THE INFLUENCE OF SPEED READING TECHNIQUES ON READING ABILITY OF THE ENGLISH CLASS AT SMK N 5 SELUMA

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana (S.Pd)
In Study of English Education

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MOTTOS

"Eat Failure, and you will know the taste of success."

(Wedo Nofian Futra)

DEDICATION

The researcher would like to dedicate this thesis to:

1. Allah Ta'ala, as the Only One God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.

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PRONOUNCEMENT

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In hereby sincerely state that the thesis entitled **"The Influence of Speed Reading Teachniques on Reading Ability of English Class at SMK N 5 Seluma "**, is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

Bengkulu   August 2019

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2021

The Researcher

ABSTRACT

Wedo Nofian Futra. July. 2021. "The Influence of Seed Reading Teachniques on Reading Ability at SMK N 5 Seluma . " Thesis, Study Program of Tadris Bahasa Inggris, Faculty of Tarbiyah dan Tadris. Advisor : 1. Riswanto,P.hd. 2. Zelvia Liska Afriani, M.Pd.

This study aims to determine the differences in cognitive learning outcomes (in the form of pre-test and post-test scores) of students in class X accounting as a control class and class X computer network engineering as experimental class at SMK N 5 Seluma, by providing treatment using the speed reading teachniques. This type of research is Quasi Experiment. The population is tenth grade students of SMK N 5 Seluma with 210 students. From this population, 49 students were taken as samples. Each class is 29 students X accounting and 20 students X computer network engineering 3. Research data were collected through reading tests and documentation. The results showed a significant change in the experimental class with an average value of 75.52 while in the control class an average value of 38.54 The post-test results show that the speed reading teachniques can improve students' reading ability. Thus, the speed reading can be one of effective strategy to increase students" reading ability.

Keywords: Speed Reading Teachniques , Reading comprehension Reading Ability

ABSTRAK

Wedo Nofian Futra. Juli. 2021. "The Influence of Seed Reading Teachniques on Reading Ability at SMK N 5 Seluma . ". Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Advisor : 1. Riswanto,P.hd. 2. Zelvia Liska Afriani, M.Pd.

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar kognitif (berupa nilai pre-test dan post-test) siswa kelas X Akutansi sebagai kelas control dan kelas X Teknik Jaringan Komputer sebagai kelas eksperimen semester genap di SMK N 5 Seluma, dengan memberikan perlakuan menggunakan strategi speed reading teachniques.Jenis penelitian ini adalah Quasi Eksperimen. Populasinya adalah siswa kelas sepuluh SMK N 5 Seluma pada tahun akademik 2020/2021 dengan jumlah siswa sebannyak 210 siswa. Dari populasi ini, 49 siswa diambil sebgai sampel. Masing-masing kelas adalah X Akutansi sebanyak 29 siswa dan X Teknik Jaringan Komputer sebanyak 20 siswa. Data penelitian dikumpulkan melalui test membaca dan dokumentasi. Hasil penelitian menunjukkan perubahan yang signifikan pada kelas eksperimen dengan rata-rata nilai 75.52 sedangkan pada kelas control rata-rata nilai 38.54 Hasil post-test menunjukkan bahwa teknik speed reading teachniques dapat meningkatkan kemampuan membaca siswa. Oleh karena itu, strategi ini dapat menjadi metode yang efektif untuk meningkatkan kemampuan membaca siswa.

Kata kunci : Teknik kecepatan membaca, pemahaman membaca,kemampuan membaca

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CHAPTER 1
INTRODUCTION

This chapter presents background of the study, Identification of the Problems, Limitation of The Research, Research Question, The Objective of The Research, Significance of the Research and definition of key terms.

A. Background

Speed Reading is considered an important goal of reading instruction. Some students read word by word, and thus comprehend poorly. While reading, three types of action occur: fixations on certain words, jumps to the next word, and moves backward to a word already read. Learners who read slowly are typically (1) fixating frequently, (2) spending a long time on each fixation, and (3) looking back frequently at what they have already read (Nation, 2005).

Speed reading, according to Konstant (2010), is not reading words faster than what the reader did before. It is about being able to read at a speed appropriate for the material being read. It means that speed reading can be flexible depends on the material that is being read. The reader who is familiar with the material or topic that she or he is reading supposed to read efficiently and reach a faster speed than the material or topic that the reader is not familiaiBuigish for student . According to standard competence of reading lesson for students in English class at SMKN 5 SELUMA academic year of 2020-2021 states that the aims of the lesson are to help the students to be able to comprehend reading passages consist of minimum 2000 words from various types or genres and

identify various types of reading comprehension questions in international standardized tests. In addition, one of the indicators of the reading lesson for the students is to be able to read at least 300 words per minute in the middle of the semester. It means the Students are Supposed to Read the Texts With Various Types Genres Fast. In the other hand, Based on the writer's experiences, the students only have limited time to read because they also have many other classes besides the reading course. that is why the students need to practice reading and master the techniques. the students also find some difficulties in reaching the reading course goux because sometimes they have to read or topic that they are not familiar with and not interest.

Reading is very important because it is a process undertaken to obtain messages or information. In addition to information, reading is also helpful to understand all the information contained in the text, so it can be the provision of science (intellectual development) for the future of the reader itself. It can also stimulate mental, reduce stress, increase vocabulary and expand one's thinking. In essence, reading is a process that is both physical and psychological, which we observe visually writing and thinking in processing information in the text (Patiung, 2016).

In reading class, most reading activities focus on reading for student ability. It generally refers to the student's ability to grasp and grasp printed text to obtain information by linking the student's previous knowledge to the printed text. In addition, reading comprehension is usually used to measure student achievement in English such as: in national examinations where they

are required to deal with a lot of reading questions. Once they do not have good reading comprehension, they may fail to answer questions. For this reason, students are expected to become good readers who have the student ability to ua text effectively and efficiently.

Reading is one of the language skills that must be mastered by every student, the ability to read becomes one of the mandatory components in the national education curriculum. However, assessment programs of various international institutions and the Ministry of Education & Culture show that students in Indonesia are still low in their reading ability, in this case reading comprehension skills. For this reason, through this literature study, the problems and solutions are examined based on various library sources. The results of the literature study show that there are different standards between the teaching of reading in education in Indonesia and the standards used by various international institutions in measuring students' reading skills. In addition there are various factors driving the low ability & reading culture of students in Indonesia, namely: 1) Reading has not become a necessity, let alone become a culture, 2) Misperception about the concept of reading ability in most societies including students and teachers, 3) Capacity building reading is still perceived as part of the responsibility of language courses only, 3) The learning process still does not utilize models, methods, learning strategies that are diverse and suitable for reading comprehension learning, 4) reading material, learning activities and practice/evaluation questions there are teaching materials in schools that tend to still dwell on low order thinking skills, 5) Not

yet the maximum facilities and infrastructure of school libraries as a center for developing the ability and culture of reading students, and 6) Program of Gerakan Literasi Sekolah (GLS) has not shown the progress expected to build a reading culture (Aryani et al., 2004).

Indonesia is one of the countries participating in the Program for International Student Assessment (PISA) conducted by organizations of countries in the world for economic cooperation and development (Organization for Economic Cooperation & Development-OECD). PISA was carried out for the first time in 2000 and the last data that has been published is PISA 2018. Since the implementation of this assessment, data on the reading ability of students in Indonesia has become very familiar to the public, especially education circles in Indonesia. This is because in every implementation, the PISA Result data (including the last one), puts Indonesia in the lower group of countries that participated in the assessment (OECD, 2018). This makes people always pay attention to the results, one of which is data about reading or the reading ability of Indonesian students. In addition, other studies by Progress in International Reading Literacy Study (PIRLS) and Early Grade Reading Assessment (EGRA) (USAID Indonesia, 2014) show that data is not much different from PISA. Other data on reading ability which was then widely discussed and even became controversial is data from the World's Most Literate Nations conducted by Central Connecticut State University, United States which was released in early 2017, where Indonesia ranked 60th out of 61 survey participating countries in terms of ability literacy (Central

Connecticut State University, 2017). The results of the Indonesia National Assessment Program in 2016 conducted by the Education Research Center (Puspendik) of the Ministry of Education & Culture itself revealed data that the national average distribution of literacy in the reading ability of students in Indonesia was 46.83% in the Less category, only 6, 06% are in the Good category, and 47.11 are in the Enough category (Kemdikbud, 2017).

Observing the data above, some people consider it all a problem, even considered an emergency and are strong evidence of chronic "diseases" in the delivery of education in the country, because these data show that they are wrong. For some other groups, these data become controversial by questioning how many samples were taken, how large the areas and areas were surveyed, given the large number of students and the vast areas with high disparities in the quality of education in Indonesia. However, whether it is considered as a problem or controversy, some consider that the data on the low reading ability and culture in Indonesia should be used as a basis for positive thinking because after all these surveys were carried out with scientific methodology and publications which of course can be accounted for by the organizers. By thinking positively, these data can be used as material for reflection and evaluation of all parties related to education for future improvement, especially those directly related to improving reading ability and culture to increase the nation's reading power. Reflection and evaluation steps are important considering that reading has a very important position and role in the context of human life, especially in the information and communication era like today.

Reading is also a bridge for anyone and anywhere who wishes to achieve progress and success, both in the world of schooling, work and throughout human life. Therefore, experts agree that reading literacy is a conditio sine quanon (an absolute prerequisite) for everyone who wants to get progress.

In reading, there are various problems or difficulties faced by students such as the density and variety of information presented by the reading, formal sentences, stiff words and language that is difficult to understand and convoluted. Responding to these problems requires the application of new techniques that are effective as an effort to overcome the problem. There are many ways to improve reading ability in children One way to improve reading ability is to use speed reading techniques. Speed reading is a type of reading. Speed reading is an activity that involves the work of the brain and eyes. Therefore, everyone's reading ability is different. This is greatly influenced by the ability to make eye movements and optimize the work of the brain effectively. Speed reading provides a wider reading opportunity, parts that are already understood should not be ignored. Attention can be focused on parts that are not yet mastered.

