THE CORRELATION BETWEEN READING SPEED TOWARD STUDENT COMPREHENSION AT EIGHT GRADES OF PONDOK PESANTREN 2018/2019

THESIS

Submitted as a Partial fulfillment of The Requirement to Obtain Sarjana Pendidikan Degree at English Education Program of Education Faculty of Islamic University Sulthan Thaha Saifuddin Jambi

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SULTHAN THAHA SAIFUDDIN JAMBI
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I who signed below stated that the thesis which is entitled “The Correlation Between Reading Speed Toward Student Reading comprehension at Eight Grades of Pondok Pesantren An-Nur Tangkit” is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules and ethics of scientific writing.

If later found that some parts of the thesis are not my own work or indicated any element of plagiarism, I am willing to accept the consequences in accordance with rules and regulation prevail. Therefore, in writing this thesis, I am in good health and mind.

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DEDICATION

This script is dedicated to all people who always pray and give support in finishing this script for my success, they are:

Especially for my beloved parents, Mustamin Arifin and Masria who always give me spirit, supports, thanks a lot for your endless love, affection, and big prayer that you gave to me wherever you are. There are no words which can describe my thanks for you Ayah and Ibu.

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“And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious”

(At-Taubah : 122)

(Source: Al-Qur’an Digital: Sahih International)
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By reciting Alhamdulillahi rabbil ‘alaminn, with all of mercies and bessing of Allah, finally the writer accomplished this thesis. The objective of this thesis is a partial requirement for the undergraduate degree (S1) in English Education Program, Faculty of Education and Teacher Training in the State Islamic University Sultan Thaha Saifuddin Jambi which is entitled “The Correlation Between Reading Speed Toward Student Comprehension at Eight Grades of Pondok Pesantren 2018/2019”

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ABSTRACT

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vii
This research is correlation quantitative study about students’ reading speed toward student comprehension on expository text contains 268 words with time 1 minute 6 second (66 seconds) at eight grade of Pondok Pesantren An-Nur Tangkit in academic 2018/2019. The objectives of the study is to find out the correlation between students reading speed and student comprehension at eight grade of Pondok Pesantren An-Nur Tangkit.

The results of this study showed that the mean score of students reading speed is 172.30 WPM. It means that students reading speed has slow category. Then, students comprehension showed that the mean score is 62.33. It means that the students comprehension has fair category. Besides, the hypothesis testing in this research showed that $r$ hitung is higher than $r$-table = 0.872 > 0.760. It means that $H_a$ accepted and $H_o$ rejected so that it is could be said that the correlation was significant. Besides, if the researcher consider that between reading speed toward comprehension have opposite direction, meanwhile reading speed has slow category and comprehension has fair category, so it is cannot be said that the correlation is positive, but the correlation is negative. Considering the explanation before, it means that there is negative correlation between students reading speed and student comprehension at eight grade students in Pondok Pesantren An-Nur Tangkit in academic 2018/2019.

**Keywords:** Correlational study, reading speed, comprehension

Hasil penelitian ini menunjukkan bahwa rata-rata skor membaca siswa kecepatannya 172.30 WPM. Ini menunjukkan kecepatan membaca siswa memiliki kategori lambat. Kemudian, pemahaman siswa menunjukkan bahwa skor rata-rata adalah 62,33. Itu menunjukkan bahwa pemahaman siswa memiliki kategori yang cukup. Dari pengujian hipotesis dalam penelitian ini menunjukkan bahwa \( r \) hitung lebih tinggi dari \( r \) tabel = 0.872 > 0.760. Artinya \( H_a \) diterima dan \( H_0 \) ditolak sehingga dapat dikatakan bahwa korelasinya signifikan. Selain itu, jika peneliti mempertimbangkan itu antara kecepatan membaca terhadap pemahaman memiliki arah yang berlawanan, kecepatan membaca sementara memiliki kategori lambat dan pemahaman kategori cukup, sehingga tidak dapat dikatakan bahwa korelasinya positif, tetapi korelasinya negatif. Berdasarkan penjelasan sebelumnya, menunjukkan bahwa ada korelasi yang negatif antara kecepatan membaca siswa dan pemahaman siswa pada delapan siswa kelas di Pondok Pesantren An-Nur Tangkit di akademik 2018/2019.

Kata Kunci: Hubungan, kecepatan membaca, pemahaman
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CHAPTER I
INTRODUCTION

A. Background of Research

Reading, as one of language skills has very important role. The students should comprehend the reading for certain purpose, it needs practical and suitable method. Reading skill is needed to learn English language. To comprehend reading skill, we can read anything such as reading books, magazines, newspaper in order to get information. From reading activity, we can get knowledge and it provides access to information due to the fact. It is important to learn reading because people who can read well would be able to increase knowledge, and it is regarded as a good reader. The idea is supported by the fact that reading now has a part of daily life.

Reading is one way to search information that needed. Therefore, a reader needs some skills to support reading process. They are skimming and scanning. According to Garbe and Stoller (2002:13) stated that reading to search simple information is a common reading ability, and scan and skim the text is a process that can be used to find a specific piece of information or specific word. Thus, both skills will help the reader while reading and to comprehend the text. Besides, a good reader must has a technique that can be used while reading process namely speed reading technique. It can help the reader to find the information quickly.

Speed reading is how fast people could cover of what they are read. It is could be categorize that reading speed is dividing the number of word in a text with reading time and people reported in words per minute. Reading speed is a skill read and understand the letter of the text. According to Richard (2007), reading speed is usually used to describe how fast a reader reads a text that has been known by the number of words per minute. When we have learned speed reading, people not only finishing the text what they read with reading time but also people could understand the text. It is called as reading comprehension. The term reading speed and understanding of the reading are inseparable elements. As
according to Nuttal (Arab, 2009:29), reading speed and reading comprehension are two elements that are closely related.

Comprehension is as the main important part of reading process. According to Miller (1971, as quoted in Humaira), “Comprehension is built upon both word recognition and association and cannot effectively take place unless the reader first is efficient in these two aspects of reading”. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding is useless.

Understanding a text is a way to answer the question referred. Arab (2009:29) explains that, when we read slowly and excessively, the understanding of the text will be hampered. So, if we read slowly, comprehension will also be slow. Especially if we read slowly to excess, there will be regression or repetition, where readers have to repeat what they read. Of course it needs a lot of time and their minds do not focus anymore.

Reading comprehension means that how well people could understand the text and they catch the point of reading. Usually, to comprehend the text, people read the text word by word and they do one time or more. In reading comprehension, people are able to comprehend the meaning of the text such as identify the main idea, identify specific information, find detailed information, identify implied information, and conclusion.

So, that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Indonesia is one of the countries which involves English in its education system. English is included in the subjects which are taught in Indonesian schools. In Curriculum 2006, English is a mandatory subject which has to be conducted in junior high schools and senior high schools. Students are demanded to learn English. They are also required to understand English language well in the form of written or spoken language.
Based on the experience of teaching practice that has been done by the researcher in October until December 2017. The researcher have taught reading material, the students there can read the English material according to the pronunciation. Although the researcher did not know much about the students especially in their reading. When the researcher asks the students to read the story in their books, they read it. Some students reads the story but don’t understand about the meaning, so the researcher saw that some students did not interest in reading text.

Reading speed has influenced to the reading comprehension made by the students. The students reading speed also determines the students’ ability to comprehend the text. They have a great influence to success in learning reading skill. It can also give a positive or a negative effect to the students reading comprehension because all of the students have different reading speeds.

