

THE EFFECTS OF SPEED READING METHOD UPON STUDENTS' READING COMPREHENSION

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Abstract

The aim of the research is to obtain empirical data about the effects of speed reading method upon students' reading comprehension. The research is conducted at grade XI of SMA PGRI 56 Ciputat Tangerang Selatan. Research method is experiment. This research is done by descriptive statistics, Chi Square to test the normality, Fisher test to test the homogeneity, and t-test to test the hypothesis. There are two kinds of data: data of students' reading comprehension of experiment class and data of students' reading comprehension of control class, done by giving 30 multiple choices of reading comprehension test. The result of the cultivation of data identifies that the result of students who are taught by speed reading method is higher than the result of students by conventional method. Therefore, it can be stated that there are effects of speed reading method upon students' reading comprehension at grade XI of SMA PGRI 56 Ciputat Tangerang Selatan.

Keywords: Reading Comprehension, Speed Reading

Abstrak

Tujuan dari penelitian ini adalah untuk memperoleh data empiris dan menganalisis pengaruh metode membaca cepat terhadap pemahaman membaca siswa. Penelitian dilaksanakan pada siswa kelas XI di SMA PGRI 56 Ciputat Tangerang Selatan. Metode penelitian yang digunakan dalam penelitian ini yaitu eksperimen. Perhitungan yang dilakukan pada penelitian ini adalah statistik deskriptif, uji normalitas dengan menggunakan uji Chi Square, uji homogenitas dengan uji Fisher dan uji *t* untuk pengujian hipotesis. Data terdiri dari dua, yaitu: data hasil pemahaman membaca siswa kelompok eksperimen, dan data hasil pemahaman membaca siswa kelompok kontrol, diambil dengan memberikan tes pemahaman membaca berupa soal pilihan ganda sebanyak 30 butir soal. Berdasarkan hasil yang diperoleh, hasil pemahaman membaca siswa yang diajar dengan metode membaca cepat lebih tinggi dari hasil siswa yang diajar dengan metode konvensional. Dengan demikian hasil penelitian disimpulkan bahwa: ada pengaruh yang signifikan antara metode membaca cepat terhadap hasil pemahaman membaca siswa kelas XI SMA PGRI 56 Ciputat Tangerang Selatan.

Kata Kunci: Pemahaman Membaca, Metode Membaca Cepat

A. INTRODUCTION

Language is used for communication among individuals. It is therefore socially learned behavior a skill that is acquired as we grow up in society. Each language is a part of the culture that produces and it is adequate for the needs of the people who use it, because language is an element of communication used by everyone to express idea, opinion and feeling either in a spoken or written way.

English as an international language is a means of communication used by more millions people all over the world. Nowadays it becomes the language of commerce, culture, technology, and politics as well as education. In addition, it contributes a lot to the development of human civilization. Realizing the importance as a tool to get involved in every aspect of international world, our government has set English as a foreign language for many periods of time in Indonesia.

Therefore, English is one of the subjects for students of senior high school in Indonesia, and it is a language that has to be learned beside Bahasa. Moreover, this subject is taught around six hours a week. Some activities made in learning process, it should contain a drill for the four language skills, such as listening, speaking, reading, and writing, which formulated to be unity with the three language components, such phonology, vocabulary, and grammar.

Reading is one of four skills that must be mastered by students. From time to time people have wondered why reading is important. There seems so many other things to do with one's time. Reading is important for a variety of reasons, but it is important to realize that struggling with vital reading skills is not a sign a low intelligence. Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability.

Basically, reading can be defined as a skill or activity of getting information from the book. In addition, reading is a process to understand a written text which means extracting the required information from it as efficient as possible. Reading is an active cognitive process of interacting with text and monitoring comprehension to establish meaning. It is important skill that has been mastered by people, especially by professional, such as a teacher, writer and journalist. The students should have some reading skill in learning activities.