In this case the ability to read quickly is needed by students to make it easier to understand the content of the reading they read by reading faster students can also get information quickly. Reading speed must be balanced with understanding the reading content. This reading speed greatly affects the effectiveness of reading, and also the speed of reading is very dependent on the

reading interest it will have if the reading speed is not maximal it will hinder the lesson (Buzan, 2006).

The concept of speed reading itself is thought to have formed in the late 1950s, when Evelyn Wood, a school teacher, began coining the term.is said that he's curious to understand why some people are naturally quicker to read, so try to force himself to read really fast (Frank, 1994).

The speed reading technique is quite simple, easy, and practical to practice reading speed. Speed reading is also a skill that must be learned in order to be able to read faster. There are five rarities of speed reading, namely reading motivation, peripheral training, eye movement speed training, reading type survey, concentration. This can be applied to children of middle school age but, it does not mean that adults can also apply the technique (Bell, 2001).

The speed reading method is a method developed by teachers, especially in English lessons. This is a reading technique that prioritizes speed and does not neglect understanding. Reading speed is associated with reading goals, needs, and reading material. By using the speed reading technique, students are expected to be more efficient in using learning time. Through the speed reading method, the role of students develops more knowledge and skills and becomes new experiences for students (Vanderlinde, 2018).

Initial observations were carried out on 22 and 23 November 2020, using a questionnaire for teacher interviews, data were obtained, the teaching materials used by the teacher in the implementation of learning in the form of printed books and worksheets, as well as fundamental problems found in early

research at SMK N 5 Seluma class XI in Learning to read is the low reading ability of students, especially in learning to read text, this is indicated by several factors, namely: (1) The low ability of students in blending between sentences is due to the low reading interest of students (2). The low ability of students to use punctuation marks. Based on the above problems, it can be argued that learning English in class XI SMK N 5 Seluma requires improvement in English lessons, especially in reading lessons.

In addition, there must also be guidance from the teacher to increase students' motivation to learn to read. The researcher think that the cause of the various problems above is the inaccuracy of the techniques and methods used. In learning English, learning techniques and methods are needed that involve students directly in learning so that it will foster enthusiasm and interest in student learning. In this case, the ability to read quickly is needed by students to make it easier to understand the content of the reading they read. By reading quickly, students can also find information quickly. Speed reading must be balanced with understanding the reading content. This speed reading greatly affects the effectiveness of reading, and also the speed reading of students is very dependent on the reading interest they will have. If the reading speed is less than the maximum it will hinder the learning process (November 23th 2020).

Based on the description above, the teacher needs to try to find the right solution so that the learning objectives related to reading can match reading ability, so the authors choose one of the active learning methods, namely the

fast reading method. The choice of this method is because of the compatibility of the characteristics with the subjects studied and mastered by students, namely reading.

Based on the background of the problem above, the author is motivated to conduct research with the title *THE INFLUENCE OF SPEED READING TEACHNIQUES ON READING ABILITY AT THE SMK N 5 SELUMA.*

B. Identification of Problem

Based on the background of the study, the researcher has identified some problems which cause the difficulties in teaching and learning reading comprehension of students SMK N 5 Seluma.

1. Students have low reading identification word ability

2. Indonesia student has a low reading ability based on PISA

3. Student's interest in reading is very low small, in general they are less interested in reading activities.

C. Limitation of The Problem

The limitation of the problem in this study is to know The limitation of the problem in this study is to know the use of speed reading technique can improve students' reading skills at SMK N 5 Seluma academic year 2020/2021.

D. Research Problem

Based on the research background, the problems examined in this study are "Is there a significant effect of the use of Speed Reading techniques on students' reading ablity at SMK N 5 Seluma? ".

E. Purpose of the Study

The objectives of this research is: To find out the effect of the Speed Reading technique on the students' reading skills of SMK N 5 Seluma.

F. The Benefit of the Study

1. Students

   Motivate students to add a lot of vocabulary by reading more English books so that their writing skills will also improve.

2. Teachers

   This study can provide information to teachers about students 'writing skills related to students' reading habits. Teachers can also encourage their students and make them read more books including books in English. Thus, students' English skills, especially reading and writing skills will also increase.

3. Educators

   Eespecially those who have specifications in developing reading skills, are expected to provide additional information for the sake of improving student skills, especially in reading skills and put into the form of journals bearing ISBN or ISSN.

4. Further researchers

The findings of this study will be useful to other researchers who are working in same field. It can be a concern as well as a recommendation for other research if they plan to conduct more research in the same field.

G. Definition of Key Terms

In order to clarify the key term in this study, some definitions are out forward.

1. Speed reading strategy is one of strategies that can be used in teaching reading in order to and solve students' problem by comparing, diagnhosing, and operating their reading.

2. Reading skill is abilities required for skillful reading, such as discerning mains ideas, understanding sequence, noticing specific details, making inferences, making comparison, and making prediction in second and foreign language instruction particularly with adults. These skill are sometimes taught separately.

3. SMK N 5 Seluma the research was conducted in class XI using two class namely accounting class computer and network techniques , as well as fundamental problems found in early research at SMK N 5 Seluma class XI in Learning to read is the low reading ability of students, especially in learning to read text, this is indicated by several factors, namely: (1) The low ability of students in blending between sentences is due to the low reading interest of students (2). The low ability of students to use punctuation marks. Based on the above problems, it can be argued that

learning English in class XI SMK N 9 Seluma requires improvement in English lessons, especially in reading lessons.

CHAPTER II
LITERATURE REVIEW

This chapter discusses literatures which related to the research, those are the The definition of student reading ability, reading comprehension , teachniques speed reading for reading ablity , Role of the Teacher, Previous Study and Hyphotesis, vious study that related to this research.

A. Students Reading Ability

1. Definition of Reading Ability

Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent. Reading is a process of understanding written language (Rumelhart, 1985). Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process. Reading ability is skill of communication between the reader and the writer to get knowledge and information. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing

connection. 2.3.2. Level of Reading Ability According to Gillet and Temple (1990:134 – 137) level of reading ability:

1. The Independent Level

This level of difficulty the student can read text easily, without help. Comprehension of what is read id generally excellent, and silent reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

2. The Instructional Level

This level the material isn"t really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don"t cause a loss of meaning.

3. The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are

frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

4. The Listening Level

The listening level provides an estimate of the student‟s present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point in time. 2.4. Measuring Reading Ability A reader is said as a good reader when she/he able to regulate the rhythm of reading speed in accordance with the objectives, necessary and circumstances of the material read and can answer at least 60% of the material read (Adler and Charles, 1986: 25).

Reading ability is the speed of reading and understanding the contents, then in the measure reading ability the matter that must be watched are these two aspects. (Dalman, 2009:30). According to Nuttal (1982) and Eskey (1973) in Cheryl L. Champau de Lopez, for speed reading in English as the second language, the ideal speed reading for students in Junior High School degree is 110-120 wpm (Word Per Minute).

Based on some of the explanations above, it can be concluded that reading Reading ability is crucial in today's world. The ability to read is vital in the development of the quality of human life, such as in communicating, educational process, adding knowledge, and building a career. To be more specific, reading also has an important role in someone's English learning process. The following are indicators that need to be known about reading comprehension:

Table 2.1

Indicators of Learners' Reading Comprehension

1.	*Phonological Memory*	-	*Students can understanding with their ability to appropriate strategies to synthesis what they read.*
2.	*Decoding*	-	*Students can creation of visual and other sensory imagenary from text during and after reading text.*
3.	*Knowledge Phonics*	-	*Students can identification word attack and be able toanalizing of the text structure and story elements.*

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By doing those activities, students are expected to get the content of the reading and achieve their purpose and expectation (Burns, 1999).

reading comperhension as complex processing involving interaction of many components, they are readers' background knowledge, readers' reading strategies, the text, readers' interest in topic, readers' knowledge of text type. Those components interact with one another in comperhending a printed text. When interference appears in those interactions, the readers gain their reading comprehension (Burt et al., 2003).

In conclusion, based on the explanation above, reading is a process of decoding words from the text by interacting with the contexts and involving the readers' background knowledge to comprehend them. When they read a text, they need actively relate their prior knowledge about the contexts. For example, when they read a story with pictures, they have to look at the pictures as well. They describe the context of the text. Therefore, meaning of a text is derived from the prior knowledge of the readers that interact with words in context of the text to make sense.

Based on some of the explanations above, it can be concluded that reading comprehension is the ability to process text., understand it's meaning, and able to integrate with what the already knows. The following are indicators that need to be known about reading comprehension:

Table 2.2

Indicators of Learners' Reading Comprehension

Aspects		The Indicators
1. Comprehension	-	*Students can monitoring of their own understanding of text and be able to identification of what they do not understand.*
2. Fluency	-	*Students can retelling and summarizing text orally or written form and be able to examining and extending the meaning of the text.*
3.Knowledge Phonics	-	*Students can identification word attack and be able toanalizing of the text structure and story elements.*

B. The Definition of Speed Reading for Reading Ability

1. Speed Reading

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up reading (Sutz & Waverka, 2009).

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. Konstant stated that speed reading is not reading words faster than what you did before. It is about being able to read at a speed appropriate for the material you are reading (Konstant, 2010).

It means that speed reading can be flexible dependson the material that you are reading. In his journal that speed reading does not allow the reader to adequately understand the reading materials. A distinction should be made between speed-reading, which assumes that normal comprehension is maintained, and scanning and skimming which accept a considerable decline of comprehension (McNamara, 2001).

