing 23
9. Speed Reading is Silent Reading 23

3.Speed Reading is Concentrating 24

1. Procedure of Speed reading Strategy 25
2. The Aplication Speed ReadingStrategy 26
3. PREVIOUS OF STUDY 28
4. CONCEPTUAL FRAMEWORK 29
5. HYPHOTESIS 30

**CHAPTER III METHODOLY OF RESEARCH**

1. The Research Method 31
2. The Place and Time of Study 33
3. Population and Sample of The Research 33
4. Technique of Collecting 35
5. The Research Instruments 36
6. Technique of Analyzing Data. 37

**CHAPTER IV RESULT AND DISCUSSION**

1. Description of Data 39
2. Analysis of Data. 47
3. Interpretation of Data 53

**CHAPTER V CONCLUSION AND SUGGESTION**

1. Conclusion 57
2. Suggestion 59

**BIBLIOGRAPHY**

**APPENDICES**

**LIST OF TABLES**

4.1 Table From Pre-test and Post-test of Experiment Class 39

4.2 Table From Pre-test and Post-test of Control Class 43

4.3 Table of Distribution Frequency 47

4.4 Table Average of the Experiment and Control Class 55

**LIST OF GRAPHICS**

4.1 Graphic From Pre-test and Post-test of Experiment Class 42

4.2 Graphic from Pre-test and Post-test of Control Class 46

4.3 Graphic of Distribution Frequency 50

**LIST OF APPENDICES**

1. Lesson Plan 64

2. Instrument of Pre-test 78

3. Instrument of Post-test 82

4. The example result of Pre-test 85

5. The example result of Post-test 87

6. Key Answer Pre-test and Post-test 92

7. The Letter of Research Recommendation 93

8. The Statement Letter from the Principal of MAN 1 Kota Serang. 96

9. Consultation Book 97

10. Photos of Research 101

**CHAPTER I**

**INTRODUCTION**

1. **Background of Study**

As a foreign language in Indonesia, English is the important role in many aspects of life especially in education. Related to the problems in teaching English, Indonesia introduces English since in elementary school as basic education and a local content, to give English to children as early as possible in order to prepare them in covering the globalization era,english is the most important language because English becomes the international language. Many in the countries, to be able to communicate them using english as a communication tool used between countries

In English,there are four skills, they are listening, speaking, reading and writing. Students must master the four of language skills, so they can use English actively and passively. Teaching English is not easy, English teachers should not only master some skills, but the teacher must also be able to master the skills, so that students can learn well. From some skills, there are skills that are very influential for some other skills. One of which is reading skills, because reading can affect listening, speaking, reading and writing skills. Reading is one of the most important skills. Early on the child has been taught to read, the purpose is to increase knowledge, and can easily get information. Reading skills is important factors that affect a person activity in communicating. Because by reading, whatever we want can be found.

Reading comprehension one of the language skills, should be mastered well by the students because reading is an essential factor that influences one’s activity in communication. People consider reading as an important activity, so that people usuallysay that reading is the window of the world. By reading, people can get the information widely without going anywhere.

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.

Based on the observation at MAN 1 Kota Serang, the students did not focus in reading text in English and the students’ activities in teaching learning process of reading skill seems monotonous and not concentrations because teaching reading was focused on reading text, reading aloud and still many students’ read of text spell the same sound. Furthermore, English Teachers was still used traditional or conventional method in teaching reading. It made the students bored and loses interest in the subjects which affect their reading ability.

The most of the students think that reading in English is very difficult for them, ranging from how to pronounce it even way of speaking in English, because English is not their mother tongue or the language they first heard. Reading in English is like reading in your native language. This means that it is not always necessary to read and understand every word in English.[[1]](#footnote-2)

One way to make reading teaching effective is to keep students active so they can enjoy learning and they can improve their reading skills. Reading can be a fun activity when we know the strategy or technique in reading. Reading does not happen in a vacuum. This is done for a purpose, to reach an end. of course for learning to read in the classroom more fun.

Some students think that reading is the most boring activity and few students like to read. In the reading subject, if the teacher gives the full text and then the student must read and understand about it, it makes the students confused and bored. To improve students' reading ability, teachers must develop the material. In teaching reading, teachers should have good methods or techniques, so students do not get bored in learning to read.

Students need a strategy in reading to achieve the purpose of reading. Strategy can be one of the solutions for reading activities in the classroom. Because, reading is not same as writing. But good reading text also provide good models for writing. It means students should get something which makes them interested in studying reading. In teaching reading the teacher must have a good method or strategy, so that the students do not bore in learning reading to achieve the expected situation, teacher should give the students’ motivation and choose the suitable strategy that can attract students’ interest in Reading.

For this purpose, the writer proposes a strategy named speed reading strategy. To support for students’ development in reading comprehension.This strategy helps to reading ability. By using this strategy, students can read with focus and high concentration. Some students do the reading, just by reading with the spelling in the book, but not many students understand the contents of the reading, with this strategy allows students to more quickly find information and the main idea of a reading quickly. Speed reading is how one can read quickly with a better understanding in quick time and remember it well too.

Based on the reasons above, the writer wants to conduct an experimental research in reading comprehension **“*The effectiveness of Using Speed Reading Strategy on Reading Comprehension*”.**

**B. Identification of Problem**

Based on the identification of the problem above, the writer drawn the objectives of the research as follows:

1. Students feel difficult to learn English especially in reading at second grade of MAN 1 Kota Serang
2. Students of the Second grade of MAN 1 Kota Serang, need interest method in teachingreading
3. Students of the Second grade of MAN 1 Kota Serang are lazy in reading activity
4. Students have less motivation in learning English.

**C. Limitations of Problem**

Based on identification of problems, the writer limits the problem as follows :

1. The study is to know students’ reading comprehension skill
2. The object of the study is students’ at MAN 1 Kota Serang
3. To limit the scope of the study, the researcher will more focus on :
4. The explanation of students’ speed reading
5. The explanation of students’ reading comprehension

**D. Statements of Problem**

Based on background we can identify the problem will be studied in this research, it is “The effectivensess of using speed reading strategy on reading comprehension”.

The problem above can be determined and formulated as a follows :

1. How is students’ reading comprehension skill at MAN 1 Kota Serang ?
2. How is the speed reading strategy applied in teaching reading ?
3. How is the effectiveness of speed reading strategy in teaching reading ?