A prevalent and current view is that comprehension is a special kind of thinking. Successful text reading comprehension involves the reader's discovering the meaning needed to achieve the particular purpose. It may be finding a particular piece of information, solving a problem through reading, working to understand idea, or following a set of direction, and it is needed to fluent reading.

Building reading ability is an essential goal for teachers at all grade levels. It provides students with some activities to help them to comprehend a text and to train them to be skillful readers. Students can read various materials in English and at the same time enlarge their vocabularies to improve their language competence.

Reading is not general ability, but a composite of many specific abilities. It is therefore necessary to break down general comprehension into the specific skill which together constitutes it. It is necessary to inquire how well the students are able to grasp the general meaning of the passage, follow directions, organize what they read and classifies ideas, visualize what they have read and how well they can locate information.

Nevertheless, students at general do not like to read English materials. They have difficulty in understanding texts. Instead, in meaningful group of words, they read word by word and often look up meanings in a dictionary. Reading is a much more complex process. We know that effective reading involves all of the higher mental process. Good reading requires good thinking. When we teach reading, especially in the beginning stages, we must teach good thinking.

Students start reading a text with the far that they are going to have problems with vocabularies and unfamiliar structures, and so that they read slowly and carefully, weighing and measuring every word, with a dictionary at their elbow as a life support system.

Students stop reading whenever they find unfamiliar words and then find the difficult word in the dictionary to look up its meaning and get an understanding of the sentence, while they can actually keep on reading to figure it out from the context. They still try to comprehend the sentence even though they do not know its meaning. It will be a wasting time and at the same time. It will be slow if they have to look up the meaning in the dictionary most of the time. Students who read slowly will easily discourage, they will tend to stumble on unfamiliar words and fail to grasp the general meaning of the passage.

By seeing those facts, the researcher feels that the students need special treatment to help them improving their English especially for reading skill even though they have been learning English more than five years. Therefore, the teacher has to help students to avoid reading word by word. The teacher should provide reading activities that enable students to read meaningfully and prevent them from reading word by word. Through some reading activities, students will get meaningful unit which benefit for students. They learn to extent their eye span, so that they are no longer read word by word, but two, three words or phrases that enable them to improve their reading speed and comprehension.

Therefore, speed reading is important and more enjoyable to read something rapidly, instead of spending what seems like forever struggling through the words. Besides the enjoyment factor, students need to get through a lot of reading material in a time as fast as possible. Efficient reading skills will help them in their school work and help to improve their grades. Speed can improve comprehension although it is difficult to speed-read a complex chapter in a book. Using speed reading method can help to improve comprehension, because speed reading is one of factors affecting comprehension.

Speed reading is a collection of reading methods that attempt to increase rates of reading without greatly reducing comprehension or retention. Such methods include using various psychological techniques such as chunking and eliminating sub vocalization. It is important to understand that no absolute distinct normal and speed reading types of reading exist in practice, since all readers use some of the techniques used in speed reading such as identifying words without focusing on each letter, not sounding out all words, not sub-vocalizing some phrases, or spending less time on some phrases than others, and skimming small sections. It is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved by practice.

Boer and Dallmann (1964:131) stated that the problem of the effect of speed reading method and reading comprehension is complicated by the fact that an efficient reader will vary his rate of comprehension according to the type and difficulty of the material. Yet it is clear that in general, allowing for flexibility of approach, the better readers are also the faster readers.

Speed Reading helps students to read and understand text more quickly. It is an essential skill in any environment where students have to master large volumes of information rapidly, as the norm in fast-moving professional environments. The most important trick about speed reading is to know what information needed from a text before start reading it. If they only want an outline of the issue that the passage discusses, then they can skim it quickly and extract only the essential facts. If students need to understand the real detail of the text, then they need to read it slowly enough to understand it fully.