In the other hand, that speed reading is reading fasterwithout loss of comprehension, skimming and studying effectively, and ofcourse reading critically (Wainwright, 2007).

Based on that statement, there are some techniques that must be practiced while trying to rapid reading text. Same with Wainwright, Buzan also stated in his book that speed reading is utterly pointless if you do not understand or cannot remember what you read (Buzan, 1984). All speed-reading methods recognize that and use so-called comprehension test to check that you actually have understood and retrain what you have read, to make certain that your comprehension keeps pace with your growing speed.It means that what we call "speed reading" is not only speed but also require comprehension. Speed reading without comprehension is utterly pointless.

Based on the explanation above the writer concludes that speed reading is a method of reading rapidly at a significant speed by assimilating several words or phrases at a glance by using reading techniques.

Table 2.3

Indicators of speed reading

Aspects	*The Indicators*
1. vocabulary	*In learning to read fast, students are required to be able to understand words quickly.*
2. visual procesing	*students can indirectly understand through the role of visual illustrations that can support speed reading learning for the bette.r*
3.eye movement	*Eye movementwhile reading scan fast and precise directly to the text you are looking for because reading scan aims for scaning, that is looking only at the part that is needed.*

2. Speed Reading Problems

There are 9 common problems that can slow down our reading speed. There are faulty visual perception, word by word reading, regression, finger pointing and head swinging, vocalisation, sub-vocalisation, lack of stamina, lack of motivation and reading interests and other miscellaneous problems (Ahuja & Ahuja G. C, 1995).

a. Faulty Visual Perception

Some readers, even though their vision may be perfect, have visual perception problem which causes faulty recognition of words (Ahuja & Ahuja G. C, 1995).

Sometimes people make mistakes when reading a word. For examplewhen read a word "ladder" sometimes we make mistakes and read the word "ladder" become "letter". To overcome this problem reader can practice drill in rapid word recognition.

b. Word by Word Reading

One who reads word by word is positively slow reader. Neither is he able to show reading speed nor comprehension for the read matter (Ahuja & Ahuja G. C, 1995).

People who read word by word will not read fast because they cannot read in longer meaningful unit. Reading groups of words that fall together in speech as units helps develop speed.

c. Regression

Regression is a conscious returning to words, phrases, or paragraphs the readers feels have been missed or misunderstood. To overcome regression, reading practice on very easy material will help a lot in reducing regression.

d. Finger Pointing and Head Swinging

Finger cannot move as fast as the eye can see and head swinging is fatiguing activity. Finger pointing will slow speed reading because the eye should have move to next word but it may be blocked by finger

because finger is not fast enough to move to the next word. Head swinging can be very fatiguing because it takes extra energy to move our head. Getting conscious about this problems and practicing reading without using finger pointing and head swinging will be ofhelp to the reader.

e. Vocalisation

Vocalisation is reading with a voice and vocalisation reduces speed of reader. Vocalisation is not only reading with voice, even murmuringwhile reading silently can be called vocalisation. Silent reading is the best way to overcome this problem. If the reader keep using his/her vocal. He/her can put his/her finger alongside the larynx (vocal cords in the throat). If the finger vibrate, it means the reader still use vocal and he/her must aware and stop.

f. Sub-Vocalisation

Sub-vocalization is the tendency of reader to "mouth" when reading.In this type, there is nobody movement (lips, tongue, and vocal cords do not move at all), but some form of inner speech talk. It appears thatthe reader is saying each word to himself as he is pronouncing each word and listening to himself. Being aware of the fact that we still subvocalising and try to stop sub-vocalising by sheer will power can help overcome this problem.

g. Lack of Stamina

Most people get tired after reading several hours. Most people will feel their head spin, concentration disappear and they feel very tired physically. Those will greatly slow your speed and comprehension because reading is very tiring activity even though it is only sitting still, looking and thinking. The only way to build up stamina to read is by reading. Those who do not read can never build up any stamina.

h. Lack of motivation and reading interest

An interested reader is a motivated reader and a motivated reader is a voracious reader for whom reading" forms a major part of his daily diet. So if people do not interested in reading, they will feel lazy to read and even if they are reading they will not have good speed and comprehension.Selecting what we want to read can build up interest.

i. Other miscellaneous problem

Other miscellaneous problem is word blocking, word analysis, monotonous plodding, back tracking, re-reading, readability, mode and purpose, and lack of concentration.

3. Techniques Improving Speed Reading for Reading Ability.

Although there are some problems that can impede speed reading, readers can increase their speed reading by using ten important techniques that Schutz and Weverkagive (Richard Schutz & Peter Waverka, p.231-234).

a. Make Commitment

The first important rule in increasing speed reading is intention to be a speed reader and commitment to read faster. The reader must work

hard to avoid some reading problems and habits that probably make him or her slow their reading.

b. Focus

To be a speed reader, focus while reading is very required. A speed reader has to be aware of the reading goals so that he or she can determine when to speed up or down their reading speed. Improving focus actually is not easy but avoiding any distractions can help a reader to be more focus.

c. Avoid Vocalization

Vocalizing is considered as a habit that a reader should break if he or she intends to be a speed reader.The average person speaks at 150 to 200 words per minute while speed readers read above 400 ormore words per minute. Therefore, it obviously shows that vocalizing can slow down the speed reading.

d. Resist the Regression

Regression refers to the reader‟s habit of going back to previous words or paragraphs to make sure that she or he have understood and remembered the words accurately (Konstan,2003,).

However, insteadof understanding and remembering the words, it may slow down the reading speed. to prevent the regression, a reader has to push her or himself to keep reading along because rereading is not as necessary as we thought.

e. Widen the Vision Span

One of bad habits in reading that slow the reading process is reading the text word per word. It makes reader"s eyes move in small hops from left to right. This causes many pauses before the eyes moving on from one word to the other words and obviously takes longer time to finish text.Buzan said that the good reader or speed reader takes three, four or five words per fixation (Buzan, 2003). Therefore, to be a speed reader, you should widen the vision span to take more words at a time.

f. Pre-Reading

A reader can increase their reading speed by pre-reading the passage. Pre-reading helps a reader sets his or her reading goals and points the reader to the areas of interest.

g. Vary the Reading Rate

Being a speed reader does not mean that someone has to always read at lightning speed. Sometimes, a speed reader should slowdown the speed when he or she find a hard-understand text. The reader is allowed to slow down a bit but still avoid the regression. However,when finding a passage or paragraph that doesn"t requires as much attention, the reader should go full speed ahead. Therefore, a speed reader is a reader that understands when to speed up and when to slow down.

h. Read for the Main Ideas

Getting the main ideas can help a reader to easily get the main point of the whole text. Readers can use the skimming technique when they are seeking the main idea of the text. Konstant said that there are

three types of skimming depends on the purpose; Skimming to overview (outline), to preview, to review.

i. Use the Eye Sweep

At the time a reader comes to the end of one line and need to go to the next line, quickly sweep the eyes to the next line. This practice increases reader's reading speed and reinforces the sense of urgency you need when speed reading.

j. Eyes Checking

The eyes are the important organ that supportsa reader to read. Readers have to make sure that their eyes are in a good condition and fully prepared to help them in speed reading. Factors Affecting Reading Speed there are five factors that affect reading speed. Theyare as follow:

1) Clarity of Purpose

Knowing why we are reading something is very important. Is it for getting information or for pleasure?Because the clearer your purpose, the faster you will be able to read.

2) Mood

Reading faster require excellent mood. We will not be able to readfaster if we are tired, restless, and impatient. That is why if we want to read faster we need to increase our mood by being alert, fresh, happy and relaxed.

3) Familiarity with the Subject-Related Terminology

This is about vocabulary. If we already familiar with the subject we are going to read we will have framework of it. So we do not have to stop to think what is the meaning of the words, because if we already familiar with the subject we might have known the word.

4) Difficulty of the Text

There are some texts which are easy to read and some others are difficult to read. Easy text will make us read faster and difficult text will slow down our reading speed. So the difficulty of the text affect speed reading.

5) Urgency and Tress Level

Stress level is also affecting reading speed. Because when we are stress we will have no concentration and if we have no concentration it will slow down our reading speed (Konstant, 2010).

4. Speed Reading with Skiming and Scaning Teachniques

Among the techniques that can be applied by English teachers to improve student's reading comprehension are the skimming and scanning techniques (Diaz & Laguado, 2013; Sasmita, 2013; Ulmi, Sundari, & Sukmaantara, 2015;). Previous studies have shown that the implementation of the SST can increase students' ability in reading comprehension. A study done by Ulmi, Sundari, and Sukmaantara (2015) looked at the effect of using the SST on eighth grade students' reading comprehension achievement of recount texts at a junior high school in Silo, Jember by using an experimental design. The data were obtained by interviews,

documentation and administering reading tests. The results showed that the use SST improved the students' reading comprehension and they enjoyed its implementation in the classroom. Another study carried out by Sasmita (2013) investigated the use of skimming and scanning in comprehending English texts to 42 university students in Malang. Two classes were used as sample of the second semester students; the first class was taught with the skimming and scanning technique, meanwhile the second class was taught using the conventional method. The results showed that the first class achieved better scores in reading comprehension after the skimming and scanning techniques were implemented in the teaching and learning process. Another research by Diaz and Laguado (2013) also affirms that the use of skimming and scanning techniques can enhance reading comprehension and improve students' reading skills. Further data form observations and semi-structured interviews revealed that these techniques also changed their students' perceptions towards reading to positive point of views, motivated the students to read better. In a nutshell, previous studies have showed that by using both skimming and scanning techniques, EFL students' motivation and achievement in reading comprehension can be improved. Ngoc (2015) encourages teachers to inspire their students to practice skimming and scanning reading texts. This practice is believed to commendably "prevent the students from inefficient reading habits such as reading word by word, reading aloud, moving lips, translating, reading for form and details" (Ngoc, 2015, p. 197). When they can

A. Skimming technique

According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have masses of materials to read in a limited amount of time. In skimming, readers only have to take the most important information and the main idea rather than read all of the words (Sutz & Weverka, 2009). As skimming is related to speed, Abdelrahman and Bsharah (2014) propose that to improve reading speed, readers also need to increase concentration, improve memory and recall, and reduce sub vocalization, interruptions, procrastination and stress. They also provide the procedure of the skimming technique into three steps as follows (Abdelrahman & Bsharah, 2014):

- read first sentence of paragraph

- read last sentence of paragraph

- read key words in between

They further added two skimming patterns in the process (Abdelrahman & Bsharah, 2014): 1. For formal style, and this is typical of most text books (with long involved sentences and long paragraphs), therefore readers should read using the three steps outlined above. 2. For informal style (shorter sentences and paragraphs), the readers should read using first two steps only. In teaching, the students are taught to skip words and learn to select key words or phrases to

captivate important information with concentration and practice. To conclude, because skimming technique deals with the process of rapid coverage of reading a text to determine its gist or main idea (Brown, 2003), therefore, students are likely to depend more on top-down processing (Ueta, 2005). This is done so that they do not have to translate detailed information in the text. And so, it is typically recommended to read the first and the last sentence of the paragraph, because the main idea of the text is usually stated in those parts.

