SPEED READING ABILITY OF ENGLISH DEPARTMENT STUDENTS
IAIN PALOPO

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A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies Palopo for S. Pd. Degree in English Education

Composed by,

SURAHMI

13.16.3.0122

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE INSTITUTE FOR ISLAMIC STUDIES PALOPO

2017

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ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE INSTITUTE FOR ISLAMIC STUDIES PALOPO

2017

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PRONOUNCEMENT

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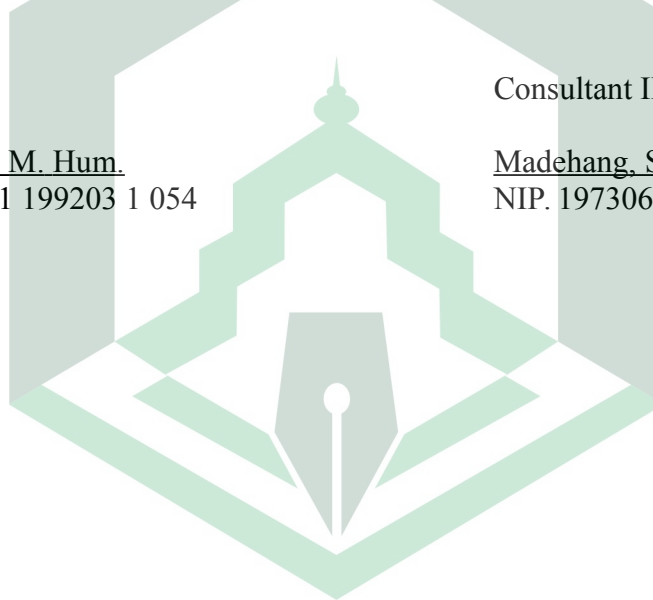has been correct and approved to be examined.

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Assalamu 'Alaikum Wr. Wb.

     Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Beneficent, the Most Merciful

All praise is due to Allah, the researcher expresses her gratitude to the almighty God, Allah SWT, that has given His inspiration, loves, good health and guidance so that the researcher could finish this thesis. Peace and salutation be upon to our prophet of Islam, Muhammad SAW; along his family and companion and his followers.

The researcher realizes that this thesis cannot be accomplished without help, guidance, suggestion and motivation from the other. Therefore in this chance the researcher would like to express respect and thankful to:

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May Allah SWT shower divine judgments of their service who given to the researcher in the end, the researcher expect that this thesis can give a lot of contribution for all the readers especially for the regional, nation and state.

Palopo, 4th July 2017
Researcher

SURAHMI

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ABSTRACT

Surahmi, 2017 : Speed Reading Ability of English Department Students IAIN Palopo. A thesis of English Department of Tarbiyah and Teacher Training Faculty for State State Institute For Islamic Studies Palopo. Supervised by: **(1) Dr. Rustan S, M. Hum.** and **(2) Madehang S. Ag, M. Pd.**

Key words: *Reading, Speed Reading.*

This thesis focuses on Speed Reading Ability of English Department Students IAIN Palopo. The problem statement of this research are: 1). How is the students speed reading ability of English Department students IAIN Palopo?, Is there any significance correlation between students reading comprehension and speed reading?, What is the problem faced by students in reading comprehension of English Department Students IAIN Palopo?

The researcher applied Quantitative Descriptive Method. The number of population in this research was English Department. The researcher used *purposive sampling* Technique, and took 10 students as sample. The researcher collected data through test.

The result of this research based on test narrative text showed the mean score of students is 153.09 word per minute or the classification moderate in speed reading ability. Based the result of the correlation between reading comprehension and speed reading Looking at the score rxy = 0.80 that the score is between 0.70 – 0.90 where as the correlation between the two variable is strong or it means there is a correlation between variable X and variable Y. The problem face by students in reading comprehension based on test narrative text, it was found out that the students' difficulties in understanding of reading text. Based on the result from the response students 90% got difficulties in determine topic in reading narrative text. And most of the students 100% were difficult in understanding moral value in reading narrative text. and most the students 90% were difficult in conclusion of the text in reading english. And based the result of the students score is the test previously, the researcher concludes that the most of the students have difficult to understand of reading text until they are cannot answer the question from the test narrative text. And the test also proved from the students mean score is 60, 5 or average achievement in reading comprehension.

CHAPTER 1

INTRODUCTION

A. Background

Reading is one of the important skills in English that should be mastered by the student. Reading It's one of the skills to get information, without reading we can't get much information. By reading student can improve their vocabulary, grammar, and some aspect another. Then, reading it helps students to improve their ability in listening, speaking. And also by reading, we can increase our knowledge. Reading is procces to understand the messages presented in written form because we will to get something from the writing: facts, ideas, enjoyment, etc. Reading is an activity to understand about passage or written text. Reading is a process of source meaning, reading is decoding and understanding written text. Reading can be said as a process that need comprehension to understand the written text by combining and identifying words become simple information or ideas in order to make the reader easier to obtain the meaning of the text. Reading can be said as a process that need comprehension to understand the written text by combining and identifying words become simple information or ideas in order to make the reader easier to obtain the meaning of the text.

By read student get the information for some purposes. For example, when they read the instructions on a ticket machine, they need to know how to operate it, when the student have some problems when they read, sometimes they found difficulties to understand the meaning of a sentence and they become more confused to read a long paragraph. Therefore, they felt that reading is a boring subject. Besides

that, reading is a complex process in which the reader uses mental content to obtain the meaning from written materials, and the understanding of skill is an ability to increase the quality of reading process. Reading skill can be obtained by way of reading practicing in speed reading involves recognizing and understanding words more quickly. Reading can It is an effort to increase our knowledge and achievement. Everyone should have the ability to read, especially in English because the fact shows that most of the scientific books are written in English. Reading is important because proficiency in reading contributes most to self-dependence in learning.

Reading is one of important skills to be mastered in language learning. It is a wonderful habit and can bring many benefits. One of the benefits of wide reading is a board store of information. Being able to read English is essential, because there are many kinds of books written in English. Reading becomes essential for everyone in order to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. Learning to read is an important educational goal. For children and adults, in the ability to read opens up worlds and opportunities. It enables us to obtain new knowledge, enjoy literature and do everyday things that are parts of modern life, such as, reading newspaper, job opportunities, manual instructions, and maps and many others.

Based on pre-survey in IAIN Palopo, especially of English Department, there are student still low especialy in reading skill because they are seldom reading book, and less motivation to read English text. Then, usually they do not know of the meaning of reading of the text. Although, the student just focus study about reading

comprehension but they also should find out speed reading. Because speed reading is very important for student because this skill also aspects of reading but more that priorities of speed not leaving understanding about reading text. Therefore do in this research students will find out speed reading ability. And also, based the discussion the researcher and the students of English Department there are students experienced problem in reading. Therefore the researcher will enactive how is the students speed reading ability of English Department.

Based on the description above the researcher is interested in conducting the research entitled *Speed Reading Ability of English Department Students IAIN Palopo*.

B. Problem Statement

In this research, the researcher formulated the research question as follows:

1). How is the students speed reading ability of English Department students of IAIN Palopo?

2) Is there any significance correlation between students reading comprehension and speed reading?

3.   What is the problem faced by students in reading comprehension of English Department students of IAIN Palopo?

C. Objectives of the research

In related to the problem statements above, the objectives of the research as follows:

1) To find out the students Speed Reading ability of English Department students of IAIN Palopo?

2) To find out significance correlation between students reading comprehension and speed reading?

3) To find out the problem faced by students in Reading Comprehension of English Department students of IAIN Palopo?

D. Significance of the Research
The significances of this research are as follows:

1. Theoretically

The purpose of this research is to find out speed reading ability. The result of the research is expected to be significant contribution to knowing of speed reading or theory of speed reading and the student also to know of meaning in reading text.

2. Practically

The result of the research is expected increased interest students in reading, and also the writer hopes students will be more motivate, especially the student speed reading.

E. Operational Definition

Based on the title is *Speed Reading Ability of English Department Students IAIN Palopo* the researcher gives definition as follows :

1) Ability is skill or power, competence an activity or occupation because of one skill, training, or other qualification.

2) Speed Reading is process or activity in reading of emphasis on speed, but not leaving about understanding aspects of reading.

