THE EFFECTIVENESS SPEED READING TOWARD STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF MTsN PALOPO

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FACULTY OF TEACHER TRAINING AND EDUCATION PALOPO COKROAMINOTO UNIVERSITY 2020

THE EFFECTIVENESS SPEED READING TOWARD STUDENTS'
READING COMPREHENSION AT THE SECOND GRADE
OF MTsN PALOPO

A THESIS

Submitted to the English Language Education Study Program
Faculty of Teacher Training and Education Cokroaminoto Palopo University
as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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FACULTY OF TEACHER TRAINING AND EDUCATION
PALOPO COKROAMINOTO UNIVERSITY
2020

THESIS APPROVAL

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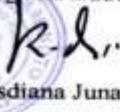Andi Mangnguntungi S, S.Pd., M.Pd.   Sri Damayanti, S. S., M.Hum.

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ABSTRACT

ST. Nur Azizah. 2020 The Effectiveness Speed Reading toward Students' Reading Comprehension at the Second Grade of MTsN Palopo (supervised by Sri Damayanti and Suardi).

This research aims to find out the effectiveness speed reading toward students' reading comprehension at the second grade of MTsN Palopo. In this research, the researcher used pre-experimental research design. The population of this research is second grade students of MTsN Palopo in 2019/2020 academy year. The number of population is 380 students. The researcher used cluster sampling technique in determining the sample. The researcher used reading test with ten questions. The result of this research shows the use of speed reading toward students' reading comprehension at the second grade of MTsN Palopo. It was strength by the mean score of students in the pretest and in the posttest. The mean score of students in the pretest is 66.50 lower than the mean score of students in the posttest 87.50. In addition, $\propto$ is higher than p-value (0.05>0.00). In the significant test analysis, it indicates that null hypothesis is rejected and H_1 is accepted. It means that the implementation of speed reading is effective toward students' reading comprehension at the second grade of MTsN Palopo.

Keywords: reading comprehension, quantitative, speed reading

ACKNOWLEDGEMENTS

First of all the researcher would like to express her highest and profound gratitude to Almighty ALLAH SWT for the blessing and mercies. So that, time by time the researcher could start and finish write this thesis at the English Education Study Program Faculty of Teacher Training and Education Cokroaminoto Palopo University.

In this occasion the researcher would like to express her special gratitude Prof. Drs. Hanafie Mahtika, MS as the Rector of Cokroaminoto Palopo University and Dr. Rusdiana Junaid, M.Hum., M.A as the Dean of Teacher Training and Education Faculty, A. Mangnguntungi S., S.Pd., M.Pd as the head of English Language Education Study Program in Cokroamonoto Palopo University for their support, encouragement, and facilities.

In this thesis, many people had given their constribution. Therefore, the researcher would like to express her gratitude to Sri Damayanti, S.S.,M.Pd as the first consultant fand Suardi, S.Pd., M.Pd as the second consultant for their support, help, guidance and correction for the completion of this thesis. Special thanks for her parents, sister and brothers who always give her support, and all of friends who always loyal help the researcher.

Finally, In writing this thesis there were many troubles and obstacles faced by the researcher. However, in another side the researcher got some helps, guidance and support from the others.

<div align="right">Palopo, January 2020</div>

<div align="right">Researcher</div>

CURRICULUM VITAE

ST. Nur Azizah was born in Palopo, November 20th 1997. Her parents are Tamrin K and Hismawati. In 2003, she began her Elementary School and she graduated in 2009. She continued her study at Junior High School at MTs Batusitanduk and she graduated in 2012. After that, she continued her study at Senior High School at SMAN Bosso and graduated in 2015. At the same year, she registered as a student of English Language Education Study Program at Cokroaminoto Palopo University until now.

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CHAPTER I
INTRODUCTION

1.1 Background

Reading is one of the important skills should be mastered by the students bacause by reading, readers can get information knowledge from the book, magazaine, or article. The priority teaching English in school is reading bacause it can cover three skills. The people how always read books written in English will be easier to do the other skills namely speaking and listening. As one of important part in English, reading needed to be mastered because reading can help the learners of English to understand the language. Reading cannot be separated from comprehension because when readers read a text or passage certainly they wants to understand of meaning in the context, in order to draw an inference from what they read.

Teaching reading comprehension is an activity where the teacher helps student to comprehend some texts. The students have to get meaning of the text and tell about the text to others by their own words. If the students can comprehend the text, they can answer the question easily. Besides that, the students can not only get the ideas and information that want to find, but the students also can add new vocabularies from the text.

Based on the researcher's experience when conducted apprentice II and III at MTsN Palopo, foreign language students assumed that comprehend reading text is a difficult because the text using English language. Meanwhile, English is foreign language for the students. In addition, The students sometimes cannot understand the information from English sources. They were hard to answer the questions of reading English text, and they were also hard to understand content of text. This is because the students are not interested in learning English. This is caused by some factors such as lack of vocabulary, lazy, and don't have interest in reading. To be able to solve this problem, both teacher and students should have a strategy to overcome this problem.

Basically reading is an activity that is beneficial to the students in order to increase awareness and knowledge and can help students understand the

material in a lesson. Strategy is very essential for a teacher in teaching English as a foreign language in the classroom. Strategy is very important in teaching because if the teacher does not use strategy in teaching certainly the students feel bored. With using strategy, the teacher can know what problems the students faced. As we know, the teacher should apply good strategy in teaching where in the strategy is defined as a plan which is done by teacher to get the target of teaching.

In this research, the researcher will apply speed reading in teaching English. Speed reading is important and more enjoyable to read something rapidly, instead of spending what seems like forever struggling through the words. Besides the enjoyable to read, students need to get through a lot of reading material in a time as fast as possible. Reading efficiently will help them in their school work and help to improve their grades. Speed can improve comprehension although it is difficult to speed-read a complex chapter in a book. Using speed reading method can help to improve comprehension, because speed reading is one of factors affecting comprehension. It is supported by Martiarini. According to Martiarini (2013:89) there are effects of speed reading method upon students' reading comprehension at grade XI of SMA PGRI 56 Ciputat Tangerang Selatan.

Based on the statement above, the researcher is interested to conduct a research entitled: "The Effectiveness Speed Reading toward Students' Reading Comprehension at the Second Grade of MTsN Palopo"

1.2 Problem Statement

In relation with background above, the problem statement of this research is: is the use of speed reading effective toward students' reading comprehension at the second grade of MTsN Palopo?

1.3 Objective of The Research

In relation with problem statement above, the objective of this research is: To find out The Effectiveness Speed Reading toward Students' Reading Comprehension at the Second Grade of MTsN Palopo.

1.4 Significance of The Research

The result of this research was expected to be useful information for :

1. Teacher : it can be useful information for the English teacher in varying their teaching technique in class specially in teaching reading.
2. Students: it can be applied to motivate students in reading
3. The next researcher: It can be references for the next researcher

1.5 Scope of The Research

This research focused on the effectiveness speed reading toward students' reading comprehension at the second grade of MTsN Palopo. The researcher used narrative text in applying speed reading.