B. Scanning Technique

Scanning is unlike skimming, because readers are not concerned with the broader meaning of the text, but the detail (Sutz & Weverka, 2009). In this technique, the readers look for specific information within a text such as dates, names, and places, among others. Moreover, Brown (2003) explains that scanning is the process of quickly searching for particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading the whole text. It is basically fast reading (Mikulecky & Jeffries, 2007). To do so, it involves moving your eyes quickly down the page seeking specific words or phrases (Sutz & Weverka, 2009). Scanning is important to improve reading skill. The procedures of scanning technique are (Olson & Ames, 1972; Thamrin, 2014): • Keep in mind only the particular information to be found out. • Make a choice, which clues would support the finding of the required information.

1. **Purpose of Speed Reading**

The main purpose of speed reading is to capture the main idea of a reading correctly. This means that the purpose of speed reading is to capture the main ideas that underlie the development of the reading. The most important thing for a reader to grasp the basic ideas quickly is to absorb smaller ideas. The main ideas in a reading are generally in the main sentences. The place of the main sentence/topic sentence can usually be traced to parts of a reading (Soedarso, 2005).

a. Main Idea Sentence at The Beginning of The Paragraph (Main Sentence)

Read in the main sentences, from which there is the main idea of a reading at the beginning of the paragraph. Conclusion first, then explanation.

b. The Main Idea Sentence at The End of The Sentence (closing sentence)

If you don't find the main idea in the main sentence, then read the last sentence. Explanations first and then conclusions.

c. The main idea is in the first sentence or the last sentence

If still not found, then look at the combination of the first two sentences and the last sentence

d. Main paragraph ideas spread throughout the paragraph

If the above procedure does not find it, then just look for the main idea itself. By reading,you have to make conclusions on the reading. In addition to the above goals, Mikylecky and Jeffries in Alwiyah Abdurrahman's book also add that the objectives of speed reading are:

1) To find out the Researcher's Point of View

In this case the reader will know the researcher's thoughts, which in the end will arise questions or suggestions from readers about the researcher's thoughts.

2) To Determine the Required or Ganizational Attern

Speed reading is sometimes necessary to quickly find out how a passage is structured. The reader does not need to know the details of the info and does not need to read the whole word.

Pros and Cons of Speed Reading If the reader reads a reading quickly, the reader will get several advantages and disadvantages, according to Soedarso in his book entitled Speed Reading, it is explained that there are several advantages of speed reading, including:

a. Finish reading faster, so that the reader is enthusiastic about reading another reading.

b. Make it easy for readers to quickly master the information

c. Can be applied in any reading, such as books, newspapers, magazines, and others

d. Very appropriate for people who are in a hurry or have limited time

e. Can help someone to make a consideration / decide something, for example in thcase of people who want to make a report or an activity.

It helps readers to find out the main idea of their handbooks while the drawbacks are:

a. There is a sense of confusion or loss of understanding of what they have read because they have not or do not master reading skills using speed reading techniques, therefore it is held so that they master the skills of reading quickly.

b. The difficulty in concentrating while reading is caused by several factors such as physical exhaustion, either mentally or physically, boredom, or the mind is distracted by several things (Soedarso, 2002).

2. **Measuring Speed Reading**

A reader is said to be a good reader if he is able to adjust the rhythm of the reading speed according to the objectives, needs and conditions of the material being read and can answer at least 60% of the material read. For the beginner level, reading speed is expected to reach 120-150 KPM (words per minute).

Reading ability is the speed of reading and understanding the content, so in measuring reading ability, two aspects need to be considered. In general, reading speed is measured using the following formula (Fitria, 2010). However, the measurement results of these two aspects must be integrated in order to show the overall reading ability. Number of KPM = Number of words read X 60 Number of seconds to read. The formula that can be used to measure reading ability:

KM = KB X PI KPM SM X 60 10

Information:

KM   : Ability

KPM   : Number of words per minute

KB   : Number of words in reading

SM   : Number of seconds Reading

PI   : Percentage of understanding Contents

The explanation is as follows:

a.   To measure the reading time, the second is usually used.

b.   What is meant by reading time is the number of seconds used to read the entire reading to the end, but does not include the time spent reading the question (if any).

c.   The number 60 in the formula is used as an index to convert the reading time in seconds into minutes, because reading ability is generally expressed in terms of the number of words per minute

d.   Percentage of content understanding is the percentage of correct answers to the available questions.To count the number of words in the reading, the following methods can be used:

   1) Count the number of words contained in a full line (from the right edge of a reading page). Write the amount on a piece of notepad. Words that are continued to the next line do not need to be counted.

   2) Count the number of lines on the page from the first row to the last line. Rows that only reach the last line The result of multiplication is the number of words (approximately) in the relevant page. If the reading consists of several pages, the word count is the product of

the number of words per line, the number of lines, and the number of pages.After obtaining the average score produced by students in speed reading, then the researcher will determine the assessment using the reading speed assessment guidelines, namely, as follows: (Wainwright, 2007).

Table 2.1 Speed Reading Rate

No	Speed	Proficiency Level
1	170-180 kpm (words per minut)	Very fast
2	150-160 kpm (words per minut)	Fast
3	120-140 kpm (words per minut)	Moderate
4	90-110 kpm (words per minut)	Slow
5	60-80 kpm (words per minute)	Very slow

(Source :Gordon Wainwright. 2007)

3. Standardization of Speed Reading

Following standardization and To determine the standardization and reading speed category of the research sample, the authors used the categories.

Table 2.2 Speed Reading Standardization by Education

Educational stage	Reading Speed
Primary school	200 words per minute
Vocational High School	250 words per minute

College Student	325 words per minute

<div align="right">(Source: Gordon Wainwright. 2007)</div>

Regarding this, reading speed is usually measured by how many words are read per minute with an average comprehension of 50% or in other words ranging from 40% - 60%. Adults in America who have never received special training read speeds between 200-500 KPM, but some people there have reached 325-350 KPM. In fact there is still a very concern that some other people are too slow in reading, the speed ranges from 125-175 KPM (Yusandi, 2014). In Indonesia, the reading speed of adults is the same as in America, namely 175-300 KPM. However, Soedarso said that after attending the training, his reading speed could reach 350-500 KPM.

4. **Role of the Teacher**

Teacher can apply many roles in teaching learning process. Just as parents are called upon to be many things to their children,teachers cannot be satisfied with only one role. According to Rebacca Oford et al. (Donn, 1984) classified the roles of teacher as follows:

a. The Teacher as Controller

The teacher should control and know what does students do such as speak and languange that students use. Teacher also give chance to the students when they shoud speak and teacher should know what students do is related to instruction or not.

b. The Teacher as a Director

Teacher should make instructions that must be follow by the students such as a teaher wants to conduct his or her class becomes a drama class.

c. The Teacher as a Manager

Teacher should have plan lessons,modules and courses and also arrage the time or duration in teaching and learning process.

d. The Teacher as a Facilitator

Teacher should ready to facilitate the source of learn to achieve the goal in teaching and learning activities such as magazine, newspaper.

e. The Teacher as a Resource

The teacher should ready as resources for the students when the students need information.

C. Related Previous Studies

There are some researchers that had applied related to this strategy. First Roosmawarni Ismi F (2012) entitled efforts to improve reading skills through the speed reading method. His research was applied at MI-AL Hidayah Ngadirujo Ampel Boyolali. The author found that there are still many problems whose scores have not reached the learning completeness criteria. Student learning outcomes show that it is still far from expectations. Students who complete learning (T) are 5 people or 41.67%. There were 7 students who had not completed learning (BT) or 58.33%. Elementary school (SD) students

are said to have finished learning in the basic competencies of speed reading if they are able to read effectively at a speed of at least 75 words per minute (kpm). This means that 41.67% of these students have not been able to read at a minimum speed of 75 kpm. The goal is to introduce the strategy that is expected to help teachers overcome problems in teaching and improve student abilities.

Second, Erna Hidayanti (2015) entitled efforts to improve speed reading skills by using Speed Reading and Talking Stick, her research was applied in Banyu Urip, Gerung District in class III SDN 1 Banyu. The author finds a problem. The researcher found several causes for the slow reading ability of class III SDN 1 Banyu Urip, Gerung District, 2015/2016 Research Year, from the factors of teachers, students and teaching and learning processes. Teachers have a tendency to order students to read, then answer questions on the reading they read. The teacher has never measured the reading speed of the students and the percentage of comprehension of the reading content achieved by the students. The teacher thinks that the most important thing after reading is that students can answer questions that are in accordance with the reading they have read. When students are able to answer questions correctly, the teacher assumes that all students have understood the reading that has been read. Therefore this strategy can improve students' reading skills. The difference from this study is that the first location of the study and the research subjects are different from the two methods they use are also different.