F. Scope of the Research

The scope of the research focuses on speed reading, that students find out speed reading ability and also to understand reading text. Beside that the researcher focuses on the students who have 250 vocabulary is range minimally.
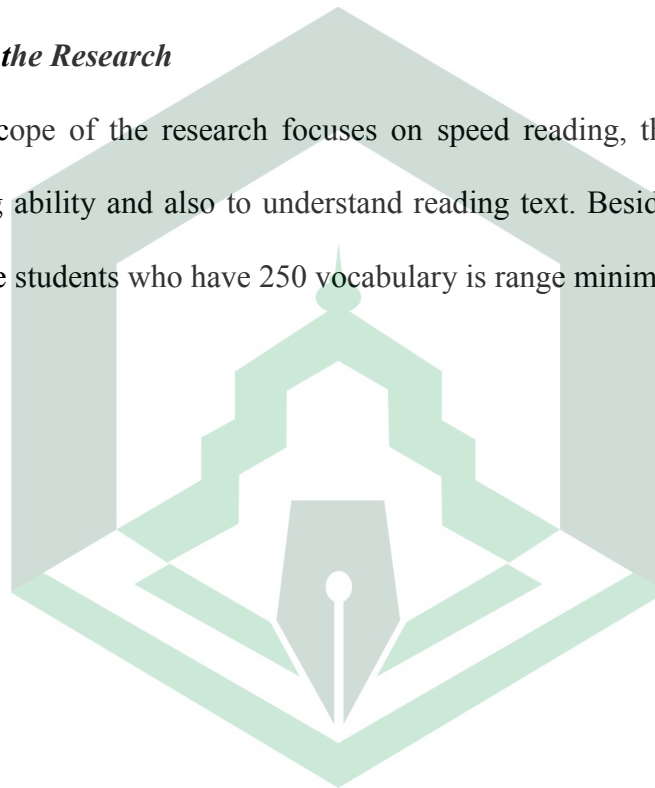
IAIN PALOPO

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis the researcher find researches related which make the writer eager to hold the research, those are:

1. Asdiani in her thesis under the title of the use of story book students "The use Story Book in Improving Students Reading Comprehension at the Fifth Grade in SDN 442 Kambo". Students need to be exercise and trained in order to have a good reading skill.[1]

2. Suparman AR In his thesis entitled "Improving Students Reading skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo" states that many people consider skimming and scanning search techniques letter than reading strategies. Conduct teaching reading skill through scanning and skimming can improve the students reading skill and the student interest in learning. The students should be active through and fully in teaching learning processof reading comprehension. [2]

3. Nurhidayah in her thesis entitle "Using Directed Reading Strategy to improve Reading Comprehension of Eleventh Years Student Of MA Ma'Arif Darussalam Mappedeceng" . The directed reading is one the effective teaching strategies in improving the students' English Competence. It was provided by the research that have been done at MA MA' arif Darussalam Mappedeceng. The research finding

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[1]Siti Munira, "*Developing Students' Crical Reading by Using Article at the Eleventh Year Students of MAN Palopo* (Thesis STAIN Palopo:2009), p. 54.

[2]Suherni Johar, "*Improving Reading Skill Through SQ3R Technique at the Second Year Students of MTs. 135 Sampano* (Thesis STAIN Palopo:2010-2011), p. 54.

shows that there was significance improvement that should be gained in teaching learning process by applying directed reading in reading comprehension.

Those researcher above write about reading. In this research, this research focuses on the student speed reading ability of English Department students IAIN Palopo.

B. Concept of Reading

1. Definition of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. The fundamental goal of any reading activity knows the language. Simanjuntak state "Reading is a process of putting the reader in contact and communication with ideas". Brougthon state that reading is a complex skill means relate the ability to recognize stylized shapes with are figure on a ground, curves and lines and dots in patterned. In Oxford Learner's Pocket Dictionary explain that reading is act of reading something and way in which something in understood.[3] There some statements about reading, Nurfadilah Minati state reading is an active attempt on the part of readers to understand writer message. The reader interacts with a tries to reconstruct what the writer wisher to communicative.[4]

According to Sutari "reading is a process of getting the meaning of something written of printed by interpreting its characters or symbols. Reading is

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[3] Oxford Learner's Pocket 201t Dictionary (*Oxford University Press*. New York . 2011), p. 12.

[4] Minati, "*Increasing The Students' Reading skill at the Second Year of SMA Negeri 1 Baebunta through Anecdots*, (Thesis STAIN Palopo : 2009), p. 4.

a second language that defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it. Reading is an active attempt on the part of readers to understand writer message. The reader interacts with and tries to reconstruct of what the writer the wisher to communicative.[5]

Reading is one of important to get information from the written. Reading is a mean of language acquisition, of communication, and of sharing information and ideas. Like a language, it is a complex interaction between text and the reader which is shaped by the reader prior knowledge, experience, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinements. Reading is the process of constructing meaning from written texts. It is complex skill requiring the coordination of a number of interrelated sources information. Reading is process thinking and gets some information about something from the book and no new information, when read. Read is one of skill in English is very important to know because success from good reader.

Reading is the process of constructing meaning through the dynamic interaction among:
a. The readers exciting knowledge
b. The information suggested by text being read
c. The context of reading situation
   Reading is a mean of language acquisition, of communication, and of sharing information and ideas. Like a language, it is a complex interaction between text and the reader which is shaped by the reader prior knowledge, experience,

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5Sugiartipa Tadungan, "*Developing Student's Skill Through Folktale*" (Thesis Uncokroaminoto University : 2007), p. 5.

attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinements. Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50 percent of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure.[6]

From the definition above, we can know that reading is one of the important skills to get much information such as about education, culture and so on. By reading we can make sense out of anything for increase our knowledge, skill etc. Without reading we cannot understand the meaning of the words or text.

a. Understanding the Reading Text

Oberholzer stated that "understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose".[7] It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future. Therefore, understanding the text is not an easy thing, so that is why there are many students find difficulties in understanding the text.

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6 Jeremy Harmer, *How to Teach English,* (England: Pearson Longman, 1998), p. 68.

7 Bronwen. Oberholzer, *The Relationship Between Reading Difficulties and Academic Performance,* p. 1.

Moreover, Kuswidyastutik said that "someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions. Since the common questions on the text are primarily about the main ideas, finding reference, understanding the structure and an inference that can be drawn from the passages, the researcher considers that those questions are the basic difficulties faced by the students in understanding the text. Below, the researcher shows the possible difficulties faced by the students while understanding the text.

1. Extracting main ideas (skimming)

The main idea is a statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic. According to Vener identifying main idea is important because it is included in the overall idea of the paragraph.[9] Furthermore, she argued that the author should locate the main idea in different places within a paragraph. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

2. Reading for specific information (scanning)

Brown stated that "scanning is quickly searching for some particular piece or pieces of information in a text". Furthermore, Kahayanto argues that when scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is name of place, a kind of food, specific word, or specific information.[8] However, He thinks that to enable the student to scan effectively is not easy, he or she should know what kinds of information he or she needs; also, he or she should have the strong belief where he or she will find such information needed from the text.Therefore, sometimes it is difficult for a student to see and distinguish between important and unimportant information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

3. Understanding text structure

According to Hess, Text structure is the organizational structures used within paragraphs or longer texts, appropriate to genre and purpose. She continues describe the examples of text structure include: sequence/process, description, time order/chronology, proposition/support, compare/contrast, problem/solution, cause/effect, inductive/deductive, and investigation.

4. Dealing with unfamiliar words

One of the common problems facing by the student is simply not being able to understand a word or expression in the text. The reader will find the difficulty in neither understanding the text, because he is not familiar with the

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8 H Douglas Brown. 2001. *Teaching by Principles*. San Francisco: Addison Wesley Longman: 2001, p. 45.

text. A written text may be difficult to understand because it contains many words that are unknown to the student. It may be because the students are lack of vocabulary or background knowledge about the word. If students find many unfamiliar words in the text, even though the students are allowed to open the dictionary, it is still so hard for students to comprehend the text. Therefore, unfamiliar key words about the text need to be taught to students before reading the material so that they can be easily understand the material.

b. The difficulties in understanding text

Many different factors contribute as the cause of students' difficulties in understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment. The learner's background means something which comes from the learners themselves. It was related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner have known before

1. Interest

Interest is being one of the important factors in order to increase the students' achievement in reading. Shalahuddin stated that "interest is a concern that contains elements of feeling .Therefore, if the readers have interest to read, it will be easier for them to understand what they read. On the other side, if the readers have no any interest to read, it will be difficult for them to understand it.

2. Motivation

Motivation is an important factor that may contribute to success at school and to lifelong learning. Motivation is some kind of internal drive, which pushes someone to do things in order to achieve something. As Brown points out, motivation includes factors such as the need of exploration, activity, stimulation, new knowledge, and ego enhancement. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students. It will be easier for the students to achieve something if they have interest and motivation to learn it. As well as it will be easier for them understand text, if they have interest and motivation to read the text.