Considering the explanation above, the researcher would like to do a research which is formulated with the title “The Correlation Between Reading Speed Toward Student Comprehension”. This research is held to find out if there is a significant correlation between students’ reading speed and their comprehension. In this research, the researcher did not examine the deeper causes of what was causing the reading speed and reading comprehension was low or high. This research just focuses on the correlation between reading speed and reading comprehension of the students. This research is conducted in Pondok Pesantren An-Nur Tangkit at the eight grade students in Academic Year 2018/2019. The researcher gives one text taken from 'English Lesson 2 by Darrussalam Gontor’. The text contains 268 word passages with ten comprehension questions about the text.

B. Limitation of the Problem

In this research, the researcher not investigate all of students of Pondok Pesantren An-Nur Tangkit, but the researcher just investigate on VIII A grade students of Pondok Pesantren An-Nur Tangkit in the academic year 2018/2019 so that the researcher could manage the research well. The research focused on the
correlation between students reading speed toward comprehension on expository
text contains 268 words with the time 1 minute 6 seconds (66 seconds) at eleventh

C. Problem Formulation

Based on the overview above, the researcher formulate the problem as follows:
- Is there any significant correlation between reading speed toward student
  reading comprehension at the eight grades of Ponpes An-Nur Tangkit?

D. Purpose of Research

The purpose of this research is to find out the correlation between reading
speed and reading comprehension for eight grades of Ponpes An-Nur Tangkit.

E. Significances of Research

The research about the correlation between the students reading speed and
their reading comprehension hopefully will be useful to give some contributions
to English language learning, i.e.
1. For the Students
   Students will interest to improve their reading speed and their reading
   comprehension in learning English.
2. For the Teachers
   It is hope the result the research will useful in teaching learning process are
   associated with reading skill in learning English.
3. For the Researcher
   By concluding the research, the researcher will get more knowledge especially in
   teaching learning about students reading speed and reading comprehension.
4. For the Readers
   It is hope that the research will be useful for another case.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher divided the chapter into four parts as follows: review of related literature, previous study, conceptual framework, and hypothesis. In the scientific research, review of related literature is very important because its contents are about a lot of theories to support statements in the research. In the section, the researcher would like to discuss Teaching and Learning, Reading, Reading Speed, Reading Comprehension.

A. Theoretical Review

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

1. Teaching and Learning

If we hear about teaching and learning, we thought about teacher and students directly. Both of them are related. It is always happens in the school from kindergarten until university.

Teaching means giving a meaning, delivering the knowledge to the people to do. We try to give some explanation for people about knowledge or skill. In education, teaching means that teacher transfer the material, giving an instruction to do assignment for the student.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Teaching which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown 2007:8).

Learning is an activity to obtain the knowledge. Learning is the people process to get something with their effort. It is happens in every time, wherever we are, we are learning.
Brown (2007:7) says that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Breaking down the components of definition of learning, we can extract, as we did with language, domains with research and inquiry.

a. Learning is acquisition or getting
b. Learning is retention of information or skill
c. Retention implies storage system, memory, cognitive organization
d. Learning involves active, conscious focus on acting upon events outside or inside the organism
e. Learning is relatively permanent but subject to forgetting
f. Learning involves some form of practice, perhaps reinforced practice
g. Learning is a change in behavior.

Learning may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situation. (Fry 2003:9)

Considering some explanation above, teaching and learning is always being related. Teacher gives an explanation of the material in the class. Students are receiving the material given by teacher. It is the process of teaching and learning. So both of them is always working together everywhere and wherever we are to be learned.

2. Reading

Reading is the process where our eyes and brain work together to absorb information or knowledge to get the meaning. Reading is very useful for us to know many things which are happen in the world. There are so many people who love reading because they want to improve their insight.

Reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with
which one can update his/her knowledge. Reading skill is an important tool for academic success (Patel and Jain 2008:113).

Reading is a complex, two-stage process involving the way in which a text is perceived (text-based process), followed by how the reader processes the information (knowledge-based process) cited in Sackstein (2015: volume 35).

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Consider what it takes to read a simple story. The words contain graphemes, phonemes, and morphemes. Sentences have syntactic composition, propositions, and stylistic features. (McNamara 2007:3)

McShane (2005:7) affords reading a definition that encompasses all the aforementioned interpretations and adds other constituents to the act of reading. The latter involves, according to her:

a. An understanding of how speech sounds are related to print,
b. Decoding (word identification) skills,
c. Fluency,
d. Vocabulary and background knowledge, Active comprehension strategies,
e. A motivation to read.

Considering some explanation above, the researcher concludes that reading is the process where people want to get information with the text to get the meaning. By reading, we find new words and it could improve our insight.

3. Types of Reading

According to Brown (2003:189-190), there are four types of reading as follows:

a. Perceptive. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve attending to components of largest stretches of discourse: letters,
words, punctuations, and other graphemic symbols. Bottom up processing is implied.

b. Selective. This category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture cued tasks, matching, true/false, multiple choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom up and top down processing may be used.

c. Interactive. Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top down processing is typical of such tasks, although some instances of bottom up performance may be necessary.

d. Extensive. Extensive reading applies to texts of more than a page, up to, and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learners’ global understanding of a text, as opposed to asking test-takers to “zoom in” on small details. Top down processing is assumed for most extensive tasks.

4. Purpose of Reading

According to Harmer (2001:68), there are many student wants to read because it is important part of the teacher’s job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes
or simply for pleasure. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. Good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons.

5. Principles for Teaching Reading

The following principles can guide the design and practice of a reading program as explained by Nation (2009:6-8):

a. Meaning-focused Input

1) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.

2) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.

3) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

b. Meaning-focused Output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.
c. Language-focused Learning

1) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice.

2) Vocabulary learning using word cards and grammar study. Some of this can be done through intensive reading.

3) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.

4) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading.

5) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts, and information reports.

d. Fluency Development

1) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

2) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics, and cartoons, books about sports, and magazines about popular culture.

3) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.
6. Reading Speed

Reading speed is the kind of reading which emphasizes speed without leaving an understanding toward its aspect of reading. Reading speed is a collection of reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention. Speed reading helps us to read and understand text more quickly.

A successful reader implements deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact. At more global levels, the reader needs to identify the genre, rhetorical structure, plot, perspectives of different characters, narrator, theme, story point, and sometimes the attitude of the author. The coding, interpretation, and construction of all of these levels are effortlessly achieved at a rate of 250 to 400 words per minute by a proficient adult reader (McNamara 2007:4).

Despite the shared concern on the value of fast reading, there is disagreement on the optimal or sufficient reading rate. Some researchers suggested that 180 words per minute (wpm) “may be a threshold between immature and mature reading and that a speed below this is too slow for efficient comprehension or for the enjoyment of text” (Higgins & Wallace cited in Mu He, 2014: volume 14).

Sackstein, et.al (2015: volume 35), good readers read at 350 words per minute, fair readers achieve 250 words in the same time, and slow readers attain 150 words per minute.