1.6 Operational Definition

There some definitions which have relation with this research:

1. Strategy is plan which someone used to achieve particular goal.
2. Reading is process to get meaning of the written text
3. Reading Comprehension is understanding a text that is read
4. Speed reading is read something with certain length.

CHAPTER II
RIVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Reading

a. Definition of reading

Reading is one of the most important skills in learning language besides listening, speaking, and wraiting. The fundamental goal of any activity knows the language. Syamsuddin (2007:9) states reading means one way proceas, consisting simply of the recording of symbols from one person to another through the medium of writing or printing. According Simanjuntak in Kisra (2004:17), reading is proceas of putting a reader in a cognitive primarily proceas, which means that the brain does most of the work. Reading is also skill which must be developed by means of extensive and continual practice.

Reading can include a broad range of text types. This text may come from literary general such as plays, short story, essay, poems and novels. In often involves the act of reconstructing meaning sent by a writer .at a remote time and place. Reading is an activity beatween the readers and writers. The writer sends his ideas in written symbols and then the reader catches the idea in it. Reading is an activity cognitive proceas of interactive with printing and monitory comprehension to estabilish meaning (Wadirman, 2008:12).

Rootladge and Kagen (1980: 89-90) describe reading is a complex skill, that is to say that it involves a whole the series of lesser skill and they say that reading is essentially of an intellectual skill the paper by the way the formal elements language let us say the word as soud, with the meaning which those words symbolize.

Grellet (1981: 7) defines reading is constants process of guessing bacause what one brings to the text is often more important that what one finds in it. In oxford learner's dictionary, Hornby (1995: 1053) defines reading as an action of a person who reads. It involves mach more than simply knowing the dictionary meaning of the individual word.

Futhermore, reading is meaningful interpretation of written symbols for the beginer reading must be concerned. Besides that, Nurhalima (2009: 8) means

reading is not just a passive and a reception process, but an active and interactive process between the reader and the writer through the medium of text.

Miniati (2009:5) states reading is highly complex, purposeful, thinking process engaged in by the enter organism while acquiring knowledge, evoling new idea, solving problem or relaxing and recuperating through the interpretation of pointed symbols. Kiswan (2012: 4) defines reading is the way to know from the literature that we read. Besines that, reading is process of contructing meaning through the dynamic interaction among.

According to Brown (2004:185) reading is what the reader does to get the meaning he needs from textual sources and reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability. Allen (1975:249) state reading is a development process. The first stage is learning sound-symbol correspondence, either directly or by reading aloud sentences and words that have been mastered orally. Smith (1980:128), state that reading is both a visual comes from in front of the eye ball (what the eye seen) that is printed pages, then non-visual type comes from behind eyeball, that is the brain (the brain processes what the eye have seen). Reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Reading is a mental process. There are so many definitions of reading stated by experts in different points of view. According to Seyler (2004:3), reading is a process of obtaining meaning or constructing meaning from words or cluster words. It indicates that this activity concerns on skill gain and construct the meaning from printed words in reading materials.

Teaching reading comprehension is an activity where the teacher helps student to comprehend some texts. The students have to get meaning of the text and tell about the text to others by their own words. If the students can comprehend the text, they can answer the question easily. Besides that, the students can not only get the ideas and information that want to find, but the students also can add new vocabularies from the text.

Berardo (2006:60) stated that reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. Milevacia (2010:2) states that reading is a cognitive ability a person is able to use when interacting with the written text where reading is complex, purposeful, interactive, comprehending, flexible, it develops gradually.

Furthermore, According to Anderson (2011:1), a fluent process of readers combining information from a text and their own background knpwledge to build meaning. The goal of reading is comprhension. According Grellet in Enjelita (2015:4), reading is constants process guessing, because what one brings to the text in often more important that what one finds in it. In oxford learner's dictionary according to Hornby in Enjelita (2015:4), reading as an action of person who reads. Reading is the act of measuring with meters of similar instrument and reading is a mental representation of the meaning significant something.

Based on the definition above, it can be concluded that reading is the process understanding a text. It is one important skill has to be master by the English learners. Although they are different sound from each other, we can say that reading is combination of some components that result one action that is known as reading. Reading involves the internal factors of the reader. It means everything which comes from the reader that can result an interaction in the reading process. The external factors mean everything, which has relationship with reading material and then environment where the reading is taking places.

b. The purpose of reading

According to the research' opinion, reading is an activity that has some purpose such as to get information by students made question, or variety existing knowledge, or in order to critique writers idea or writing style and also reading is done for enjoyment or to entrance knowledge of the language being read.

Nurhadi (1987:11), says that the purposes of reading are to inform, to understand, and to obtain pleasure. In particular, the purposes of reading are to obtain factual information, to obtain information about anything in particular and

problematic, to provide critical assessment of the person's writings, to obtain emotional pleasure and spare time. There are many purposes of reading, they are:

1) Reading to learn language

Reading material is language input by giving students a variety of materials to read, instructor provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

1) Reading for content information

Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this propose can be useful in the language learning classroom gives students both authentic reading material an authentic purpose for reading.

2) Reading for cultural knowledge and awareness

Reading everyday materials that are designed for native speakers can give students insight in to the lifestyles and worldviews of the people whose language they are studying. When students have success to newspapers, magazines, and websites, they are exposed to culture in all its variety, and monolithic cultural serotypes begin to the breakdown.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English, building knowledge of language which will facilitate reading ability, building schematic theory, the ability to adapt the reading style according to reading purposes, developing an awareness of the structure of written text in English and, taking a critical stance to the contents of the text. The teachers should have a good technique in other the students can develop their reading habit and their skill for comprehending the content of reading text. So, the students are hoped to read effectively and efficiently.

Grellet in Kiswan (2012: 4-6) states the reading means extracting the required information from a written text as effeciently as possible, rejecting revelant iformation and finding what we are looking for quickly. She established that there are two main reasons for as to read, as follows:

1) Reading for pleasure

Reading for pleasure aims at giving the reader pleasure an imaginative experience and centers up in human concern such such as love, ambition, was revenge, family, life , loyalty, self-reliance, heroism, word peace, atc. Its purpose is too able and enrich the reader by deepings his emotional life and sharpening in sensitivity to life's vslue. Reading for pleasure,we can read magazine, holiday, brochures, and letter from friends.

According to Mark (1996: 35) has four purposes of reading as follows:

 a) To acquire knowledge
 b) To involve ideas
 c) To solve problems
 d) To relax

Four purpose of reading above indicate that the reader must not only see and identify the symbols but must be also to interpret what reads, associate it with past exprience and project beyond the judgment the application and conclusion.

2) Reading for information

Reading for general information is a skill that involves absorbing only the main point of the text. The students are not curious to know information that is conveyed in reading text, it is no interesting. Therefore, it is essential to choose reading text for students to learn. This type of reading includes material, generally classified as nonfiction: science, social study,current, affairs, personal opinions, tecnichal metters and arts. Reading to get information is for getting information which we need about something. We read something to know information what we can give as or give purpose.

One obvious answer to the question "why do we read?" according to jhonson in nurhalima (2005: 15), we read in order to obtain information which is presented in the written form but by nature of the information with operating on our environment. Example: away of developing our own intellectual skill so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of series of operation, e.g.

making proposal for project. Thirdly, we read for emotional gratification of spritual enlightenment, e.g. for pleasuere or self environment.