The two previous studies above discussed the application of speed reading methods and techniques to students of SMKN 5 Seluma in understanding the readers. However, in this study, the researcher wanted to   know the effectiveness of the reading program through the speed reading technique on the reading effectiveness of students of SMKN 5 Seluma. Researcher also took a different place. This research was conducted at SMKN 5 Seluma using quasi experimental techniques.

D. Hypothesis

Hypothesis or basic assumption is a temporary answer to a problem that is prejudiction because it still must be proven truth. The researcher proposes two hypothesis in this study. They are Null Hypothesis (Ho) and the Alternative Hypothesis (Ha) :

Ho : There is no effect of the application of the Speed Reading technique

Ha : There is an significant diffrench in the reading ability after learning using the Speed Reading technique on the discovery

CHAPTER III

RESEARCH METHOD

This chapter discusses research method, Research Design, Population and Sample, Research Instruments, The Procedure of Collecting Data, Validity of test and Reliabillity, Technique of Analysis Data

A. Research Design

The researcher was use quantitative approach in the form of quasi experimental method in order to collect the data in this study. In quasi experimental research, the researcher observeds the effect on one or more dependent variables and manipulates at least one independent variable and controls for other relevant variables (Gay,2012:250). The researcher used quasi experimental because the researcher want to compare two group with the treatment in one class. Schematically, the quasi experimental design can be drawn as follow:

Table 3.1 Pre Test and Post Test Design

Group	Pre Test	Treatment	Post Test
Experimental	T1	E	T2
Control	T1	-	T2

(Source: Gay, L.R. 2012)

Note:

T1: The same initial test in two group

E: The treatment provided with speed reading teachnique

T2: The same final test in two groups

The research subjects consisted of two groups, namely the experimental group who received Speed Reading learning and the control group who received conventional techniques learning. Both groups were given a pretest and posttest. The population of this study were students of the SMKN 5 Seluma. Samples drawn from the population randomly (random) are some of the first semester students in the morning of the 2020-2021 academic year, totaling 49 people. The researcher takes a sample of 10% of the total population. Respondents were divided into 2 (two) groups with 23 people each, namely:

1. Student groups using the Speed Reading technique.

2. Student groups with conventional techniques.

Program implementation techniques for this research is a preliminary test, several questions was be given to get the extent of students' knowledge of reading. Meanwhile, the final test was conducted to determine their reading skills after being given treatment by the lecturer who taught the Reading subject to the use of the Speed Reading technique. Data analysis was performed using the mean difference test technique using the SPSS method. Data analysis was taken by calculating the test result value. If the results are aimed at finding out whether the use of speed reading techniques has a significant effect on students' reading skills or not. The t-formula on the t-test is: assessment, namely: content, organization, vocabulary, language use, and

mechanisms.

B. Population and Sample of The Research

   1. Population

        The population of this research is the second year students of SMKN 5 Seluma with total number 96 students. They will be divided into 2 classes. The researcher conducted research on class X students, the reason the Researcher chose SMKN 5 Seluma was that the principal and teachers who received research activities that would be carried out at the school could be invited to work together. No researcher has yet developed speed reading techniques in these schools.

   2. Samples

        In this study, the sample used was 49   people from the total population because not all the number of students met the research criteria. Sampling technique is a method or method that is done for determine the number and members of the sample.   Each member is of course a representative population selected after being grouped based on the similarity of characters. The sampling technique used by researchers is purposive sampling, which means is a sampling technique with certain considerations. Refers to the Quasi experiment whose main characteristic is not choosing sample randomly (random sampling).

C. Technique of Data Collection

Data collection methods are techniques or methods used by researchers to collect data. Collecting data in this study using several techniques, namely

1. Pre Test

The pre-test technique is to determine the ability of students to understand the content of the reading before being given treatment.

2. Post Test

The post-test technique is to determine the ability of students to understand the content of the reading after being given treatment. This test is carried out after completing the reading learning program which is subject to treatment in the experimental group. From the test, it can be seen that the students' ability level to understand the reading content, both from the experimental group and the control group after being given treatment.

3. Observation

Observation is a technique or way of collecting data by observing ongoing activities. This observation is carried out by observing the course of the reading learning process using the speed reading method in class XI SMKN 5 Seluma.

D. Research Instruments

There are two instruments used to conduct this research. They are:

1. Observation

Observation is a technique or way of collecting data by making observations of ongoing activities, these activities can be related to the way the teacher teaches, students learn the principal who is giving direction, personnel in the field of staff who are in a meeting and so on. Observations can be carried out in a participatory or non-participatory manner. As a data collection method, ordinary observation is defined as systematic observation and recording of the elements that appear in a symptom on the object of research. The visible element is called data or information which must be properly and completely observed and recorded. This method is used to see and observe directly the situation in the field so that the researcher gets a broader picture of the problem being studied. This technique is used to see the ways the teacher teaches during the learning process carried out by the English subject teacher. Through this research, the researcher saw firsthand how the interaction between teachers and students during the implementation of learning. Researcher also used an observation guide. The data that was be taken through this method are: information on how students participate in learning, methods, strategies used by the teacher in learning, tools and resources for learning English.

2. Multiple Choice Test

The test was used to measure students' reading comprehension on expository text. In teaching reading in our curriculum (K-13), if the students are able to achieve goal, this means that assessment of reading ability needs to be correlated with purposes of reading. There are many techniques that can assess the students' comprehension but the writer used multiple choices technique. Multiple choices technique is a technique that was be designed by using four choices and the respondent chooses one based on the question (Hughes, 2003). This technique can assess the student's reading comprehension. In this research, the writer gives 20 questions consist of 10 pretest and 10 post test for the respondent. They were based on the indicators of reading comprehension in operational concept. The students' reading comprehension test used narrative text which consisted of 20 questions about narrative text reading comprehension. Each multiple choice question consists of five answer choices (a, b, c, d, and e). The reason for choosing narrative text as an instrument is because narrative text can foster a creative and active mindset.

A story that is packaged so attractively can foster positive energy towards the reader, starting from their memory and emotionality, this narrative text is very suitable for use with the speed reading technique as a test tool. The students' reading comprehension test used narrative text which consisted of 20 questions about narrative text reading comprehension. Each multiple choice question consists of five answer choices (a, b, c, d, and e).

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E. The Procedure of Colecting Data

1. Pre Test

At the first meeting, the researcher gives a pre-test to the students. There the researcher explained the topic or wrote it down in the board. When the students are regarded understand about the topic, the researcher conveyed the lesson objective for that meeting; at the end of the class, the students were expected to be able to read a narrative text before being taught the treatment.

2. Treatment

After getting the pre-test results, the researcher gave the treatment by means of speed reading. The purpose of the treatment is to assist students in understanding reading texts, especially simple narrative texts. The experimental class was taught by speed reading. First, the researcher applies the comparison:

a. The teacher gives a story map to students and asks students to fill it in as a draft narrative text

b. After the teacher explains the narrative text material

c. Then, the teacher was ask students to read the narrative text based on what is on the student's mind.

d. After that, students read the text carefully and completely.

e. Then the teacher was ask the students to find the differences between what they read before using the spee reading technique

f. The teacher gives an opinion to the students for mentioning a mismatch.

3. Post Test

The post-test is given to the students after conducting the treatment of using teachnique speed reading students' reading ability. Similar to pre-test, The researcher was given a conclusion about speed reading with narative text.

F. Validity of Test and Reliability of Test

1. Validity Test

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor can make it. The instrument of the test must aim at providing a true measure. The instrument of the test is valid if the instrument used can measure the thing that will be measured (Gay,1983, p.23).

The researcher has administered try out, the researcher carried out in other class that was not included in sample. The purpose of try out was to obtain validity and reliability to the test. It was determined by finding the difficulty level of each item.

There are two kinds of validity, namely Logical Validity and Empirical Validity. Logical Validity is the validity stated based on the result of experience. Before getting the data, the researcher used all of the items in try out. Try out was intended to know the value of the test. The purpose of try out was to obtain validity and reliability to the test. It can be predicted from its item difficulty. Item difficulty is determined as the proportion of correct responses (to know item difficulty of students' content schemata and reading comprehension of narrative text. Formula of item difficulty is as follows the formula is as follows (Gay,1983).

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

Where :

FV : Index of difficulty or Facility value.

R : The number of correct answers.

N : The number of students taking the test.

The standard level of difficulty used is **<0, 30** and **>0, 70**. So, item would be accepted if it is scaled between 0.30 - 0.70 and rejected if it is less than 0.30 (difficult) and bigger than 0.70 (easy). Based on the try out result, there were some items tests rejected. To revise instrument, they were changed with new items appropriately.

2. Reliabity Test

Henning points out here liability of a test as "a measure of accuracy, consistency, depend ability, or fairness of scores resulting from

administration of a particular examination" It is an administration used to judge test accurate or not.To know how reliability of the tests, the researcher used formula of Alpha

$$rii = \left(\frac{k}{k-1}\right)(1 - \frac{\sum Si}{st}$$

Where r ii   : Reliability value

$\sum$ Si   : Sum of variance of every item

St   : Variance total

K   : Number of item

In order to avoid mistake in analyzing reliability of test, the researcher also us ed SPSS 16.0; it could know the result automatically. This is simpler than manually.

G. Technique of Analysing Data

This research used a quasi experimental data analysis. The quasi nexperimental data of this research is numeric data and can be formulated by using statistical method. In the experimental design, the data analyses are experimental two groups, used pretest and post-test. The data analysis in this research is using t-test.

