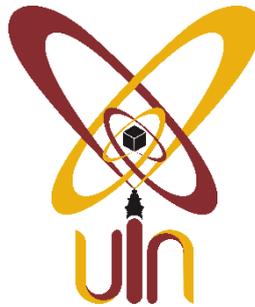


**CORRELATION BETWEEN STUDENTS' SPEED
READING AND THEIR READING COMPREHENSION
AT THE SECOND YEAR OF PONDOK PESANTREN
TERPADU DARUL IMAN**

A PAPER

Submitted to English Education Department
as a Partial Fulfillment of the Requirements
for the Sarjana Degree



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2018 A.D/1440 A.H**

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for other persons' works 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 tradition.

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, October 12nd 2018

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ABSTRACT

Lailatul Mustariyah, 142301723. 2018. "Correlation between Students' Speed Reading and Their Reading Comprehension at the Second Year of Pondok Pesantren Terpadu Darul Iman"

This research was carried out to discover the correlation between students' speed reading and reading comprehension at the second year students of Pondok Pesantren Terpadu Darul Iman Pandeglang. This quantitative research is correlational study using *Pearson's Correlation Product Moment* technique. The data were collected by the tests. From the calculation by *Product Moment* formula, it is obtained that the value of "r" product moment (r_{xy}) or "r" result (r_o) is 0.16. The degree of freedom (df) is 28. The degree of significance 5% is 1.701 and the degree of significance 1% is 2.467. Accordingly, the hypothesis r_o is lower than r_t ($0.16 < 1.701$ and $0.16 < 2.467$). The result of hypothesis of this research is: alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It can be concluded that there is no correlation between students' speed reading and students' reading comprehension.

Keyword: *Speed Reading, Reading comprehension, Correlational Study*

THE ADVISERS' APPROVAL

This is to certify paper of Lailatul Mustarihah entitled “*Correlation Between Students’ Speed Reading and Their Reading Comprehension*” (A Correlational Study at The Second Year of Pondok Pesantren Terpadu Darul Iman) has been approved by the research paper advisers for further approval by the Board of Examiners.

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DEDICATION

*This paper is dedicated special to
My beloved Allah SWT and Prophet Muhammad SAW that is guide
me and take care of me to be a good person.*

*My beloved parents Endang Mahfudz and Eneng Nurhayati
My grandma and grandpa Rt. Enok Tumimi, Sarnica, and Sanukri.
My older brother and sister Luqmanul Hakim, M. Rifki N.F, S.P and
Nisa Mahfudzoh, S.Pd.SD
My brother and sister- in- law, my nephews and all of family that has
been giving unlimited praying, supporting, happiness and motivation
for me.*

I LOVE YOU SO MUCH MORE THAN WORDS CAN SAYS

*My special persons ever, Hasan, Fildhatusy Syifa, Rafita Pebriyani,
Roudatun Nadiah, Herlina, and Ina Fitriyani. Thanks for all loves,
support and always been accompany my struggle.*

LOVE YOU DEAR

MOTTO

"The only way to do great work is to love what you do"

~~-STEVE JOBS-~~

A BRIEF BIOGRAPHY

The writer, Lailatul Mustarihah. She was born in Pandeglang on February 12nd 1996. She is the last child from four siblings in her family. She has two older brother, Luqmanul Hakim and M. Rifki Nur Fajri, S.P and one older sister Nisa Mahfudzoh, S.Pd.SD. Her father's name is Endang Mahfudz and her mother's is Eneng Nurhayati.

The previous writer's formal educations were at the Elementary School SDN banjar 1 Pandeglang in 2007. The Junior High School at MTs Darul Hijrah wal Banna Pandeglang in 2010. The Senior High School MA Darul Hijrah wal Banna Pandeglang in 2013, she divided to continue her education by joining undergraduate Program of English Education Department, The Faculty of Education and Teacher Training, State Islamic University Sultan Maulana Hasanuddin Banten.

Pandeglang, October 2018

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In the name of Allah, the Almighty and Merciful. Praise is only to Allah for all His abundant blessing, mercies and guidance, so that the writer is able to complete this paper. The invocation and regard may go to the greatest prophet Muhammad SAW. Peace be upon him, to his family, his friends as well as to us.

Alhamdulillahirabbil'alamin, in blessing to Allah, the almighty and the lord of the universe, who has bestowed upon the writer in complementing this paper entitled "Correlation Between Students' Speed Reading and Their Reading Comprehension at Second Year of Pondok Pesantren Terpadu Darul Iman" as one of requirements for achieving the graduated degree of sarjana.

The writer is fully aware that this paper cannot be finished without other people's help. Therefore, in this opportunity she would like to express her deep gratitude to:

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Finally the writer realizes that this paper is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the development of English Education. May God always bless us in the right path. (Aamiin).

Serang, October 12nd 2018

Writer

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SK of Dean Faculty

SK From School

Consultation Sheet

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a skill which is needed to learn English language. To comprehend reading skill, students can read anything such as read books, magazines, and newspapers and articles to get new information. From reading activity, they can get knowledge and it provides access to information due to the fact. It is important to learn reading because people who can read well would be able to increase knowledge, and it is regarded as a good reader.

Harmer says that “Reading is useful for language acquisition. Provides that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing.”¹

According to Tarihoran and Rahmat that “Reading comprehension can be defined as the level of understanding of passage or text. For normal reading rates (around 200-220 words per minute) an acceptable of comprehension is above 75%.”²

In general, people intend to be able to read and understand English text because many scientific books are written in English. And nowadays, many students are not interested in reading some books. They like using

¹ Jeremy Harmer; *How to Teach English*, (2007); p.99

² Naf’an Tarihoran and Miftahul Rahmat, *Reading 2, Pre-Intermediate Reading Skill*, (Loquen, Serang) p.52

smartphone rather than reading book. Especially some students in Indonesia, they avoid reading some books and enjoy playing smartphone. This problem is faced by many teachers and students who are not fluent in English. One of the difficulties encountered by the students is how to remember what they have to read.

In a speed reading there are several techniques, such as ,” ... Skimming is defined as the ability to identify the main ideas while very rapidly and selectively skipping over the reading material, and Scanning is defined as the ability to locate specific information of facts as rapidly as possible.”³

Based on the researcher experience from a result of observation in classroom, the teacher taught some theories of reading, and given practices of analysis text. To master reading comprehension, the students learn some materials such as skimming and scanning skill, previewing and predicting, vocabulary in context, how to find and understanding main ideas, topic sentence, paragraph, guess meaning from context.

In Pondok Pesantren terpadu Darul Iman, all of the students are required to communicate using English language. Then the students are familiar with English language, therefore the level of their speed reading are exceeds between another senior high school students, because of their habit in communicating using English language.