The purpose will usually determine the appropriate types of reading and relevant reading skill to be used. Routledge (1980:92) said that some of using of silent reading, they are :

1) Reading to survey material which is to be studied

2) Reading to skim, particularly when one item of information is being sought in mass of other printed information

3) To gain superficial comprehension, as when reading for pleasure or preparing to read aloud

4) To study the content of what is reading some detail

5) To study the language in which the material is written.

According to Grellet (2009:10), there are two main reasons why someone read, they are:

1) Reading for information

Reading for information is relevant to be accurate study of the reader. They read to find out information to reduce their uncertainties. Reading is done to obtain information out of the text in order get the general ideas of what the text is about. For example people read to find out about things as a natural phenomenon that initiate characteristic of the human being to curious about the world around him

2) Reading for pleasure

Reading is done to obtain information out of the text as mush as possible for pleasure. For example, reading a novel. So, another word, the purpose of reading in any language process where involves articulating word in a written text. Getting a massage and getting information efficiently as parable. Moreover, when we reading, we are expected to be an active reader, try guess an predict, and bring our knowledge and experience or some aspect.

c. The kinds of reading

1) Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2) Silent Reading

Silent reading tends to reinforce the reader to find out the e meaning of the words. This kind of reading leads the reader to be a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basic of what is read.

3) Speed Reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

2. Speed Reading

a. Definition of speed reading

Some people read fast and remember everything while others read slowly and take much time to get all of the information. Speed reading is a method of improving reading rate that helps a person to get better attention. In addition, reading speed is a quantity of time spent by reader in reading particular material.

The concern of rate of reading is understandable. The person who can read a selection rapidly and still accomplish his purpose has distinct advantage over the one who cannot. In school, the slow reader unable to do the work required of him. The individual who always reads slowly will not have time to read as much interesting and significant material as the one who reads rapidly.

Nurhadi (1987:39) stated that speed reading is reading which prioritize its speed. This means that a good reader does not apply the speed reading constantly

but also considers the reader's purpose, materials aspect explored and contents of it.

Kiswan (2012:8) states that speed reading is kind of reading that requires the students to be able to read the text speedly and comprehend in at once. Between reading comprehension and speed reading should run side by side where a student is require not only reading faster but also how to understand the ideas. Therotical, speed reading of narration is different from the scientific one. Reading narration (narration reading) needs feeling and mind but reading scientific needs creative thinking skill.

According to Martiarini (2013:92) speed reading is a collection of reading methods that attempt to increase rates of reading without greatly reducing comprehension or retention. Such methods include using various psychological techniques such as chunking and eliminating sub vocalization.

Chung and Nation (2006:198) explained that "a speed reading course should be included in every reading class," whereas Nation and Macalister (2010:93), suggested that "reading fluency activities should involve a speed reading course within a controlled vocabulary." Reading speeds for different forms of reading vary, "a good careful silent reading speed is around 250 words per minute," and this is a "reasonable goal for foreign and second language learners who are reading material that contains no unknown vocabulary and grammar" (Nation, 2009,72). Speed reading courses can help students to get target reading speeds. It is important to understand that Nation's 250 words per minute target are for materials where vocabulary and grammar are known, such as the texts in a speed reading course.

It is important to understand that no absolute distinct normal and speed-reading types of reading exist in practice, since all readers use some of the techniques used in speed reading such as identify words without focus on each letter, not sounding out words, spending less time on some phrases than others, and skimming. It is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and those rates may be improved by practices.

b. The importance of speed reading method

According to Martiarini (2013:97) there are many methods in reading skills, the popular one is speed reading method, and it has an important role in reading skill of a person. Speed reading method will help students to get better result and achievement in reading. By speed reading, the students can read the information more quickly and they may get better understanding of it as they will hold more of it. Speed reading aims to improve reading skill by: Increasing the number of words in each block: This needs a conscious effort. Try to expand the number of words that you read at a time. Practice will help the students to read faster. Reducing time: The minimum length of time needed to read each block is probably only a quarter of a second. By pushing their selves to reduce the time that is taken, they will get better at picking up information quickly. Reducing back: To reduce the number of time that your eyes skip back to a previous word or sentence, run a pointer along the line as you read by using a finger, a pencil or a pen. Slow readers have a bad reading technique. They tend to read and reread the same phrase repeatedly. This technique of making "regressions" doubles or worse triples reading time and affect their performance in grasping what they need to know. It usually does not even help you to understand the subject better. It is true that a single careful, speed reading may not be always enough for you to understand the subject matter entirely. However, it is often far better than continual regressions throughout your reading. You can improve your comprehension by focusing on the preview first before you begin the careful reading.

Briefly, speed reading can improve and develop students' skill in reading, it means that the method in speed reading will increase students' reading speed and decrease the time of reading. Moreover, speed reading help for better understanding and comprehension of the ext generally. This way will make them more effective in spending the time of reading and will give a lot of information needed.

c. The principles of speed reading method

To get better achievement in speed reading and to reach the best result, the students have to follow the speed reading method correctly. Martiarini (2013:98) states that there are some general ideas in speed reading method are:

1) The Hand

The first method is to simply place right hand on the page slowly move it straight down the page, drawing your eyes down as you read. Do not do, start read a little, and stop read a little, start-read a little. Keep the movement slow and easy. Only do it once per page. If you are left handed, use your left hand as the dominant pacing hand.

2) The Card

The next technique use a card or a folded-up piece of paper above the line of print to block the words after you read them. Draw it down the page slowly and try to read the passage before you cover the words up. It will help you breaking the habit of reading and reading over again. It makes you pay more attention the first time. Make sure that the card goes down faster than you think you can go.

3) The Sweep

Another way is drawing your eyes across the page by using your hand. Slightly your right hand. Keep your fingers together. By a very light and smooth motion, sweep your fingers from left to the right one. Underlining by the tallest finger from about an inch in and out on each line. Use your arm and balancing it then imagine that you are dusting off salt from the page.

4) The Hop

Actually, hop has the similarity to the sweep. However, in the hop, you actually lift your fingers and make two even bounces on each line. Each time you bounce, you are making a fixation that of hopefully catches sets three or four words. Moving to a hop method is also making it easier to keep a steady pace, as it is a lot like tapping our fingers on a desk. Balance on your arm muscle, do not just wiggle your wrist.

5) Zigzag or Loop

The last method is a type of modified scanning technique. At this method, take your hand and cut across the text diagonally about three lines and then slide back to the next line. The idea is not necessarily to see each word but to scan to the entire idea.

There are basic conditions as in www.mindtools.com that have to be prepared by students in speed reading method, they are: Have your eyes checked. Before embarking on a speed reading program, make sure that any correctable eyes defects you may have are taken care by checking the doctor. Often, very slow reading is related to uncorrected eyes defect. Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, you can read slightly only as fast as you can read aloud. Avoid regressing or rereading. The average students reading t 250 words per minutes regress or rereads about 20 times per page. Rereading words and phrases is a habit that will slow your reading speed. Develop a wider eye-span. It will help you to read more than one word at a glance. Since written material is less meaningful if weread it word by word, thus it will help you to read by phrases or thought unit.

d. Strategy of teaching speed reading method and comprehension

There are many strategies to teach reading by speed. Teacher can have even expressed himself to make his own strategy to serve up it. There are several current approaches or methodologies used in teaching reading in a second language, with the aim of showing the connection between the approaches and underlying believes about reading.