**E. The Purposes of Research**

Back to background of problem above, the purpose of this reseach is to make description that can given the explanation about:

1. To know students’ reading comprehension skill at MAN 1 Kota Serang.
2. To know the aplication of speed reading strategy in teaching reading.
3. To find out the effectiveness of using speed reading strategy in teaching reading comprehension.

**F. Benefits of Research**

The results of this study are expected to provide benefits:

1. Benefits for students

Students can concentrate more in reading, and more easily understand the reading from the teacher, and give encouragement to students and can master information quickly.

1. Benefits for teachers

The results of this study can be used as input in learning for the development of reading comprehension of students in achieving maximum learning outcomes, so this research can be used as a consideration for the teachers as a learning method in learning activities in developing reading learning activities.

1. Benefits for result

This research can increase the knowledge and experience of researchers in the process of reading development, especially in reading comprehension of students.

**CHAPTER II**

**THEORETICAL REVIEW**

1. **Theoretical Framework**

The writer discuss about theoretical framework that focus teaching using speed reading strategy and reading comprehension.

1. **Definition of Reading**

In many definitions, reading is an essential part to broaded knowledge. Reading plays an important role to catch the information. Based on Rosenblatt in Moreillon defines that “reading as a transaction among te readers, the texts, and te intentions of te author. Every reader brings feeling, personality, sand experiences to the texts and each reader is different each time to revisit a particular text. Background knowledge is swhat the reader brings to the reading events. Each reader’s interpretation and each reading of the texts are potentially unique.”[[2]](#footnote-3)

According to David Nunan in Language Methodology. “Reading is a process of decoding written symbol, working from smaller units (individual letters) to large ones (words, clauses, and sentences).”[[3]](#footnote-4) The words that are in the reading are related to each other, to form a sentence. Readings that will be read by students to achieve the goal of getting information.

9

According Andrew that “Reading is the practice of using text to create meaning and reading is constantly developing skill. Like any skill, we get better at reading by practicing.”[[4]](#footnote-5)Reading is useful of other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. [[5]](#footnote-6)Reading is also very important because by reading the student can develop his achievement through the information in the can by reading.

As Margaret J. Snowling that, “Reading is information-processing: transforming print to speech, or print to meaning.Anyone who has successfully learned to read has acquired a mental information processingsystem that can accomplish such transformations.”[[6]](#footnote-7) The process of reading is many meanings obtained from every word that has been read. This is proof reading is an important thing to obtain information.

1. **Definition of Reading Comprehension**

According to Janette K. Klingner “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. Explicit andhighly structured development of beginning reading skill is required, as highly structured instruction in reading comprehension”[[7]](#footnote-8)

According Beatrice S that “readingcomprehendingis more than just recognizing and understanding words. True comprehension means making sense of read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.”[[8]](#footnote-9)

Reading difficulties can interfere at each step of the comprehension process. As comprehension increases, so does appreciation of reading for both knowledge and pleasure. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.[[9]](#footnote-10)

To be successful at reading comprehension, students need to actively process what they read. That processing requires that students have automatic reading skill and fluency, necessary vocabulary, and text-appropriate background knowledge. Successful comprehension is augmented wen students have practice with strategies for monitoring their undertanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.[[10]](#footnote-11)

There are four types of reading used in every language.[[11]](#footnote-12)

1. **Types of Reading**
2. Skimming

In skimming the reader goes through a text quickly, not noting every word ut trying to get the main idea of what the text is about. This is sometimes called getting the gist of the text. After such reading the reader brings to skimming, the faster the skimming speed is likely to be. Reading speeds higher than 300-400 words per minute are the result of skimming, not careful reading.[[12]](#footnote-13)

1. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc.[[13]](#footnote-14)

1. Intensive Reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact. Examples: A bookkeeping report, a contract, etc.

1. Extensive Reading

Extensive Reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve you general knowledge of business procedures.

According Judy Willis to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their longterm memories.[[14]](#footnote-15) Students read so that students can get the goal is to understand the readings that have been in read and get information, but students also when reading stimulate, and develop readings in order to remember.

1. **Purpose of Reading**

In reading, we have to get something from what we read. When we read, we have to determine the purpose of reading. There are several types of reading purposes:

1. Reading for pleasure: referred to as independent reading, leisure reading, or recreational reading. Reader who has this purpose is to enjoy the ‘sound’ and the rhythm of a literary text.[[15]](#footnote-16)
2. Reading for a general impression: when the reader read a text, the reader can get an idea, and decide whether or not to read the text.
3. Reading for organizing reading and study: reading for study purpose engaged significantly more in strategies for making inferential connections and paraphrases of information. [[16]](#footnote-17)
4. Reading for learning content or procedure: reading for learning content or procedure is usually to gain an understanding of a new concept, learn certain facts from a text, and to follow an instruction.[[17]](#footnote-18)
5. **Assessing Reading**

In understanding teachers do assessment to measure students' understanding. Assessing in reading is a process to observe and measure the extent ability of the students to comprehend text. A variety of methods and strategies should be used to ensure that the student is being assessed and evaluated in a fair and comprehensive manner. It shows the areas in the reading program where learners have weakness and strengths. It shows they are able to extract information and analyze what are reading. Caldwell states that there is a tendency to think of assessment as something that happens after instruction, something apart from instruction such as asking students to answer questions after they have read a textbook chapter or a story.[[18]](#footnote-19)

According to Brown assessment is a broad term covering any conscious effort on the part of teacher or student to draw some conclusions on the basis of performance.[[19]](#footnote-20) Observing reading behavior is watching your learners while they read are one of the best ways of assessing learners and matching them to texts while they read in the class.

1. **Definition of Speed Reading Strategy**

According to I.S.P. Nation, “Reading Speed is affected by a range of factors including the purpose of the reading, and the difficulty of the text. The difficulty of the text is affected by the vocabulary, grammatical constructions, dicourse, and background knowledge”.[[20]](#footnote-21)

According to Beatrice and Linda, “speed reading is a crucial factor in academic performance, but one that is often overlooked. Reading faster allows you to save time on reading assigments. It also makes reading more enjoyable so likely to read more, and it leads to better comprehension.” [[21]](#footnote-22)

As Tina 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”.[[22]](#footnote-23)

Richard and Peter states, “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 untilluniversity students to comprehend their reading.”[[23]](#footnote-24) Therefore, speed reading is very important and needed for everyone because with speed reading students can find information quickly.