Table 1. Categorizing Reading Speed

<table>
<thead>
<tr>
<th>Number</th>
<th>Reading Speed</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>350 WPM</td>
<td>Good readers</td>
</tr>
<tr>
<td>2</td>
<td>250 WPM</td>
<td>Fair readers</td>
</tr>
<tr>
<td>3</td>
<td>150 WPM</td>
<td>Slow readers</td>
</tr>
</tbody>
</table>
According to Rayner cited in Nation (2009:62), there are many misconceptions about reading faster, particularly about how fast people can read, and these can be cleared up by looking at the physical nature of reading. When people read, three types of action are involved—fixations on particular words, jumps (saccades) to the next item to focus on, and regressions (movements back to an item already looked at). This means that while reading the eyes do not move smoothly along a line of print, but jump from one word to another. The physical symptoms of slow reading are:

a. Fixating on units smaller than a word (word parts, letters, parts of letters), thus making several fixations per word;

b. Spending a long time on each fixation or on some fixations; and

c. Making many regressions to look back at what has already been read.Increasing speed will result in a change in these symptoms.

There are two major kinds of expeditious reading—skimming and scanning. The major goal of expeditious reading would be to increase skimming speed. In skimming the reader goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. This is sometimes called getting the gist of the text. After such reading the reader is unlikely to have noticed details, but should be able to say in a general way what the text is about. The more background knowledge that a reader brings to skimming, the faster the skimming speed is likely to be. Reading speeds higher than 300–400 words per minute are the result of skimming, not careful reading.

Scanning involves searching for a particular piece of information in a text, such as looking for a particular name or a particular number. It is probably better to spend time increasing skimming speed than to devise scanning activities. This is because effective scanning depends on good careful reading and skimming skills, and training in scanning is unlikely to result in more fluent access to items. This is worth researching. Typical scanning tasks include searching a text for a particular quotation, someone’s name, a particular date or number, or a particular
word; or searching a list for a telephone number, someone’s name, or a particular word or phrase.

Speed reading courses use both words per minute graphs and comprehension score graphs. Lower comprehensions scores are acceptable for skimming tasks, because while skimming readers do not give attention to every part of the text. Questions on skimming texts should look for the main ideas.

It is could be concluded that reading speed is the process of reading text to get an understanding of the content of reading with limitation time. The aim of reading speed is to get many understandings of fast reading. People who just have reading speed but they did not understand all of their reading they have not called as speed reader.

<table>
<thead>
<tr>
<th>Number</th>
<th>Reading speed</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&gt; 250 WPM</td>
<td>Very fast</td>
</tr>
<tr>
<td>2.</td>
<td>250 WPM</td>
<td>Fast</td>
</tr>
<tr>
<td>3.</td>
<td>200-249 WPM</td>
<td>Average</td>
</tr>
<tr>
<td>4.</td>
<td>100-199 WPM</td>
<td>Slow</td>
</tr>
<tr>
<td>5.</td>
<td>&lt; 100 WPM</td>
<td>Very slow</td>
</tr>
</tbody>
</table>

7. The Aims of Reading Speed

Soedarso (2017 : 18) staes that the speed of reading must be flexible. It menas that the speed of reading is not always same. For some reasons, the speed can be slower. Based on that statement, he diveded the aims of speed reading into three. They are (1) the aims to make conclusions, (2) the aims to enjoy the literature, (3) the aims to study.

First, the aims to make conclusion happens when readers read to make conclusion about one or more topic. The reading speed must be higher because it is only take the main idea. Then, the aims to enjoy literature happens when readers read the text step by step. In this case readers do not be suggested to read speed because read speed can distrub the readers’ moment in enjoying the text.
The last is the aims to study. Reading for the study is different with reading for getting idea. It is a whole reading to find the main idea and supporting idea, so the readers will get the comprehensive understanding.

From the three aims above, this research is include in speed reading to study. So that is why students here should read more speed and followed by understanding of the text.

8. The importance of Reading Speed

Soedarso in Hariwijaya (2011 : 11) states that reading speed is a skill which can give more solutions for the modern human’s problems. By using speed reading, it makes reader to: (1) absorb the information quickly, (2) improve the understanding, (3) be an affecience learning’s method, (4) losing the reading’s problem, (5) read paragraph, (6) find the main idea quickly, (7) read with sense of urgency, (8) read critically, (9) skim and scan, (10) concentrate.

Reading speed is important because it can make the readers easy to find the topic in the text they have read. Beside that, reading speed is able to save time, so it makes readers have many chances to read more texts in a day. Reading speed can use in many kinds of text, so it will be helpful to find a location in a map, the phone number in phone book, the number of grafik and table, and many more. From those aims above, it can be concluded that reading speed is helping the reader in some subjects. It is not only a reading activity but it gives more improvements in reading.

9. Factors that Reduce Reading Rate

These conditions act also to reduce comprehension increasing the reading rate through eliminating them is likely to result in increased comprehension as well. This is an entirely different matter from simply speeding up the rate of reading without reference to the conditions responsible for the slow rate. University of Maryland & Coles Notes (2010), Speed Reading Study Guide, Toronto, On: Coles Publishing mentions that there are eight strategies to increase reading rates follows:
a. Limited perceptual span; word-by-word reading.
b. Slow perceptual reaction time; slowness of recognition to the material.
c. Vocalization, including the need to vocalize in order to achieve comprehension.
d. Faulty eye movements, including inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement, etc.
e. Rereading material just read.
f. Poor evaluation of which aspects are important and which are unimportant.
g. The effort to remember everything rather than to remember selectively.

10. Strategies to Increase Reading Rate

University of Maryland & Coles Notes (2010), Speed Reading Study Guide, Toronto, On: Coles Publishing mentions that there are eight strategies to increase reading rate as follows:

a. Have your eyes checked. Before embarking on a speed reading program, make sure that any correctable eye defects you may have are taken care of by checking with your eye doctor. Often, very slow reading is related to uncorrected eye defects.
b. Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, you can read slightly only as fast as you can read aloud. You should be able to read most materials at least two or three times faster silently than orally. If you are aware of sounding or "hearing" words as you read, try to concentrate on key words and meaningful ideas as you force yourself to read faster. Instead of verbalizing words try to visualize the words you are reading.
c. Avoid regressing (re-reading). Rereading words and phrases is a habit which will slow your reading speed down to a snail's pace. Usually, it is unnecessary to reread words, for the ideas you want are explained and elaborated more fully in later contexts. Furthermore, the slowest reader usually regresses most frequently. Because he/ she reads slowly, his/her
mind has time to wander and his rereading reflects both his/ her inability to concentrate and lack of confidence in his/ her comprehension skills.

d. Develop a wider eye span. The number of words the eye registers on any given fixation is referred to as an eye span. The average eye span is about two to three words. Training your eyes to absorb more than two to three words at a time will help you read faster. Since written material is less meaningful if read word by word, this will help you learn to read by phrases or thought units.

e. Vary your reading speed. Not all material requires the same reading speed. When you are seeing information for the first time or you are having difficulty understanding the material, slow down your reading speed. Comprehension is the goal not reading speed.

f. Use the pacer technique. Some of us still use our fingers to help skim information. In these instances, our fingers are our pacers. You can however use a pen or highlighter as your pacer, if this feels more comfortable. Using a pacer forces your eyes to focus when and where you want them to focus. With a pacer, it’s nearly impossible to lose your place on a page, and it’s a lot easier to advance to each successive line. All of this helps increase reading speed. Since pacers involve using other parts of the body, it’s easier to stay alert while reading. To increase your reading speed, move your pacer at a faster (yet comfortable) pace. Once you feel comfortable at this pace increase your speed slightly again.

g. Practice. As with every new skill, reading must be practiced to enhance speed. Be patient with yourself as you are learning these new strategies.

h. Visit a success coach. If you would like more information on how to incorporate these strategies into your study routine visit a success coach.

