

**THE CORRELATION BETWEEN STUDENTS' READING SPEED AND  
THEIR READING COMPREHENSION IN NARRATIVE TEXT  
AT THE SECOND SEMESTER OF THE TWELFTH GRADE  
AT SMAN 1 SUMBEREJO IN THE ACADEMIC  
YEAR OF 2017/2018**

**A Thesis  
Submitted as a Partial Fulfillment of the Requirement for S1 Degree**



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## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' READING SPEED AND THEIR READING COMPREHENSION IN NARRATIVE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE AT SMAN 1 SUMBEREJO TANGGAMUS IN THE ACADEMIC YEAR OF 2017/2018**

Reading is one of four skills in language that should be mastered by anyone. Reading is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the researcher puts into it. While reading is a process, it means that takes some times for it to be done. The times readers spend on reading called reading speed indicated by wpm (words per minute). Then, the reading comprehension appears as the result of reading. Reading comprehension is the understanding of the written text meaning that occurred when the reader could extracts and integrates various information from the text. The purpose of this research is to know whether there is positive correlation or not between students' reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.

This research employed the correlation design. The researcher used simple random sampling technique, it was cluster random sampling. The sample of this research was the XI MIA students at the first semester of SMAN 1 Sumberejo Tanggamus. In collecting the data, the researcher used reading speed test and multiple choices test as the instruments. Reading speed test was used to know students' reading speed and multiple choices test was used to know their reading comprehension.

After doing the test, the researcher used SPSS program to analyze the data. From the data analysis, it was found that there is high correlation between students' reading speed and their reading comprehension in narrative text. The result of hypothesis test that used pearson product moment that coefficient correlation was 0.786 and the value of significant generated Sig (pvalue) = 0.00 <  $\alpha$  = 0.05. It means  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is a positive correlation between students' reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.

**Keywords:** students' reading speed, students' reading comprehension, correlation research.



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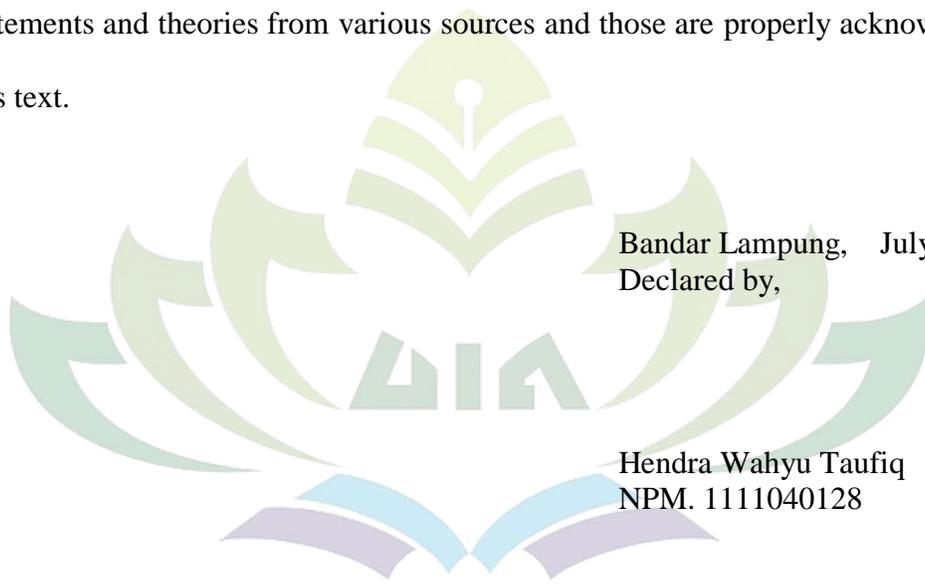
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## DECLARATION

I hereby declare this thesis entitled “The Correlation Between Students’ Reading Speed and Their Reading Comprehension in Narrative Text at The Second semester of Eleventh Grade at SMA N 1 Sumberejo Tanggamus in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in this text.



Bandar Lampung, July 2018  
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## MOTTO

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Read! And your Lord is the Most Generous (3) Who has taught (the writing) by the pen (4) Has taught man that which he knew not (5)”.