Buzan said that,“speed reading is not only reading by using eyes, but the process of reading also needs brain”.[[24]](#footnote-25) Brain plays important point in interpreting the words that come from brain and it makes someone can read the text faster. Because the brain also plays an important role in speed reading and when reading takes a high concentration, to understand a reading.

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 brain. Speed reading engages these senses, even more than normal reading because the use of senses and brain power are more efficiently”.[[25]](#footnote-26)Speed reading not only reads a text by mouth only. But many important roles are needed by involving multiple senses in the process of speed reading. 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.

According Richard and Peter 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 sentences gives meaning to other words instead of standing alone.”[[26]](#footnote-27)Every word in the reading has its own meaning, from one word to another one continuous and one of them speed reading strategy is very helpful for students to reach the process of reading comprehension.In improving reading comprehension, there are several skills that can be used. The goal of these is to make speed reading more affective and efficient to be done by students.

On the other side, Gordon Wainwright state, “reading speed and comprehension are not two separate elements in the reading process, but two parts of the same thing. Reading speed clearly refers not only to the whole process of reading but also more specifically to the quality of reading comprehension.”[[27]](#footnote-28)To see what reading speed goals it is sensible to aim for, we need to understand the physical nature of reading and how this relates to reading speed. There are many misconceptions about reading faster, particulary about how fast people can read, and these can be cleated up by looking at te physical nature of reading.[[28]](#footnote-29)

Richart Sutz and Peter Weverka states, “Speed reading is comprehending, the purpose of reading is to comprehend to learn something new, see the world from a different perspective,or maybe just get information to pass an exam or prepare for a business meeting”.[[29]](#footnote-30) Speed reading actually increases reading comprehension. Because if read several words at a time speed read, students can pick up the meaning of words in context. This ability to read in context improves comprehension because each word in the sentence gives meaning to the other words instead of standing alone.

Richard Sutz and Peter Weverka that, “The eyes are focused on the fixation point, but they can see letters and words to the left and right of this point in the vision span. In the figure, the reader is reading of this point in the vision span. In the figure, the reader Is reading three words – “In tempere regions”- in a single eye fixation”.[[30]](#footnote-31)



(Source : Richard Sutz and Peter Weverka)

According Richard and Peter Weverka that, “Readers who make fewer eye fixations read faster because they take in more words with each fixation. Instead of taking in 1 or 2 words at a time, fast readers can see and process 3 to 14 words in a single eye fixation. The number of words students can process in an eye fixation depends on your vision span, your vocabulary and your familiarity with what you’re reading, which cover in the following sections.”[[31]](#footnote-32)

On the other side, Richard Sutz and Peter Weverka state, “Speed reading is a state of mind in which reading is more aggresively. In many ways, speed reading is just the act of reading with a deeper concentration and efficiency. Obviously, reggion 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 words.”[[32]](#footnote-33)

According Konstant, “without concentration there is no memory. Some ideas on how to concentrate and avoid the distractions that break up your concentration.Improving concentration is not easy. We certainly do not always have either the time or desire to meditate and practise absolute concentration for several hours each day. Fortunately, there are other ways to achieve better concentration skills”.[[33]](#footnote-34)

Based on Richard Sutz the definition of speed reading divided into four types, they are speed reading is seeing, speed reading is silent reading, and speed reading is concentrating.[[34]](#footnote-35)

1. **Speed Reading is Seeing**

In the process of reading, the eyes and the brain work together. The eye serves as the sensory that captures the text of the reading material. According to Richard Sutz and Peter Weverka speed reading is the ones who can identify and recognize words faster. Except for novice readers, have the ability to view and read more than one word at a time. When the reader moves the left eye to the right, upwards and jumps down across the page between one to five words at a time quickly. This looks fast, when the eyes stop moving in different places.

1. **Speed Reading is Silent Reading**

According to Sutz, read without sound speed reading in reading, every letter makes and knows what sounds the combination of letters make allows readers to pronounce and read the words they find. The problem with the sound-out approach is that it is slow the reader. Readers read not at the speed of thought but rather with the speed being talked about. It sounds fine for the novice reader, but in order to read better and faster, the reader should discard the voice and be a speed reader. Train yourself not to voice when reading one of the most important fast reading skills that can be obtained. A quick read is a decoding of words.

1. **Speed Reading is Concentrating**

All reading requires concentrations; even reading a third-rate thriller, speed reading, however, requires sustained, forceful concentration because when speed read, reader do many things at once. As reader see and read the words on the page, reader also remain alert to the main ideas that the author wants to present. Reader have to thing along with the author and detect how she presents the material so reader can pin down the main ideas.

There are several ways to measure speed reading with WPR and ERR, this skill is related to how to measure speed reading. 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.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:Words read + reading time in minutes = WPM rate. Experts use the following formula to get the results of an ERR test: WPM rate × comprehension percentage score (as decimal) = ERR[[35]](#footnote-36)

Besides using WPR and ERR to measure reading speed. There is an easier way to measure speed by using an app called speed reader enhanced. Speed reader enhanced is an application that makes it easy to measure the speed of reading. with automatic reading speed and number of words to be read already listed in the application. This makes it easier for readers to know the ability to read speed in reading a text. Then makes it easier for readers to know the words per minute, how the eyes of the reader to capture the word seen and the understanding of the word read. I.S.P Nation States that “a skilled reading at around 250-300 words per minute makes around 90 fixations per 100 words.”[[36]](#footnote-37)

1. **Procedure of Speed Reading Strategy**

The speed reading is how to speed read a book for a one-week, two-week, three-week or four-week, depending on how speedily to accomplish goals.[[37]](#footnote-38)

1. First,go through draw up table of contents thoroughly,mapping out the territory to cover. then roughly plan the time period devote to each division of the book. finishing with a general outline in mind'seye of both the content and programmed ofstudy. this should take only a few minutes.
2. After this, quickly browse through the entire book, familiarise yourself with the different divisions,and start filling in your mental picture of the 'continent' of the book and your goals.
3. Then,decide whether to complete a chapter a day, or two or three chapters a day, or whether to vary your pace. once you have made this decision, record your study plan in your diary,marking the date on which you will begin and the date on which you finish the book. when you are calculating this, bear in mind that each chapter is on average only teh pages long, and that most of the exercises will be easy for to accomplish and make your speed be better.
4. **The Application of Speed Reading Strategy on Reading comprehension**