11. Reading Comprehension

According to Johnson (2008 : 29), reading is a thinking process for interpreting and understanding the text written. A reader have to know the content of text, in order to get information. Reading cannot be separated from
comprehension, because reading requires comprehension of meaning stated in the passage of the text. Neil (2010: 5) claims that reading comprehension is finding the author’s intent and implicit meaning of the text. The message and idea in the reading text has the author’s purpose, attitude, tone and mood. It is the degree to which readers understand what they read. When the readers pick up the newspaper and read about the latest election results, call up a web site and read directions on installing a new light switch, or grab a novel off the shelf of the local bookstore, readers are using their reading comprehension skills to gather information from text.

Brown (2003:188-189) states that there are some principal strategies for reading comprehension. They are:

a. Identify your purpose in reading a text.

b. Apply spelling rules and conventions for bottom-up decoding.

c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

d. Guess at meaning (of words, idioms, etc.) when you aren’t certain.

e. Skim the text for the gist and for main ideas.

f. Scan the text for specific information (names, dates, key words).

g. Use silent reading techniques for rapid processing.

h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

i. Distinguish between literal and implied meanings.

j. Capitalize on discourse markers to process relationships.

Pressley cited in Westwood (2001:22), children who are effective comprehenders usually consciously or unconsciously apply a system for extracting meaning from text and evaluating critically what they read. They have a mental plan of action designed to achieve a specific purpose. For example, the basic strategies readers might use to assist with the processing and understanding of text include:

a. Carefully previewing and over viewing what is to be read

b. Self-questioning (What do I know already about this?)
c. Selectively reading some sections of text deeply and skimming other sections.
d. Identifying the main ideas
e. Ignoring redundant information
f. Rehearsing information they may want to recall later
g. Re-reading difficult or important sections
h. Reflecting and thinking critically about the information
i. Summarizing the main points and relevant detail.

12. Process of Reading Comprehension

Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning may vary based on the readers’ reference. According to Hudson (2007: 33) and Brown (2001: 298), there are three types of reading processes, as presented below:

a. Bottom-Up Processing

Bottom-up processing views the process of reading as phonemic units. The readers construct meanings by scanning from letters to letters. It is continued by recognizing the words from one to another. The process is broadened by associating among phrases, clauses, and sentences. Finally, it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This process mainly focuses in a linear processing which allows the readers’ ability to recognize words into mental lexicon. It concerns more in the way the readers read a text than that of comprehend it.

b. The Top-Down Processing

In top-down processing, the readers involve their knowledge of syntax and semantic to create meaning of a text (Goodman cited in Hudson, 2007: 37). On the beginning of the process, the readers make some prediction of the text. It is followed by taking samples which will be confirmed or not to the predictions made. These are the process in which meanings are created by transforming the text. In the end of the process, the readers do some correction on the predictions.
The top-down processing, indeed, takes the background knowledge of the readers as the most important thing in reading.

c. Interactive processing

Interactive processing points the process of reading as the interaction between the information of a text with the readers’ prior knowledge. This process combines the two previous processing i.e. the bottom-up and top-down processing. As the process of reading happens, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in the interactive process, the readers both recognize words and predict the implied information in creating meaning. From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing dealing with recognizing the words, top-down processing using the readers’ background knowledge, and interactive processing combining words recognition and background knowledge of the readers. Those approaches help the readers in reading comprehension.

13. Categorizing Scale of Reading Ability

According to Arikunto (2009:245), the students reading ability can be draw the category as follows:

<table>
<thead>
<tr>
<th>Number</th>
<th>Reading comprehension</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>66-79</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>56-65</td>
<td>Sufficient</td>
</tr>
<tr>
<td>4.</td>
<td>40-55</td>
<td>Fairly Sufficient</td>
</tr>
<tr>
<td>5.</td>
<td>30-39</td>
<td>Poor</td>
</tr>
</tbody>
</table>
B. Previous Study

There are some researchers have conducted studies to find out the correlation between reading speed and reading comprehension. One of them is the research that was done by Nailis Sa’adah (2012) the title “The correlation between speed reading with the students’ comprehension of content at second grades of state junior high school 41 Muaro Jambi. The conclusion of her research is the average speed reading of the second grade by 46 students only one students 250 words per minute and 45 students was only 65-228 words per minute. So average content of reading comprehension is less.

Beside Nailis Sa’adah, researcher also found the other research that related with my research. It was done by Ayu Laila Nurul Afita. She is a student of Sultan Agung Islamic University Semarang. In her research, she using the random sampling, the data was collected by using reading speed and reading comprehension. So, the result of her research that there is a significant correlation between students’ reading speed and their reading comprehension.

C. Conceptual Framework

Conceptual Framework is the concept which is used by the researcher in conducting the research. The researcher found the statement of the problem when the researcher was doing the teaching practice from October until December 2017 at Pondok Pesantren An-Nur Tangkit. The researcher saw that in the school, some students are not interesting in reading skill, mostly in reading speed and reading comprehension. Students need a lot of time to understand the text what they read. Considering the problem explanation, the researcher would like to conduct the research to find out the correlation between the students reading speed and their reading comprehension. Both of them are influencing each other or not.

To solve this problem, students should be practice their reading skill. Students should be drill to practice speed reading as good as possible. After practicing speed reading, students tried to do the task about reading comprehension without read the text again.
D. Hypothesis

According to Sugiyono (2015:84-85), hypothesis can be defined as temporary answer concerning statements of the problem. In statistics, there are two hypotheses, they are: Alternative Hypothesis (Ha) and Null Hypothesis (Ho).

By using hypotheses, it will make the researcher easier to focus the research. Therefore, in this research, the researcher would like to formulate the hypothesis as follows:

1. Alternative Hypothesis (Ha)

There is correlation between the students reading speed and their reading comprehension at the 8th grade of Pondok Pesantren An-Nur Tangkit in the academic year 2018/2019.

2. Null Hypothesis (Ho)

There is no correlation between the students reading speed and their reading comprehension at the 8th grade Pondok Pesantren An-Nur Tangkit in the academic year 2018/2019.
CHAPTER III
RESEARCH METHOD

A. The Time and Place of The Research

In this research, the researcher take place in Eight Grade of Ponpes An—
Nur Tangkit this research is quantitative descriptive. The researcher take a
location it on the basis that a researcher teaching practice on the school, making it
easier to search for data. The time arrangement of the research is very important to
conduct the research and how long the research will be held.

B. Design of Research

The information obtains in this research is about the correlation between
students’ reading speed toward reading comprehension. Moreover, this research
also copes to connect two variable, namely the students’ reading speed represants
as an independent variable (X) and reading comprehension (Y) represants as
dependent variable.

\[
\begin{align*}
X &= \text{Students’ Reading Speed} \\
Y &= \text{Students’ Reading Comprehension}
\end{align*}
\]

This research used the correlation technique in analyzing data. Sudjiono
(2003:175) said :
“Correlation method will be used when we are trying to figure out whether the
independent variable correlate with the dependent variable, to answer whether
between variables have strong, weak, or null correlation, and to gain confirmation
whether the correlation is meaningful or not. The correlation is positive if the
correlated variables are parralelly engaged. Meanwhile the correlation is negative
if the corelated variables occured in opposite way”.
SPSS is the statistic program that used to measure the variable in a research. The positive and the negative correlation is seen in nominal scale -1, 0, +1. If the correlation (r) score range is around 0 to +1 means that correlation is positive. If the score range is around 0 to -1 means that the correlation is negative. If the r score ranges is 0 means there is no correlation at all.