Speed reading is the main aspect of reading that this handout is seeking to improve. However, comprehension must not be allowed to low in the pursuit of greater speed. Therefore, the researcher needs to examine comprehension and the factors that affect it and the researcher wants to prove whether any or no effects of speed reading towards its comprehension. This makes researcher interested in investigating about effects of speed reading method towards students' reading comprehension.

The speed at which they read using this method will largely depend on the speed at which they move the pointer. Students will be able to increase their reading speed in a certain amount on their own way by applying speed reading method. By speed reading students can read information more quickly. They may also get a better understanding of it as they will hold more of it in short term memory.

B. DISCUSSION

1. Theoretical Review

a. Reading Comprehension

Comprehension is a word usually used for understanding. When we read a passage, at the same time we push our mind to understand it. Comprehension is a term which is directly related to the ability of understanding of a passage. Therefore comprehension is very important for students as ability to know what a passage tells about.

Comprehension is the art of understanding of reading and it is a process to make sense from the writer's ideas through an interaction with the written text. Reading with comprehension means to understand what has been read. An active, thinking process depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author's purpose, making judgment and evaluation.

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Comprehension is a construction process because it involves all the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. Reading comprehension means to understand what has been read. An active thinking process depends not only on comprehension skill but also on the student's experience and prior knowledge.

Boer and Dallman (1964:134) describe the concept of comprehension skills as follow:

“To understand students' problems in reading comprehension and to plan an effective developmental program in reading, the teacher needs to know that various of skills that make up the ability to comprehend what is read, these specific skills may be classified according to the readers' purpose and the length and nature of the selection read.”

Meanwhile, reading with comprehension not only depends on the reader, but also is related with multiple numbers of skills and abilities that are interrelated and interdependent. There are two reasons reading

for comprehension. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for comprehension when accomplished by a skill fluent reader, requires speed reading and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many process under very limited time constrains.

Specific comprehension skills are related to other skills, and it can be divided into three levels of skills, namely literal, inferential, and critical. In addition, Heilman (1981:247) described for all levels of skills. Literal reading refers to understanding ideas and information explicitly stated in the passage. The literal level of comprehension is fundamental to all reading skill at any level because a reader must first understand what the author said before he can draw an interface or make evaluation. The literal level is considered to the easiest level of reading comprehension, because the reader is not actually known what the author said. Reference refers to understanding of ideas and information not explicitly stated in passage. To get inferences or implied meanings from the reading material, the students must read between lines. Inferences are ideas readers receive when they go beneath the surface to sense relationship, put face and ideas together to draw conclusion and make generalization, the detects the method of the material.

Critical refers to analyzing, evaluation and personally reacting to information presented in a passage. Critical reading requires a higher degree of skill development and perception, because it involves evaluation, the making of personal judgment on the actuary, value of what is read. It means questioning, comparing, and evaluating. Critical reading is reading with an awareness of similarities and differences between what the reader has already seen in the text. Critical reading compares previous experiences to elements in the new material such as content, style, expression, information and ideas, opinions, or values of an author.

b. Teaching Reading

Richards (1997:96) defined the process of teaching reading depends on the teacher's role during the reading activities, "Teachers can help students build predictions and expectations for the text they are going to read by doing various pre-reading activities and while they are reading".

Building reading ability is an essential goal for teachers at all grade levels. The teacher builds the background necessary so that the students can have success in reading experiences. This initial readiness does not actually involve reading but it is an important part of total reading curriculum because it lays the foundation for later reading success.

Dixon (1975:77) stated that the teaching of reading still play in an important role, even though for many current schools or language courses, speaking is the prime skill to be owned by the students. Then he stated more in his book, "Reading assumes a somewhat secondary position, this does not mean that reading by itself is not important to the foreign students, in other circumstances the roles might well be reserved, with the teaching of reading becoming the chief aim of the course." It is clear that teaching reading still play an important role for the foreign language's students reading skill become a basic skill.