From the concept stated previously, it can be known that speed reading strategy is a strategy that used speed. This technique is helpful for the readers to reading comprehension. It is highly to build this use of the gears in reading speed into systematic approaches.[[38]](#footnote-39)Here are following steps when apply speed reading strategy on reading comprehension:

1. Teacher explains about material, including the types of speed, purpose of speed reading and asses reading compehension.
2. Introduce the stategy of speed reading strategy to the students. Then, tell them that speed reading strategy would help them in eading comprehension.
3. Teacher gives the students topic to read together and use the strategy in form speed reading strategy.
4. After that, the teacher gives the student question about the topic.
5. As more practice with this strategy, student more reading comprehension.
6. **Previous Study**

The first studyfrom Hasanul Bishry, He conducted a research on *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.[[39]](#footnote-40)*The aim of the research to identify the effect of speed reading strategy to improve students’ reading comprehension at second year students of SMAN 1DABO SINGKEP, He conducted an experimental research in which they used topic to data which analyzed statistically. The techniques they used to collect the data pre-test and post-test. The finding of this study is from the result of the pretest and posttest between experimental class and control class. The writer can conclude that experimental class is better that control class; it can be seen from the highest score and the mean of experimental class which is higher than control class.

The second study entitled *“The Effect of Speed Reading Strategies on Developing Reading Comprehension among 2nd secondary Students in English Language”* it was a journal research which is conducted by Mahmoud Sulaiman Hamad Bani Abdelrahman and Muwafaq Saleem Bsharah.[[40]](#footnote-41) The aim of the research is to search the effect of the speed reading strategy on reading comprehension. They conducted an experimental research in which they used speed reading strategy data which analyzed statistically. The sample if this study is 21 students, and they use speed reading strategy and the results obtained are using the strategy to make students better reading comprehension.

1. **Conceptual Framework**

The research focus on experiment to prove whether there is the effectiveness of using speed reading strategy on reading comprehension.Reading is one of basics English skill that have to mastered, reading helps students to think, understand and learn.

If speed reading strategy is apply in teaching reading, the students will be enjoy, fun and make it focus, because speed reading strategy can help students to reading comprehension.

1. **Hypothesis**

The formulation of problems, the writer draws his hypotheses as follows:

Ho : there is no significant effect of using speed reading strategy to improvestudents’ reading comprehension.

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

**CHAPTER III**

**RESEARCH METHODOLOGY**

1. **The Research Method**

In this research, the writer uses the experimental research to know the real data. According to David Nunan, Experiment research is a research method that test the hypothesis which has the form of cause and effect relation by manipulating dependent variable during manipulating time.Experiment is carried out in other to explore the strength of relation between variables.[[41]](#footnote-42)

This research is designed with quasi-experimental research. David Nunan said that “Quasi-Experiment has both pre-test and post-test, experiment and control group, and not random assignment of subject.[[42]](#footnote-43)The purpose of this research is to determine the cause and effect between independent variable and dependent variables. The analysis used is quantitative research, conducted with field research to collect data.

31

Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time.Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time, the writer has to control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is out caused by other variables.Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time, the writer has to control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is out caused by other variables.

**Table**

**Quasi Experiment Design**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Class | Pre-test | Treatment | Post-test |
| 1. | Experimental class | X | X | X |
| 2. | Control class | X | 0 | X |

1. **The Place and Time of Study**

The writer takes a place of this research at the second grade of MAN 1 kota Serang , which is located at Jl.Cikulur. This research will be conducted on March 2018. The writer chooses that school to conduct this research because students in MAN 1 Kota Serang felt difficult in English learning, and the learning strategy such as reading the whole text is not effective, it makes students were bored in English learning process.

1. **Population and Sample of the Research**
2. Population

Population is a generalization region consisting of tha object or subject and has certain qualities and characteristics defined by the researchers to learn and then drawn conclusions.According Fraenkel and Wallen that “In educational research, the population of interest isusually a group of persons (students, teachers, or otherindividuals) who possess certain characteristics.”[[43]](#footnote-44) The population in this research is student of class XI at MAN 1 Kota Serang in academic year 2018. The all population on second grade is 315 students.

1. Sample

The sample is part of the total and characteristics possessed by the population. According to Fraenkel and Wallen that “A sample is any part of a population of individuals on whom information isobtained.”[[44]](#footnote-45)The sample in this research are taken with quasy-experimental reseach. The writer takes two classes as sample research from the second gradestdents at MAN 1 kota Serang. The writer take class XI A = 35 students as experimental class and XI B = 35 students as control class.

**Table**

**Sample of the research**

|  |  |
| --- | --- |
| **Class** | **Total** |
| XI A | 35 students |
| XI B | 35 students |
| Total of population | 70 students |

1. **Technique of Collecting**

In collecting the data, the researcher using several technique in other that the writer can be easy and controlled the reseach. The writer use the technique or instruments to collect the data as follow :

1. **Test**

According to Noam Chomsky “Test one of method or process to know about students’ ability, knowledge or performance (skills) in a given domain”[[45]](#footnote-46).Then, in order to know how deep the students’ ability in reading comprehension, the writer will use pre-test and post-test.

* Pre-Test

This test covers 10 multiple choiceand 5 essay related to the passage, which involves basic text information. It is intended to know the first condition of reading comprehension of students on the narrative text, how students understand in understanding a text.

* Post-Test

This test covers 10 multiple choice and 5 essay related to the passage, the purpose of the test in the post test is to know the significant effect of the speed reading strategy to improve students reading comprehension.

1. **The Research Instruments**

Research instrument is for facilitation that used by researcher to collect the data. Researcher uses test to know the student reading comprehension. The instrument is a process of selecting or developing device and method appropriate to giving evaluation and getting the data.

To know the speed reading strategy to student reading comprehension. The authors provide text stories to student the goal is to know the student understanding in reading

A study using quantitative method usually processed by systematically manipulating its specific variable to test the prediction made by theory informing the study. In this research, the writer gives two kind of test, there are as follows:

Pre – test : The test is given both control class before giving treatment Number of questions to be given 10 multiple choice and 5 essay.

Post- test : The test that is given to both of control class after given the treatment Number of questions to be given 10 multiple choice and 5 essay.