Some activities performed by pupils can be helpful for increasing rate whether fast, moderately fast, or rather slow reading is called for by the purpose of the reader and the material. The following are illustrations as in www.glendalecc.ca.us: Discussing the importance of reading at the fastest rate possible in keeping with the aim of the reader and the nature of the material. Discussing the importance of maintaining a desired level of comprehension as rate is increased. Explaining that some readers read too fast to achieve the comprehension level they wish to attain Explaining the importance of purpose in

reading, in order to help pupils understand the optimum speed at which the material should be read Explaining the relation between type and difficulty of material and the optimum speed at which the material should be read Estimating the speed at which materials of designated types and difficulty should be read Reading while being timed and later checked for comprehension practicing reading of words, phrases, or sentences that are exposed for varying lengths of time either by a commercially produced reading machine or by a teacher-made.

3. Reading Comprehension

a. The definition of reading comprehension

Reading is one of aspects of the language skills of the language skill which is very useful activity for everyone, especially for students, because by reading students can extend the concept of knowledge, improve their language skill. In this way, the students do not only read but they also able to comprehend the written text or reading material that they read, that is reading comprehension.

According to Nurhalima (2005: 15-18), reading comprehension is done to get information from the text and reading materials. Through this activity, the students train to read with purpose fof getting information about the passage. It usually know that the students have understood what the way read, the teacher will give the question about the text, reading activity compare with speaking activity if the students answer orally.

Reading consists of two related processes word recognition and comprehension. Word recognitions refer to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words sentences and connected text reader typically make use of background knowledge vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading comprehension is devided into three reading stages proposed by some scholars. The skills and process of comprehension can be taught at a given level and in a given of text; a students can master the use of the process at the level. However, when the level of the material and type of text are changed, the process also changes.

Answering variable to know that the student understand or not about the text. In reading comprehension there are many variables that we used to know how far the students reading comprehension about the text that they have read. Here, the researcher will be use extensive reading.

Reading for comprehension involves the relationship between meaning and word symbol, the choice of appropriate meaning based on the context, the organization of meaning, and the ability to give arguments and catch ideas. The comprehension depends on the basic cognitive knowledge, previous knowledge, vocabulary command, knowledge of concepts, and language knowledge.

Meanwhile there are several statements about reading comprehension itself they are:

1) According to Chair (2002:11) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

   a) The *reader* who is doing the comprehending

   b) The *text* that is to be comprehended

   c) The *activity* in which comprehension is a part.

2) According Anderson et.al in Jannette (2007:1) 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.

3) According to Singer (1985:13) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning. The assimilation of ideas presented by written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, this will produce comprehension.

By looking at those definitions above, it can be conclude that reading comprehension is an active process where the readers try to gain the information given by author and understand what actually the purpose of the author is in the written text.

b. The importance of reading comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake tests that control advancement through elementary, middle, and high school an that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tens to be very effective in measuring readers reading comprehension skills.

Based on the explanation above, it can be concluded that when teaching reading comprehension to the students, the teacher should explain how very important reading comprehension is, and the students can get many know ledges and many informations from reading and also student's reading comprehension skill can be improve.

c. Factors influencing reading comprehension

One factor which may raise problems in understands the reading material in class concerns the individual differences among the students. The students differ (Endang, 2007:17-18) from one another in many ways not only in size, high, appearance but also in their attitude, their intelligence, and their ability. In this space, the researcher presents several factors which may influences comprehension, namely:

1) Intelligence

It is the reader general capacity to learn. The number of ideas that reader understand and the depth of his understanding, and rate at which associate what he reads with previous knowledge or experience will be largely dependent upon his intelligence.

2) Experience

The reader experience is different between one to others. The reader with limited experiences may have difficulties in comprehension a text. For example,

the reader trying to read a text about the aborigine would find it very difficult to understand the text since they did not know about aborigine itself.

3) Mechanics of reading

The skill of word recognition is the ability to handle books properly and to read. From left to right on a line print, determine the flow or reading. If the reader does not have those skills, comprehension will e difficult for him.

4) Interest

It is commonly believed that we all respond quickly to what we read, if we are interested in the topic or at least familiar with it. Related to the idea, most people are interested in reading materials which is relevant to their best aptitude.

5) Skills of comprehension

The skill hopefully has been already developing for that purpose by the readers. Moreover, they explain that ability to comprehend the reading text book is easier if the readers have some reading skills. In conclusion, comprehension those not first occur because the reader eye moves cross a page of printed words. understanding the written materials however depends on the characteristic of both the materials and the reader themselves.

2.2 Previous study

There are many researchers have conducted the used of various method in teaching English especially in teaching speaking nemely:

1. Muchlis, Karmelita (2014), in her research entitled "two stay two stray strategy as a cooperative learning in teaching reading comprehension to the first year students of SMP Pesantren Datok Sulaiman Palopo." She found that the use of TSTS strategy do not significantly improve the students reading comprehension to the first year students of SMP Pesantren Datok Sulaiman. It was proved by data that the students mean score in the posttest was 56.59 and the pretest was 40.90, but the result of t-test is lower than t-table (-1.01<2.08).

2. Nurhasanah (2015), in her thesis Upgrading Senior High School High School Students ability in reading comprehension through combining LRD

(listen,read,and discussion) and FQR (fact,question, and response) strategies. She found that the use of combining LRD (listen,read,and discussion) and FQR (fact,question, and response) strategies in learning is effective in upgrading the students' reading comprehension at the eleventh grade students of SMA Pesantren Modern Datok Sulaiman Palopo. It is showed that there is significant difference between the students mean score in the pretest (56.25) and the posttest (79.69). Moreover, it also can be seen by comparing the result of t-test. The probablity value is smaller than a (0.00<0.05). it indicates that H1 is accepted and null hypoyhesis is rejected.

Based on the previous study, it can be seen that all of the researcher above used varying strategies in improving the reading comprehension of students. The similarity between this research with previous study is same looking for a good strategy to improve the students' reading comprehension and also to explore the teachers' strategy in teaching reading comprehension in the classroom. The different this research with the previous study, the previous studies using specipic strategy in teaching reading comprehension. Meanwhile the researcher looked for the effectiveness of speed reading toward reading comprehension.