Teaching reading means that the students are taught about how to read quickly, effectively and efficiently, which is commonly known by the big skills. According to Sesnan (1997:146), the big or macroskills which are related to reading cover:

- 1) Reading from left to right
- 2) Reading words which are not phonetic
- 3) Distinguishing words which look very familiar
- 4) Recognizing words however large or small they are printed
- 5) Recognizing words divided at the end of line
- 6) Reading silently
- 7) Recognizing the significance of each punctuation mark
- 8) Skimming (not reading every word)
- 9) Scanning (searching words without reading everything)

Talok (1992:7) distinguished extensive reading, intensive reading from speed reading. Extensive reading is reading widely but perhaps not very deeply and it usually means that readers have a good reading speed and so can read many books, it implies reading for enjoyment. Intensive reading is reading a passage or a book slowly and carefully, pays attention to each word and every idea. Meanwhile, reading speed reading which is always recorded in word per minute.

Teaching reading is not simple such to give reading material to the students. There so many aspect to be considered in the teaching reading. Based on the research in the second grade of SMA PGRI 56 Ciputat-Tangerang, the most important aspects in teaching reading are students and materials.

Reading materials for the second grade are longer and difficult. Besides the students do not have achievement in reading skill. Based

on the facts, the students have to be helped by a suitable method and technique in reading to get higher and better achievement than before. According to Finocchiaro (1973:123), the stages in the teaching and learning reading that should be applied by teachers in the classroom during the teaching and learning process:

- 1) Stage 1
Students read the material they have learned to say very well. This may be a dialogue, a song, or a series of action sentences.
- 2) Stage 2
Teacher combines the known words and structures into a different dialogue or paragraph. Then, students will be helped to read this newly organized material in which all the elements are familiar to them.
- 3) Stage 3
Students start to read material which some of the words and structures are unfamiliar to them. Then teacher writes that material with a low vocabulary and structure level.
- 4) Stage 4
Materials are unlimited. The whole world of books should be opened to the students.

Based on the whole elaborations about reading comprehension skill, it is obvious for us that all of the way and stage involve creative and innovative in teaching reading. The stages can be common way and familiar in the teaching reading process if the teachers understand it well about these ways and stages and want to apply it. Students will get more interest in studying English, moreover in reading subject.

c. Speed Reading Method

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

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

Nurhadi (1987:39) stated that speed reading is reading which prioritize its speed without ignoring comprehension. This means that a good reader does not apply the speed reading constantly but also considers the reader's purpose, materials aspect explored and contents of that

reading material. Moreover, he mentioned the effectiveness of speed reading, like the following:

“Efektif artinya peningkatan kecepatan membaca itu harus diikuti pula oleh peningkatan pemahaman terhadap bacaan dan sebagai pembaca yang baik juga harus bersikap kritis yang berarti tahu tentang apa yang perlu digalinya dari bahan bacaan secara cepat, mengabaikan unsur-unsur yang kurang penting, serta membuang hal-hal yang tidak diperlukan.”

From the statement above, reading efficiently means reading the text not only for word by word but also for the unity of words, clauses or phrases to make one integrated and meaningful text. Therefore, the reader just read in particular ideas and comprehends the whole of the text suitable with the sentence context.

Good comprehension relies on the ability to extract and retain the important ideas that you have read. Effective learning is not on how fast they can read. If they can do this fast, then their reading speed can be increased. If they try to read fast and worry about comprehension at the same time, then their reading speed will plunge. Their mind is occupied with their fears and they are not focusing on the ideas that they are reading. But, if they concentrate on the purpose of reading such locating main ideas and finding answers to the questions, their speed and comprehension should increase. Their concern should be not with how fast they can get through a chapter alone, but with how quickly they can comprehend the facts and ideas that they need. This is one of the vital reading strategies that a good reader should master.