³ Naf'an Tarihoran, *Miftahul Rachmat, Reading 1, Basic Reading Skill*, (Loquen, Serang); p.73

Many students in Pondok Pesantren Terpadu Darul Iman are speed in reading English text but the fact proves that final exam (UAS) text most of demanding their understanding in searching the main idea, main sentence, plot, setting etc. without their reading comprehension it is impossible to do the best about, here are the speed reading is needed to find the right answer without having to read all of the text.

This problem makes the author interested to do the research, it is to find out how speed reading and reading comprehension in senior high school at Pondok Pesantren Terpadu Darul Iman.

B. Limitation of The Problem

Based on the identification above, the author limit the problem on the relationship between students' speed reading and their reading comprehension. (at Second Year of Pondok Pesantren Terpadu Darul Iman).

C. Research Question

Based on the background of the research, the writer formulates the problem as follows :

1. How is the speed reading at students' second year of Ponpes Terpadu Darul Iman?
2. How is the reading comprehension at students' second year of Ponpes Terpadu Darul Iman?
3. Is there any significance relations between students' speed reading and their reading comprehension?

D. The Objective of The Research

By looking at the subject matter above, then the goal that author want to get from the preparation of this paper is to know the data empirically about the students' speed reading with their reading comprehension and correlation between both of them.

E. The Benefits of The Research

1. Useful for the development of the English language teaching in Pondok Pesantren Terpadu Darul Iman because by this research the school to know how far the level of reading comprehension ability of students.
2. For English language teacher. The results of this study can contribute positively to them, who can later be used as a guide to improve understanding ability reading students.
3. Useful for the readers because they can know about the relationship between students speed reading with their reading comprehension.
4. Useful for writer, can apply the disciplines acquired from English education department.
5. For the college students, as further research material additional information about reading comprehension skills.

F. Previous Study

The writer has found three relevant studies which related to this research. The first study is conducted by students' of UIN Syarif Hidayatullah Jakarta written by Murniasih. She explained that is used correlational study by Product Moment Correlation Technique or

Pearson's Product Moment Correlation Technique. That is one of technique that usually used to find out the significance of the correlation between two variable in her research.

The second study is conducted by Q Farhan al-Fatih. He explained that the data were gathered by two sources of data reading habits questionnaire value of the results of the questionnaire, and the value of the reading comprehension test reading comprehension abilities. The instrument used to obtain the data his study was a test, and non-test.

The third study conducted by Nurul safitri. She explained that the method is descriptive method with the correlation study as a research form.

From the research above, the researcher found the similarity with the form of this research. In this research was correlation research and the technique used by Correlational Product Moment Technique or Pearson's Product Moment Technique and the data were gathered by the test and the research purpose is to obtain the clarity and objective information of correlation between variable X and variable Y.

G. The Organization of Writing

To get a clear picture of content and material which is discussed in this paper, the author purpose it with systematics as follows:

CHAPTER I **Introduction** which consist, Background of The Problem, Limitation of The Problem, Research Question, The Objective of The Research, The Benefit of The Research, Previous Study and The Organization of Writing.

CHAPTER II **Theoretical Framework** which consist, Definition of Speed Reading, Technique of Speed Reading,

Defintion of Reading, Definition of Reading Comprehension, The types of Reading Skill, Processing of Reading Comprehension, Reading Purpose, Assessing Reading Comprehension.

CHAPTER III **Research Methodology** which consist, Research Methodology, Time and Place of The Research, Population and Samples, Research Instrument, Technique Collecting data, Technique Analyzing Data.

CHAPTER IV **Research Finding** which consist, Description of Data, Analysis Data, The Test Hypothesis and Interpretation of Data.

CHAPTER V **Conclusion and Suggestion** which consist, Conclusion and Suggestion.

CHAPTER II

THEORITICAL FRAMEWORK.

A. Speed Reading

1. Definition of Speed Reading

Speed Reading is a technique of reading that helps a person to focus his or her attention better. Speed Reading is not only read a text faster but it is reading a text faster with a good comprehension. It is a technique that should be mastered by the students, and as a technique, reading speed cannot be mastered constantly but should be practiced regularly and step by step. In other point of view, speed reading is seeing, decoding and comprehending the words. When people read with a right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up their reading.⁴ It means that reading speed is also the ability of the reader to manage their skill in reading, because they have to know when to fast and slow down their reading.

According to Wainwright in his book, speed reading is “Reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically.”⁵ Based on that statement, there are some techniques that must be practice while trying to rapid

⁴ Richard Sutz, & Peter Weverka, *Speed Reading for Dummies*, (New York: Wiley Publishing, Inc.1996,), 46.

⁵ Gordon Wainwright, *How to Read Faster and Recall More*, (New York: How to Books Ltd, Spring Hill House & Begbroke, 2007), 3rd edition, 38.

reading a text. Speed Reading is a skill to get the information faster and better comprehension. According above the statement, it can be explained that speed reading is reading with a limited time but do not lose its comprehension. Someone called a speed reader if he or she understand and comprehend the text that has been read, and to know its comprehension, the test must be held based on the reading text.

From the theory above it can immediately the speed reading is reading at speeds significantly than normal without losing its comprehension or a method of reading rapidly by assimilating several words or phrases at a glance or by skimming. Based on some of the statements above, it is important to remember that reading speed and motivation to read are two separate elements in the reading process, but both of them are influenced each other. Speed reading is not only about read a text faster but it is also reader's ability to manage the information they got from the text wisely. And that ability is influenced by some factors like technical content, difficulty of the text, background knowledge and motivation to read.

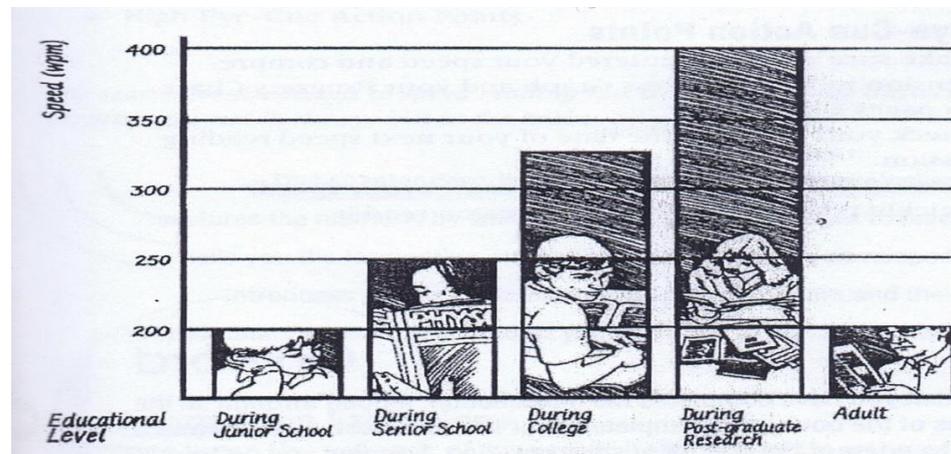
An effective and efficient reader is a flexible reader. Flexible reader is a reader that is able to adapt or control flexibility of reading time with purposing read and any reading conditions, such as reading difficulty level, reading motivation, interest, reading strategy, etc. Another ability that should be reached by a reader is 80%

comprehension of reading content.⁶ Commonly, effective reading rate can be classified into highest, high, fast, average and slow.