1. **Technique of Analyzing Data**

The technique of analysis data in this research uses Test-t. According to Anis Sudijono Test-t is used for testing the null hypothesis of the mean differences of two samples.[[46]](#footnote-47) Because the quasi experiment use pre-test and post-test then the writer uses this test to measure the final test between experiment class and control class.

The steps for statistic analyze that are[[47]](#footnote-48) :

1. Determining mean of variable X1 with formula :
2. Determining mean of variable Y1 with formula :
3. Determining derivation score variable X1 with formula :
4. Determining derivation score variable Y1 with formula :

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test by using fisher formula with significance degree 5% and 1%. The formula is as follow :

Notes :

= Mean score of the experiment class

= Mean score of the control class

= Sum of square deviation score in experiment class

= Sum of square deviation score in control class

= Number of students of experiment class

= Number of students of control class

= Constant number

df = Degree of Freedom (df = )

**CHAPTER IV**

**RESULT AND DISCUSSION**

1. **Description of Data**

In this chapter, the researcher would like to present the description of data obtained. The research is only directed to the students of the second grade of MAN 1 Kota Serang. The writer divided them into two groups, 35 students as experimental class, it is from class XI A, and 35 students as control class, it is from class IX B. this research had been carried through four steps. They involve pre-test, two times treatment and post-test. The goal of the research is intended to prove the accurate data in accordance with the research title.

1. **The score of Pre-test and Post-test of Experiment Class**

**Table 4.1**

**The result Score of Pre-test and Post-test Experiment Class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **NAME** | **SCORE** | | |
| **PRE-TEST**  **(X1)** | **POST-TEST**  **(X2)** | |
|  | AA | 60 | 90 | |
| 39 | AAK | 50 | 85 | |
|  | AM | 70 | 80 | |
|  | AP | 60 | 85 | |
|  | AD | 75 | 90 | |
|  | ANI | 75 | 90 | |
|  | A | 70 | 90 | |
|  | DA | 60 | 90 | |
|  | DMN | 60 | 85 | |
|  | DS | 70 | 85 | |
|  | EJ | 70 | 90 | |
|  | FH | 50 | 85 | |
|  | FH | 55 | 80 | |
|  | GD | 75 | 95 | |
|  | H | 60 | 90 | |
|  | HN | 55 | 85 | |
|  | IZR | 60 | 85 | |
|  | IMJ | 70 | 90 | |
|  | IS | 60 | 85 | |
|  | IA | 70 | 90 | |
|  | IM | 75 | 90 | |
|  | KU | 60 | 80 | |
|  | LA | 60 | 85 | |
|  | MA | 65 | 90 | |
|  | MAB | 70 | 90 | |
|  | NP | 60 | 80 | |
|  | NAA | 65 | 85 | |
|  | NIZ | 70 | 70 | |
|  | OIR | 75 | 80 | |
|  | P | 70 | 80 | |
|  | QN | 60 | 75 | |
|  | RSA | 55 | 90 | |
|  | RM | 65 | 75 | |
|  | RA | 60 | 80 | |
|  | SRD | 70 | 80 | |
|  | **∑**XI | 2.255 | 2.975 | |
|  | MI | 64,4 | | 85 |

Mean by formula:

|  |  |
| --- | --- |
| **Pre-test**  **M1 =**  **M1 =**  **= 64,4** | **Post-test**  **M2=**  **M2=**  **= 85** |

Note:

∑YI : The score of pre-test experiment class

∑Y2 : The score of post-test experiment class

M1 : Mean of pre-test experiment class

M2 : Mean of post-test experiment class

N1 : Numbers of students of control class

**Graphic 4.1**

**The Score in Pre-test and Post-test in Experimental Class**

Based on graphic above, it showed that the result of experiment class did have the significant improvement, it is seemed from average score of post-test that is score of pre-test 85 > 64,4. This class also realized can effect in reading comprehension by using speed reading strategy.

1. **The score of Pre-test and Post-test of Control Class**

**Table 4.2**

**The result Score of Pre-test and Post-test Control Class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO** | **NAME** | **SCORE** | | |
| **PRE-TEST**  **(Y1)** | **POST-TEST**  **(Y2)** | |
|  | AH | 65 | 70 | |
|  | AF | 70 | 75 | |
|  | AF | 60 | 70 | |
|  | AH | 60 | 70 | |
|  | AAN | 65 | 75 | |
|  | AFPS | 65 | 75 | |
|  | BR | 60 | 70 | |
|  | DR | 55 | 70 | |
|  | ERD | 65 | 70 | |
|  | FR | 60 | 65 | |
|  | FAS | 70 | 75 | |
|  | FA | 70 | 70 | |
|  | FL | 60 | 70 | |
|  | H | 70 | 75 | |
|  | IR | 65 | 75 | |
|  | LS | 60 | 70 | |
|  | MDR | 60 | 70 | |
|  | MF | 60 | 70 | |
|  | MM | 70 | 75 | |
|  | MRI | 70 | 70 | |
|  | M | 65 | 75 | |
|  | NR | 55 | 65 | |
|  | NWL | 50 | 80 | |
|  | NA | 65 | 70 | |
|  | PS | 75 | 70 | |
|  | RW | 70 | 70 | |
|  | RVI | 60 | 70 | |
|  | S | 65 | 70 | |
|  | SA | 60 | 75 | |
|  | SAL | 65 | 70 | |
|  | SL | 70 | 70 | |
|  | SNO | 60 | 65 | |
|  | SA | 65 | 65 | |
|  | TH | 55 | 65 | |
|  | TAUS | 60 | 65 | |
|  | **∑**XI | 2.220 | | 2.475 |
|  | MI | 63,4 | | 70,7 |

Mean by formula:

|  |  |
| --- | --- |
| **Pre-test**  **M1 =**  **M1 =**  **= 63,4** | **Post-test**  **M2=**  **M2=**  **= 70,7** |

Note:

∑XI : The score of pre-test control class

∑X2 : The score of post-test control class

M1 : Mean of pre-test control class

M2 : Mean of post-test control class

N1 : Numbers of students of control class

**Graphic 4.2**

**The Score in Pre-test and Post-test in Control Class**

Based on graphic above, it showed that the result of control class did not have the significant improvement, it is seemed from average score of post-test that is score of pre-test 70,7 >63,4. This class also realized can effect improvement but lower than experimental class.