The limited ability to master speed reading is coming out from the factors according to Soedarso (1999: 5) as follows:

- 1) Vocalization
- 2) Lip motions
- 3) Head motions
- 4) Regression
- 5) Sub vocalization

The point of view of why speed reading is important is that by improving reading speed the readers are able to see longer stretches of language with each fixation of the eyes and thus more easily contextualize unknown vocabulary and able to achieve general understanding. Therefore, speed reading is one of method to the readers to text reading comprehension.

d. The Importance of Speed Reading Method

There are many methods in reading skills, the popular one is speed reading method, and it has an important role in reading skill of a person. Speed reading method will help students to get better result

and achievement in reading. By speed reading, the students can read the information more quickly and they may get better understanding of it as they will hold more of it in short term memory. As in www.educationuk.or.id, speed reading aims to improve reading skill by:

1) Increasing the number of words in each block:

This needs a conscious effort. Try to expand the number of words that you read at a time. Practice will help the students to read faster.

2) Reducing fixation time:

The minimum length of time needed to read each block is probably only a quarter of a second. By pushing their selves to reduce the time that is taken, they will get better at picking up information quickly.

3) Reducing skip back:

To reduce the number of time that your eyes skip back to a previous word or sentence, run a pointer along the line as you read. This could be a finger, a pencil or a pen. Reducing Skip Backs. Slow readers have a bad reading technique. They tend to read and reread the same phrase repeatedly. This technique of making "regressions" doubles or worse triples reading time and affect their performance in grasping what they need to know. It usually does not even help you to understand the subject better. It is true that a single careful, attentive speed reading may not be always enough for you to understand the subject matter entirely.

However, it is often far better than continual regressions throughout your reading. You can improve your comprehension by focusing on the preview first before you begin the careful reading.

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

e. The Principles of Speed Reading Method

To get better achievement in speed reading and to reach the best result, the students have to follow the speed reading method correctly. Some general ideas in speed reading method are:

1) The Hand

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

If you are left handed, use your left hand as the dominant pacing hand.

2) The Card

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

3) The Sweep

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

4) The Hop

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

5) Zigzag or Loop

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

There are basic conditions as in www.mindtools.com that have to be prepared by students in speed reading method, they are:

- 1) Have your eyes checked. Before embarking on a speed reading program, make sure that any correctable eyes defects you may have are taken care by checking the doctor. Often, very slow reading is related to uncorrected eyes defect.
- 2) 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.
- 3) Avoid regressing or rereading. The average students reading t 250 words per minutes regress or rereads about 20 times per page. Rereading words and phrases is a habit that will slow your reading speed.
- 4) Develop a wider eye-span. It will help you to read more than one word at a glance. Since written material is less meaningful if we

read it word by word, thus it will help you to read by phrases or thought unit.

f. Strategy of Teaching Speed Reading Method and Comprehension

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

Some activities performed by pupils can be helpful for increasing rate whether fast, moderately fast, or rather slow reading is called for by the purpose of the reader and the material. The following are illustrations as in www.glendalecc.ca.us :

- 1) Discussing the importance of reading at the fastest rate possible in keeping with the aim of the reader and the nature of the material.
- 2) Discussing the importance of maintaining a desired level of comprehension as rate is increased.
- 3) Explaining that some readers read too fast to achieve the comprehension level they wish to attain
- 4) Explaining the importance of purpose in reading, in order to help pupils understand the optimum speed at which the material should be read
- 5) Explaining the relation between type and difficulty of material and the optimum speed at which the material should be read
- 6) Estimating the speed at which materials of designated types and difficulty should be read
- 7) Reading while being timed and later checked for comprehension
- 8) Practicing reading of words, phrases, or sentences that are exposed for varying lengths of time either by a commercially produced reading machine or by a teacher-made.

g. Conventional Method

Fraenkel and Wallen (2003:11) explained the method of such conventional could include holding the class during the same or closely related periods, using the same materials in both two groups, comparing the students of the same level grade but in different method. In the simplest sort of experiment, there are two contrasting methods to be compared and an attempt is made to control for all other.