Speed Reading is not only reading with a short time, but the main purposes of speed reading itself is to comprehend reading materials better with a limited time by pushing the capability of our brain maximum. While someone fast their reading, they will also pushes their brain to think harder than when they slow down their reading.

Speed reading relates its speed to educational level, as figured mentioned by Buzan:

Graphic 2.1



Buzan said: “the reason for the increase with education is not so much due to gaining knowledge of how to read better, but to the simple pressure of having to read so much more material in such a compressed time.”⁷ Based on the statement above, reading

⁶ Sutz & Weverka, *Speed Reading for Dummies*, 76.

⁷ Buzan, *The Speed Reading Book* (London: BBC Worldwide Limited, 2004), 29

comprehension is a crucial factor in reading speed because the image shows during collage and post-graduated research, people are more motivated to read because commonly the pressure to read and seek of information are higher than during junior and senior high school. While after leaving formal education, people usually jump right back to the junior school level, primarily because their motivation and pressure to read has declined.

The speed reading between the first language learner (L1) and the second language learner (L2) must have a different rate. As known that reading is a process to understand the information through printed text, speed reading need not only the understanding but also comprehension that written text with a short time. For many foreign or second language (L2) learners, speed reading is performed to obtain meaning from a text, from which vocabulary and grammatical structures are acquired at the same time. This problem may causes the foreign language (L2) learners read much more slowly in L2 than in their native language. Anna C-S Chang states that “The slow reading for the L2 learners usually happened because while the L2 learners read, they often do so laboriously word by word and check unfamiliar words as they encounter them, implying that they lack automatically of word recognition.”⁸

⁸Anna C-S Chang, The Effect of a Timed Reading Activity on EFL Learners: Speed, Comprehension and Perceptions, *Reading in a Foreign Language*, 2, 2010, p. 284.

The habitual reading activity did by a foreign language learner may be the slow reading habit, the attention to focus in reading materials will be divided in receiving the words meaning and comprehending the content, and automatically the habit of slow reading is formed. An effective and efficient reading rate for a foreign language learner (L2) could be classified as follows:⁹

Reader	Speed wpm	Comprehension
1. Poor	10-100	30-50%
2. Average	200-250	50-70%
3. Fast	250-300	70-80%
4. Top 1 in 100	800-1000	80+%
5. Top 1 in 1000	1000+	80+%

According to Sutz and Weverka, there are two procedures that must be passed in measuring speed reading. The first is measuring the reading speed and the second is measuring the reading comprehension, and both of the score must be integrated to get an Effective Reading Rate (ERR).¹⁰

a. Testing Reading

This test used to measures how many words that read by the readers. Formula to get result from speed reading test is:

⁹Buzan, *The Speed Reading Book*, 15.

¹⁰Sutz & Weverka, *Speed Reading for Dummies*, 75-83.

$\frac{\text{The number of words in the text}}{\text{The number of second required to read the text}} \times 60 = \text{Words per Minute (WPM)}$
--

b. Testing Reading Comprehension

Testing reading comprehension used to measure the whole comprehension got by the reader after reading the text and answering some questions related to the text. In order to get the result of an Effective Reading Rate (ERR), both aspects; speed reading rate and reading comprehension score must be integrated.

$\frac{\text{Right Answers}}{\text{Maximum Score}} \times 100\% = \text{Reading Comprehension Score (percentage)}$
--

$\text{Word Per Minute Rate} \times \text{Comprehension Percentage Score} = \text{ERR}$

2. Techniques of Speed Reading

As discussed before, reading speed is not only reading rapidly, it is kind or reading skill about how to manage the information, and as many other skill it skill must be practiced regularly. In the effort of managing the information, people usually use some techniques in it. There are lots of techniques that could be learned to help us reading faster.

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

- a. Preview; preview technique usually used to get the general idea of a heavy reading.
- b. Skimming and Scanning; Skimming refers to reading quickly to gain a general idea and not the specific information. While scanning is usually used to search some specific information, and skip other information.
- c. Clustering; Clustering is a technique of reading speed that train to look at groups of words instead of one at a time to increase reading speed.¹¹

According to the explanation above, the writer concludes that there are lots of various techniques in order to improve someone's ability in speed reading and those techniques used depends on the purpose of reading itself.

If someone wanted to get the general information from the heavy reading text, he or she can use previous technique. Moreover, if the reader wanted to get the main idea of a text, he or she can use skimming technique, while scanning used if the reader has a limited time and only search for the detail information of the text. In another way, reader can also use clustering technique in order to increase their reading speed, but mostly clustering used for someone who already has

¹¹Nuttal, Christine. *Teaching Reading Skill in a Foreign Language*. London: The Nemman Educational Ltd., 1982. p.93.

a better comprehension and reading vocabulary, because this technique need a higher concentration and train the reader to read a text in the whole group of words.

There are any other techniques are able to use in order to improve reading speed instead of some techniques mention above by the writer. In this case, the writer mentions only some of them that commonly used to improve reading speed.

B. Reading Comprehension

1. Definition of Reading

Reading is the one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also quite possibly the most important skill that student must acquire in order to be success in the school and life. Moreover reading has been a highly emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding interpreting and comprehending written material. Thus, in holy Qur'an there is a verse that explains about the instruction of reading:

اقراء باسم ربك الذي خلق (١) خلق الإنسان من علق (٢) اقرأ وربك الأكرم

(٣) الذي علم بالقلم (٤) علم الإنسان ما لم يعلم (٥)

1. Read! In the name of thy Lord Who Created
2. Created man, out of a (mere) clot of congealed blood
3. Read! And thy Lord is the most Bounteous
4. Who taught by the pen
5. Taught man which he knew not.¹²

¹² Al-huda, *Al-Qur'an Tiga Bahasa*, 1249.

Many experts define the term of reading in some ways because reading is a complex process, and this complexity accounts for the variety of its definition. Reading is private it's a mental or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.¹³ While Grellet said that "Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself question. These should therefore be taken into consideration when devising reading comprehension exercise."¹⁴ It mean reading requires some abilities to extract information from text and to construct new understanding.

According to Penny Mckay, "Reading is both process and product. The process of reading involves the interaction between the reader and the text, the product of reading is reading comprehension, or internal construction of meaning; that is, there has been understanding."¹⁵ Further Jack C. Richards, Effective reading involves complex processes that vary with specific contexts including proficiency level, age, motivation, and reading purposes, such as content mastery, general language development, or the improvement of specific reading skills.¹⁶ It means that reading facilitates a writer to share knowledge, ideas and feeling with reader, where both of them have their own language patterns and experiences it

¹³ Naf'an Torihoran and Miftahul Rachmat, *Reading Basic Skill 1*, 1.