2.3 Conceptual Framework

The conceptual framework in this research was shown in the diagram below!
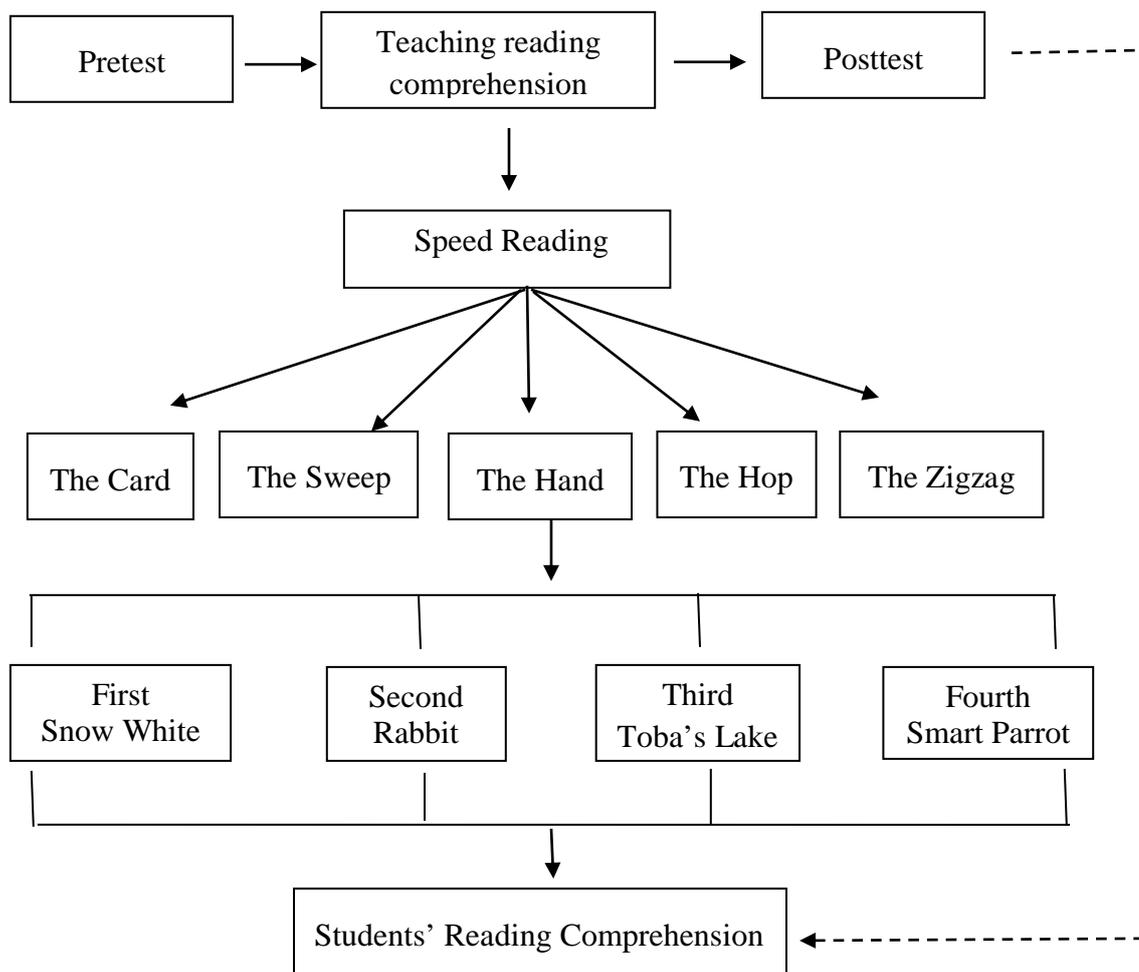
Figure 1. Conceptual Framework

The researcher started by giving pretest to student to get the student score of their reading comprehension before giving treatment. The second step was treatment. The researcher conducted the research for four meetings in teaching reading comprehension by using speed reading and with different themes namely snow white, rabbit, toba's lake, and smart parrot. The last was posttest. The researcher gave reading test to students to check their reading comprehension after giving treatment.

2.4 Hypothesis

        The researcher presented hypothesis as follow:

1. H_0 (null hypothesis)   : The use of speed reading is not effective toward students' reading comprehension at the second grade of MTsN Palopo

2. H_1 (Alternative hypothesis): The use of speed reading is effective toward students' reading comprehension at the second grade of MTsN Palopo

Note:

1. If the mean score in the pretest is lower than the mean score in the posttest, it means that H1 is accepted. It indicates that the use of speed reading is effective.

2. If the mean score in the pretest is higher than in the posttest, it means that H0 accepted. It indicates that the use of speed reading is not effective.

CHAPTER III
RESEARCH METHOD

3.1 Research Method and Design

In this research, the researcher applied quantitative method. The researcher used pre-experimental design. It aims at finding the effectiveness speed reading toward students' reading comprehension at the second grade of MTsN Palopo.

3.2 Time and Location of the Research

The researcher conducted this research on January 2020 at MTsN Palopo.

3.3 Population and sample

The population of the research was all the second grade students of MTsN Palopo. The total number of the population was 380 students from ten classes. Each class consisted of 30 students. The researcher used the cluster sampling to take the sample because there were ten classes from the second grade students of MTsN Palopo. So that, the researcher used one class to be sample.

3.4 Instrument of the Reaserch

The instruments of the research was reading test especially multiple choice and essay. Reading test was used to confirm the result of test whether or not the use of speed reading is effective in teaching students' reading comprehension at the second grade of MTsN Palopo. The total items of the test was 30 items consisted of 20 of multiple choices and 10 essay.

3.5 Procedure of Data Collection

In collecting data the researcher used some procedures as follows:

1. The Pretest

The researcher gave pretest to check the students' reading comprehension before giving speed reading in the class. The researcher gave multiple choice test. The total items of the test was five.

2. The Treatment

The researcher taught reading by using speed reading in the class for four meetings. The title of reading text were snow white, rabbit, the legeng of toba's lake, and smart parrot. The procedure of the treatment as follows:

a. First meeting

1) The researcher prepared the students to learn english

2) The researcher explained about how to answer questions from reading text speedly by using speed reading technique.

3) Next, the researcher explained narrative text. The researcher focused in teaching reading comprehension by using narrative text entitled snow white.

4) The researcher ask students to use the hand method of speed reading. The steps as follow:

   a) The researcher distributed the reading text to the students

   b) After that the researcher asked students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

   c) After all questions have answered, the researcher asked students to collect the reading text and check them all with students

5) The last, the researcher reexplained the course to the students and gave affirmation.

6) Concluding the learning material

7) Asking the students difficulties about the material just taught

b. Second meeting

1) The researcher prepared the students to learn english

2) The researcher focused in teaching reading comprehension by using narrative text entitled rabbit.

3) The researcher divided the students into five groups and distributed the reading text to each groups

4) The researcher asked students to use the hand method of speed reading. The steps as follow:

   a) The researcher distributed the reading text to the students

b) After that the researcher asked students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

c) After all questions have answered, the researcher asked students to collect the reading text and check them all with students

5) The last, the researcher reexplained the course to the students and give affirmation.

6) Concluding the learning material

7) Asking the students difficulties about the material just taught

c. Third meeting

1) The researcher prepared the students to learn english

2) The researcher focused in teaching reading comprehension by using narrative text entitled the legend of toba's lake.

3) The researcher divided the students into five groups and distributed the reading text to each groups

4) The researcher asked students to use the hand method of speed reading. The steps as follow:

a) The researcher distributed the reading text to the students

b) After that the researcher asked students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

c) After all questions have answered, the researcher ask students to collect the reading text and check them all with students

5) The last, the researcher reexplained the course to the students and give affirmation.