The techniques using SPSS version 23 are first, the researcher collected the data reading result and reading comprehension result. Then, the researcher opened the SPSS 23 programs and clicked the data variable to input the X (Speed Reading) and Y (Reading Comprehension) in column. Next, analyze the data used the correlation analysis program from SPSS 23. The last, result of correlation was appeared on the analysis result wall.

C. Population, Sampling Technique and Sample

1. Population

According to Sugiyono (2017 : 117), population is a general area that contains : certain object/subject that has a special quality and characteristic which is decided by the researcher, to be invistigated and make the conclusion. The total of population of this research will use second year students Ponpes An-Nur Tangkit. They were divided into 4 classes of VIII A (30 students), VIII B (30 students), VIII C (28 students) and VIII D (27 students). Based on the data above, all population were 115 students. The writer only took one class is VIII A with the total of sample 30 students. The population of this research was homogeneus where the students were taught by the same teacher and same material books. A
The homogeneus population model assumes equal expected value and variance of variable of interest for all population units (Raymond:13).

### Tabel 4. Population of Eighth Grades Students of Ponpes An-Nur Tangkit

<table>
<thead>
<tr>
<th>Grades</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII A</td>
<td>30</td>
</tr>
<tr>
<td>VIII B</td>
<td>30</td>
</tr>
<tr>
<td>VIII C</td>
<td>28</td>
</tr>
<tr>
<td>VIII D</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>115</td>
</tr>
</tbody>
</table>

2. **Sampling Technique**

According to Sugiyono (2017:118-125), sampling technique is a certain technique to take a sample. There are some ways to collect the sample as follows:

1. Probability sampling. It means a sampling technique that giving same opportunities for each element (members) of population to be choose as the member of sample.
   a. Simple random sampling. Simple random can be done by the lottery, choose a number of list randomly, etc. This way can be done if the member of population as the homogeneous.
   b. Proportionate stratified random sampling. This technique is used when the population has members or elements are not homogeneous and has a stratum proportionately.
   c. Disproportioned stratified random sampling. This technique is used to determine a member of sample, if population has a stratum but less proportional.
   d. Area (cluster) sampling. It is used to determine sample if the object would be researched or resource data is widely. For example, citizen in the country, province, or district.
2. Non probability sampling. It means a sampling technique that not giving same opportunities for each element (members) of population to be choose as the member of sample.
   a. Systematically sampling. It means that sampling technique based on serial number of population which given the serial number.
   b. Quote sampling. This technique to determine sample of population that have particular characteristics until a number (quote) to desire.
   c. Incidental sampling. It is sampling technique based on accidentally, anyone who meet the researcher accidentally can be used as sample, if anyone who meet them are seen has suitable as the resource data.
   d. Purposive sampling. It is sampling technique which has particular deliberation.
   e. Total sampling. It is sampling technique if all of population is used to sample. It is frequently to do if population has small scale.
   f. Snowball sampling. In determining sample, the researcher choose one or two people, but because of with two people are not complete toward the data given, so the researcher finding the other people which more understand and can completing the data given by two people before.

Considering the explanation of sampling technique above, the researcher choose the sampling technique is used by purposive sampling.

3. Sample

According to Sugiyono (2015:62), sample is a part of the number and the characteristic of the population. If the subjects of the research are less than 100, it is better to take all the subjects. If the subjects are more 100, the researcher can take 10%-15% or 20%-25%. In this research, the populations are more 100 consist of four classes, so the researcher takes one of class as the sample of the research.

Technique of taking sample in this research is purposive sampling. According to Sugiono (2016:124) say that purposive sampling is units from a prespecified group which are purposively sought out and sampled. The researcher
took VIII A as the sample because the researcher perceived that VIII A were more motivated to learn English than VIII B, VIII C and VIII D. The total of the sample was 30 students.

Tabel 5. Population of Research

<table>
<thead>
<tr>
<th>No</th>
<th>Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VIIIA</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

D. Technique of Data Collection

The data of this research were collected under these following steps:

1. First, the researcher found a text for reading speed and reading comprehension.
2. Second, the researcher gave the reading speed test to the students. In this case the researcher called the sample per two students.
3. Third, the researcher found their reading speed (word per minute). To measure the time, the researcher used stopwatch. The students got time 1 minute 6 seconds (66 seconds).
4. Fourth, the researcher found their reading speed (word per minute). To measure the time, the researcher used stopwatch. The students got time 1 minute 6 seconds (66 seconds) to read. The time was appropriated with the standards of reading speed’s words, that is 268 words.
5. Fifth, the researcher gave the comprehension test to know how well their comprehension.

The researcher asked the friends to help the researcher in giving reading speed test, measuring the time by using stopwatch, giving comprehension test and collecting the test.
E. Research Variable

In this research there are two variables, namely the students’ reading speed represents an independent variable and reading comprehension represents as dependent variable.

F. Instrument of The Research

Instrument is used to collect data (Sugiyono, 2017 : 133). In collecting the data, the researcher can use test, questioner, interview, observation, and documentation (Arikunto, 2006 : 138). In this research, the researcher used test to collect data because tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, 2002 : 216).

In this research, the researcher used reading test to measure the students’ reading speed. The kind of text reading test is report adopted from English Lesson 2. The lackness of this test is the timing to give test to the students. It need more than a person to handle students when the test happening. So that is why the researcher needed to prepare some assistants and fixed the right time in giving test by discussing it to the sample students.

G. Reading Test

The data in this research were reading speed with the measurement tool word per minute (WPM) and students’ comprehending score. In order to get the data about students’ reading speed, researcher gave the text to each student and asked them to read only 1 minutes 6 seconds (66 seconds) while accounted their reading speed by using stopwatch.

The researcher chose the expository text to be the reading test. It is because expository text to help students retrieve information and construct meaning.
H. Technique of Data Analysis

In this research, the researcher took the test once, because the researcher need the data to know the students skill reading speed and reading comprehension. The technique was used in analyzing the data in this research as follow:

1. Reading Speed

The formula to measure the reading speed is taken from Soedarso. The formula can be seen below:

\[
\frac{\text{the number of words}}{\text{number of second required to read}} \times 60 = \text{wpm}
\]

\[(Soedarso, 2001 : 14)\]

<table>
<thead>
<tr>
<th>Number</th>
<th>Reading speed</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>&gt; 250 WPM</td>
<td>Very fast</td>
</tr>
<tr>
<td>2.</td>
<td>250 WPM</td>
<td>Fast</td>
</tr>
<tr>
<td>3.</td>
<td>200-249 WPM</td>
<td>Average</td>
</tr>
<tr>
<td>4.</td>
<td>100-199 WPM</td>
<td>Slow</td>
</tr>
<tr>
<td>5.</td>
<td>&lt; 100 WPM</td>
<td>Very slow</td>
</tr>
</tbody>
</table>

\[(Sackstein (2015: volume 35))\]

2. Comprehension

In this research, the researcher categorizes the students’ who comprehend the text if their comprehension score up to 70 because the average reading comprehension rate of an individual is around 75% (Soedarso, 2005 : 14). The formula to measure the reading comprehension can be seen as follow:

\[
\frac{\text{number of correct answer}}{\text{total number of item}} \times 100
\]

\[(Soedarso, 2001 : 18)\]
To know the criteria from the score, the researcher used the theory from Nurgiyantoro. He divided the score and criteria as follows:

![Table 7. Categorizing Reading Comprehension](image)

3. Descriptive Analysis

According to Sugiyono (2015:21), descriptive analysis means a statistic which is used to describe or to analyze research statistic, but it is not use to draw the conclusion widely (generalization/inferential). The descriptive analysis is used to describe the variable of this research as follows the students reading speed and reading comprehension. The descriptive analysis includes the measurements of:

1. **Coding the Data**

The way of data were coded would depend on the scales the researcher had used to measure the variables. Nominal, ordinal, and interval scales were coded in different ways. In this research, the researcher’s data was categorized into interval data. The number is used in this data can be operated into mathematics equality.