¹⁴ Francoise Grellet, *Develoving Reading Skills* (New York: Cambridge University Press,1981), 8.

¹⁵ Penny Mckay, *Assessing Young Language Learners* (New York: Cambridge University Press, ,2006), 224.

¹⁶ Jack C Richards, *English Language Teaching Material; Theory and Practice* (New York: Cambridge University Press, 2010), 131.

indicates that reading is not only getting messages from a text, but also utilizing the reading purpose and strategies to do with.

From the definition of some expert above it can be concluded that reading is actually an activity dealing with words in a text. The reader intention is focused on how to capture the meaning of the words in a text, because one of the main problems that faces by learners when reading in a foreign language is to deal with unknown meaning word. It caused us how to apply some approaches to comprehend reading well.

2. Definition of Reading Comprehension

According to Tarihoran and Rachmat “Reading comprehension can be defined as the level of understanding of a passage or text. For normal reading rates (around 200-220 words per minute) an acceptable level of comprehension is above 75%.”¹⁷

Reading Comprehension can be improve by teaching students to assess their own comprehension actively test comprehension using question.¹⁸ It’s mean the readers are active in constructing meaning through the process of integrating this knowledge with what they already know and answer question.

According to Danielle, “comprehension is not always effortless and fast, of course. When beginning readers struggle over individual word, reading is slowed to near halt and deeper levels of comprehension are

52. ¹⁷ Naf’an Tarihoran and Miftahul Rachmat, *Reading 2: Pre-intermediate Reading Skill*,

¹⁸ Naf’an Torihoran and Miftahul Rachmat, *Reading Basic Skill 2*, 52.

seriously compromised.”¹⁹ Comprehension is not always cognitive competence or understanding the knowledge but also ability to grasp something mentally, because it is not easy to understand the differences between ideas and fact. Beside that comprehension is the main modal in reading skill in order to understand the whole of the text.

From the definition above, it can be conclude that reading comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader. Teaching of comprehension skills is that comprehension can be improve by teaching students to specific cognitive strategies or to reason what they are reading, comprehension achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding.

3. Processing Reading Comprehension

Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning vary based on the readers’ reference. According to Brown, there are three types of reading processes, as presented below:

a. Bottom-Up Processing

Bottom-Up processing views the process of reading phonemic units. The readers’ construct meaning by scanning from letters to

¹⁹ Daniele S. Mcmara, *Reading Comprehension Strategies; Theories, Interventions, Technology* (New York: Lawrence Erlbaum Associate, 2007), 4.

letters. It is continued by recognizing the words from one to another. The process is broadened by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic unit representing lexical meaning and attains some comprehension of the text. This process mainly focuses in a linear processing which allows the readers' ability to recognize words into mental lexicon. It concern more in the way the readers' read a text than that of comprehend it.

b. The Top-Down Processing

One beginning of the process the readers make some predictions of the text. It is followed by taking samples which will be confirmed or not to the prediction made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers' do some correction on the predictions. The Top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

c. Interactive Processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers' prior knowledge. This process combines two previous processing, example the bottom-up and top-down processing. As the process reading happens, the readers arouse what they have on their background knowledge connected with the written information in

the text. So, in the interactive process, the readers both recognize words and predict the implied information in creating meaning. From the discussion above, it can be concluded that there are three types in the processing of reading. They are bottom-up processing dealing with recognizing the words, top-down processing using the readers' background knowledge, and interactive processing combining words recognition and background knowledge of the readers'. Those approaches help the readers' in reading comprehension.²⁰

4. The Types of Reading Skill

There are four types of reading skills used in every language as follow:

a. Skimming

Skimming is a form of rapid reading for finding the general idea or gist of a passage or a book. In your daily and academic life, you probably skim many think, movie reviews, newspaper, articles, passages and website that might be useful for a research paper.²¹ It indicate that skimming allows us to look quickly through read a lot of materials to get a general idea of the content and to decide if it is relevant for our purpose.

²⁰ Brown, H. Douglas, *Principles of Language Learning and Teaching: Fifth Edition* (New York: Pearson Education, 2007), 298

²¹ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power; Extensive Reading Vocabulary Building, Comprehension Skills, Reading Faster* (New York: Longman Person Education, 2007), 170.

b. Scanning

Scanning is very high-speed reading. It is used to find specific information in a reading, such as looking for a particular name or a particular number. Scanning, in contrast, define as the ability to locate specific information or facts as rapidly as possible.²² It is probably better to spend time increasing skimming speed that to device scanning activities, because effective scanning depend on good careful reading and skimming skills

Typical scanning task includes searching a text for a particular quotation, someone's name, a particular date or number, and particular word or phrase.

c. Intensive reading

Intensive reading analogs to intensive listening, is usually a classroom oriented activity in which student focus on linguistic or semantic details or a passage. Intensive reading call students' attention to grammatical form, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, theoretical relationship, and the like.²³ Although reading comprehension can be one goal of intensive reading, its goal include learning subject matter, vocabulary learning and studying the authors' intentions. In other words, the goal of intensive reading is not limited to reading comprehension.

²² Naf'an Torihoran and Miftahul Rachmat, *Reading Basic 1*, 74.

²³ Brown H. Douglas. *Teaching by Principles; An Interactive approach to Language Pedagogy* (New York: Longman, 2001), 312.

d. Extensive reading

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performed outside of class time, pleasure reading is often extensive.²⁴ It indicates that extensive reading involves learners reading text for enjoyment and to develop general reading skills. It can be compared with specific learning aims and tasks.

5. Reading Purpose

Every student has their own purpose for reading. Some of them consider reading a facility to get information. Some others have goal to get entertainment and pleasure. Whatever their purpose of reading, students always need information, knowledge to put in their mind. Here are several reading purpose according to Naf'an Torihoran and Miftahul Rachmat.

They stated:

1. Reading for pleasure is reading a narrative, novel, comics, and so on. Here the readers enjoy the sound and the rhythm of a literary text.
2. Reading for a general impression is to gain an idea of the view point, to gain an overall impression of the tone of a text, to decide whether or not to read the text.
3. Reading for organizing reading and study is to identify to decide which section of a text to start studying.
4. Reading for learning content or procedure is to gain an understanding of new concepts, to learn certain facts from a text and to follow instruction.²⁵

²⁴ H. Douglas Brown. *Teaching by Principles; An Interactive approach to Language Pedagogy*, 313.

²⁵ Naf'an Torihoran and Miftahul Rachmat, *Reading Basic Skill*, 6.