In this research, the data obtained from pre-test and post-test were analyzed by using T-test by using SPSS 26 It means that the researcher did not used manual computation. All the data collected were accounted by using SPSS 16.0 program in this case was paired sample T-test. Because the researcher hope to find out the effect of speed reading. Firstly, the researcher conducted of pre-test. Then after of pre-test, the researcher gives a treatment.

The researcher was taught by using Speed Reading in teaching Reading. After the treatment, the students were tested again. Finally, the means of the two tests are compared to find out there is significant difference.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the results of the experiments that have been carried out, this chapter contains the results and discussion.

A. Research Results

In this chapter, the results and discussion of the research are presented in the form of tables, graphs and (written) narratives. The results showed that the influence of speed reading techniques on reading skills in SMK N 5 Seluma increased. This study was also conducted to determine whether there was a significant difference in students' reading ability between the experimental class which was taught using speed reading techniques and the control class which was not taught using speed reading techniques or using conventional techniques. After collecting data, the data were analyzed using SPSS version 26 software.

1. Learning Outcomes of Reading Ability

This section explains and analyzes the learning outcomes before and after using the speed reading technique. Pre-test and post-test were given to students in the experimental group and the control group. The pre-test was given to the students before the speed reading technique was carried out and the post-test was given at the end of the experiment after the speed reading technique was carried out.

a. **The Description of Pre-test Score and Post-test Score in the Experimental Group**

Table 4.1 The Description of Pre Test Score and Post Test Score in the Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment Class Pre-Test	29	20	65	42.76	11.147
Experiment Class Post-Test	29	60	90	75.52	8.382

Based on the table above, it can be seen that the description or description of learning outcomes in the experimental class using a sample (N) of 29 students, the lowest pre-test score of 20 and the highest score of 65 so that an average value of 42.76 was obtained. Meanwhile, the lowest post-test score was 60 and the highest score was 90, so that the average score was 75.52.

Figure 4.1 Graph of Student Learning Results Pre Test Experiment Class
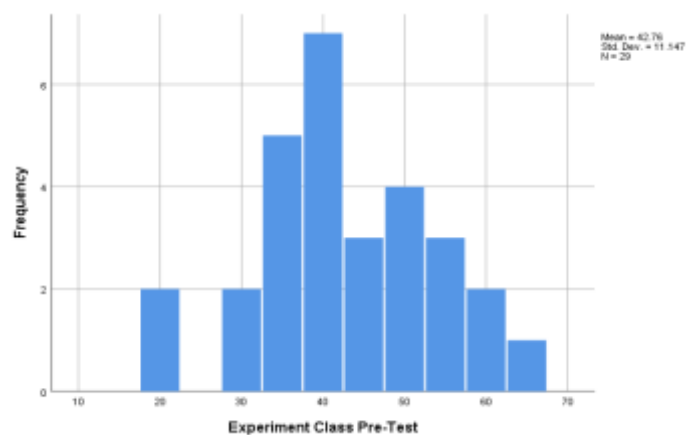
Figure 4.2 Graph of Student Learning Outcomes of Post Test
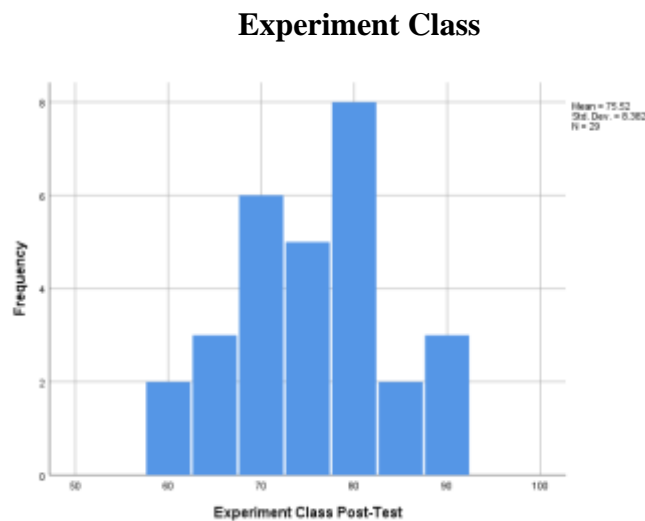
Experiment Class

Based on Figures 4.1 and 4.2, the student learning outcomes in the post-test experimental class are higher than the pre-test scores. This means that there is an increase in students' reading ability by using the speed reading technique at SMK N 5 Seluma.

b. **Description of Pre-test Learning Outcomes and Post-test Scores in the Control Group**

Table 4.2 Description of Pre test Learning Outcomes and Post Test Score

	N	Minim um	Maxim um	Mean	Std. Deviation
Control Class Pre-Test	24	10	45	25.21	11.178
Control Class Post-Test	24	25	60	38.54	9.610

Based on the table above, it can be seen that the description or description of learning outcomes in the control class using a sample (N) of 24 students, the lowest pre-test score is 10 and the highest score is 45 so that it is obtained the average value is 25.21. While the

lowest post-test score was 25 and the highest score was 60 so that the
average score was 38.54.

Figure 4.3 Graph of Student Learning Outcomes of Pre Test
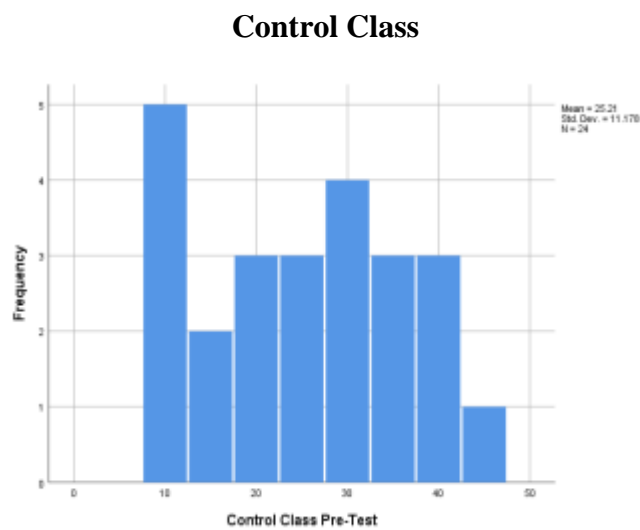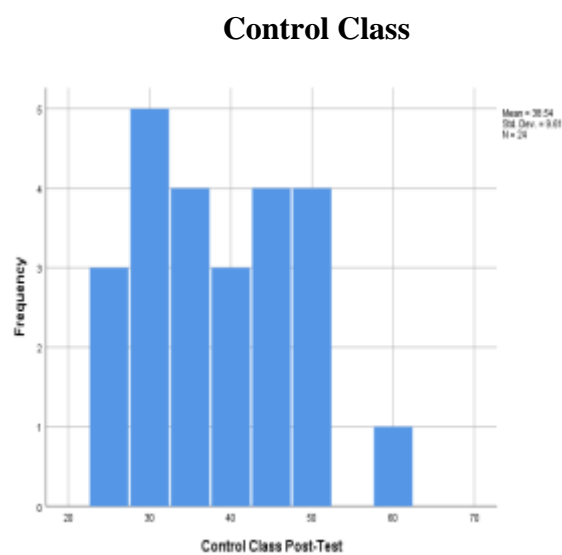
Control Class

Figure 4.4 Graph of Student Learning Outcomes of Post Test

Control Class

Based on Figures 4.3 and 4.4, the post-test control class
students' learning outcomes were higher than the pre-test scores. This
means that there is an increase in students' reading ability using
conventional techniques at SMK N 5 Seluma.

2. **Normality Test**

The normality test of the data must be measured before analyzing the data to find out whether the data is normally distributed or not. A group of data is said to be normally distributed if the significance value is > 0.05. If the significance value <0.05 then the data is not normally distributed. To determine the normality of the data using the Shapiro-Wilk test because the data used is less than 50 data.

Table 4.3 Normality Test Results of Pre Test Experiment Class Students

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment Class Pre-Test	.149	29	.097	.967	29	.484

Based on the table above, the Shapiro-Wilk test of pre-test student learning outcomes in the experimental class showed a significance value of 0.484. Because the value is greater than 0.05. This means that the pre-test student learning outcomes data in the experimental class are normally distributed.

Table 4.4 Normality Test Results of Student Learning Outcomes of Post Test Experiment Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Experiment Class Post-Test	.152	29	.086	.949	29	.176

Based on the table above, the Shapiro-Wilk test of post-test student learning outcomes in the experimental class showed a significance value

of 0.176. Because the value is greater than 0.05. This means that the post test student learning outcomes data in the experimental class are normally distributed.

Table 4.5 Normality Test Results of Student Learning Outcomes of

Control Class Pre Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control Class Pre-Test	.124	24	.200*	.927	24	.084

Based on the table above, the Shapiro-Wilk test of student learning outcomes in the pre-test in the control class showed a significance value of 0.084. Because the value is greater than 0.05. This means that the pre-test student learning outcomes data in the control class are normally distributed.

Table 4.6 Normality Test Results of Student Learning Outcomes of

Post Test Control Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Control Class Post-Test	.146	24	.199	.938	24	.149

Based on the table above, the Shapiro-Wilk test of post-test student learning outcomes in the control class showed a significance value of 0.149. Because the value is greater than 0.05. This means that the post-test student learning outcomes data in the control class are normally distributed.

3. **Homogenity Test Data**

Table 4.7 Test of Homogeneity of Variances

Test of Homogenity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.035	1	51	.314
	Based on Median	1.069	1	51	.306
	Based on Median and with adjusted df	1.069	1	50.983	.306
	Based on trimmed mean	1.025	1	51	.316

The test homogenity of variences showed that the significant were 0.314. Since 0.314 was higher than alpha level of 0.05, it concluded that the variances of every test were homogenous.