3. Learners' prior knowledge

Mellon stated that "students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning." Furthermore, Jacobovits believes that the student's prior knowledge influences the student's ability in learning a foreign language. Students who have a lot of knowledge will be easier to learn the new lesson.[9]

2. Reason for Reading

a. Reading for information

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new to the subject much of this

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9 E-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 3 2014 – ISSN 2331-1841

information can be tabulated in not from so that you can see said by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information.

Reading often only becomes easy during the process of absorbing information. The first reading is often the most difficult because of quantity of news information. If you set yourself question with which to give your reading, and keep them in mind so that you know way you are reading, you will find that the more reading you do, the easier it becomes.

b. Reading for Pleasure

Reading for pleasure is done without other people, but according to an individual reader's mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and center upon human can see such love, ambition, revenge, family live etc. its purposes is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value. The purposes of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matters in others words, to extend our experience of the word in which we live. While the states that the purpose of reading is to through that expected in the world.[10] One of obvious answer to the question "why do read" wooding Keith Johnson is Yasmir, we read in order to obtain information which is presented in the written form, but

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[10] Abd.Rahman "*Teaching Reading Comprehension Through Small Group Discussion at The Tenth Year Students of Welding Department of SMKN 2 Palopo* (Thesis IAIN Palopo : 2015), p. 16.

by nature of the information so obtained requires more explicit definition he further explain by referential (factual), effective, or emotional.

1). Answer we can give to our we question of why we read is that why we read referential material in order to obtain factual information with operating on our environment, e, g a set of instruction or how to use a piece of equipment.

2).We read material as a way of developing our own intellectual skill, so that we can more effectively manipulate ideas, possibly which the aim of influencing the behavior of others of determining the outcome of a series of operation, e, g making proposal for project.

3).We read for emotional gratification or spiritual enlightenment, e.g for pleasure or self environment.[11]

According Carol Gorman, there are ten reasons for reading:

1) Reading helps you become an interesting person.

2). Reading helps you learn how to write correctly.

3). Reading develops your imagination.

4). Reading entertains you.

5). Reading teaches you about things unfamiliar to you.

6). Reading takes you to place you never visited.

7). Reading takes you to times you never experience.

8). Reading introduces you to people you have never met.

9). Reading introduces to new ideas.

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11 Yasmir Jasmin, *Student Ability In Reading English Test*, (A Case study at Barbara English Cource) (Makassar :Faculty of Letter UNHAS MKS, 2005), P. 5.

10). Reading is fun.[12]

These reasons for reading are essentially practical. That is to say, reading is carried out for purposes other than reading of language are self. Basically, the purpose why someone reads is for pleasure, reference, or information. In most learning situation, the third reason (reading for information) our related either to the learners or his profession or job.

3. Types of Reading

There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a. *Perceptive,* in keeping the set categories specified for listening comprehension, similar specification sure offered   here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretch of discourse; letters, words, punctuation, and other grapheme symbols

b. *Selective,* this category is larger an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, of discourse features, of language within a very short stretch of language, certain typical are used : picture cued tasks, matching, true/false, multiple-choise, etc. stimuli include sentence, brief paragraphs, and simple charts and graphs.

c. *Interactive* include 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

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12 Carol Gorman ., *reason to read.* London : chances press. 2002, p, 56.

negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

Carol Gorman ., *reason to read.* London : chances press.2002.p,56

d. *Extensive,* Extensive reading as discussed in this book applies to texts of more than of page, up to and including professional articles, essays, technical report, short stories and books. [13]

The type of reading there are:

1. Reading based on Level

a). Beginning : it is major of physical actives. The ability to voicing the written symbols and get the meaning also get meaning of symbols is a party activities conducted.

b). Inspectional: Inspectional reading is related on the time problem which is available to read. Readers only have time which relative shorten, while reader have to finish.

c). Analytic : Analytic is reading complete, goodness and perfect performed within time is not limited to analyze about what we read.

d). synoptically: in synoptically reading, claims the reader to have a lot of time because in synoptically reading, the readers have to analyze more than one book.[14]

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[13] H. Douglas Brown, *Language Assessment principle and Classroom Practice,* Longman: (San Fransisco State University : 2004), p. 185.

[14] Arul Efendi, *Meningkatkan Kemampuan Membaca Cepat dengan Speed Reading di Sekolah Dasar.* Accessed on Juni, 13th.. 2014, p. 65.

4. Reading Skill

Michael H. Long and Jack C. Richards state that there are four skills of reading, as follows:

a. Skimming is quick reading for the general drift of a passage. It is an activity which is appropriate when there is not time to read something carefully or when trying to decide if careful reading is merited. Skimming refers to reading quickly to gain a general idea and not the specific information. When you skim you move your eyes. Quick to acquire a basic understanding of the text you do not need to read everything and you do not read carefully you read quickly such things as the title and suitable and topic sentence. You also look at pictures, charts, graphic, etc. for clues to what the text is about.

b. Scanning is similar to skimming in that the reader is pushing himself through a selection at an initially uncomfortable rate, but search is more focused since the information needed is very specific-usually a date, a number, or a place. Scanning is usually used to search some specific information, and skip other information. Scanning is also quick reading, but when you scan, you're looking for information about a question you work to answer you are usually looking for a number or a word or the name of something. Scanning is usually used to search some specific information, and skip other information.[15]

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15 Nuttal, Christine. *Teaching Reading Skill in a Foreign Language*. (London: The Nemman Educational Ltd., 1982), p. 87.

c. Reading for through comprehension, is reading in order to master the total message of the writer, both main points and supporting details. This type of reading is the primary concern of the most reading class

d. Critical reading, require us to push our students beyond the "through comprehension" stage of reading, to encourage them to react to readings in their native languages.

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, fluency. Reading skills are specific abilities which enable a reader:

a. To read the written form as meaningful language
b. To read anything written with independence, comprehension and fluency
c. To the mentally interact with messages.[16]

In fact, there are five skill of reading that you can use in senior high school, and the good news is that you probably already use most of them in some form or another:

1). Skimming and Scanning

Skimming is quickly reading for general ideas and not the specific information, when you skim you move your eyes. It consists of quickly running one's eyes across a whole text to get the gist. It give readers the advantage able of being to predict the purpose of the passage, the main topic or message, and possible some of the developing or supporting ideas. Skimming is a technique suitable for scientific texts as well as for general texts. Skimming was getting the general sense of a passage or a book fast could save the readers' time.

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[16]Rostina, *The Effectiveness of Skimming Technique in Improving Reading Skill at the Second Year Students of PMDS Putri Palopo*, (STAIN Palopo: 2011), p. 57.

Scanning is usually used to search some specific information, and skip other information. Scanning is also quick reading, and then when you scan, you're looking for information about a question you work to answer you are usually looking for a number or a word or the name of something. When you scan, you skip over many words you look for some information as quickly as you could. Scanning was especially important for improving your reading. Scanning is usually used to search some specific information, and skip other information. Scanning is also quick reading, but when you scan, you or looking for information about a question you work to answer you are usually looking for a number or a word or the name of something.[17]

2). Narrative Reading

Reading need narrative to understand about something, in everything we seek part beginning, a middle, and the end.

3). Proof Reading

Proofreading is a skill that can be learnt and perfected. If you can't proofread now, you can learn proofreading techniques. It just takes practice and concentration.

4). Reading for Content

Reading need comprehension to complete not only the concepts and ideas important to these subjects, but also used structures text.

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[17] Nuttal, Christine. *Teaching Reading Skill in A Foreign Language*. (London: The Nemman Educational Ltd., 1982), p. 87.

5). Reading for meaning.

Reading for Meaning is a research-based strategy that helps all readers build the skills that proficient readers use to make sense of challenging texts. Regular use of the strategy gives students the opportunity to practice and master the three phases of critical reading that lead to reading success, including.

5. Kinds of Reading

1. Reading Aloud

Reading aloud of unfamiliar material is however another question in much class it is common practice to demand this of the students, the reading then being followed by question. Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have opportunity to 'glance over' what is they are being asked to read.