2. **Simple Numerical Compulations**

After coding the data, the second step was to look at simple frequencies. Here, the researcher analyzed how many students were categorized in speed reading and organized how many students were categorized in comprehending the text.

3. **Displaying The Data**

The researcher displayed the result of speed reading and reading achievement in the table.
4. **Analyzing the Correlation Between Student’s Reading Speed and Students Comprehension by Using Pearson Product Moment.**

To analyze correlation hypothesis if the data interval or ratio can be used product moment correlation, double correlation, partial correlation, and regression analysis. In this researcher, the researcher used product moment correlation because product moment is used to analyze the correlation hypothesis between independent variable and dependent variable (Sugiyono, 2017: 215).

For analyzing the data, the researcher used a computer program named SPSS (Statistical Product and Service Solution). SPSS is a program to analyze statistical data. This software is often used for university students to analyze the data of their thesis.

4. **Inferential analysis**

The inferential analysis is employed to provide an answer to the question of whether or not there is positive and significant correlation between students reading speed and reading comprehension. To calculate it, the writer uses SPSS. The inferential analysis includes the measurements of test of normality, test of linearity, and test of hypothesis.

a. **Test of normality**

To calculate the score of the test of normality, the researcher uses the one sample Kolmogorov-Smirnov test in SPSS to find out the normality of the test.

b. **Test of Linearity**

Test of linearity used to analyze whether the relationship between independent and dependent variable is linear or not. The researcher uses the computation of SPSS to find out the linearity of the test.

c. **Test of hypothesis**

Test of hypothesis is a test to find out there is positive and significant correlation between students reading speed and their reading comprehension or not. The researcher employs SPSS formula analysis.
To interpret the level of correlation, the table of the coefficient correlation is needed. The table below will describe how high the level of coefficient correlation between variable X and variable Y.

Table 8. The Interpretation of Correlation Score $r$

<table>
<thead>
<tr>
<th>Interval</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 0.8 and 1.0</td>
<td>Very Strong</td>
</tr>
<tr>
<td>Between 0.6 and 0.8</td>
<td>Strong</td>
</tr>
<tr>
<td>Between 0.4 and 0.6</td>
<td>Moderate</td>
</tr>
<tr>
<td>Between 0.2 and 0.4</td>
<td>Weak</td>
</tr>
<tr>
<td>Between 0.0 and 0.2</td>
<td>Very Weak</td>
</tr>
</tbody>
</table>

The relationship between variable X and variable Y is stated positive and significant if $r$ value is higher than that in relevant table for particular number of cases and significant level.

I. Research Schedule

Table 9. Research Schedule

<table>
<thead>
<tr>
<th>NO</th>
<th>ACTIVITIES</th>
<th>DES</th>
<th>JAN</th>
<th>MAR</th>
<th>APR</th>
<th>MEI</th>
<th>JUL</th>
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<tbody>
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<td>PROPOSAL ARRANGEMENT</td>
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<td>2</td>
<td>CONSULTATION OF PROPOSAL</td>
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<td>PROPOSAL SEMINAR</td>
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<td>√</td>
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</tr>
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<td>4</td>
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<td>5</td>
<td>RESEARCH IMPROVEMENT</td>
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</tr>
<tr>
<td>6</td>
<td>WRITING THESIS</td>
<td></td>
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<td></td>
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<td>√</td>
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<tr>
<td>7</td>
<td>THESIS EXAMINATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher would like to present the research findings and its discussion. The researcher has conducted a research about the correlation between students’ reading speed and their reading comprehension. The researcher has given reading speed practice and reading comprehension test. The goal of this research to describe whether there is positive and significant correlation between students’ reading speed and their reading comprehension or not.

A. Findings

In this part, the description of two variables would like to present in detail. The description will be in form of mean, median, mode, range, variance, standard deviation, and the distribution of students’ scores. To make easier, the researcher describe the results of score in table and arranges it.
Table 10. The Data of Reading Speed (WPM) and Comprehension (Score).

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>WPM</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meri Saputra</td>
<td>64</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Abidh Fauzan</td>
<td>87</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Muhammad Farhan</td>
<td>87</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Ragit Dwi S.</td>
<td>94</td>
<td>35</td>
</tr>
<tr>
<td>5</td>
<td>M. Shalihin</td>
<td>100</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>Bido Sepastu</td>
<td>132</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>Tito Satria P.</td>
<td>132</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Djanuardi</td>
<td>132</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>Alaidrus Haq A.</td>
<td>132</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>M. Hamdi</td>
<td>149</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Septian Masbuhin S.</td>
<td>149</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>Nikano El Nibroos</td>
<td>180</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Baso’ Rifai</td>
<td>158</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>M. Bayu Prayogi</td>
<td>158</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>David Adi N.</td>
<td>202</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Aril Ardiansyah</td>
<td>180</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>Muhammad Iqbal</td>
<td>182</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>Desta Devansyah</td>
<td>182</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>Albi Lendri R.</td>
<td>185</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Usamah Asyura A.</td>
<td>194</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>Haldi</td>
<td>202</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>M. Zawiel Izzat</td>
<td>210</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>Aditya Bintang Pratama</td>
<td>210</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>Fajar Ilham Syabani</td>
<td>243</td>
<td>85</td>
</tr>
<tr>
<td>25</td>
<td>Kms. Abizar Al-Ghifari</td>
<td>243</td>
<td>75</td>
</tr>
<tr>
<td>26</td>
<td>Hadany Robby</td>
<td>243</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>Hidmas Fauzan</td>
<td>243</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>Agun Awang G.</td>
<td>243</td>
<td>80</td>
</tr>
<tr>
<td>29</td>
<td>M. Faris Andreyas</td>
<td>243</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>Radjasa Dwi C.</td>
<td>210</td>
<td>70</td>
</tr>
</tbody>
</table>
B. Discussions

In this part, the researcher would like to discuss the findings of the data as follows:

1. Students’ Reading Speed

Reading speed test is a test to measure how fast the students read the text given by the researcher. In speed reading the researcher was adopted from their book English Lesson 2, it contains 268 words and time used to read is 1 minutes 6 second (66 second).