1. **Analysis of Data**

After getting the data from pre-test and post-test score of two classes. Than the researcher analyzed it by using t-test formula with the degree of significant 5% and 1% the writer used step as follows:

**Table 4.3**

**The Score of Distribution Frequency**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | SCORE | | X1 | Y1 | X12 | Y12 |
| X1 | Y1 | (XI-M1) | (Y1-M2) |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 85 | 75 | 0 | 4.3 | 0 | 18.49 |
|  | 80 | 70 | -5 | -0,7 | -25 | 0.49 |
|  | 85 | 70 | 0 | -0,7 | 0 | 0.49 |
|  | 90 | 75 | 5 | 4,3 | 25 | 18.49 |
|  | 90 | 75 | 5 | 4.3 | 25 | 18.49 |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 85 | 70 | 0 | -0.7 | 0 | 0.49 |
|  | 85 | 65 | 0 | -5.7 | 0 | 32.49 |
|  | 90 | 75 | 5 | 4,3 | 25 | 18.49 |
|  | 85 | 70 | 0 | -0.7 | 0 | 0.49 |
|  | 80 | 70 | -5 | -0.7 | -25 | 0.49 |
|  | 95 | 75 | 10 | 4.3 | 100 | 18.49 |
|  | 90 | 75 | 5 | 4.3 | 25 | 18.49 |
|  | 85 | 70 | 0 | -0.7 | 0 | 0.49 |
|  | 85 | 70 | 0 | -0.7 | 0 | 0.49 |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 85 | 75 | 0 | 4.3 | 0 | 18.49 |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 90 | 75 | 5 | 4.3 | 25 | 18.49 |
|  | 80 | 65 | -5 | -5.7 | -25 | 32.49 |
|  | 85 | 80 | 0 | 9.3 | 0 | 86.49 |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 90 | 70 | 5 | -0.7 | 25 | 0.49 |
|  | 80 | 70 | -5 | -0.7 | -25 | 0.49 |
|  | 85 | 70 | 0 | -0.7 | 0 | 0.49 |
|  | 70 | 70 | -15 | -0.7 | -225 | 0.49 |
|  | 80 | 75 | -5 | 4.3 | -25 | 18.49 |
|  | 80 | 70 | -5 | -0.7 | -25 | 0.49 |
|  | 75 | 70 | -10 | -0.7 | -100 | 0.49 |
|  | 90 | 65 | 5 | -5.7 | 25 | 32.49 |
|  | 75 | 65 | -10 | -5.7 | -100 | 32.49 |
|  | 80 | 65 | -5 | -5.7 | -25 | 32.49 |
|  | 80 | 65 | -5 | -5.7 | -25 | 32.49 |
| ∑ | 2.475 | 2.975 |  | | -215 | 457 |
| AVERAGE | 85 | 70.7 |  | |  |  |

**Note:**

X1 = Score Post-Test (Experimental Class)

Y1 = Score Post-Test (Control Class)

X1  = X1-M1 (Mean X1)

Y1 = Y1-M2 (Mean Y1)

X12 = The squared value of X1

Y12 = The squared value of Y1

**Graphic 4.3**

**The Score of Distribution Frequency**

1. Determine mean of variable X2 and Y2

|  |  |
| --- | --- |
| **Variable X2**  **Post-test**  **M1 =**  **M1 =**  **= 85** | **Variable Y2**  **Post-test**  **M2 =**  **M2 =**  **= 70.7** |

1. Determine t-test

*t*o=

*t*o=

*t*o=

*t*o=

*t*o=

*t*o=

*t*o= 31.7

Note:

M1 = The average score of experimental class (Mean X1)

M2 = The average score of control class (Mean Y1)

∑X12 =Sum of the squared deviation score of experimental class

∑y12 = Sum of the squared deviation score of control class

N1 = The number of student of experimental class

N2 = The number of student of control class

2 = Constant number

1. Degree of Freedom

df = N1+N2-2

= 35+35-2

= 68

There is no degree of freedom for 68, so the researcher uses the closer df from 68. In degree of significance 5% from 68 tt = 1.995 and in degree of significance 1% from 68 tt = 1.667.

Based on the result statistic calculation, it is obtained that the score of to is = 31.7> tt = 1.995 in degree of significance 5%. The score of to = 31.7> tt = 1.667 in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using t-test formula with assumption as follow:

If tobservation> ttable: The alternative hypothesis is accepted. It means there is a significant effect of speed reading strategy on reading comprehension at the second grade of MAN 1 Kota Serang.

If tobservation<ttable: The Null hypothesis is rejected. It means there is no significant effect of speed reading strategy on reading comprehension at the second grade of MAN 1 Kota Serang.

1. **Interpretation of Data**

From the result of pre-test and post-test in experimental class, the researcher can be concluded that from the lowest score in pre-test is 35 and the highest in pre-test score is 75. After the writer conducted treatment of speed reading strategy on reading comprehension and also conducted post-test. The lowest score in post-test is 70 and the highest score in post-test is 95.

Before deciding the result of hypothesis, the researcher proposes interpretation towards with procedure as follow:

1. Ha: tobservation> ttable = It means there is a significant effectiveness of speed reading strategy on reading comprehension.
2. Ho: tobservation< ttable = It means there is no significant effectiveness of speed reading strategy on reading comprehension.

According to the data, the value of tobservation is bigger than ttable. tobservation = 31.7> ttable = 1.995(5%) or tobservation = 31.7> ttable = 1.667 (1%), so Ho is rejected and Ha is accepted.

From the result above, the researcher give conclusion that it means there is a significant effectiveness speed reading strategy on reading comprehension. It can be seen that the student got better score by using speed reading.This could be seen after comparing the score of pre-test (before speed reading strategy) and post-test (after using speed reading strategy).

Based on data obtained from control classes and experimental classes among the average scores, and *t* observations, the writer summarizes that teaching reading comprehension hassignificant effectiveness towards students' reading comprehension because the purpose of this speed reading strategy is to create learning which is effective so that students are more concentrated in reading and easily students in understanding the reading.

The result of the research shows that the experimental class (the students who are taught using speed reading strategy) has the mean value (85), meanwhile the control class (the students who are not taught using speed reading comprehension) has the mean value (70,7). It can be said that the achievement score of experimental class is higher than control class. The following was the table of pre-test and post-test students’ average score.