2. Silent Reading

Reading comprehension is closed connected with silent reading. Reading comprehension must come first through a preliminary silent reading before the reader can render the text orally with full expression of meaning. [18] Silent Reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, The A-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent. A reading room is a

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[18]Hasmiati "*The Ability of the Students in Reading Comprehension Skill through Summarizing Story at the Third Students of English Education Study Program at Cokroaminoto Palopo University* (Thesis Cokroaminoto Palopo : 2015), p. 6.

silent room, but the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some and out of the use are : to survey material which is to be studied, to look through indexes, chapter headings and outlines, to skim particularly when one item of information, to gain superficial comprehension, as when reading for pleasure of preparing to read aloud, to study to the content of what is read and some detail, to study the language in which the material is written –this may involve textual study in literary sense or it may need to do

3. Extensive Reading

Of these five kinds reading activity the first there, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amoun. of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant-as the case for example with newspaper reports.[19]

4. Intensive Reading

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called intensive reading. Once again the term indicates that it is not the nature of the skills involved that is most interest but the results, in this case a deep and through understanding of the black marks on the paper. The objective is to achieve full

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[19] Eva Yanti "*Developing Reading Skill Using Talking Stick Methods At The Eighth Year Students of SMPN 9 Palopo*" (Thesis IAIN Palopo: 2015), p. 15.

understanding of logical argument, the theoretical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to acvhieve his end.[20]

5. Idea Reading

Idea reading extends to use of skimming technique beyond the heading into the content paragraphs. It involves more comprehensive coverage of total word content, but in a highly selective fashion. It is essential in many types of business and professional reading as well as in much incidental reading and recreational reading. This reading for the main ideas is a technique of rapid reading in which the eyes move rapidly. Idea reading means making quick decisions as to the relative importance of different sentences and paragraph as you read. It means quick recognition of the author's clue and rapid association with ideas you already understand that relate to his material.

6. Exploratory Reading

Exploratory Reading or general content reading involves more detail than the one type mentioned before. This type of approach is appropriate for longer articles in magazine, for descriptive literature, and for light fiction, it may be used for similar reading in which you wish to pick up a better understanding of some new ideas.

7. Critical Reading

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[20]Geoffrey Broughton, et.al., *Teaching English as a Foreign Language,* (Language,1998), p. 90-94.

A more sophisticated form of predicting is reading critically, or reading between the lines by looking for the meaning behind the author's words. This involves strategies such as looking for inference, implication, and tone of voice.

6. The purposes of Reading

A person may read for many purposes, and that purposes help to understand more what is read by people. If he or she is reading for pleasure or reading for pure recreation and enjoyment, he or she may read ether quickly or slowly based on the way he or she likes or feel. But if he or she is reading for study or information such news, science or some line, which are parts of his or her study or assignment it does very slowly and carefully. And generally, the purpose of reading is to find some information from the text. McDonough and Shaw as quoted from William; classify the purposes of reading into three purposes. First, people read to get the general information. Second, people read to get the specific information. Third, people read to get pleasure or interest, although it is for enjoyment, it is still purposeful.

McDonough and Shaw also stated as they quoted from Rivers and Tempered that the specific purpose in reading are: to get the information about a topic that students need, such as books, encyclopedia, to get the instruction on how to do something (such as instruction of electric devices), to keep in touch with friends such as letters and email, to know when or where something will take place or what is available, such as time table, schedule, to know what is happening or has happened, such as newspaper or magazine, to get pleasure.[21]

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21 Jo McDonough & Christopher Shaw, *Materials and Methods in ELT,* (London: Blakweel, 1993), p. 102.

Brown state that the second language learner will want to read for purpose, such as in order to: (1) Obtain the information of some interesting topics as reported in newspapers, magazines, and reports, (2) get the instruction on how to perform some task for our daily life, (3) act in a play, (4) do puzzle, (5) know where or when something will take place, (6) only to get the employment or excitement.[22]

7. **Problem in Reading**

We know that in every activity, we find many kinds of problems that we never found before usually composed how to solve them or what to about them. Reading is useful for other purposes to: any exposure to English (provided students' understand it more or less) is a good thing for language students? As the very least some of the language sticks their minds as parts of the process of language sticks acquisition is likely to be ever more successful.

As the students, we need to read many books in other that we increase out knowledge but many students read without knowing or understanding the main idea he meaning and the content of the text. Therefore the writer presents the students problems in reading in additional to that the write about idea of different expectation on reading comment.[23]

There are problems in reading as follows:

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[22]Doglash Brown, *Teaching by Principles an Language Pedagogy,* (New Jersey: Precentice Hall Regent, 1984), p .291.

[23]Nurhidayati *"Using directed reading Strategy to Improve Reading Comprehension of Eleventh Years Students of MA MA'Arif Darussalam Mappedeceng"* (Thesis IAIN Palopo : 2011), p. 10.

1. Problem of vocabulary

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content. Some student quickly read few, if any difficulties. The teacher's role is to help these students' identify problems and try to provide exercise, and activities to help them overcome their weakness.

According to Nuttal, the students are generally not aware of, but it is important that they should make themselves understand possible vocabulary should make be taken into consideration.

2. Problem of Structure

Sentence structure is part sentence problems especially understanding reading. Nuttal says that; we can make use of structural clues establish, not exactly the meaning, bit at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding.

3. Problem of Semantic

As it is learning situation, some students quickly learn to read a few if any difficulties, but not all word is difficult. Therefore, it the student find difficulties word, the teacher must help them to identify problems and provide exercise and activities to help them overcome the problems. According to Nuttal there are difficulties the readers have to deal with student's difficulties in semantic. [24]

 C. Concept of Speed Reading

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[24]Cristian Nuttal, *Teaching Reading Skill in Foreign Language, (London; Cristian Nuttal, 1982)*, p. 27.

1. Definition of speed reading

Speed Reading is the kind of reading that priorities speed, not leaving understanding of aspects of reading. Speed Reading doesn't mean the type of reading that wants to acquire the number of reading or pages that a lot in a short time for this lesson give with the aim that the learners in a short time be able to read fluently and can understand it properly and carefully, in this Speed reading is implemented without sound.[25] Speed reading is a collection of reading methods which attempt to increase rates of reading without greatly reducing or retention. Speed reading is characterize by analyze of trade off between measure of speed and comprehension recognizing that different reading call for different speed and comprehension rates, and that those rates may be improve with practice.[26] Speed Reading is essentially to understand the content of reading with emphasis on speed. Speed reading is something that was obtained from the exercise. Speed Reading eye muscle movements that require faster anyway, we should not be to long fixate on one word or one line of the text. We must train the eye muscles in order to get used to moving quickly.[27]

Speed reading is a technique of reading that helps a person to focus   his or her attention better. Buzan said "this speed reading course will help you to read more

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[25] Kathryn, Redway. *Speed Reading*. Jakarta: PT Pustaka Binaman Pressindo, 1998. P. 32.

[26] El Toun, *Speed Reading* accessed on september 24th, 2011. P. 15.

[27]Tampubolong, D, P . *Kemampuan Membaca, Teknik Membaca Efektif Efisien. Bandung :* Angkasa, 1987. P. 53.

quickly. It also helps you to understand better. Reading without comprehension is useless.[28] Reading speed is not only read a text faster but it is reading a text faster with a good comprehension. It is a technique that should be mastered by the students, and as a technique, reading speed cannot be mastered constantly but should be practiced regularly and step by step. In other point of view, speed reading is seeing, decoding and comprehending the words. When people read with a right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up their reading.[29] It means that reading speed is also the ability of the reader to manage their skill in reading, because they have to know when to fast and slow down their reading. According to Wainwright written in his book, speed reading is "Reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically."[30] Based on that statement, there are some techniques that must be practice while trying to rapid reading a text. Speed reading is a skill to get the information faster and better comprehension. According to the above statement, it can be explained that reading speed is reading with a limited time but do not lose its comprehension. Someone called a speed reader if he or she

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[28] Buzan, Tony. *The Speed Reading Book*. London: BBC Worldwide Limited, 2003. p. 23.

[29] Richard Sutz, & Peter Weverka, Speed Reading for Dummies, (New York: Wiley Publishing, Inc.,), p. 46.

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

understand and comprehend the text that has been read, and to know its comprehension, the test must be held based on the reading text.

In other hand, Anderson said as he cited from Nuttal that reading speed is not only a strategy to read faster, but it is a rapid reading with understanding the ideas written by the writer. Mostly, reader who do not understand and lack of motivation often slow down their reading rate and then do not enjoy their reading because it takes too much time.[31] While some one slow down their reading, that means he or she could not understand clearly the text they read. Konstant in her book states "Speed Reading is not just about reading fast, it is about managing information. It is a skill. Developing that skill does not mean you have to read fast all the time. The technical content of the material, mood, and familiarity of the subject, purpose and motivation to read faster are some of factors that will offers the speed at which you read.[32]

According to Sutz and Weverka, there are two procedures that must be passed in measuring reading speed. The first is measuring the reading speed and the second is measuring the reading comprehension, and both of the score must be integrated to get an Effective Reading Rate (ERR).[33] Those statements clearly

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[31] Neil J. Anderson, Improving Reading Speed: Activities for the Classroom, English Teaching Forum, (Utah: 1999), p. 2.

[32] Konstant Tina, Work Smarter with Speed Reading (Great Britain: A Macmillan Company, 2010), p. 15.