4. **Statistical Analysis Results**

To prove the research hypothesis, the researchers used statistical analysis. Statistical analysis performed were Paired Samples T-Test (Test Paired Samples) and Independent Samples T-Test (Independent Sample t-Test). Paired sample t-test was used to determine whether there was a significant difference in students' reading ability before and after the speed reading technique was applied to the experimental class and conventional techniques to the control class. While the independent sample t-test was used to determine whether there is a significant difference in students' reading ability between the experimental group and the control group. Data analysis was carried out using SPSS version 26 software.Analisis Paired Sample T-Test.

Table 4.8 Results of the Experimental Class Pre Test and Post Test

Analysis

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experiment Class Post-Test	75.52	29	8.382	1.557
	Experiment Class Pre-Test	42.76	29	11.147	2.070

Based on the table above, it is known that the average value of the pre-test reading ability of the experimental class is 42.76 with a standard deviation of 11.147. While the average value of the post-test reading ability of the experimental class is 75.52 with a standard deviation of 8.382 .

Table 4.9 Experimental Class Paired Samples Test Results

			Pair 1 Experiment Class Post-Test Experiment Class Pre-Test
Paired Differences	Mean		32.759
	Std. Deviation		7.019
	Std. Error Mean		1.303
	95% Confidence Interval of the Difference	Lower	30.089
		Upper	35.428
T			25.135
Df			28
Sig. (2-tailed)			.000

Based on the table above, the result of the difference in the mean of paired samples between the learning outcomes of the pre-test and post-test reading skills in the experimental group is 32.759 with a standard

deviation of 7.019 at a significance level of 0.05 and degrees of freedom 28 obtained a t-count value of 25.135 and t- table 2,048 with a significance value of 0.000. Because the significance value is <0.05, the researcher's hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant effect of speed reading techniques in the experimental group on reading skills at SMK N 5 Seluma.

Table 4.10 Results of Analysis of Pre Test and Post Test Control Class

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control Class Post-Test	38.54	24	9.610	1.962
	Control Class Pre-Test	25.21	24	11.178	2.282

Based on the table above, it is known that the average score of the pre-test reading ability of the control class is 25.21 with a standard deviation of 11.178. Meanwhile, the average score of the post-test reading ability of the control class was 38.54 with a standard deviation of 9.610.

Table 4.11 Test Results Paired Samples Test Control Class

			Pair 1 Control Class Post-Test - Control Class Pre-Test
Paired Differences	Mean		13.333
	Std. Deviation		8.165
	Std. Error Mean		1.667
	95% Confidence Interval of the Difference	Lower	9.886
		Upper	16.781
T			8.000
Df			23
Sig. (2-tailed)			.000

Based on the table above, the results of the mean difference in paired samples between the results of the pre-test and post-test reading abilities in the control group are 13,333 with a standard deviation of 8.165 at a significance level of 0.05 and degrees of freedom 23 obtained t-count values of 8,000 and t- table 2,069 with a significance value of 0.000. Because the significance value is <0.05, the researcher's hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant effect of conventional techniques in the control group on reading skills at SMK N 5 Seluma.

Table 4.12 Independent Samples Test Results

			Result	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		1.035	
	Sig.		.314	
t-test for Equality of Means	T		14.960	14.766
	Df		51	46.077
	Sig. (2-tailed)		.000	.000
	Mean Difference		36.976	36.976
	Std. Error Difference		2.472	2.504
	95% Confidence Interval of the Difference	Lower	32.014	31.935
		Upper	41.937	42.016

Based on the table above, it is found that the difference in the average post-test reading ability between the experimental group and the control group is obtained. From the table, it is known that the t-count value is 14.960 with a significance value of 0.000. Because the significance value is <0.05 then the researcher's hypothesis (Ha) is accepted and the

null hypothesis (Ho) is rejected. This means that there is a significant effect of speed reading technique on reading ability in SMK N 5 Seluma.

B. Discussion

Student learning outcomes in the experimental group and the control group have almost the same reading ability. This is shown from the results of pre-test learning before the speed reading technique was applied with the average pre-test score for the experimental class was 42.76 and the average score for the control class was 25.21. Based on the results of statistical tests on student learning outcomes in the experimental class, it is known that there is a significant effect of speed reading techniques in the experimental group on reading skills at SMK N 5 Seluma, as well as the results of statistical tests on student learning outcomes in the control class showing the same results, namely there is an effect which is significant with conventional techniques in the control group on reading skills at SMK N 5 Seluma. However, judging from the results of the average increase in student learning outcomes in the experimental class, it is much higher or significant from the average result of the pre-test 42.76 to the post-test 75.52 while the average result of the control class from the pre-test is 25. .21 to post-test 38.54. It can be seen that the increase in the value of the experimental class learning outcomes with the implementation of the speed reading technique is much greater in increasing the scores of students' learning outcomes compared to the control class learning outcomes. This is supported by the results of the independent sample test to find out the comparison the average student learning outcomes between

the experimental class and the control class obtained that there was a significant effect of speed reading techniques on reading skills in SMK N 5 Seluma.

There is a difference in the average student learning outcomes in the experimental class and the control class due to differences in treatment during the learning process carried out. The learning process of students in the control class uses learning with conventional reading techniques where students are given material with reading techniques as usual (conventional). Meanwhile, the students' learning process in the experimental class used learning with speed reading techniques, where in this technique there are good ways to read fast so that students do not need to take a long time to read.

The use of speed reading techniques in the experimental class causes students to be more motivated and interested in reading. In addition, students can also carry out reading activities by actually reading, not just seeing word for word but understanding and gaining understanding from what is read, this is indicated by the acquisition of better learning outcomes compared to the control class who did not use the technique. speed reading instead of using conventional methods.

In the application of the speed reading technique, students are trained not to read word for word, students are trained to read silently, read faster time, reading by looking at the key words in the text, as well as being given an explanation of things to avoid in speed reading. The students looked enthusiastic and interested in the application of this speed reading technique.

However, in practice, the researcher also found several obstacles, such as there are still a few students who are lazy to read and find it difficult to do this speed reading technique, making it difficult for them to understand the reading text. This condition is reasonable, because it is very rare for teachers to get used to this speed reading activity in schools so that students are not accustomed to doing it, therefore there is a need for habituation so that students' understanding of what is read can be increased. While in the control class, learning is done using conventional techniques. In this method, there are more teachers than students. Students look more passive in learning. Almost all activities are held by the teacher. In learning with conventional techniques, the teacher provides more explanations, and conveys a lot of material. While the students were more silent, sitting quietly while listening to the teacher's explanations. This learning seems monotonous and boring because only the teacher is actively involved while the students are not involved in it so that students do not get direct experience in learning. This conventional learning is also easier to cause noise and class conditions that are not conducive because many students prefer to chat with their classmates rather than listen to the teacher's explanation in front of the class. This greatly affects student learning outcomes in class.

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up reading. 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. Konstant stated that speed reading is not reading words faster. It means that speed reading can be flexible dependson the material that you are reading. In his journal that speed reading does not allow the reader to adequately understand the reading materials. A distinction should be made between speed-reading, which assumes that normal comprehension is maintained, and scanning and skimming which accept a considerable decline of comprehension (Sutz & Waverka, 2009).

The results of this study are in line with research conducted by Roosmawarni Ismi F (2012) entitled efforts to improve reading skills through the speed reading method. His research was applied at MI-AL Hidayah Ngadirujo Ampel Boyolali. The author found that there are still many problems whose scores have not reached the learning completeness criteria. Student learning outcomes show that it is still far from expectations. Students who complete learning (T) are 5 people or 41.67%. There were 7 students who had not completed learning (BT) or 58.33%. Elementary school (SD) students are said to have finished learning in the basic competencies of speed reading if they are able to read effectively at a speed of at least 75 words per minute (kpm). This means that 41.67% of these students have not been able to read at a minimum speed of 75 kpm. The goal is to introduce the strategy that is expected to help teachers overcome problems in teaching and improve student abilities.

Another study conducted by Erna Hidayanti (2015) entitled efforts to improve speed reading skills by using Speed Reading and Talking Stick, her research was applied in Banyu Urip, Gerung District in class III SDN 1 Banyu. The author finds a problem. The researcher found several causes for the slow reading ability of class III SDN 1 Banyu Urip, Gerung District, 2015/2016 Research Year, from the factors of teachers, students and teaching and learning processes. Teachers have a tendency to order students to read, then answer questions on the reading they read. The teacher has never measured the reading speed of the students and the percentage of comprehension of the reading content achieved by the students. The teacher thinks that the most important thing after reading is that students can answer questions that are in accordance with the reading they have read. When students are able to answer questions correctly, the teacher assumes that all students have understood the reading that has been read. Therefore this strategy can improve students' reading skills. The difference from this study is that the first location of the study and the research subjects are different from the two methods they use are also different.

From the explanation above, the researcher found that the significance between students' reading habits with use speed reading teachniques So it can be concluded that students' reading process can also be influenced by the texts they read, because there are types of genres in each text. Students will know a lot of new vocabulary and structures acquired through reading and will be very helpful for writing a text. In addition, students must realize the

importance of why they must cultivate an interest in reading to achieve good reading habits. Reading aims to increase knowledge, learn vocabulary, write and practice pronunciation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws conclusions from this research and provides some suggestions for all those who are directly related to Paired Speed Reading Teahniques research: Teacher, Students, School and Further Researchers

A. Conclusion

Based on the results of the research and discussion described in the previous chapter, it can be concluded that there is a significant effect of speed reading techniques on reading skills in SMK N 5 Seluma. Students in the experimental group can significantly improve reading skills compared to the control class. The average increase in student learning outcomes in the experimental class is much higher than the average pre-test result of 42.76 to 75.52 post-test. Meanwhile, the average result of the control class from the pre-test was 25.21 to the post-test was 38.54. It can be seen that the increase in the value of the experimental class learning outcomes with the implementation of the speed reading technique is much greater in increasing the scores of students' learning outcomes compared to the control class learning outcomes.