Conventional is the way that is used regularly without an additional thing, it is commonly known by traditional way. In this case, conventional method is assumed to the control group that will not have special treatment within the research. It is crucially important in all experimental research by using conventional way, for it enables the researcher to determine whether the treatment has had an effect or whether one treatment is more effective than another.

Conventional method means in the teaching and learning process, there are no new methods or techniques conducted towards students' reading comprehension purpose. In addition, conventional is following on the previous method that means students do not receive treatment as experiment well. It is aimed to compare whether the effect of speed reading method in the experimental class will have better achievement than control group in the conventional or traditional way.

Based on the control class treated by conventional method, the teacher gives the materials by explaining passages or some reading comprehension practices and helps the students to answer what they do not know from the passage by only natural way. Teacher asks students to practice especially in reading material, to find out the difficulties within and discuss it at the end of the lesson.

Rowland (1969: 387) explained that there are general principles, which serve as guidelines for reading teacher:

- 1) A planned program of skill development; the readiness of reading program is an important part of the total reading curriculum for school.
- 2) Teach, practice and apply; in order to help students get the information, however, the teacher provides a variety of activities for practice with the association of the materials so that it will become permanently fixed to the students.
- 3) Providing for different learning levels; it is particular important, however, in an area such as reading in which skills are sequentially arranged and generally build each other.
- 4) Developing an interest in reading; to help achieve this goal, teachers make appropriate reading materials available for students, involves books which deal with topics in which they are interested, have a reading difficulty level which is in line with that of the students who are to use them and contain quality of writing with an inherent appeal for students.

Each teacher may apply to determine whether the treatment or techniques work best for her or his students, but the goal, a student who can and does read, is well worth the effort.

2. Methodology

The method employed in this research is an experimental method. There are two classes involved towards the research. First group is experimental class and the second is control class. Special treatment and certain method related to the speed reading are given to experimental class, whereas conventional and natural methods are given to control class. It is natural because control class is not given speed reading method. Method is used to get the ratio of students' reading comprehension at the end of the research. Moreover, it is well designed both two classes in order the experimental

research will be seen clearly by enclosing the table of research design below:

Table 2.1

Research Design
E : X → O ₁
C : - → O ₂

Note:

E : A symbol of experiment class

C : A symbol of control class

O₁ : Achievement of experiment class

O₂ : Achievement of control class

X : The treatment of speed reading method

The researcher basically distinguishes the sequences of method both two classes of the research. All those methods are conducted to get and determine the effect of speed reading towards students' reading comprehension at the end of the research. The treatments can be elaborated in the following table:

Table 2.2

<i>Experiment Class Treatment</i>	<i>Control Class Treatment</i>
<ol style="list-style-type: none"> 1. Teacher gives the students more motivation to learn and convince them that learning is a need thus they have to improve their way of learning because by learning they can get better future. 2. Teacher explains the reading materials or passages related to the speed reading method. 3. Teacher helps the students to comprehend passages by using steps in speed reading method and its principle work. 4. Teacher asks students to read faster without reducing the whole meaning of the passage and apply some methods. Teacher also convinces them that a good reader is also fast reader. 5. Teacher gives the students some exercises to prove that speed reading methods are working and affecting them to be better and efficient reader by improving their comprehension at the end of its process. 	<ol style="list-style-type: none"> 1. Teacher gives the students support to be more spirit in learning 2. Teacher explains reading materials and helps the students to answer what they do not know from the passage by only conventional way. 3. Teacher asks students to practice especially in reading material, to find out the difficulties within and discuss it at the end of the lesson.

In this research, the two classes of second grade students of SMA PGRI 56 Ciputat are made to samples. There are 36 students of natural science program (IPA) and 32 students from social science program (IPS). The total number reaches 68 students.