[33] Richard Sutz & Peter Weverka, Speed Reading for Dummies. New York: Wiley Publishing, Inc., 1996.

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

The above opinion can be concluded that speed reading is a type of reading that prioritizes speed by using eye movements and in doing without voice aimed to obtain information quickly and accurately in short time. Speed reading is not only reading with a short time, but the main purposes of reading speed itself is to comprehend reading materials better with a limited time by pushing the capability of our brain maximum. While someone fast their reading, they will also pushes their brain to think harder than when they slow down their reading. Speed reading is one of reading techniques that can be used to improve reading habits of the students to read quickly. By applying this technique, the students can get many advantages.

2. Factors Affecting Speed Reading

There are some purposes affected someone to speed their reading. According to Konstant there are five main factors contributing in speed reading, as follows:

a. Clarity of Purpose

The clarity of purpose is the ability to always know the reason why we read something. The purposes itself depend on the reader, whether he or she read a text for pleasure of to get an information in it. The clearer the purpose, the faster that will be able to read.

b. Mood and Motivation to Read

Mood and motivation in reading are something important. If someone feeling tired and do not have motivation to read they usually cannot read as quickly as when they have a clear reading motivation. Tried to manage and clearer the motivation so that we can concentrate and focus on the time.

c. Familiarity with the Subject-related Terminology

This factor means the background knowledge the readers have about the material. If readers have background knowledge about the text, they will have a framework to build and might be able to read quite quickly.

d. Difficulties of the Text

If the books are easy to read, the readers will read it faster, but if the books are difficult to read, then readers will read it slower. The difficult book to read usually will slow down our reading.

e. Urgency and Stress Level

Urgency and stress lever are also important factors due to reading speed factors. When we read something immediately, we cannot read quickly because stress will slow us down.[34]

The different factors affected the inefficient speed reading also stated by Ahuja & Ahuja. They divided it into some areas as follows: Faulty Visual Perception, Word by word reading, Regression, Finger pointing and head swinging, Vocalization, Sub-vocalization, Lack of Stamina, Lack of Motivation and Reading Interest, Other Miscellaneous Barriers[35] 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. Limited perceptual span (word-by-word reading), slow perceptual reaction time (slowness of recognition to the material),

Vocalization (including the need to vocalize in order to achieve comprehension), Faulty eye movements, including inaccuracy in placement of the page, in return sweep, in rhythm and regularity of movement, Rereading material just read, Poor evaluation of which aspects are important and which are unimportant, The effort to remember everything rather than to remember selectively.

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34 Konstant, Tina. *Work Smarter With Speed Reading.* Great Britain: A Macmillan Company . 2010, p. 23.

35 G, C, Ahuja & PramilaAhuja, How to Increase Your Reading Speed Kuala Lumpur: 1997. p. 28.

3. Strategy of Speed Reading

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. 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..

b.   Avoid regressing (re-reading).

Reading 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.

c.   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.

d. Vary your speed reading.

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.

e. 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.

f. Practice.

As with every new skill, reading must be practiced to enhance speed. Be patient with yourself as you are learning these new strategies.[36]

Klaser in Browning presents four positive points in learning speed reading. *The first* one is the amount of time you will save when you're able to double your

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[36]Https://uwaterloo.ca/student-success/sites/ca.student-success/files/upload/files/TipsheetSpeedReading.pdf

speed. *The second* advantage is that readers are able to concentrate better which leads to greater comprehension. *Thirdly,* with the increase in potential speed and comprehension, academic grades tend to rise as well. And *lastly* and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension. Therefore, by using this technique, it can help the readers, not only save their time but also the reader can improve their comprehension and can get much knowledge.[37] As discussed before, speed reading is not only reading rapidly, it is kind or reading skill about how to manage the information, and as many other skill it skill must be practiced regularly. In the effort of managing the information, people usually use some techniques in it. There are lots of techniques that could be learned to help us reading faster.

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

a. Preview; preview technique usually used to get the general idea   of a heavy reading.

b. Skimming and Scanning; Skimming refers to reading quickly to gain a general idea and not the specific information. While scanning is usually used to search some specific information, and skip other information.

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[37] E-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 3 2014 – ISSN 2331-1841, p. 2-3.

c. Clustering; Clustering is a technique of reading speed that train to look at groups of words instead of one at a time to increase reading speed.[38]

According to Soedarso, there are some reading habits that impede the ability to read fast, among others: vocalization, lip movement, head movement, pointing with fingers, regression, and sub vocalization. Vocalizations or voiced readings slowly read. Because it means saying word for word with a complete murmuring, even with your mouth clenched and the voice not audible, including reading aloud. Moving lips or mumbling while reading, even if it does not sound, is just as slow as reading a voice. During childhood our eyesight is still difficult to handle the cross section of reading. The result is that we move the head left and right to read the lines completely. How to read pointing with the fingers or other objects it is very inhibiting reading because the hand movement is slower than the movement of the eye. Often the eye moves back to back to reread a word or several words before. The movement is called regression. In addition to inhibiting the speed of reading, regression can even dissipate reading comprehension.

Efforts are made to obtain speed and efficiency is as follows: widen the range of eyes and leap eye, the fixation includes two or three words, reading a fixation for a unit of understanding. This method is more easily absorbed by the brain, Always read to get its contents, meaning not to memorize the words, accelerate the transition from fixation to fixation, not too long stop in one

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38 Nuttal, Christine. *Teaching Reading Skill in a Foreign Language*. London: The Nemman Educational Ltd., 1982. p. 41.

fixation.[39] And then, there are strategy can use of speed reading is three focus Steve Snyder. Three Focus Steve Snyder strategy is a learning strategy created by Steve Snyder. He is a reading instructor who reads fourteen books on a flight between Los Angeles and Sidney, Australia. Three Focus Steve Snyder strategy taught at the Super Camp is a school for teenagers who opened in 1982 in San Diego, California. With the techniques developed, he usually reads three or four fiction or non-fiction books in one night at a reading speed of 5,000 words per minute (kpm). In general, the speed is very high, but according to him, it's just the usual speed (jogging speed). Sprint speed is about 10,000 kpm. Some people are not sure, Steve Snyder can understand what he read with that speed. That's why he likens speed reading by play ski. Three Focus Steve Snyder strategy is a fairly new reading strategy, Three focus Steve Snyder strategy is a current theory developed at this time, is quite simple, easy and practical to trained students ability. Three focus Steve Snyder strategy is a relatively new reading Strategies. This strategy is called has the advantages of simple, practical, and innovative.

Three focus Steve Snyder strategy is a strategy that teaches students to develop their peripherals with exercise training three focus means the point concentration eyes focus centered three (three part) each line. Partly hosted in the left middle portion and partially right.[40]

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39 e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 3 2014 – ISSN 2331-1841.

40 Sanjaya, Wina. *Strategy Studies Orientations Standard Process Education.* Jakarta:Kencana. 2009, p. 31.

According De Porter Hernacki, Three focus steve snyder strategy is one strategy that is useful to know the students ability to speed reading because of the strategies used by these Snyder based of playing ski. Some people are not sure, Steve Snyder can understand what he read with that speed. That's why he likens the speed of reading by play ski. "If you paly ski through quietly and slowly, you do not have to pay too much attention to what is being done. Your mind will wander around, conversely if you move through speed down the valley. You should concentrate of attention, that's why you should to understand of reading text through more than be better when read through speed reading, "said Steve Snyder". Therefore, it's easy to understanding the reading then the strategy performed is speed reading. Three Focus Steve Snyder strategy is a learning strategy that teaches students to divide the concentration point of the eye on the three focuses of each line, partly centered on the left, half in the middle, and the other on the right. Steve Snyder teaches the exercise "three focus" of eliminating the reading habit one by one word separately. He divided the three parts of the focus of vision that is the left, the center, the right on each line.

Advantages of learning Three Focus Steve Snyder strategy is a fairly simple, easy, and practical learning strategy used to train students' reading skills. Steve Snyder teaches the "three focus" exercise of eliminating the reading habit one by one word separately. He divided the three parts of the focus of vision that is the left, the center, the right on each line. Advantages of Three Focus Steve Snyder strategy is the Three Focus Steve Snyder strategy is a theory that develops today, simple enough, easy and practical to train students (the ability of effective

reading) . The advantages of three focus Steve Snyder learning strategies is "Quite simple, easy, and practical to practice students' reading ability." The benefit of learning Three Focus Steve Snyder's strategy is that students can learn their weaknesses in quick reading and turn them into strengths, So that efforts to improve reading can be realized.[41]

Based on theory above the researcher can conclude the third strategy of speed reading is very important to know and to learn. With the third strategy above the students more be able improve speed reading ability.