B. Suggestion

Based on the results of the research, discussion and conclusions described above, the researchers provide the following suggestions:

1. It is recommended for teachers to use speed reading techniques as an alternative reference in teaching to improve students' reading skills because students look enthusiastic and interested in applying speed reading techniques.

2. It is recommended for students to be able to practice speed reading techniques in reading, because speed reading techniques can improve reading skills so that they can affect learning outcomes or experiences in terms of reading.

3. It is recommended for schools to be able to facilitate teachers and students to be able to apply speed reading strategies in the teaching and learning process so that it has an impact on student learning outcomes because of an increase in reading skills, especially for students.

4. Further researchers

   The findings of this study will be useful to other researchers who are working in same field. It can be a concern as well as a recommendation for other research if they plan to conduct more research in the same field.

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APPENDICES

Appendix 1. Pre Test In Class Control.

Appendix 2. Post Test In Control Class

Appendix 3. Post Test On Experimental Class

Appendix 4. Pre Test On Experimental Class

Appendix 5. Treatment On Experimental Class

Appendix 6. Post Test On Experimental Class

PRE TEST

Name :

Class   :

Text Question for number 1-3

Once 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 didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.
Meanwhile, the seven dwarfs were coming home from work. 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."
Then, Snow White told the dwarfs the whole story.
The dwarfs said, "If you want, you may live here with us."
Snow White answered, "Oh, could I? Thank you."
Finally, Snow White and the seven dwarfs lived happily ever after.

1. To tell the plot, the writers uses…
A. a rhetorical question and an exclamation
B. time sequences
C. contrastive evidences
D. past tense
E. concessive conjunctions

2. What type of the text is used by the writer?
A. narrative
B. report
C. anecdote
D. comparative
E. news item

3. The organization of the text above is…..
A. abstract, orientation, crisis, incident,coda
B. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
C. orientation, major complication, resolution, complication, resolution, complication, major complication
D. description, background events, sources
E. orientation, event, event, event

Text Question for number 4-6

long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.
After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

4. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
A. Princess Segara will have married with Raden Begawan
B. Sang Prabu will not hold strength competition
C. Raden Begawan will not die
D. Teja Nirmala will stay in the Kahyangan
E. Wicked Fairy will not take Raden Begawan's life

5. The similarity between fairy and human according to the text.
A. The place they live
B. The jealousy that they posses
C. The way they don't feel a love
D. The strength they have
E. Their life that is immortal

6. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
A. The wicked fairy
B. The nice fairy

C. Princess Nirmala
D. Prince Teja
E. The prince of Blambangan

Text for question number 7-13

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 him. The young woman 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.

7. What separated between one village to another a long time ago in the New Territories ?
A. Another village
B. Mountains
C. Forests
D. Hills
E. Towers and logs

8. 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

9. 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

10. 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

11. " all men in the village fetched thick stick … " The word " fetched" has a similar meaning to :

A. Received

B. Caught

C. Got

D. Hit

E. Lifted

12. The brother let her son go with his aunt as she left home because ….

A. Ah Tim wanted to see the wolves

B. His aunt wanted him to come long

C. Ah Tim was bored to live with his parents

D. The baby was too cute to be alone

E. Ah Tim would be a guardian for them

13. What is the purpose of the writer by writing the story above ?

A. To describe the danger of the villages

B. To entertain the readers of the story

C. To tell the villagers' relationship

D. To explain how important a relative is

E. To narrate how the wolves were playing with the baby.

Text question for number 14-17

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was

Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood usying his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the sp̶i̶r̶i̶t̶ thought that was already dawn. It was time for them to leave. They Sangkuriang alone. Without their help he could not finish the ̶b̶o̶a̶t̶ Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

14. What made Dayang Sumbi stay young?
A. She set up conditions in doing things
B. A young man fall in love with her
C. She married a dog
D. She knew how to take care her body
E. God gave her an eternal beauty

15. What moral value can we learn from the story?
A. People must keep their words all the time
B. Do not make a promise to easily
C. Never be reluctant to do good things

D. We should not hate our decendants
E. Just do what we have planned

16. "He brought her the falling tool". The underline word "He" refers to……
A. Samgkuriang
B. Tumang
C. Dayang Sumbi
D. The king
E. Father

17. The complication starts when….
A. Sangkuriang arrived at his own village
B. Tumang came bringing Dayang Sumbi fallen thing
C. Dayang Sumbi asked Sangkuriang to find deer's heart
D. Dayang Sumbi and Sangkuriang fellinlove and decided to marry
E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

Text for question number 18-20
Long ago, a rich man wanted the very best education for his son, and so he sent him abroad to learn other languages. A few years later when the young man returned home, the only language he had learnt was the dog's language. The father was so indignant that he drove his son out of the house, and said that he wished to have nothing further to do with him. The young man ....(29).... his house with his broken heart.

After a great deal of wandering, the young man arrived in a villrage which was terrorized by a group of fierce dogs. Although everybody had advised him not to wander there, the young man insisted on going into the wood where dogs lived, and, too much amazement, he returned without even a ....(30).... He said that the dogs has spoken to him, explaining they were ....(31).... because they were compelled by a spell to keep guard all the time over a rich treasure chest buried in the woods.The young man solved all the problems by digging up the chest for himself, so the dogs troubled the villagers no further and were free to wander.

18. ......
A. saw
B. left
C. took
D. visited
E. destroyed

19. ......
A. fight

B. bark
C. pack
D. crack
E. scratch

20. ......
A. sad
B. tame
C. greedy
D. fierce
E. disappointed

POST TEST

NAME :

CLASS :

Text for question number 1-7

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 him. The young woman 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.

1. What separated between one village to another a long time ago in the New Territories ?
A. Another village
B. Mountains
C. Forests
D. Hills
E. Towers and logs

2. 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

3. 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

4. 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

5. " all men in the village fetched thick stick … " The word " fetched" has a similar meaning to :
A. Received
B. Caught
C. Got
D. Hit
E. Lifted

6. The brother let her son go with his aunt as she left home because ….
A. Ah Tim wanted to see the wolves
B. His aunt wanted him to come long
C. Ah Tim was bored to live with his parents
D. The baby was too cute to be alone
E. Ah Tim would be a guardian for them

7. What is the purpose of the writer by writing the story above ?
A. To describe the danger of the villages
B. To entertain the readers of the story

C. To tell the villagers' relationship
D. To explain how important a relative is
E. To narrate how the wolves were playing with the baby.

Text for question number 8-10
Long ago, a rich man wanted the very best education for his son, and so he sent him abroad to learn other languages. A few years later when the young man returned home, the only language he had learnt was the dog's language. The father was so indignant that he drove his son out of the house, and said that he wished to have nothing further to do with him. The young man ....(29).... his house with his broken heart.

After a great deal of wandering, the young man arrived in a village which was terrorized by a group of fierce dogs. Although everybody had advised him not to wander there, the young man insisted on going into the wood where dogs lived, and, too much amazement, he returned without even a ....(30).... He said that the dogs has spoken to him, explaining they were ....(31).... because they were compelled by a spell to keep guard all the time over a rich treasure chest buried in the woods.The young man solved all the problems by digging up the chest for himself, so the dogs troubled the villagers no further and were free to wander.

8. ......
A. saw
B. left
C. took
D. visited
E. destroyed

9. ......
A. fight
B. bark
C. pack
D. crack
E. scratch

10. ......
A. sad
B. tame
C. greedy
D. fierce
E. disappointed

Text Question for number 11-13

Once upon a time there lived a little girl named Snow White. She lived with]
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 didn't want her uncle and aunt to do that so she decided that it would
be best if she ran away. The next morning she ran away into the woods. She was
very tired and hungry. Then she saw a little cottage. She knocked but no one
answered so she went inside and fell asleep.
Meanwhile, the seven dwarfs were coming home from work. 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."
Then, Snow White told the dwarfs the whole story.
The dwarfs said, "If you want, you may live here with us."
Snow White answered, "Oh, could I? Thank you."
Finally, Snow White and the seven dwarfs lived happily ever after.

11. To tell the plot, the writers uses…
A. a rhetorical question and an exclamation
B. time sequences
C. contrastive evidences
D. past tense
E. concessive conjunctions

12. What type of the text is used by the writer?
A. narrative
B. report
C. anecdote
D. comparative
E. news item

13. The organization of the text above is…..
A. abstract, orientation, crisis, incident,coda
B. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-
elaboration, conclusion
**C. orientation, major complication, resolution, complication, resolution,
complication, major complication**
D. description, background events, sources
E. orientation, event, event, event

Text Question for number 14-16

long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

14. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
A. Princess Segara will have married with Raden Begawan
B. Sang Prabu will not hold strength competition
C. Raden Begawan will not die
D. Teja Nirmala will stay in the Kahyangan
E. Wicked Fairy will not take Raden Begawan's life

15. The similarity between fairy and human according to the text.
A. The place they live
B. The jealousy that they posses
C. The way they don't feel a love
D. The strength they have
E. Their life that is immortal

16. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to…
A. The wicked fairy
B. The nice fairy
C. Princess Nirmala
D. Prince Teja
E. The prince of Blambangan

Text question for number 17-20

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. He brought her the falling

tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood usying his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness. Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon. Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

17. What made Dayang Sumbi stay young?
A. She set up conditions in doing things
B. A young man fall in love with her
C. She married a dog
D. She knew how to take care her body
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18. What moral value can we learn from the story?
A. People must keep their words all the time
B. Do not make a promise to easily

C. Never be reluctant to do good things
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19.. "He brought her the falling tool". The underline word "He" refers to……
A. Samgkuriang
B. Tumang
C. Dayang Sumbi
D. The king
E. Father

20. The complication starts when….
A. Sangkuriang arrived at his own village
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