**Table 4.4**

**The Pre-Test and Post Test Students’ Average of the Experimental and Control Class**

|  |  |  |
| --- | --- | --- |
| Class | The Average of Pre-Test | The Average of Post-Test |
| Experimental | 64,4 | 85 |
| Control | 63,4 | 70,7 |

So, it could be concluded that speed reading strategyis effective to facilitate students’ reading comprehension in experimental group. It can be seen at mean value of both groups. There is significant difference in the students’ reading comprehension between experimental and control group.

The difference between students' which has given speed reading Strategy and other which has not speed reading strategy, is the student has given speed reading strategy, students' are more reading comprehension than other which has not speed reading strategy .It can be seen from the mean of the pre-test of control class (63.4), pre-test experimental class(64.4) and the mean of the post-test of the control class (70.7), post-test of experiment class (85) is bigger than the mean of post-test of control class (70.7).

#### CHAPTER V

#### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study result. Besides, the researcher also proposes several significant suggestions.

1. **Conclusions**

Based on the research which has conducted in MAN 1 Kota Serang about “ The Effectiveness of Using Speed Reading Strategy on Reading Comprehension”, the researcher can concluded some facts as follows:

1. From the result of the pre-test and post-test between experiment class (Speed Reading Strategy) and control class (non Speed Reading strategy) the researcher can conclude that score of experiment class was better than score of control class, it can be shown from the result of data analysis that mean of variable x was 64,4 and after treatment the mean of variable x was 85. It is means the mean of variable x was in good category.
2. The writer believes that through speed reading strategy, students reading comprehension can be increased. Further more students can be read well and they will be feeling more interested and more motivated. The high effect of the use of speed reading strategy to the student indicates that this strategy can be used by the teacher in teaching reading comprehension. Moreover it helps the students figure out how to reading comprehension based on a given text and it helps students understand the text. More than half of the student taught through the speed reading strategy felt more confident about comprehension contents after learning the strategy. Speed reading is a strategy that can increase students’ readingcomprehension.

57

1. From the result of the score of experimental class, pre-test2.255, and post-test score2.975. The pre-test score of control class was 2.220, and the post-test was2.475. The result of analysis of the research show the value of to31.7it is higher than the value of ttable the level significance 5% and 1 % . It means Ha (alternative hypothesis) of results is accepted and Ho (null hypothesis) is rejected. It means there is significance influence of speed reading strategy in teaching reading comprehension at the second grade of MAN 1 Kota Serang.
2. **Suggestions**

Based on research and collected data, the researcher tries to give some suggestion related with teaching learning process. The suggestions are for the teacher, students, school, and future research.

1. **For the Teacher**
2. The teacher who directly involved to the teaching learning process suggested chooses the variation media or strategy of the teaching learning process.
3. The teacher should be able to use various and interesting strategy and media in teaching learning especially in reading activity.
4. English teacher may use this strategy when they teach English especially in reading comprehension.
5. **For School**
6. The school should be more supportive of teaching learning especially in English lesson.
7. The school should pay more attention to media that is needed for students to learn with fun.
8. **For the Students of UIN Sultan Maulana Hasanuddin Banten**

For thestudents of UIN Sultan Maulana Hasanuddin Banten, the writer hopes they would conduct the investigation of other teaching media that can be applied by teachers.

**BIBLIOGRAPHY**

Abdelrahman, Mahmoud SulaimanHamadBaniand MuwafaqSaleemBsharah.*“*The Effect of Speed Reading Strategies on Developing Reading Comprehension”, *English Language Teaching*, Vol. 7, No. 6 (2014): 168-174.

Bishry, Hasanul.“The Effect of Speed Reading Strategy to Improve Students’ Reading Comprehension”, (Paper, FakultasTarbiyahdanKeguruan, UIN Sultan Syarif Kasim Riau, Pekanbaru, 2012).

Brown, H. Douglas. *Teaching by Principle.*San Francisco: Longman, 2001.

Buzan, Tony. *The speed reading Book*.Hoboken: BBC Worldwide Limited, 2003.

Caldwell, J.S. *Reading Assessment: A Primer for Teachers and Coaches*. New York: The Guildford Press, 2008.

Grabe*,* William. *Reading in a SecondLanguage*.New York : Cambridge University Press, 2009.

Harmer, Jeremy. *How to Teach English.*Harlow: Pearson Education Limited, 1998.

Jack R. Fraenkel and Norman E. Wallen, *How To Design And Evaluate Research in Education.*New York: McGraw- Hill, 2009.

P.Johnson, Adrew. *Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students.*Lanham: Rowman and Littlefield Education, 2008.

Klingner, Janatte K, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Student with Learning Difficult.*New York: The Guildford Press, 2007.

Konstant, Tina. *Teach Yourself*.Chicago: Contempory Books, 2003.

M.D, Judy Willis. *Teaching the Brain to Read.*Alexandria: Library of Congress Cataloging, 2008.

Mikulecky, Beatrice S and Linda Jeffries. *Advanced Reading Power.* New York: Pearson Education, 2007.

Moreillon, Judi. *Collaborative Strategies for Teacing Reading Comprehension*.Chicago: American Library Association, 2007.

Nation , I.S.P.*Teaching ESL/EFL Reading and Writing.*New York : Routledge, 2009.

Nunan, David.*Research Method in Language Research.*New York: Cambridge University Press, 1992.

Nunan, David. *Language Teaching Methodology*. New York : Prentice Hall, 1989.

Sudijono, Anas. *PengantarStatistikPendidikan*. Jakarta: PT Raja Grafindo, 2014.

Snowling, Margaret. J and Charles Hulme, *The Science of Reading : A Handbook.*Mealbourne: Blackwell Publishing, 2005.

Sutz, Richartand Peter Weverka.*Speed Reading for Dummies.*Canada: Wiley Publishing, 2009

Tarihoran, Naf’an and Miftahul Rachmat. *Reading Intermediate Reading Skills*2nd edition. Serang: Loquen Press, 2012.

Wainwright, Gordon. *How to Read Faster and Recall More.*Oxford : United Kingdom, 2007.