4. Theory of Vocabulary to understand of text

According to Barnhart Cynthia A (vocabulary) is a collection of words or phrases typically arranged in sequence and translated (defined). In the English language there is a vocabulary mastery that must be possessed, vocabulary mastery is not enough just to learn but must practice courageous to try, dare wrong, try a simple English pronunciation, dare wrong. To remember the vocabulary not only memorize the vocabulary but must be practiced so that the vocabulary will always is stored in the brain. By practicing speaking English, listening to English music, writing dairy in English, and reading English books then the vocabulary will automatically increase and always remember. One of the most important things when speaking English is vocabulary. English is a necessity of all people in this era of globalization to communicate with the outside world. English is the same with foreign languages in the world. English has a basic element of the formation of language vocabulary (vocabulary).

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41 Sarwono (http: // pakguruonline. Pendidikan.net)

Vocabulary is the most important basic element in English, so to be able to speak English well must master vocabulary first before learning English further. Mastering the vocabulary of English is very important, Because without mastering the English vocabulary, everyone who learn English will encounter obstacles in learning English. Obstacles in English one of them is the lack of vocabulary that causes a person to not speak English well. These barriers often occur in teaching and learning activities especially occurs in students. This happens because the students are less interested in English lessons. Students' disinterest in because that English is considered a lesson that is difficult to learn.[42]

Language skills that include capabilities: Speaking, Listening, Reading, and Writing. All these aspects depend on the vocabulary of a person. This is because the vocabulary plays a role as a bearer of meaning and is a tool to express an idea. Thus if a person wishes to improve English proficiency, or has a high score in standard English tests such as TOEFL, TOEIC, or GMAT, then a broader stock of vocabulary is a must. English is a language rich in vocabulary, estimated at nearly two million words. Mackey (1965) says that the amount of vocabulary for adults depends on the level of education, which ranges from 10,000 for people who do not attend college, up to 150,000 for a scientist, while the average student has about 60,000-100,000 words. For those who are not native speakers, until now cannot be determined exactly how many words to master. However, some authors estimate that the number of words a person needs to understand English reading such as newspapers, magazines, and public readings takes approximately 30,000

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[42] Http://saimahshcon.blogspot.co.id/o6/belajar-penguasaan-vocabulary.html/2008.

words. This amount is not easy to learn, and this can make those who want to learn English to be discouraged first. Why not, because to master the vocabulary a number of it will take approximately 8 years: if someone is able to memorize 10 words a day without ever forget. However, it should be pointed out that the above word count is largely a word that only needs to be known passively (recognition vocabulary), a word that one can understand when he reads or hears the word. And in general, the vocabulary recognition that a person possesses is much more than the active vocabulary, a word that can be proficiently used in speaking and writing. [43]

According le Mikulecky said that for Get a good understanding in reading an article Students must be able to distinguish content words with function words. This function word is the most important aspect in Vocabulary development consisting of pronouns, synonyms, Hyponym, and summary words as a marker of the relationship between the idea of a text (such as however, then, also, etc.)[44]

D. Assessing Reading

The assessment of reading ability does not and with measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the cast of most classroom assessments that are formative in nature. In inability to comprehend my thus be

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[43] Http://www.geniusedukasi.com/cara-meningkatkan-kosakata-bahasa-inggris.

[44] Mikulecky, Beatrice, S. A Short Coursed in Teaching Reading Skills. New York: Addison-Wesley Publishing Company. 1990. P. 72.

traced to a need to enhance a tast takers strategies for achievent ultimate comprehension[45]

Table 1.1 Goals, Purpose and Means of Reading Assessment

Goals of assessment	Purposes	Ways of assessing
Motivate	Encourage learning	Reading logs Book reports Comprehension tests Speed reading graphs
Measure achievement	Monitor Guide teaching Provide feedback to the learner Award a grade	Comprehension tests Speed reading graphs
Diagnose problems	Isolate reading difficulties provide focused help	Reading aloud Vocabulary tests Receptive grammar tests Translation Speed reading tests
Measure proficiency	Award a grade See if standard are achieved	Comprehension tests Cloze tests Speed reading tests[46]

[45]H.Douglas Brown, *Language Assessment "principle and classroom practice"* (San Francisco, California,; Logman, 2003), p. 190.

[46]I. S. P. Nation. *Teaching ESL/EFL Reading and Writing* (ESL & Applied linguistics Professional Series Eli Hinkel, Series Editor 2009). p, 75-76.

In other to develop perspectives regarding the assessment by reading comprehension, one must develop statis factory definition of bath the processes and tasks involved for a reader to comprehend written discourse. Definitions are vital when discussing comprehension. It becomes crucial to understand what goes on inside the reader's head and how that relates to assessment and instruction of reading comprehension. What are the probable processes involved in reading comprehension? I can begin by suggesting that the psychological processes of reading comprehension are similar to those involved in all other communications processes. That is, whether listening, speaking reading or writing, we assessment that comprehension is a complex series of cognitive and language factors operating in tandem that assist humans in gaining meaning during communication. These inter relationship aid in obtaining meaning. Comprehension then is the acquisition of meaning as result of some form of language communication. These meaning occur as the individual are aware of, resolves, perceives, process, stores and/or retrieves information from external stimulation. Comprehension is the process of internalizing external events or stimuli for the purposes of obtaining meaning.[47]

E.   The Conceptual of Framework

Speed Reading
Narrative Text

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[47]Schreiner, Robert *Asses.............................t the Annual Meeting of the International Reading Assoc..............*