From these particular reading purpose, as English learners it must be used to read everything and everywhere. Because we can improve the vocabulary, reading comprehension, get new knowledge, to information and idea.

6. Assessing Reading Comprehension

According to Blachowich that “Assessment focuses on what is important in reading, it can model for developing readers the ways in which good readers monitor and fix up their own comprehension”²⁶ He also state that teacher has to assess comprehension for many different purpose. There are four cognitive tasks that will be assessed while learn reading. First is forming a general understanding of text. Second, developing an interpretation of text. Third, making reader-text connections, and examining content and structure of text.

Meanwhile, according to Djiwandono, there are three abilities to comprehend reading text. In basic ability, the students understand the real context of words, know the organization of text, know the main ideas the text, and the students able to answer the question implicitly and explicitly. In intermediate ability, the student able to answer the question by different words, and inference the content of text. In advance ability the students knows the expression of words, and understand a written test as understand the writer.²⁷

Related to theories above about assessing reading comprehension, the researchers refers to Djiwandono theories that is only focused on basic skill and intermediate skill because they are suitable to the materials in reading.

²⁶ Blachowicz, Camile, Ogle, and Donna, *Reading Comprehension Strategies for Independent Learners* (new York: The Guilford Press, 2008)

²⁷ Djiwandono, Soenardi, *tes Bahasa penganan bagi pengajar Bahasa* (PT. Indeks,2008)

C. Reading Ability

The ability to read can be improved with the mastery of effective and efficient reading. It is not just the origin of reading comprehension alone, because it is also fast finished reading nothing is remembered and understood. The ability to read should be balanced by an understanding of reading. Effectiveness readers and critical must be able to find an important part of reading material.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

The method used in this study is a *quantitative research*, because the writer tried to describe and to test the relationship, it also presented the findings in a numerical form, and analyze through the use of statistics. “Quantitative research is seeks facts or causes of social phenomena without regards to the subjective states of the individuals obtrusive and controlled measurement.”²⁸ The research design used by the writer is *correlational study*; it is an experimental study which will test the relationship between two variables. In quantitative research, the writer builds hypothesis to be proved. The writer analyzed the research by using *Pearson Correlation Product Moment* to know the result. For completing the data, the writer used two kinds of research; library research and field research. In library research, the writer observed and read some books in some libraries to support this paper. In field research, the writer collects the students’ comprehension in reading through questionnaires and their reading speed score. The research is about the correlation between students’ speed reading and their reading comprehension.

²⁸David Nunan, *Research Methods in Language Learning* (Cambridge University Press.,1992), 4

B. Time and Place of The Research

The place of this research was conducted at Pondok Pesantren Terpadu Darul Iman, located at Kp. Kadupandak, Desa. Kadulimus, Kec. Banjar, Kab. Pandeglang, Banten. The time of this research will started on September 17th 2018 until September 21th2018.

C. Population and Sample

The population of the research consists of two classes from second graduate of Pondok Pesantren Terpadu Darul Iman, The writer used *cluster random sampling* and chosen 1 class to be the sample of taken data. The class consists of 30 students.

D. Research Instrument

Instrument used to obtain data in this study is a test. The test is done by giving the multiple choice which amounted to 20 item, the respondent just choose one of the answer that corresponds to the comprehension of their reading with a tick mark (X) on the selected answer. Then for rate the speed reading giving by 5 section texts and the writer count the time by using stopwatch.

E. Technique Collecting Data

1. Test

The test that used by the writer consists of two main tests.

- a. Testing students speed reading. In this test students will be asked to do the rapid reading and find out their Word Per

Minute Rate. The writer will use WPM formula of WPM as follows:

The number of words in the text

$$\frac{\text{The number of words in the text}}{\text{The number of second required to read the text}} \times 60 = \text{Words per Minute (WPM)}$$

The number of second required to read the text

- b. The second is testing students' comprehension. The reading comprehension test will be done after the students finish doing the speed reading, and they will be ask to answer the reading comprehension test related to the text they have read before. Both reading speed score and comprehension score will be integrated and the final score would be the effective reading rate. Meanwhile, to test students reading comprehension, the writer use ERR with the formula as follows:

Right Answers

$$\frac{\text{Right Answers}}{\text{Maximum Score}} \times 100\% = \text{Reading Comprehension Score (percentage)}$$

Maximum Score

F. Technique of Analyzing Data

In obtaining the result of research, the writer used analysis technique by Karl Pearson, therefore it often called by Pearson correlation technique. This analysis is to find out the correlation

between students speed reading and reading comprehension. The writer uses the correlation formula by Pearson Product Moment Correlation Formula.

The formula that used is:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

r_{xy} = The Correlation Coefficient Between Reading Comprehension and Their Reading Speed

n = The Number of Respondents

x = The Students' Score of Reading Comprehension

y = The students' Score of Reading Speed

$\sum x$ = The Sum of Reading Comprehension Score

$\sum y$ = The Sum of Speed Reading Sores

$\sum x^2$ = The Sum of Squares of Reading Comprehension Scores

$\sum y^2$ = The Sum of Squares of Speed Reading Scores

$(\sum x)^2$ = The Squares of The Sum of Reading Comprehension Scores

$(\sum y)^2$ = The Squares of The Sum of Reading Speed Reading

To know the correlation between two variables, namely: Reading Comprehension and Reading Speed, the writer used correlation level (r) as seen in the Table below:

Table 3.1

Interpretation of Product Moment Score

Coefficient of correlation “r”	Interpretation
0.00 – 0.20	The Correlation is Neglected
0.20 – 0.40	The Correlation is Week
0.40 – 0.70	The Correlation Strong Enough
0.70 – 0.90	The Correlation Strong
0.90 – 1.00	The Correlation is Very strong

CHAPTER IV
RESEARCH FINDING

A. Description of the Data

As it has been mentioned in the previous chapter, the sample was taken from 1 class of Pondok Pesantren Darul Iman on second year. The class consist 30 students that was analyzed their scored in order to know whether there is any correlation between students' speed reading and their reading comprehension.

This chapter will be show the result of speed reading and the score of students' reading comprehension which has been collected and to find out whether there is significance correlation between students' speed reading in their reading comprehension. The whole data is as follows :

1. Data of Students Speed Reading and Reading Comprehension

Table 4.1

The result of speed reading score

The tables above will show the result of students' speed reading at Second year of Pondok Pesantren Terpadu Darul Iman in second on each text.