6) Concluding the learning material

7) Asking the students difficulties about the material just taught

d. Fourth meeting

1) The researcher prepared the students to learn english

2) The researcher focused in teaching reading comprehension by using narrative text entitled smart parrot.

3) The researcher divided the students into five groups and distributed the reading text to each groups

4) The researcher asked students to use the hand method of speed reading. The steps as follow:

   d) The researcher distributed the reading text to the students

   e) After that the researcher asked students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

   f) After all questions have answered, the researcher asked students to collect the reading text and check them all with students

5) The last, the researcher reexplained the course to the students and give affirmation.

6) Concluding the learning material

7) Asking the students difficulties about the material just taught

3. The posttest

      The researcher gave posttest to check the students' reading comprehension after giving speed reading in the class. The researcher gave multiple choice test. The total items of the test was five.

3.6 Technique of Data Analysis

      To scoring the students' reading comprehension, the researcher used formula and SPSS. There are some steps the researcher did as follow:

1. The researcher score the students' point by using the following formula:

$$\text{Score} = \frac{\text{The number of student's corret answer}}{\text{Total item}} \times 100$$

2. Classifying student's score

    Classifying the student's score into some classification below:

a. 96 - 100 is classified as Excellent

b. 86 – 95 is classified as very good

c. 76 – 85 is classified as good

d. 66 – 75 is classisified as Avarage

e. 56 – 65 is classified as Fair

f. 46 – 55 is classfied as Poor

g. 0 – 45 is classified as Very poor

(Depdikbud, 1985 : 75)

3. Calculating the percentage of score classification

$$P = \frac{F}{N} x\ 100\%$$

Where:

P = Percentage

F = Frequency

N = Number of sample

(Gay,
1981:29)

4. Calculating the mean score, standard deviation and test of significance, the researcher will use SPSS.

4.1 Findings

In collecting data, the researcher used instrument namely reading test. Those findings present the results of data analysis from the test. To know further about the students' result in the pretest and the posttest, the researcher can refer to tables on the following:

1. The Students' Score

Table 1. The students' score in the pretest and posttest

No	Sample	Students' Pre test		Students' Post test	
		Score	Classification	Score	Classification
1	S1	80	Good	100	Excellent
2	S2	80	Good	90	Very good
3	S3	80	Good	90	Very good
4	S4	70	Average	80	Good
5	S5	70	Average	100	Excellent
6	S6	70	Average	80	Good
7	S7	70	Average	90	Very good
8	S8	70	Average	80	Good
9	S9	70	Average	100	Excellent
10	S10	70	Average	90	Very good
11	S11	70	Average	80	Good
12	S12	70	Average	90	Very good
13	S13	60	Fair	90	Very good
14	S14	60	Fair	80	Good
15	S15	60	Fair	80	Good
16	S16	60	Fair	90	Very good
17	S17	60	Fair	90	Very good
18	S18	60	Fair	80	Good
19	S19	50	Poor	90	Very good
20	S20	50	Poor	80	Good
	Total	1330		1750	
	Mean	66.50	Average	87.50	Very good

From data above, it shows scores in pretest and posttest of students. In the pretest: there is one students who gets score 90 and 100 classified very good and excellent. There are three students get score 80 classified good. There are nine students get score 70 classified average. There are six students get score 60 classified fair . There are two students get score 50 classified poor. Meanwhile in the posttest, no one students get score 50 and most of them get good and very

good score classification. There are three students get score 100 classified excellent. There are nine students get score 90 classified very good. There are eight students get score 80 classified good. There is no student gets 50 classified poor.

From the table, it can be seen that the highest score of students in the pretest is 80 and the lowest score is 50. Meanwhile the highest score of students in the posttest is 100 and the lowest score is 80. In addition the mean score in the pretest is 66.50 and the mean score in the posttest is 87.50. It shows that the students get low score in the pretest and get good score in the posttest.

2. The Percentage of the Students' Score

Table 2. The percentage of the students' score

Classification	Score	Students' Pre Test		Students' Post Test	
		Frequency	Percentage%	Frequency	Percentage%
Excellent	96-100	0	0	3	15
Very Good	86-95	0	0	9	45
Good	76-85	3	15	8	40
Average	66-75	9	45	0	0
Fair	56-65	6	30	0	0
Poor	46-55	2	10	0	0
Very Poor	0-45	0	0	0	0
	Total	20	100	20	100

Based on table 2, there is no student classified excellent, very good, and good in the pretest. There is 1 (4%) student classified average, 6 (27%) classified fair, 4 (17%) students classified poor and there are 12 (52%) students classified very poor. It indicates that most of students get poor score in pretest. Meanwhile in the posttest, there is 1 (4%) student classified very good, 9 (39%) classified good, 3 (13%) students classified average, 2 (9%) classified fair, and 8 (35%) students classified poor. It indicates that most of students get good score in posttest.
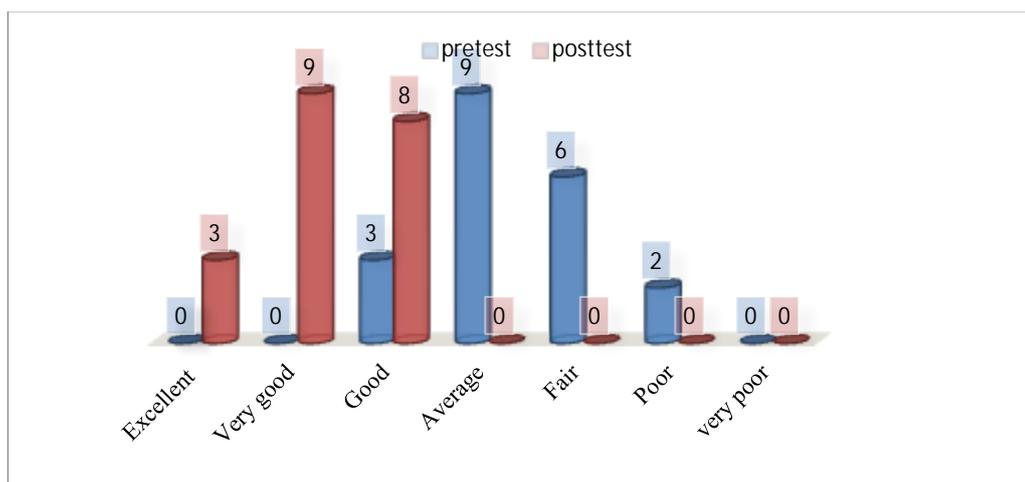
3. The Score of Students' Classification

Figure 2.The students' total score classification

Based on figure, it shows that most of the students get high score in the posttest and low score in the pretest. There is no students classified excellent and very good in the pretest. In addition, most of students are classified poor and average. Meanwhile in the posttest there is no student classified very poor, poor, fair, average. In addition, most of them are classified good and very good in the posttest. It indicates that there is improving score before and after giving treatment.

4. The Mean Score and Standard Deviation

Table 3. The mean score and standard deviation

No		Students' Pre test	Students' Post test
1	Minimum	50	80
2	Maximum	80	100
3	Mean Score	66.50	87.50
4	Standard Deviation	8.75	7.16

Based on table above, it can be seen that the mean score of students in the pretest is 66.50 and the standard deviation in the pretest is 8.75. Meanwhile, the mean score in the posttest is 87.50 and the standard deviation in the posttest is 7.16. From the data above it can be seen that the mean score in the posttest is

higher than in the pretest. It indicates that there is different score of students before and after giving treatment in the class.