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┌──────────────┐
│              │
└──────────────┘
┌────────────────────────┐
│  Factors Affecting Speed │
│         Reading          │
└────────────────────────┘
┌──────────────┐
│              │
└──────────────┘
┌────────────────────────┐
│  Strategy    of   Speed  │
│  Reading                 │
└────────────────────────┘
```
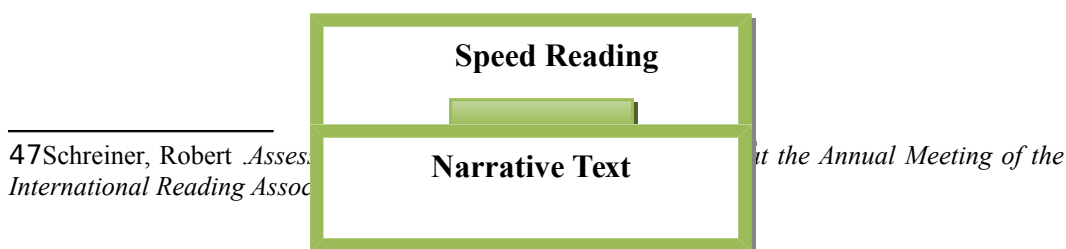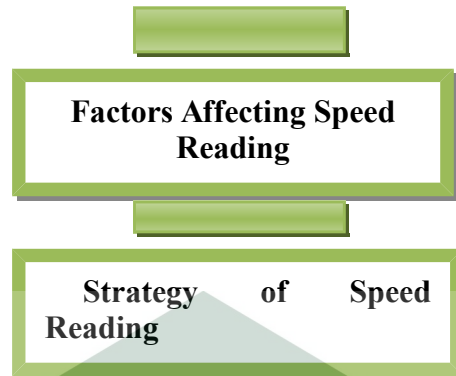
There are some ways to find out students in speed reading such as using narrative text. And then when the students speed reading there are factors Affecting speed reading in between clarity of purposes, mood and motivation to read, familiarity with terminology, difficulties of text, urgency and stress level. The teacher must make students interests in learning process so that the students more have motivation in reading especially speed reading. And also there are strategy of speed reading to know by students if will get speed reading ability is good in between Have your eyes checked, Avoid regressing (re-reading), Develop a wide eye span, Vary your speed reading, Use the pacer technique, Practice.

CHAPTER III

RESEARCH METHOD

A. Method of Research

In this research, the writer applied *quantitative descriptive* method. It aims to find out speed reading ability of English Department students IAIN Palopo.

B. Population and Sample

1. Population

The population of this research of English Department students IAIN Palopo.

2. Sample

Sample in this research used *purposive sampling technique.* The sample was those who memorize at 250 English words.

C. Instruments of The Research

The instrument of the data collection in this research is reading test. It is intended to find out the students speed reading ability and reading comprehension.

D. Procedure of Collecting Data

The procedures of the research involve the following steps:

a. The first step, the writer explain about speed reading

b. The second step, the writer shared the test to the students.

c. The third step, the writer explained how to do the test well.

d. The fourth, the writer gave the students 1 minute to read the test with speed reading.

e. After that, the students answer the question without look reading test.

f. Then, the students collecting of the test.

E. Technique of Data Analysis

The data of this research is analyzed as follows:

a). Classifying the students score (Reading Comprehension) into five levels, as follows.

Table 1.2 Column Assessment Reading Comprehension

Qualification	Quantity	Degree
Excellent	4	80-100
Good	3	70-79
Average	2	60-69
Poor	1	50-59
Fairly Poor	0	0-49

Table above Means:

4 = The students answer the test items between 80 - 100 correctly.

3 = The students that answer the test items between 70 - 79 correctly.

2 = The students that answer the test items between 60 - 69 correctly.

1 = The students that answer the test items between 50 – 59 correctly.

0 = The students that answer the test items between 0 – 49 correctly.[1]

1 Arikunto, Suharsimi, *Prosedure Penelitian Suatu Pendekatan Praktek Rineka Cipta.* Jakarta. 1993. P. 34.

Classifying the problem face students' in reading comprehension from the test, the data is tabulated and analyzed into percentage by using the formula as follows:

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

Where:

P = Rate Percentage

F = Frequency of respondents

N = Total Sample [2]

b). Indicators used text speed reading is assessment os Asep Ganda Sadikin, et al (2004:176). The indicators outlined in the following table:

Table 1.3

Column Assessment Speed Reading

Number of Word legible perminute	The content of Reading comprehension	Interval	Category

2 Amirul Hadi dan Haryono, *Statistik Pendidikan,* (Jakarta: Rineka Cipta, 1999), p. 196.

50-100 word	< 60% correct answer	0-20	Very less
101-150 word	61-70 correct answer	21-40	Less
151-200 word	71-80 correct answer	41-60	moderate
201-250 word	81-90 correct answer	61-80	Good
>251 word	91-100 correct	81-100	Excellent

Calculation KEM (the ability of effective reading) Achieved by students is done by using the following formula:

$$KEM = \frac{K}{Wm} \, x \, \frac{B}{SI}$$

Explanation:

K= Number of word read

Wm= Take reading in minute

B=Score acquisition

S1= Score idea[3]

2). In obtaining the result of research, the writer used analysis technique by Karl Pearson, therefore it often called by Pearson correlation technique. This analysis is to find out the correlation between students' reading comprehension and speed reading.

[3] Asep Ganda Sadikin, dkk,Kompeten Berbahasa Persatuan Bahasa Indonesia. Jakarta. Penerbit Grafindo Media Pratama. 2004, P. 11.

The writer uses the correlation formula by Pearson Product Moment Correlation Formula. The formula that used is:

$$rxy = \frac{n\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{n\sum X^2 - \left(\sum X\right)^2\right\}\left\{n\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Where:

rxy = The Correlation Coefficient Between Reading Comprehension and Speed Reading

N = The Number of Respondents

X = The Students' Score of Reading Comprehension

Y = The Students' Score of Speed Reading

ΣX = The Sum of Reading Comprehension score

ΣY = The Sum of Speed Reading score

ΣX2 = The Sum of Squares of Reading Comprehension score

ΣY2 = The Sum of Squares of Speed Reading score

(ΣX)2= The Squares of The Sum of Reading Comprehension score

(ΣY)2= The Squares of The Sum of Speed Reading score

ΣXY = Total Number of Reading Comprehension and Speed Reading

To know the correlation between two variables, namely: reading comprehension and speed reading, the writer used correlation level (r) as seen in the Table below:

Table 1.4

Interpretation of Product Moment Score

Coefficient of Correlation " r "	Interpretation
0.00—0.20	The Correlation is Neglected
0.20—0.40	The Correlation is Weak
0.40—0.70	The Correlation is Strong Enough
0.70—0.90	The Correlation is Strong
0.90—1.00	The Correlation is Very Strong

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with the findings of the research and the discussion of the findings. The finding of the research are presented as data description based on the result of data analysis of the obtained trough reading test .The discussion part deals with interpretation of the findings.

Findings

The finding presented in this chapter is two parts. They are the findings about the students speed reading ability in reading narrative text and reading comprehension of English Department Student IAIN Palopo. Table 1 and table 2 presented the data obtained from the reading test.

Table 2.1

The students score

No	Students Answer	
	Right	Wrong
1	6	4
2	6	4
3	4	6
4	3	7
5	5	5
6	5	5
7	5	5
8	7	3
9	5	5
10	8	2

Table 2.2
The students score classification

No	Score	Classification
1	64	Average
2	74	Good

3	55	Poor
4	30	Fairly Poor
5	52	Poor
6	61	Average
7	51	Poor
8	82	Excellent
9	51	Poor
10	85	Excellent

The writer to analyze, the data were then classified and grouped based on the classification and the measurement has been determined.

Table 2.3
The classification of the students score and frequency

Quallification	Score	Frequency
Excellent	80 – 100	2
Good	70 – 79	1
Averange	60 – 69	2
Poor	50 -59	4
Fairly Poor	0 – 49	1

Table 3 show that two students get excellent score, one student get good score, two students get average, four students get poor and one student get fairly poor.

Table 2.4
The percentage of students score

Quallification	Students	Percentage
Excellent	2	20%
Good	1	10%
Averange	S 2	20%
Poor	4	40%
Fairly Poor	1	10%

Table 4 show that twenty percent (20%) students get excellent, ten percent (10%) students get good, twenty percent (20%) students get average, fourten percent (40%) students get poor and ten (10%) students get fairly poor.

To find out the mean score of the students score, let us look at table 5.

Table 2.5
The worksheet of students score

Score (X)	Students (F)	FX
64	1	64
74	1	74
55	1	55
30	1	30
52	1	52
61	1	61
51	1	51
82	1	82
51	1	51
85	1	85
-	10	605

The mean score of the students is:

$$X = \frac{\sum X}{N}$$

$$¿\frac{605}{10}$$

$$¿60,5$$

This means score of the students is 60,5 or Average.

The finding presented in this chapter is two parts. They are the findings about the students speed reading ability of English department students IAIN Palopo Table 6 and table 7 presented the data obtained from speed reading ability.

Table 2.6
The students score speed reading

No	Speed Reading

	Number of word read	Time
1	181	60 second
2	198	60 second
3	198	60 second
4	219	60 second
5	219	60 second
6	226	60 second
7	250	60 second
8	260	60 second
9	290	60 Second
10	416	60 second

Table 2.7
The students score classification speed reading

No	Score	Classification
1	181	Moderate
2	198	Moderate
3	198	Moderate
4	219	Good
5	219	Good
6	226	Good
7	250	Good
8	260	Excellent
9	290	Excellent
10	416	Excellent

The writer to analyze, the data were then classified and grouped based on the classification and the measurement has been determined.

Table 2.8
The Ability of Effective Reading

No	Number of word read			
	Number of word read	Score reading comprehension	Time	KEM (the Ability of Effective Reading.
1	181	64	60 second	115,84
2	198	74	60 second	146,52

3	198	55	60 second	108,9
4	219	30	60 second	65,7
5	219	52	60 second	113,88
6	226	61	60 second	137,86
7	250	51	60 second	127,5
8	260	82	60 second	213,2
9	290	51	60 Second	147,9
10	416	85	60 second	353,6
Total				1530,9

Table 2.9
The classification of the students score and frequency

Quallification	Score	Frequency
Excellent	>251 Word	3
Good	201-250 word	4
Moderate	151-200 word	3
Less	101-150 word	-
Very Less	50-100 word	-

Table 4 show that three students get excellent score, four students get good score, three students get moderate and null students get less and very less.

The mean score of the students is:

$$X = \frac{\sum X}{N}$$

$$¿\frac{1530,9}{10}$$

$$¿153.09$$

Based on the result above the students speed reading ability showed the mean score of students is 153.09 per minute or the classification moderate.

2). Correlation between students reading comprehension and speed reading

After achieving the data of students in reading comprehension as variable X and the score of speed reading as variable Y, the next step is determine the calculation table, which is to be used as the calculation for the index score correlation of product moment. In this case, scores of students in reading comprehension and speed reading test are correlated by using Pearson Product Moment formula. The data can be seen in the table 4.10 which the description is as follows:

Table 3.1

The Correlation between Students Reading Comprehension and Speed Reading

N	Reading Comprehension X	Speed Reading Y	X^2	Y^2	X.Y
R1	64	115,84	4096	13418,9056	7413,76
R2	74	146,52	5476	21468,1104	10842,48
R3	55	108,9	3025	11859,21	5989,5
R4	30	65,7	900	4316,49	1971