No	Name	Teks					WPM
		I	II	III	IV	V	
		210 words	207 words	209 words	236 words	320 words	
1	AW	01:00	00:48	00:50	02:02	02:47	216.8

2	ADA	01:48	01:39	01:40	02:01	02:20	125.9
3	AN	01:14	00:55	01:03	00:58	01:06	224.4
4	AI	00:58	00:51	00:42	01:00	01:10	252.3
5	EWY	01:01	00:44	00:47	00:51	01:03	266.6
6	FK	01:08	00:59	01:07	00:58	01:14	217.5
7	HJ	01:06	00:55	00:58	00:49	01:07	240.4
8	HA	01:00	00:57	00:59	01:12	01:20	216.2
9	JFS	01:00	00:55	00:57	01:12	02:05	192.1
10	LH	01:12	01:01	01:05	00:58	01:14	214.8
11	MHUD	00:40	00:43	00:44	01:35	02:12	200.3
12	NP	01:12	01:01	00:58	01:00	01:16	216.6
13	PN	01:12	01:01	01:05	00:56	01:13	216.8
14	PP	00:53	01:00	01:03	01:22	01:31	203.2
15	RAA	00:50	00:42	00:43	01:01	01:12	264.6
16	RA	00:47	00:42	00:45	01:46	02:05	194.3
17	RS	01:03	00:52	00:53	01:15	01:32	211.7
18	SA	01:07	00:25	00:49	00:48	01:20	263.4
19	SS	0100	00:57	00:58	01:23	02:03	186.1
20	SN	01:14	00:54	01:06	01:00	01:17	214.2
21	SM	00:49	00:42	00:44	00:45	01:00	295.2
22	SO	00:58	00:57	00:58	01:49	02:17	169.2
23	TR	00:54	00:47	00:49	00:46	01:05	271.2

24	TNP	01:02	00:59	00:59	01:37	02:00	178.6
25	YA	01:08	00:52	00:54	01:01	01:08	234
26	YM	01:06	00:55	00:55	00:51	01:11	237.9
27	MF	01:07	01:21	01:22	01:32	01:55	162.2
28	RKO	01:10	01:21	01:23	01:34	01:56	159.7
29	DR	01:04	01:05	01:12	01:20	01:35	188.6
30	NH	01:00	01:00	01:05	01:15	01:25	205.5
Total							6440.3

Table 4.2

The result of reading comprehension test score

The tables above will show the result of students' reading comprehension at Second year of Pondok Pesantren Terpadu Darul Iman. The Exercise consist from 20 multiole choise and each text consist of 5 multiple choise with the score from each exercise is 5.

No	Name	Teks					Score
		I	II	III	IV	V	
1	AW	15	10	15	20	15	75
2	ADA	10	20	15	20	-	65
3	AN	20	5	20	10	-	55
4	AI	20	20	20	20	20	100
5	EWY	20	5	10	15	-	50

6	FK	15	20	15	15	-	70
7	HJ	15	15	15	20	0	65
8	HA	20	20	20	20	20	100
9	JFS	20	20	20	20	20	100
10	LH	15	20	15	10	0	60
11	MHUD	20	20	20	20	20	100
12	NP	15	20	20	15	5	75
13	PN	15	20	15	15	-	65
14	PP	20	20	20	20	20	100
15	RAA	20	20	20	20	20	100
16	RA	20	20	20	20	20	100
17	RS	15	20	15	15	20	85
18	SA	15	5	10	20	-	50
19	SS	15	15	15	10	15	70
20	SN	15	20	15	15	5	70
21	SM	15	5	20	10	5	55
22	SO	15	20	20	15	10	80
23	TR	10	10	15	10	5	50
24	TNP	20	15	20	15	15	85
25	YA	5	15	-	15	15	50
26	YM	10	10	10	20	-	50
27	MF	15	20	15	15	20	85

28	RKO	10	15	20	15	15	75
29	DR	15	15	15	15	20	80
30	NH	15	15	20	20	15	85
Total							2550

From the table below, it can be seen the total score from 30 respondents for students' speed reading test is 6440,3 and students' reading comprehension test is 2385. The result of reading comprehension score and speed reading test can be seen as follows:

a. The Highest Scores :

1). Reading Comprehension Score : 100

2). Speed reading Score : 295.2

b. The lowest Scores :

1). Reading Comprehension Score : 50

2). Speed Reading Score : 125.9

2. Correlation between Students' Speed Reading and Their Reading Comprehension

After achieving the score of students' speed reading as variable X and the score of reading comprehension as variable Y, the next step is determine the calculation table, which is to be used as the calculation for the index score correlation of Product Moment. In this case, scores of students' speed reading and students' reading

comprehension score are correlated by using Pearson Product Moment Formula. The data can be seen in the table which is the description as follows: Based on the result scores of students' speed reading (x) and reading comprehension (y) the total scores and the data can be seen as follow :

Table 4.3

The result of product moment table

The tables above will show the result of students' speed reading and their reading comprehension at Second year of Pondok Pesantren Terpadu Darul Iman. in the column marked (X) are scores of students' speed reading, column marked (Y) are scores of students' reading comprehension, column marked (X²) are square value of Students' speed reading, column marked (Y²) are square value of students' reading comprehension and the column marked (XY) are the result of the students' speed reading score and students' reading comprehension score.

No	Speed Reading	Reading	X ²	Y ²	XY
	X	Y			
1	216.8	75	47002.24	5625	16260
2	125.9	65	15850.81	4225	8183.5
3	224.4	55	50355.36	3025	12342
4	252.3	100	63655.29	10000	25230
5	266.6	50	71075.56	2500	13330

6	217.5	70	47306.25	4900	15225
7	240.4	65	57792.16	4225	15626
8	216.2	100	46742.44	10000	21620
9	192.1	100	36902.41	10000	19210
10	214.8	60	46139.04	3600	12888
11	200.3	100	40120.09	10000	20030
12	216.6	75	46915.56	5625	16245
13	216.8	65	47002.24	4225	14092
14	203.2	100	41290.24	10000	20320
15	264.6	100	70013.16	10000	26460
16	194.3	100	37752.49	10000	19430
17	211.7	85	44816.89	7225	17994.5
18	263.4	50	69379.56	2500	13170
19	186.1	70	34633.21	4900	13027
20	214.2	70	45881.64	4900	14994
21	295.2	55	87143.04	3025	16236
22	169.2	80	28628.64	6400	13536
23	271.2	50	73549.44	2500	13560
24	178.6	85	31897.96	7225	15181
25	234	50	54756	2500	11700
26	237.9	50	56596.41	2500	11895
27	162.2	85	26308.84	7225	13787

28	159.7	75	25504.09	5625	11977.5
29	188.6	80	35569.96	6400	15008
30	205.5	85	42230.25	7225	17467.5
Σ	6440.3	2250	1380489.27	178100	476025
<	125.9	50	15850.81	2500	8183.5
>	295.2	100	87143.04	10000	26460

Based on the result of the score above, it can be described as follows:

N : 30

ΣX : 6440.3

ΣY : 2250

ΣX^2 : 1380489.27

ΣY^2 : 178100

ΣXY : 476025

The highest and the lowest score or two variables are as follows :

a. The Highest Scores :