<table>
<thead>
<tr>
<th>WPM</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>1</td>
</tr>
<tr>
<td>87</td>
<td>2</td>
</tr>
<tr>
<td>94</td>
<td>1</td>
</tr>
<tr>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>132</td>
<td>4</td>
</tr>
<tr>
<td>149</td>
<td>2</td>
</tr>
<tr>
<td>158</td>
<td>2</td>
</tr>
<tr>
<td>180</td>
<td>2</td>
</tr>
<tr>
<td>182</td>
<td>2</td>
</tr>
<tr>
<td>185</td>
<td>2</td>
</tr>
<tr>
<td>194</td>
<td>1</td>
</tr>
<tr>
<td>202</td>
<td>2</td>
</tr>
<tr>
<td>210</td>
<td>3</td>
</tr>
<tr>
<td>243</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 11. The Distribution Frequency of Students’ Reading Speed

2. Students’ Reading Comprehension

The researcher would like to count the data sescription as follows:
Table 12. The Distribution Frequency of Students’ Reading Comprehension

<table>
<thead>
<tr>
<th>Score</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td>50</td>
<td>2</td>
</tr>
<tr>
<td>55</td>
<td>1</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>65</td>
<td>3</td>
</tr>
<tr>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>85</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

The Result of Descriptive Analysis of The Students’ Reading Speed and Their Reading Comprehension

<table>
<thead>
<tr>
<th>Reading Speed</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>30</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>172,30</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>9,743</td>
</tr>
<tr>
<td>Median</td>
<td>181,00</td>
</tr>
<tr>
<td>Mode</td>
<td>243</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>53,365</td>
</tr>
<tr>
<td>Variance</td>
<td>2847,872</td>
</tr>
<tr>
<td>Range</td>
<td>179</td>
</tr>
<tr>
<td>Minimum</td>
<td>64</td>
</tr>
<tr>
<td>Maximum</td>
<td>243</td>
</tr>
<tr>
<td>Sum</td>
<td>5169</td>
</tr>
<tr>
<td>Mean</td>
<td>62,33</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>3,160</td>
</tr>
<tr>
<td>Median</td>
<td>67,50</td>
</tr>
<tr>
<td>Mode</td>
<td>70(^a)</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>17,307</td>
</tr>
<tr>
<td>Variance</td>
<td>299,540</td>
</tr>
<tr>
<td>Range</td>
<td>60</td>
</tr>
<tr>
<td>Minimum</td>
<td>25</td>
</tr>
<tr>
<td>Maximum</td>
<td>85</td>
</tr>
<tr>
<td>Sum</td>
<td>1870</td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown
According to the result of the analysis above, it could be seen that the students of Pondok An-Nur Tangkit have different capability each other especially in the capability of reading speed and reading comprehension. From the explanation, the researcher concludes that the capability of students reading speed and students comprehension of Pondok An-Nur Tangkit in the academic year 2017/2018 are slow for reading speed and are good for the reading comprehension.

Knowing the object of this study to describe the correlation between reading speed and students’ reading comprehension, the researcher employs the statistical analysis of r-product moment to analyze the data. Before employing the statistical analysis, the researcher would like to compute the normality, the linearity, and the hypothesis of test.

1. Analysis Test

1) Test of Normality

Before proving the hypothesis, the data needs to be confirmed is normal. To compute the normality test, the researcher uses SPSS 23 version to present the computation.

<table>
<thead>
<tr>
<th></th>
<th>Reading speed</th>
<th>Reading comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Normal Parameters&lt;br&gt;a, b&lt;br&gt;Mean&lt;br&gt;Std. Deviation</td>
<td>172,30&lt;br&gt;53,365</td>
<td>62,33&lt;br&gt;17,307</td>
</tr>
<tr>
<td>Most Extreme Differences&lt;br&gt;Absolute&lt;br&gt;Positive&lt;br&gt;Negative</td>
<td>,124&lt;br&gt;,093&lt;br&gt;-,124</td>
<td>,180&lt;br&gt;,120&lt;br&gt;-,180</td>
</tr>
<tr>
<td>Test Statistic&lt;br&gt;Asymp. Sig. (2-tailed)</td>
<td>,124&lt;br&gt;,200&lt;sup&gt;c,d&lt;/sup&gt;</td>
<td>,180&lt;br&gt;,015&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
Based on the computation above, it is show that both of the variable between the students reading speed and their reading comprehension (Asymp. Sig. (2-tailed)) are lower than 0.05. From the calculation, it is show that reading speed has 0,200 and reading comprehension has 0,015 distributions so that data is normal.

2) Test of Linearity

As explained in previous chapter, the goal of test linearity is used to analyze whether the relationship between independent and dependent variable is linear or not. The result of computation is being done by SPSS as follows:

<table>
<thead>
<tr>
<th>ANOVA Table</th>
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<tbody>
<tr>
<td>Sum of Squares</td>
</tr>
<tr>
<td>Reading Speed * Reading Comprehension</td>
</tr>
<tr>
<td>Between Groups</td>
</tr>
<tr>
<td>Linearity</td>
</tr>
<tr>
<td>Deviation from Linearity</td>
</tr>
<tr>
<td>Within Groups</td>
</tr>
</tbody>
</table>

It could be said that, if data is linear has a value of significant lower than 0.05. From the computation above, the result shows that the value of significant in linearity is 0.205 > 0.05. It means that the data of two variables is not linear.

3) Test Hypothesis

This part would like to answered the hypothesis “is there correlation between reading speed toward students’ reading comprehension of Eight grades Pondok Pesantren An-Nur.

Based on the result of correlation analysis revealed that the correlation coefficient or the r = 0,872 > r- table= 0,760 Then, the level of probability (p) significance 2-tailed= 0,01 it means that p= 0,01 < 0,05, the complete calculation can be table.
Correlations between Reading Speed and Reading Comprehension

<table>
<thead>
<tr>
<th></th>
<th>WPM</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>WPM</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.872**</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Score</td>
<td>Pearson Correlation</td>
<td>.872**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Then, to find out hypothesis would be accepted or rejected, the writer check the number of significant (sign). if the significant value > 0,05 then Null hypothesis (Ho) accepted. Otherwise if the significant value < 0,05 then Null hypothesis (Ho) rejected. The result of the data is 0.01 level (2-tailed), it means that 0,01 < 0,05. So, Null hypothesis (Ho) rejected and alternative hypothesis (Ha) is accepted. The conclusion of the research is:

- There is correlation between reading speed toward students’ reading comprehension at Eight grades of Pondok Pesantren An-Nur Tangkit.

C. Interpretation

In this part, the researcher would like to describe the interpretation of descriptive analysis and inferential analysis of the research.

1. Descriptive Analysis

   a. Reading Speed

   There were 30 students as the sample of research from whom the researcher took the students reading speed and reading comprehension. From the student’s reading speed practice, the researcher could be describe some data as
follows: the total number of students’ reading speed practice is 5169 WPM, the highest score is 243 WPM, the lowest score is 64 WPM, the mean is 172,30, the median is 181,00, the range is 179 WPM, the mode is 243 WPM, the variance is 2847,872 WPM, and the standard deviation is 53,355 WPM.