R5	52	113,88	2704	12968,6544	5921,76
R6	61	137,86	3721	19005,3796	8409,46
R7	51	127,5	2601	16256,25	6502,5
R8	82	213,2	6724	45454,24	17482,4
R9	51	147,9	2601	21874,41	7542,9
R10	85	353,6	7225	125032,96	30,056
Σ	605	1530,9	39073	291654,61	102131,8
Lowest	64	115,84	4096	13418,9056	7413,76
Highest	85	353,6	7225	125032,96	30,056

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

N   : 10

ΣX   : 605

ΣY   : 1530,9

$ΣX^2$: 39073

$ΣY^2$: 291654, 61

ΣXY   : 102.132

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

a. The Highest Scores
   1) X   : 85
   2) Y   : 353,6
   3) X²   : 7225
   4) Y²   : 125032,96
   5) XY   : 30,056
b. The Lowest Scores:
   1) X   : 64
   2) Y   : 115,84
   3) X²   : 4096
   4) Y²   : 13418,9056
   5) XY   : 7413,76

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

$$rxy = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - \frac{\sum i}{i}\left(\frac{X}{i}\right)\frac{\sum i}{i}\left(\frac{Y}{i}\right)^{\{2\}}\}}}$$

$$rxy = \frac{10(102131,8)-(605)(1530,9)}{\sqrt{\{10 \times 39073 - (605)^2\}\{10 \times 1530,9 \ldots\}}}$$

$$= \frac{1021318-926194,5}{\sqrt{\{390,73-366,025\}\{2916546,1-2343654,81\}}}$$

$$= \frac{95123,5}{\sqrt{24705 \times 572891,29}}$$

$$= \frac{95123,5}{118967,35}$$

$$= 0,80$$

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

df   = N – nr = 10 – 2 = 8

df   = 8 (the values for df 8 are 5%)

At the degree of significance 5% = 0,707

Based on the description of calculation above, the result of this research is r_0 is bigger than r_t (r table) $r_0 > r_t$, so variable X and variable Y have correlation.

From the data of students reading comprehension score and speed reading score, it appeared that the correlation index between variable X and variable Y is 0.80. It means there is a strong correlation between the two variables. To give the

simple interpretation toward a correlation index-r (Product Moment) (rxy) can be seen by the table of the Interpretation of Product Moment Score.

Tabel 3.2
Interpretation of Product Moment Score

Coefficient of Correlation " r "	Interpretation
0.00—0.20	The Correlation is Neglected
0.20—0.40	The Correlation is Weak
0.40—0.70	The Correlation is Strong Enough
0.70—0.90	The Correlation is Strong
0.90—1.00	The Correlation is Very Strong

Looking at the score rxy = 0.80 that the score is between 0.70 – 0.90 Where as the correlation between the two variable is strong or it means there is a correlation between variable X and variable Y. The writer used the interpretation with table of value —r‖ : df = N – nr = 10 – 2 = 8. Looking at the table of significance of 5% in r_{table} = 0.707, so on it means on the degree of significance 5% there is a strong enough correlation between variable X and variable Y. Then, because on the degree of significance 5 % r_{xy} is bigger than r_{table} (0.80> 0.707. It means on the degree of significance 5% there is a strong correlation between variable X and variable Y. From the calculation of estimation above, it concludes that there is a strong correlation between students Reading comprehension and Speed Reading.

Discussion

1. ***The Students Speed Reading Ability of English Department Students IAIN Palopo***

   Reading is an activity that the reader does to get information and writer's idea from textual sources. Reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to

understand what we read. It means that reading is the process to understand the text content and to get information meaningfully. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.

In English Department students IAIN Palopo the researcher present the discussion of the respondent`s data the descriptive data of the data collected through reading comprehension test show that the respondent the ability of reading comprehension is average, it is supported by the mean score of respondents score who is 60,5 or average.

Reading comprehension is not viewed as merely passive recipients of information but as active constructors of meaning. Reading Comprehension skill use a wide repertoire of language skills to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understandings related to the text passage. To be effective, readers need to be actively engaged in the reading process by using their met cognitive skills to monitor and regulate their own meaning making processes.

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

reached by a reader is 80% comprehension of reading content. Commonly, effective reading rate can be classified into highest, high, fast, average and slow.

Speed reading ability of English Department Students IAIN Palopo the researcher present the discussion of respondents data collected through speed reading test show that the result of respondent speed reading ability is 153,09 word per minute or the classification moderate. Based on the result is 153,09 word per minute the researcher conclude this mean score students approaching ideal speed 60 %.

2. *The Correlation between Students Reading Comprehension and Speed Reading of English Department Students IAIN Palopo*

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

Looking at the score rxy = 0.80 that the score is between 0.70 – 0.90 where as the correlation between the two variable is strong or it means there is a correlation between variable X and variable Y. The writer used the interpretation with table of value ―r‖ : *df* = N – nr = 10 – 2 = 8. Looking at the table of significance of 5% in r_{table} = 0.707, so on it means on the degree of significance 5 % there is a strong correlation between variable X and variable Y. Then, because

on the degree of significance 5 % r_{xy} is bigger than r_{table} (0.80> 0.707. It means on the degree of significance 5% there is a strong correlation between variable X and variable Y. From the calculation of estimation above, it concludes that there is a strong correlation between students reading comprehension and speed reading.

3. ***The problem faced by students in Reading Comprehension of English Department students IAIN Palopo***

   The problem faced by students in reading comprehension based on test narrative text . it was found out that students 100% difficulties in understanding reading text. Based on the result from the response Students 90% got difficulties in determine topic in reading narrative text. And most of the students 100% were difficult in understanding moral value in reading narrative text. and most the students 90% were difficult in conclusion of the text in reading english. this was proved by the results of the analysis of the text passage (item 8, 9 dan 10) . Based the result of the students score is the test previously, the researcher concludes that the most of the students have difficult to understand of reading text until they are cannot answer the question from the test narrative text. And the test also proved from the students mean score is 60, 5 or average achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGESTIONS

This chapter deals with conclusions of the research and suggestion based on the data analysis.

A.   *Conclusions*

Based on the findings and discussion in the previous chapters, the researcher gives has conclusions as follows:

1. Speed reading ability of English Department Students IAIN Palopo the researcher present the discussion of respondents data collected through speed reading test show that the result of respondent speed reading ability is 153.09 word per minute or the classification moderate. Based on the result is 153,09 word per minute the researcher conclude this mean score students approaching ideal speed 60 %.

2. The score rxy = 0.80 the score is between 0.70-0.90 where as the correlation between the two variable is strong or it means there is a correlation between variable X and variable Y. The writer used the interpretation with table of value —r‖ : df = N – nr = 10 – 2 = 8. Looking at the table of significance of 5% in r_{table} = 0.707, so on it means on the degree of significance 5% there is a strong correlation between variable X and variable Y. Then, because on the degree of significance 5 % r_{xy} is bigger than r_{table} (0.80> 0.707). It means on the degree of significance 5% there is a strong correlations between variable X and variable Y. From calculation of estimation above, it concludes that there is a strong correlation between students reading comprehension and speed reading

3. The problem faced by the students in reading comprehension. It was found out that student 100%   difficulties in understanding narrative text. Students 90% got difficulties determine topic in reading narrative text. And most of the students 100% were difficult in understanding moral value in reading narrative text. And most the students 90% were difficult in conclusion English reading text. Based the result of the students score is the test previously, the researcher concludes that the most of the students have difficult to understand of reading text until they are cannot answer the question from the test narrative text.

B. *Suggestions*

From the conclusion above, the writer wants to give suggestion, the suggestion as follow:

1. For the students

The researcher hope in speed reading the students should memorize much vocabulary to be able comprehends the text of reading, so that students achieve the ability of affective reading. And the writer expected students more have motivation in speed reading. Because speed reading is the kind of reading that priorities of speed not leaving understanding aspect of reading. And also, the researcher hope there is students to conduct the next research about speed reading, but more focus to improving speed reading ability. But the next research should to teaching steps about speed reading before to conduct research. Through improving speed reading ability the next research should give strategy of speed reading.

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Curriculum Vitae

Surahmi, she was born on 14[th] December 1995 in Kondo Village, as the first child form the happy family. Her father's name is Samsul and her mother's name is Wania. Her parent's always give support to continue her studying.

She was starting his studying at the Elementary School (SD) Number 972 Kondo in 2002 and graduated 2007 and continue in Junior High School in (SMPN) 1 Lamasi she graduated 2010 and then continue in Senior High School (SMAN) 1 Walenrang and graduated in 2013, and continue in her studying in State Institute for Islamic Studies (IAIN) of Palopo and taked the major Department of English Education or English Study Program of Tarbiyah, She graduated in July 2017.

In the end of her studying in State Institute for Islamic Studies (IAIN) of Palopo, she wrote a thesis entitled : **SPEED READING ABILITY OF ENGLISH DEPARTMENT STUDENTS IAIN PALOPO.**

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