1). X : 295.2

2). Y : 100

3). X^2 : 87143.04

4). Y^2 : 10000

$$5). XY : 26460$$

b. The Lowest Scores :

$$1). X : 125.9$$

$$2). Y : 50$$

$$3). X^2 : 15850.81$$

$$4). Y^2 : 2500$$

$$5). XY : 8183.5$$

B. Analysis Data

After the calculation of whole the data from variable (x) and variable (y), the next step is to statistical data analysis in order to insert the information from the Table into the raw score formula (Product Moment) to find the correlation index, as follow :

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30 \times 476025 - (6440.3)(2250)}{\sqrt{\{30 \times 1380489.27 - (41744464.09)\} \{30 \times 178100 - (5062500)\}}}$$

$$r_{xy} = \frac{14280750 - 14490675}{\sqrt{\{41414678.1 - (41744464.09)\} \{534000 - (5062500)\}}}$$

$$r_{xy} = \frac{-209925}{\sqrt{\{-329785.99\} \{-4528500\}}}$$

$$r_{xy} = \frac{-209925}{\sqrt{1493435855715}}$$

$$r_{xy} = \frac{-209925}{\sqrt{1222062.13}}$$

$$r_{xy} = 0.16$$

The last step is Determining Degree of Freedom (*df*)

$$df = N - nr$$

$$df = 30 - 2 = 28$$

df = 28 (the value for df 28 are 5% and 1%)

At the degree of significance 5% = 1,701

At the degree of significance 1% = 2,467

C. The Test Hypothesis

To prove the result of hypothesis, the writer calculates the obtained data by using Pearson's coefficient of correlation or Product Moment as follows :

1. Formulation alternative hypothesis (*H_a*) : there is a significance correlation between variable X and variable Y.

2. Formulation the null hypothesis (H_0) : there is not significance correlation between variable X and variable Y.

From the formulation above, the writer followed some assumption as bellow :

1. If the result of calculation r_o is lower than r_t (r_{table}) $r_o < r_t$, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. If the result of calculation r_o is bigger than r_t (r_{table}) $r_o > r_t$, the null hypothesis (H_0) is rejected, and the alternatif hypothesis (H_a) is accepted.

Based on the description of calculation above, the result of this research is r_o is lower than r_t (r_{table}) $r_o < r_t$, so the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

D. Interpretation of the Data

After the writer preceded the formula, as it has been found out about the result of the correlation, the next step is to give the interpretation of “r” score (r_{xy}).

1. From the data of students’ speed reading score and and their reading comprehension score, it appeared that the correlation index between variable X and variable Y is 0,16. It means the correlation is neglected between two variables. To give the simple interpretation toward a

correlation “r” Product Moment (r_{xy}) can be seen by the table of the Interpretation of Product Moment Score.

Table 4.4

Interpretation of Product Moment Score

Coefficient of correlation “r”	Interpretation
0.00 – 0.20	The Correlation is Neglected
0.20 – 0.40	The Correlation is Week
0.40 – 0.70	The Correlation Strong Enough
0.70 – 0.90	The Correlation Strong
0.90 – 1.00	The Correlation is Very strong

Looking at the score $r_{xy} = 0.16$ that score is between 0.00 – 0.20 which is the correlation between the two variables is neglected or it means there is no correlation between variable X and variable Y.

- The writer used the interpretation with table of value “r” : $df = N - nr = 30 - 2 = 28$. Looking at the table of significance of 5% in $r_{table} = 1,701$ and 1 % = 2,467 because r_{xy} on the table of significance of is lower than r_{table} ($0.16 > 1.701$). Therefore, based on the table degree of significance of 5% the null hypothesis (H_0) is accepted and the alternative hypothesis is rejected. It means the degree of significance 5% is neglected in correlation between variable X and variable Y. The degree of significance 1% r_{xy} is lower than r_{table} ($0.16 < 2.467$). Therefore the degree of significance 1% the null hypothesis (H_0) is

accepted. It means the degree of significance 5% the correlation between variable X and variable Y is neglected.

From the calculation above, it concludes that there is no correlation between students' speed reading and their reading comprehension and the hypothesis of the research is rejected. It means that both variables are not correlated.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research was carried out about correlation between students' speed reading and their reading comprehension at the second year of Pondok Pesantren Darul Iman can be concluded that:

Students' speed reading rate are 80 wpm, it is classified into 10-100 wpm it means students' speed reading is poor.

If the students' speed reading classified in 10-100 wps it means Students' reading comprehension score are classified into 30-50 %. Accordingly, students' reading comprehension at the second year of pondok pesantren Darul iman is poor.

An effective and efficient reading rate for a foreign language learner (L2) could be classified as follows:²⁹

Reader	Speed wpm	Comprehension
1. Poor	10-100	30-50%
2. Average	200-250	50-70%
3. Fast	250-300	70-80%
4. Top 1 in 100	800-1000	80+%
5. Top 1 in 1000	1000+	80+%

²⁹Buzan, *The Speed Reading Book*, 15.

There are many research and experts said that speed reading is correlated with reading comprehension. In contrast, this research found that there is no correlation between speed reading and reading comprehension.

Based on the research analysis, the writer concludes that the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. It can be seen from the result of r_o is 0.16 with the degree of freedom (df) is 28. The result of r_t on the table of the degree of significance 5% = 1,701 and the degree of significance 1% = 2,647. The result means that students' speed reading is not correlated with their reading comprehension.

B. Suggestion

Based on the conclusion mentioned above, the writer gives the following suggestion. Such as :

1. Speed reading is a skill that must be practiced regularly, therefore the students have to practice its technique regularly in reading activities. By increasing their reading skill, their ability in speed reading and reading comprehension will be increase. Students should have high reading habits, therefore the ability to read and understand reading comprehension can be achieved.
2. English teachers are the main simulator and motivator in teaching learning process, as a simulator they should be much more creative in deciding methods and techniques in learning activities; especially in teaching reading skill, therefore the students will not bored in reading

activity. As a motivator, teacher should support students' expectation about the importance of reading due to the era of information and teacher should be able to improve students' speed reading and reading comprehension by increasing the mandatory hours of visiting the library.

3. The school should support the business by paying attention and facilities, such as increasing the number of book collections in the library. This is important to trigger students' enthusiasm and motivation to read.
4. Parents should be able to give examples to their children in terms of reading habits in order to form a reading culture of the children.
5. Further researcher are expected to study more sources as well as references related to educational infrastructure and effectiveness of the learning process then the result of the research can be better and more complete.