1. Naf’anTarihoran and Miftahul Rachmat, *Reading Intermediate Reading Skills*, 2nd edition (Serang: Loquen Press, 2012), 1. [↑](#footnote-ref-2)
2. Judi Moreillon, *Collaborative Strategies for Teacing Reading Comprehension* (Chicago: American Library Association, 2007), 19. [↑](#footnote-ref-3)
3. David Nunan, *Language Teaching Methodology* (New York: Prentice Hall, 1989), 17. [↑](#footnote-ref-4)
4. Andrew P. Johnson, *Teaching Reading and Writing : A Guidebook for Tutoring and Remediating Students* (Lanham: Rowman and Littlefield Education, 2008) 3-4. [↑](#footnote-ref-5)
5. Jeremy Harmer, *How to Teach English* (Harlow: Pearson Education Limited 1998), 68. [↑](#footnote-ref-6)
6. Margaret. J. Snowling and Charles Hulme, *The Science of Reading : A Handbook* (Mealbourne: Blackwell Publishing, 2005), 6. [↑](#footnote-ref-7)
7. Janatte K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Student with Learning Difficult* (New York: The Guildford Press, 2007), 2. [↑](#footnote-ref-8)
8. Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power* (New York: Pearson Education 2007), 74. [↑](#footnote-ref-9)
9. Judy Willis, M.D, *Teaching the Brain to Read* (Alexandria: Library of Congress Cataloging,2008),126-128. [↑](#footnote-ref-10)
10. Willis,M.D. Teaching the Brain to Read, 127-128. [↑](#footnote-ref-11)
11. Naf’anTarihoran and Miftahul Rachmat, *Reading Intermediate Reading Skills, 2nd edition (*Serang: Loquen Press, 2012), 2-3. [↑](#footnote-ref-12)
12. I.S.P.Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009),70. [↑](#footnote-ref-13)
13. Tarihoran and Rachmat, *Reading Intermediate Reading Skills, 2nd edition*, 2. [↑](#footnote-ref-14)
14. Willis, M.D, *Teaching the Brain to Read*, 128. [↑](#footnote-ref-15)
15. Naf’an Tarihoran and Miftahul Rachmat, *Basic Reading Skills* (Serang: Loquen Press, 2012),6. [↑](#footnote-ref-16)
16. William Grabe*, Reading in a Second Language* (New York: Cambridge University Press, 2009),12. [↑](#footnote-ref-17)
17. Naf’an Tarihoran and Miftahul Rachmat, *Basic Reading Skills,* 6. [↑](#footnote-ref-18)
18. J.S Caldwell, *Reading Assessment: A Primer for Teachers and Coaches*, (New York: The Guildford Press,2008), 26. [↑](#footnote-ref-19)
19. H. Douglas Brown, *Teaching by Principle* (San Francisco: Longman 2001), 415. [↑](#footnote-ref-20)
20. I.S.P. Nation, Teaching ESL/EFL Reading and Writing, 63. [↑](#footnote-ref-21)
21. Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power* ( New York: Pearson Education, 2007), 1. [↑](#footnote-ref-22)
22. Tina Konstant, *Teach Yourself* (Chicago: Contempory Books, 2003), 25. [↑](#footnote-ref-23)
23. Richart Sutz and Peter Weverka, *Speed Reading for Dummies* ( Canada: Wiley Publishing, 2009), 190. [↑](#footnote-ref-24)
24. Tony Buzan, *The speed reading Book* (Hoboken: BBC Worldwide Limited, 2003), 31. [↑](#footnote-ref-25)
25. Sutz and Weverka, *Speed Reading for Dummies*, 10. [↑](#footnote-ref-26)
26. Sutz and Weverka, *Speed reading for Dummies,* 12-13. [↑](#footnote-ref-27)
27. Gordon Wainwright, *How to Read Faster and Recall More* (Oxford :United Kingdom, 2007)  *,34.* [↑](#footnote-ref-28)
28. I.S.P Nation,*Teaching ESL/EFL reading and Writing, 62.* [↑](#footnote-ref-29)
29. Sutz and Weverta, *Speed Reading for Dummies*, 12. [↑](#footnote-ref-30)
30. Sutz and Weverka, *Speed reading for Dummies*, 36. [↑](#footnote-ref-31)
31. Sutz and Weverka. “*Speed reading for Dummies*, 38. [↑](#footnote-ref-32)
32. Sutz and Weverta, *Speed Reading for Dummies*, 33. [↑](#footnote-ref-33)
33. Konstant, Teach Yourself Speed Reading, 53. [↑](#footnote-ref-34)
34. Sutz and Weverka, *Speed reading for Dummies*, 10. [↑](#footnote-ref-35)
35. Sutz and Weverta, *Speed Reading for Dummies*, 76. [↑](#footnote-ref-36)
36. I.S.P.Nation, *Teaching ESL/EFL Reading and Writing*, 62. [↑](#footnote-ref-37)
37. Tony Buzan, *The Speed Reading book*,15. [↑](#footnote-ref-38)
38. Gordon Wainwright, *How to Read Faster and Recall More,* 63. [↑](#footnote-ref-39)
39. Hasanul Bishry, “The Effect of Speed Reading Strategy to Improve Students’ Reading Comprehension ”, (Paper, Fakultas Tarbiyah dan Keguruan, UIN Sultan Syarif Kasim Riau, Pekanbaru, 2012), 31. [↑](#footnote-ref-40)
40. Mahmoud Sulaiman Hamad Bani Abdelrahman and Muwafaq Saleem Bsharah, *“*The Effect of Speed Reading Strategies on Developing Reading Comprehension *”, English Language Teaching*, Vol. 7, No. 6 (May, 2014), 172. [↑](#footnote-ref-41)
41. David Nunan, *Research Method in Language Research* (New York: Cambridge University Press,1992), 24-25. [↑](#footnote-ref-42)
42. David Nunan, *Research Method in Language Research, 270.* [↑](#footnote-ref-43)
43. Jack R. Fraenkel and Norman E. Wallen, *How To Design And Evaluate Research in Education*(New York: McGraw- Hill, 2009), 93. [↑](#footnote-ref-44)
44. Fraenkel and Wallen, *How To Design and Evaluate Research in Education*, 105. [↑](#footnote-ref-45)
45. H. Douglas Brown*, Language Assessment Principles and Classroom Practice* (New York: Longman Publisher, 2004), 3. [↑](#footnote-ref-46)
46. Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT Raja Grafindo, 2014), 307. [↑](#footnote-ref-47)
47. Anas Sudijono, *Pengantar Statistik Pendidikan,* 317. [↑](#footnote-ref-48)