5. Test of Significance (T-test)

The hypotheses are tested by using SPSS. In this case, the researcher used t-test (testing of significance) for one sample test, which a test to know the significance difference between the result of students' mean score in the pretest and the posttest.

Table 4: T-test of significance

Variables	$\propto$	p-value
X2-X1	0.05	0.00

The table 4 shows that the value of $\propto$ is higher than p-value or 0.05 > 000. It means that implementation of speed reading toward students' reading comprehension is effective at the second grade of MTsN Palopo.

4.2 Discussion

This section presents the result of data analysis about the effectiveness speed reading toward students' reading comprehension at the second grade of MTsN Palopo. It aims to find out the the effectiveness speed reading toward students' reading comprehension at the second grade of MTsN Palopo.

Based on the calculating and analyzing the data at the findings, the researcher presents the discussion of students' score before and after giving treatment. In the pretest, the researcher found that most of students had poor score. It was proven by data that from 20 students most of the students get high score in the posttest and low score in the pretest. There is no students classified excellent and very good in the pretest. In addition, most of students are classified poor and average. Meanwhile in the posttest there is no student classified very poor, poor, fair, average. In addition, most of them are classified good and very good in the posttest. It indicates that there is improving score before and after giving treatment.

The datas above are strength by the real score of student in the pretest and posttets. For instance, the respondent 1 before researcher teaches in her class by

using speed reading, the student gets score 80 which classified good. Meanwhile, after the researcher teach in her class, she gets score 100 which classified excellent. It is not only stop of there, some other students only do same. For instance Respondent 20 before giving treatment, she gets score 50 but after giving treatment she gets score 80. Many of them get low score in the pretest but after giving speed reading in their class, they can get high score. Then, the score classification of students in the pretest is also not too good. It can be seen by the scores of students in the pretest. The mean score of students before giving speed reading is also lower than in the posttest or after giving speed reading in the class. In addition, the minimum score in the pretest is 50 and the maximum score is 80. Meanwhile, the minimum score in the posttest is 80 and the maximum score is 100.

The findings of statistical analysis indicates that the use of speed reading is effective toward students' reading comprehension at the second grade of MTsN Palopo. It was strength by the mean score of students in the pretest and in the posttest. The mean score of students in the pretest is 66.50 lower than the mean score of students in the posttest 87.50. In addition, $\propto$ is higher than p-value (0.05>0.00). In the significant test analysis, it indicates that null hypothesis is rejected and H_1 is accepted. It means that the use of speed reading is effective toward students' reading comprehension at the second grade of MTsN Palopo.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussions in the previous chapter, the researcher concludes that the use of speed reading toward students' reading comprehension at the second grade of MTsN Palopo. It was strength by the mean score of students in the pretest and in the posttest. The mean score of students in the pretest is 66.50 lower than the mean score of students in the posttest 87.50. In addition, $\propto$ is higher than p-value (0.05>0.00). In the significant test analysis, it indicates that null hypothesis is rejected and H_1 is accepted. It means that the implementation of speed reading is effective toward students' reading comprehension at the second grade of MTsN Palopo.

5.2 Suggestions

Related to the conclusion above, researcher gives some suggestions as follow:

1. **For students**

   In mastery comprehending the reading text, the students should always many memorize word and learn how to answer the question quickly and orretly.

2. **For English teacher**

   In learning process an English teacher should be more creative in teaching English to the students. The teacher should be more active to search innovation in teaching such as game in learning, fun media, or good strategy of teaching. The English teacher should try to use speed reading in teaching English especially reading comprehension. It can make students more enjoy getting the material and also the teacher can make the classroom situation to be fun.

3. **For other researches**

   This research is hoped can be reference for next researcher who interested conduct a research.

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Http:/www.mindtools.com/ Conditions of Speed Reading

APPENDIX I

INSTRUMENT

PRETEST-POSTTEST

A. MULTIPLE CHOICES

Read the text and answer the following based on the text below !

One day a rabbit was boasting about how fast he could run. He was laughing at turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone though. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how not or tired he go. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere ! he went at full-speed to the finish line but found the turtle there waiting for him.

Answer the question below based on the text above

1. What is the story about ?
a. Rabbit   c. Lion
b. Turtle   d. Ant

2. Where does the story take place ?
a. River   c. lake
b. Sea   d. forest

3. What is the character of the rabbit ?
a. Kind   c. friendly
b. Arrogant   d. smart

4. Who is the winner of the race?
a. Rabbit   c. turtle
b. Ant   d. lion

5. What does the turtle feel after race ?

 a. Disappointed   c. sad

 b. Happy   d. angry

A Woman and the Wolves

   A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught them. she cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

6. What separated between one village to another a long time ago in the New Territories ?

a. Another village

b. Mountains

c. Forests

d. Hills ve. Towers and logs

e. Hills

7. Who was Ah Tim ?

a. The young woman's brother

b. The young woman's son

c. The young woman's brother and nephew

d. The young woman's brother's son

e. One of the men who fetched a stick

8. Who walked in front when they were in the forest ?

a. Ah Tm

b. The woman

c. The woman's son

d. Her brother's nephew

e. The baby and his mother

9. How could the wolves catch Ah Tim ?

a. He was afraid

b. He was stumbled by a stone

c. He ran slowly

d. The woman cried

e. The wolves were good runners

10. The woman gave her son to the wolves because

a. She loved her nephew than her son.

b. She thought about how her brother would be

c. She wanted her son was eaten by the wolves

d. She was crazy

e. She kept a grudge on his brother

ANSWER KEY

A. MULTIPLE CHOICES

1. A
2. D
3. B
4. C
5. B
6. C
7. D
8. A
9. B
10. B

(Source : //www.caramudahbelajarbahasainggris.net/2014/05/cerita-si-kelinci-dan-kura-kura-dalam-bahasa-inggris-beserta-terjemahannya.html)

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APPENDIX II

LESSON PLAN

Subject   : Reading

Subtopic   : Narrative Text " Snow White "

Level   : Class VIII.8

Purpose   : students will be able to get information in narrative test by applying speed reading

Time   : 2 X 40 Menit

Location   : MTsN Palopo

Pre Activity (10 Minutes)

    a. Preparing the students

    b. Greeting and asking students' condition

    c. Giving short question to stimulate the students' responses

Main Activity (60 Minutes)

1) The researcher will prepare the students to learn english

2) The researcher will explain about how to answer questions from reading text speedly by using speed reading technique.

3) Next, the researcher will explain narrative text. The researcher will focus in teaching reading comprehension by using narrative text entitled snow white.

4) The researcher will ask students to use the hand method of speed reading. The steps as follow:

    a) The researcher will distribute the reading text to the students

    b) After that the researcher will ask students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

    c) After all questions have answered, the researcher will ask students to collect the reading text and check them all with students

Closing Activity (10 Minutes)

1) The last, the researcher will reexplain the course to the students and give Affirmation.