3. Findings

The ratio both the result of experiment class and control one will be used to cultivate other formulation to prove how far the speed reading method and its principle work affect the students' reading comprehension at the end of the research. Since the ratio of the result both two classes involved is the expectation of this research. On the basis of its differentiation, the research will be more appropriate to be compared specifically whether the certain method especially speed reading method including its principle work used upon the research are effective or not.

Both experiment and control classes, there are some following descriptions can be drawn on the basis of this research. Based on the analysis of data, whole of the result of the research can be stated as follow:

- a. The result of the research of experiment class, that is students' reading comprehension given by speed reading method has range of score 43–93 by total score 2426, average of all scores in a data set (mean) is 67,40, scores at center of distribution (median) is 66,50, most frequently obtained score in the data (mode) is 80,20, variance in data set is 227,71 and standard deviation is 15,09. Moreover, the experiment class is derived from the normal distribution and homogenous. $\chi^2_{observed} = 11,27$, χ^2_{table} is 12,59 at significance grade 5% ($\alpha = 0,05$) for $N=36$.
- b. The result of the research of control class, that is students' reading comprehension which is not treated by speed reading method has range of score 37–83 by total score 1776, average of all scores in a data set (mean) is 55,50, scores at center of distribution (median) is 56,20, most frequently obtained score in the data (mode) is 41,50, variance in data set is 172,13 and standard deviation is 13,12. Control class is also derived from the normal distribution and homogenous. $\chi^2_{observed} = 10,5$ and χ^2_{table} is 11,07 at significance grade 5% ($\alpha = 0,05$) for $N=32$. $F_{observed}$ is 1,30 and F_{table} is 1,78 at significance grade 5% ($\alpha = 0,05$) by $df = 66$. Because $F_{observed} < F_{table}$, thus experiment class and control class are homogenous.
- c. The scores at data set show that the whole result indicates that experiment class is higher than the control one. From the hypothesis testing, it is obtained that $t_{observed}$ is 3,18, t_{table} 1,67 at significance grade 5% ($\alpha = 0,05$) by (df) degree of freedom (n_A+n_B-2). Therefore, $t_{observed} > t_{table}$, H_0 is rejected and H_a is accepted. Generally it strengthens and proves that there is effect of speed reading method upon students'

reading comprehension at second grade of SMA PGRI 56 Ciputat Tangerang.

C. CONCLUSION

There are many factors affecting students' reading comprehension. One of which is about reading rate. In this research has been shown that speed reading method including its principle work affects the students' rate of reading and helps them to improve their understanding of the passage. By the only sixty seconds using in a passage of each practice, the students have to be able to rise up their speed and get better comprehension gradually. The frequency of practice makes them perfect thus, the result of the effect of speed reading method itself can be seen clearly.

Another factor which affects students' achievement in reading comprehension is motivation. Students have to be more motivated to learn and sure that learning is a need thus they have to improve their way of learn because by learning they can get better future. They have to find the best way of learning appropriate with their own condition, apply some method to improve better understanding and comprehension in reading materials positively. Speed reading is to develop students' awareness of the reading process so that they will be able to read in ways that are expected in school.

The success of teaching and learning process depends on the teacher, yet he/she become the core of its activity especially in a classroom. Good teachers are also good planners. Teacher is not only giving a lesson, but also motivating and facilitating. Good preparation will get better achievement thus its process will run well too. A teacher who is teaching Reading is responsible for helping his/ her students use every possible strategy and ability available to them during the act of reading. To do this, teacher needs to understand reading behavior as thoroughly as possible. Some appropriate methods are necessary as references to improve the result of teaching and learning activity as the end of expectation among factors involved. Speed reading is one of the methods that can be applied to improve students' reading comprehension.

Speed reading can be selected as method in reading subject. Besides the materials that have been chosen, the school should take selection of teachers and application of programs into consideration. Since the school is a foundation in an education field, all stakeholders involved in it have to support one another; therefore the success can be achieved.

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