Table 13. The Frequency Distribution of Students Reading Speed

<table>
<thead>
<tr>
<th>No</th>
<th>Reading Speed</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>200-249 WPM</td>
<td>11</td>
<td>36,7 %</td>
<td>Average</td>
</tr>
<tr>
<td>2</td>
<td>100-199 WPM</td>
<td>14</td>
<td>46,7 %</td>
<td>Slow</td>
</tr>
<tr>
<td>3</td>
<td>&lt;100 WPM</td>
<td>5</td>
<td>16,7 %</td>
<td>Very slow</td>
</tr>
</tbody>
</table>

Based on the table above, the mean shows 172,30 and included in the interval 100-199 WPM. It means that the eight grade of Pondok Pesantren An-Nur Tangkit in academic year 2018/2019 have category slow in reading speed. Moreover, the researcher could see that from 30 students there are 11 students who has category reading speed.

b. Comprehension

There were 30 students as the sample of research from whom the researcher took the students reading speed and reading comprehension. From the students’ comprehension score, the researcher could describe some data as follows: the total number of students reading comprehension score is 1870, the highest score of students reading comprehension score is 85, the lowest score is 25, the mean is 62,33, the median is 67,50, the range is 60, the mode is 70, the variance is 299,540 and the standard deviation is 17,307.
Table 14. The Frequency Distribution of Students Reading Comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 – 100</td>
<td>1</td>
<td>3.3 %</td>
<td>Very good</td>
</tr>
<tr>
<td>2</td>
<td>75 – 84</td>
<td>9</td>
<td>30.0 %</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>60 – 74</td>
<td>12</td>
<td>40.0 %</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>40 – 59</td>
<td>4</td>
<td>13.3 %</td>
<td>Weak</td>
</tr>
<tr>
<td>5</td>
<td>0 – 39</td>
<td>4</td>
<td>13.3 %</td>
<td>Poor</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td><strong>100 %</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, the mean shows 62.33 and included in the interval 60-74. It means that eight grade of Pondok Pesantren An-Nur Tangkit in the academic year 2018/2019 have category fair in comprehension. Moreover, the researcher could see that from 30 students there are 10 students have category good.

From the result of descriptive analysis, the students at Eight grade of Pondok Pesantren An-Nur Tangkit have slow category on reading speed and have fair category on comprehension.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to describe the conclusion and suggestion as follows:

A. Conclusion

Based on problem formulation, the researcher find out there is negative correlation between students reading speed and student comprehension of students VIII A at Pondok Pesantren An-Nur Tangkit in academic 2018/2019.

B. Suggestion

Considering the result of the research, the researcher would like to offer some suggestions to improve the students reading speed and their reading comprehension. Some suggestions are:

1. The students should improve their reading speed and their comprehension.
2. Most of the students are not interesting in reading skill. As the teacher should support their students so that students will interest in reading skill.
3. Teacher should provide an opportunity to students to have reading speed as much as possible in the class and give the students more assignment in reading comprehension.
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APPENDICES
Mohon Izin Mengadakan Riset/Penelitian

Di-
Tempat
Assalamu’alaikum Wr. Wb.

Dalam tangka penyusunan skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Sulthan Thaha Saifuddin Jambi:
Nama / NIM : Dera Nurmas / FE 140972
Semester : IX (Sembari)
Jurusan : Pendidikan Bahasa Inggris
Tahun Akademik : 2018 / 2019
Judul Skripsi : The Correlation Between Reading Speed Toward Student Reading Comprehension At Eight Grades Of Pondok Pesantren An Nur Tangkit

Melalui surat ini kami mohon Bacallah-Ny bapak kepada mahasiswa tersebut diatas untuk memberikan izin kepada mahasiswa tersebut diatas untuk mengadakan riset/penelitian di Pondok Pesantren An Nur Tangkit.

Waktu yang diberikan mulai dari 5 September 2018 s/d 5 Desember 2018.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasama Sandara kami ucapkan terima kasih. Demikian agar dapat dimaklumi.

Waasalamu’alaikum Wr. Wb.

An. Dekan
Bid. Dekan Bidang Akademik

Dr. H. Alkuman Hakim, M.Pd.I
NIP: 19706317 199302 1 001

Tembusan:
Rektor UIN STS Jambi (sebagai lapor)
Ketua Jurusan Fak. Tarbiyah dan Keguruan UIN STS Jambi
Appendix 2

<table>
<thead>
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<th>No.</th>
<th>Day/Date</th>
<th>Consultation Material</th>
<th>Signature</th>
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<tbody>
<tr>
<td>1.</td>
<td>03 April 2018</td>
<td>Give thesis Proposal</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>16 April 2018</td>
<td>Revision Chapter I</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>15 May 2018</td>
<td>Revision Chapter I and II</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>20 July 2018</td>
<td>Revision Chapter II and III</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>20 June 2018</td>
<td>Acc to Seminar</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>20 August 2018</td>
<td>Revision Chapter I and III</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>06 September 2018</td>
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Student ID: TE 140972
Advisor I: Drs. A. Rasyid Ali, M.Pd
Title: The Correlation Between Reading Speed Toward Student Reading Comprehension at Eight Grades of Pompes An-Nur Tangkit
Faculty: Faculty of Education and Teacher Training

Drs. A. Rasyid Ali, M.Pd
NIP: 795408021988121001
**CONSULTATION CARD / FINAL TASK**

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**Name**: Dena Nurisna  
**Student ID**: TE.140972  
**Advisor I**: Juliana Messina, M.Pd  
**Title**: The Correlation Between Reading Speed Toward Student Reading Comprehension at Eight Grades of Pondok An-Nur Tangkit  
**Faculty**: Faculty of Education and Teacher Training

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**Adviser II**:  
Juliana Messina, M.Pd  
NIP:197607232007102002
# Appendix 3

## List of Names VIII A

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* **r hitung > r tabel = VALID**
An Invitation to Dinner

The day before yesterday, Mr. Smith received a letter which he did not open till after his breakfast. The letter contained an invitation to dinner with Mr. Allen the following evening, and afterwards to go to cinema.

As there was very little time to answer Mr. Smith immediately took his pen, ink and paper up to his room and answered accepting the invitation. He decided to walk to the his work, but, as he was leaving the house, it commended, to rain very heavily he therefore remained at home and waited for it to stop raining.

It rained for half an hour without stopping, so Mr. Smith called a taxi. The bad weather lasted a few minutes longer. The rain stopped just before Mr. Smith arrived at the post office ; as he wanted to continue on foot, he walked the rest of the way.

Last night at the appointed hour, Mr. Smith called for Mr. Allen. They dined at a very good restaurant where they tasted strawberries for the first time that year. Mr. Allen did not want any cream with the strawberries, so he asked the waiter for a little wine to go to with them. The waiter poured the wine on the strawberries and asked Mr. Allen if he liked them. Mr. Allen answered “Yes” and asked for the bill.

The two gentlemen then jumped into a taxi because they did not want to arrive late at the cinema. At the cinema, the usherette looked at their tickets and pointed out their seats. After the show, as it was a beautiful night, they walked home.
Appendix 6

COMPREHENDING TEST

Name  :
Class  :

Read the following questions carefully and answer the question.

1. Did Mr. Smith receive a letter yesterday?
2. When did he open the letter?
3. What did the letter contain?
4. Did Mr. Smith accept the invitation?
5. What did Mr. Smith decide to do?
6. Did it rain yesterday?
7. Did you remain at home?
8. Did Mr. Smith call a taxi?
9. Where did the taxi take him?
10. When did the rain stop?
11. Did Mr. Smith walk to his work?
12. Where did Mr. Smith dine yesterday?
13. Where did these gentlemen dine?
14. What did they taste strawberries for the first time?
15. What did Mr. Allen order?
16. Who poured out the wine?
17. Did it snow last winter?
18. Did you work yesterday?
19. What did the usherette do?
20. How did the gentlemen go home?
CURRICULUM VITAE

Name : Dena Nurnisa
NIM : TE.140972
Sex : Female
Place / Date of Birth : Jambi / December, 24\textsuperscript{th} 1996
Address : Jl. Abdurahman Saleh No 18 RT 10, Kec. Jambi Selatan Kel. Thehok
Contact Person : 082340356296
E-mail : denanurnisa@gmail.com

Formal Education

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