2) Concluding the learning material

3) Asking the students difficulties about the material just taught

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

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 money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day 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 a little cottage. She knocked out but no one answered. So, she want inside and fell 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 Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf 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 about her. Snow White and the seven dwarfs lived happily ever after.

1. Snow White ran from house ...
2. The third paragraph describes in detail ...
3. The dwarf said, " If you wish, you may live here with us." What did the dwarf mean with the words underlined?
4. What is the type used by the writer?
5. "if you wish, you may live here with us". What is undelined word refer to?

Answer key:
1. In the morning
2. How Snow White went into the cottage
3. He offered Snow White to stay with them
4. Narrative
5. Snow white

Source : https://englishahkam.blogspot.com/2012/12/narrative-text-snow-white-jawaban.html

LESSON PLAN

Subject   : Reading

Subtopic   : Narrative Text "rabbit"

Level   : Class VIII.8

Purpose   : students will be able to get information in narrative test by applying speed reading

Time   : 2 X 40 Menit

Location   : MTsN Palopo

Pre Activity (10 Minutes)
   a. Preparing the students
   b. Greeting and asking students' condition
   c. Giving short question to stimulate the students' responses

Main Activity (60 Minutes)

   1) The researcher will prepare the students to learn english

   2) The researcher will focus in teaching reading comprehension by using narrative text entitled rabbit.

   3) The researcher will divide the students into five groups and distribute the reading text to each groups

   4) The researcher will ask students to use the hand method of speed reading. The steps as follow:

       a) The researcher will distribute the reading text to the students

       b) After that the researcher will ask students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

       c) After all questions have answered, the researcher will ask students to collect the reading text and check them all with students

Closing Activity (10 Minutes)

   a. The last, the researcher will reexplain the course to the students and give affirmation.
   b. Concluding the learning material
   c. Asking the students difficulties about the material just taught

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

1. Who was boasting?

A. the rabbit

B. the fox

C. the turtle

D. the cat

2. Who could run fast?

A. the fox

B. the rabbit

C. the turtle

D. the cat

3. Who wanted to challenge the rabbit to a race?

A. the turtle

B. the fox

C. the rabbit

D. the cat

4. What happened at the start of the race?

A. The rabbit took a nap.

B. The turtle ran ahead.

C. The rabbit ran ahead.

D. the cat ran ahead

5. What happened at the half-way point?

A. The turtle took a nap.

B. The rabbit stopped to take a nap.

C. The turtle went past the rabbit.

D. the cat went past the rabbit

Answer Key: C,C,A,A,A

Source:https://englishahkam.blogspot.com/2012/09/contoh-teks-narrative-rabbit-dan-kuncijawaban.html

LESSON PLAN

Subject   : Reading

Subtopic   : Narrative Text "the legeng of toba's lake "

Level   : Class VIII.8

Purpose   : students will be able to get information in narrative test by applying speed reading

Time   : 2 X 40 Menit

Location   : MTsN Palopo

Pre Activity (10 Minutes)

  a. Preparing the students

  b. Greeting and asking students' condition

  c. Giving short question to stimulate the students' responses

Main Activity (60 Minutes)

1) The researcher will prepare the students to learn english

2) The researcher will focus in teaching reading comprehension by using narrative text entitled the legend of toba's lake.

3) The researcher will divide the students into five groups and distribute the reading text to each groups

4) The researcher will ask students to use the hand method of speed reading. The steps as follow:

  a) The researcher will distribute the reading text to the students

  b) After that the researcher will ask students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

  c) After all questions have answered, the researcher will ask students to collect the reading text and check them all with students

Closing Activity (10 Minutes)

1) The last, the researcher will reexplain the course to the students and give affirmation.

2) Concluding the learning material

3) Asking the students difficulties about the material just taught

<div align="center">Legen toba's lake</div>

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

1 What is the complication in paragraph 3?

2. Finally, what did happen to the man?

3. What can we learn from the text above?

4. Why did the mother feel sad and start crying?

5. What did happen when the mother prayed after her husband broke his promise?

Answer Key:

1. His daughter was so hungry and she ate his father's lunch.
2. He turned into an island
3. We must not break our promise
4. The mother felt sad and started crying because her husband had broken his promise.

5. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake.

Source: http://melihat.net/2014/02/narrative-text-soal-jawaban-baru.html

LESSON PLAN

Subject   : Reading

Subtopic   : Narrative Text "the legeng of toba's lake "

Level   : Class VIII.8

Purpose   : students will be able to get information in narrative test by applying speed reading

Time   : 2 X 40 Menit

Location   : MTsN Palopo

Pre Activity (10 Minutes)

    a. Preparing the students

    b. Greeting and asking students' condition

    c. Giving short question to stimulate the students' responses

Main Activity (60 Minutes)

    1) The researcher will prepare the students to learn english

    2) The researcher will focus in teaching reading comprehension by using narrative text entitled smart parrot.

    3) The researcher will divide the students into five groups and distribute the reading text to each groups

    4) The researcher will ask students to use the hand method of speed reading. The steps as follow:

    a) The researcher will distribute the reading text to the students

    b) After that the researcher will ask students to read the question of reading text. Then, finding the answer by ask students to place their right hand on the page slowly move it straight down the page, keep the movement slow and easy. Only do it once per page.

    c) After all questions have answered, the researcher will ask students to collect the reading text and check them all with students

Closing Activity (10 Minutes)

1) The last, the researcher will reexplain the course to the students and give affirmation.

2) Concluding the learning material

3) Asking the students difficulties about the material just taught

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

Vocabularies: wonderful: hebat, parrot: burung beo, bird: burung, picked up: mengambil, throw: melemparkan, stupid: bodoh, put: menaruh, saw: melihat, scream: berteriak, smart: pandai

1. Where does the story take place?
   A. London   C. Jakarta
   B. Puerto Rico   D. Buenos Aires
2. What is the word that the parrot cannot say?
   A. Catano   C. Canato
   B. Tacano   D. Nacato
3. How often did the owner teach the bird how to say the word?
   A. Always   C. Many times
   B. Everyday   D. Every second
4. .Which statement is true according to the text?
   A. The parrot could say Catano
   B. At last the parrot could say Catano
   C. Catano was the name at the parrot

D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.
   A. The man ate the bird.
   B. The sold the bird.
   C. The man killed the bird.
   D. The man taught the bird.

Answer Key: B,A,C,B,D

Source: https://englishahkam.blogspot.com/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

APPENDIX III

STUDENTS' SCORE

NO	NAME	PRETEST	POSTTEST
1	S1	80	100
2	S2	80	90
3	S3	80	90
4	S4	70	80
5	S5	70	100
6	S6	70	80
7	S7	70	90
8	S8	70	80
9	S9	70	100
10	S10	70	90
11	S11	70	80
12	S12	70	90
13	S13	60	90
14	S14	60	80
15	S15	60	80
16	S16	60	90
17	S17	60	90
18	S18	60	80
19	S19	50	90
20	S20	**50**	80

APPENDIX IV

DOCUMENTATION

THE RESEARCHER GAVE PRETEST

THE RESEARCHER TAUGHT READING COMPREHENSION BY USING
SPEED READING

THE RESEARCHER TAUGHT STUDENTS BY USING READING SPEED