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APPENDICES

SPEED READING TEST

Section I	(210 words)	:sec/min words
Section II	(207 words)	:sec/min words
Section III	(209 words)	:sec/min words
Section IV	(236 words)	:sec/min words
Section V	(320 words)	:	<u>.....</u> + sec/min words
Total	(1.182 words)	: minutes
Student's Speed Reading		:	Word Per Minute = $\frac{\text{number of words}}{\text{Time (in second)}} \times 60$

$$WPM = \frac{\dots\dots}{\dots\dots} \times 60 = \dots\dots$$

Student's Reading Comprehension : **WPM x Comprehension Percentage Score (as decimal)**

$$\dots\dots \times \dots\dots = \dots\dots$$

Name : _____ Class : _____

This text is for questions numbers 1 to 4

The Story of Mouse Deer

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. “ Please don’t eat me now,” said the mouse deer. “ I have something important to do.” “ Look !, said the mouse deer. “ That is the king’s belt. He asked me to stay here and watch it while he was away in the forest.” The Tiger looked at the snake and said,” That is a beautiful belt. I need a belt like that. Can I wear it?”

“ Oh, all right,” said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn’t breathe. The tiger asked the mouse deer to help him, but the mouse deer turned and ran away into the forest.

(210 Words)

1. What does the text tell us about?
 - A. The mouse deer, the snake and the tiger.
 - B. The mouse deer
 - C. The Snake.
 - D. The tiger.

2. Where was the tiger sleeping?
 - A. In the middle of the forest.
 - B. Next to the mouse deer’s house.

- C. Near the black snake sleeping under the tree.
 - D. Far away from the place where the mouse deer fell.
3. What is the moral value can we get from the story?
- A. We have to behave like the mouse deer.
 - B. We have to find a way to save ourselves from danger.
 - C. Sleeping black snake was a dangerous animal.
 - D. we have to be careful with the mouse deer.
4. “ ... and watch it while he was away in the forest.” What does the underlined word mean?
- A. he has gone.
 - B. he was sleeping
 - C. he was coming.
 - D. he was present.

This text is for questions numbers 5 to 8

The Legend of Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to town and work there. At first his mother did not allow him but finally she let him go with tears. Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother. Some years later he sailed to a harbor near his village. When his mother heard about this news he came to meet him. Malin Kundang pretended not to know her. He said, “you are not my mother, Go away!” his mother became very sad and before she went he said, “Oh, Malin Kundang, you are a wicked son, you’ll never be safe now. You and your money will turn to stone.” Some days later his ship left the harbor. The sea was calm but when he reached the open se there was a great storm. The ship was drowned. Malin

Kundang and his money changed into a stone from Air Manis, a village on the coast of West Sumatra near Padang. (207 Words)

5. how were the Malin Kundang's live with his mother?
 - A. They were very poor but they loved each other very much
 - B. They were very rich
 - C. They did not loved each other
 - D. They lived in a village

6. Why did he pretended not to recognize his mother?
 - A. Because he went to the town
 - B. Because he worked in the town
 - C. Because he became very rich
 - D. Because he sailed to the harbor near to his village

7. The statements below are correct according to the text, *except ...*
 - A. Malin's mother was poor
 - B. Malin didn't recognize his mother
 - C. Malin became a rich man
 - D. Malin was a kind man

8. Where does the story comes from?
 - A. Jakarta
 - B. West Sumatra
 - C. South Sumatra
 - D. North Sumatra

This text is for questions numbers 9 to 12

One upon a time there lived a little girl named Snow white. She lived with her Aunt And Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so he decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and feel asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found snow white sleeping. Then Snow white woke up. She saw the dwarfs. The dwarfs said, what is your name? Snow White said, 'my name is Snow White.

Doc Said. 'if you wish, you may live here with us'. Snow White said, 'Oh could I? Thank you'. Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs live happily ever after.

(209 words)

9. what is the story about?
- A. A beautiful princess
 - B. The seven dwarfs
 - C. Snow white
 - D. Uncle and aunt
10. Why did snow white decide to run away?
- A. Her uncle and aunt will leave her in the castle
 - B. Because her parent will go to America
 - C. Because her uncle didn't have enough money
 - D. Because her parents were dead

11. "Then she saw little *cottage*. She knocked but no answered so she went inside and feel asleep."

The word '*cottage*' has the same meaning with.....

- A. A small house
- B. A bid house
- C. A village
- D. A forest

12. How is the end of the story?

- A. Snow White and the seven dwarfs lived in the danger
- B. Snow White and seven dwarfs lived happily ever after
- C. Snow White live with seven dwarfs
- D. The seven dwarfs found that Snow White was sleeping

This text is for questions numbers 13 to 16

The Legend Of Nyi Roro Kidul

(The Queen of South Ocean)

once upon the time, there was a beautiful princess named Dewi Kadita, because of her beauty, she was called Dewi Srengenge. It means the goddess of the sun. her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a King in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's body full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure the illness of his daughter. The King did not want his daughter to be a rumour, so he sent her away.

The poor princess did not know where to go. However, she had noble heart. She did not any bad feelings about her stepmother. She walked for almost seven days and seven nights. Then she came to the south ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness, she became more beautiful than before. She also had a power to command the whole south ocean. She a fairy called Nyi Roro Kidul or Queen of South Ocean. **(236 words)**

13. What was Dewi Srengenge real name?
 - A. Dewi Mutiara
 - B. Dewi Munding Wangi
 - C. Dewi Khadita
 - D. Dewi Roro Kidul

14. What did the king do to keep Dewi Kadita from rumour?
 - A. He kept her in a prison
 - B. He asked her to leave the palace
 - C. He kept her in a big tower
 - D. He asked her to stay inside

15. What happened to Dewi Kadita after she jumped into the ocean?
 - A. She sank and died
 - B. She swam over the night
 - C. She built her own kingdom
 - D. She became a fairy

16. The word "he" refers to ...
 - A. King Munding Wangi
 - B. The son of The King Munding
 - C. King Munding's brother
 - D. King Wangi Munding

This text is for questions numbers 17 to 20

The Smartest Parrot

Once upon the time, a man had wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano. However the bird did not say the word.

At first, the man was very nice the bird but then he got very angry. “you stupid bird!” pointed the man to the parrot. “why can’t you say the word? Say Catano! Or I will Kill you” the man angrily. Although the tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”.After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chicken on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

(320 Words)

17. Why does the man feel so angry with the parrot?

A. It can say everything except Catano.

- B. It couldn't say everything
 - C. It was a parrot like others
 - D. It was a stupid parrot
18. What does the purpose of the text above?
- A. To describe the smartest parrot
 - B. To tell us how the smartest parrot is
 - C. To entertain the readers by telling about the smartest parrot
 - D. To describe in general the smartest parrot
19. From the text we learn that.....
- A. We have to respect others
 - B. We have to imitate others
 - C. We are not allowed to force others to do something
 - D. We must not have the feeling as higher creature than others
20. “..... *the parrot was standing **Proudly** and screaming at the last old chicken*
.....”
- The word “**proudly**” nearly means ...
- A. Arrogantly
 - B. Bravely
 - C. Smugly
 - D. Humbly