(Q.S Al-‘Alaq: 3-5).<sup>1</sup>



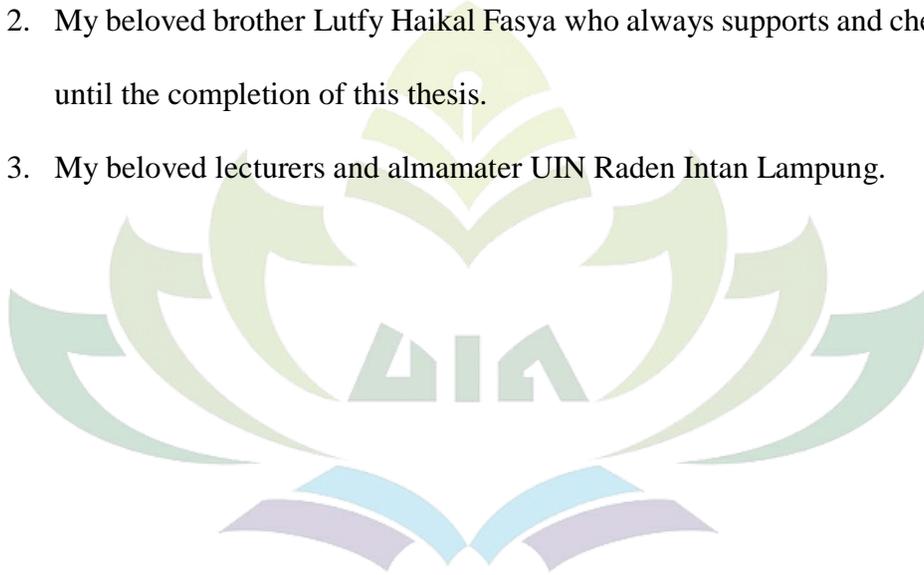
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<sup>1</sup> Qur'an, Surat Al-Rahmaan, available at <http://thequranrecitation.com/al-alaq>, on July 17, 2018 at 01.00 pm.

## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Sholihin and Niken Dyah Wahyu Ningtyas who always love me and keep praying for my success.
2. My beloved brother Lutfy Haikal Fasya who always supports and cheers me up until the completion of this thesis.
3. My beloved lecturers and almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of the researcher is Hendra Wahyu Taufiq. He was born in Jombang, East Java on Sunday, August 22<sup>th</sup>, 1994. He is the eldest son of two. His younger brother name is Luthfy Haikal Fasya.

He accomplished his formal education in Elementary School at SDN 3 Gisting Atas, Tanggamus in 1999, graduated in 2005. He continued his study to Junior High School at SMPN 1 Gisting in 2005 and graduated in 2008. Then, he became a Senior High School student at SMAN 1 Sumberejo in 2008 and graduated in 2011. After that he entered UIN Raden Intan Lampung from 2011 in English Education Study Program of Tarbiyah Faculty and Teacher Training.

During his study in UIN Raden Intan Lampung, he joined several organizations. They were: UKM Bahasa in 2011-2013, and HMI in 2012-2014.

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9. The last, he would like to say thanks to all friends of English Education, especially the Camrys and everyone who always supports my life.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. For this, the researcher welcomes criticisms and suggestions from the reader to enhance the quality of this thesis.

Bandar Lampung, July 2018  
The Researcher,

Hendra Wahyu Taufiq  
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

There are four skills in English, speaking, writing, listening, and reading. Speaking and writing are productive skills while listening and reading are receptive. Reading as a receptive skill is one of the skills in language that should be mastered by all people, because the biggest information sources are in written form. Sometimes people must read books, notes, manuals, documents, letters and others, in order to know something new, to increase the knowledge, to fulfill the curiosity of something, and to gain new information.

The word "reading" means "interpretation". People read the weather, the state of the tides, people's feelings and intentions, stock market trends, animal tracks, maps, signals, symbols, hands, tea leaves, the law, music, mathematics, minds, body language, between the lines, and also read expressions.<sup>1</sup> Based on this statement, the word "reading" means decoding any kind of signs that can be seen, such as gestures of body, cloud movements, and others.

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<sup>1</sup> Frank Smith, *Understanding Reading A Psycholinguistic Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates, 2004), p. 2

Reading in narrow sense could be meant as an interactive process involving both decoding words and deriving meaning from those words.<sup>2</sup> Urquhart and Weir say that reading is the process of receiving and interpreting information encoded in language form via the medium of print.<sup>3</sup> Based on those two experts' statement about reading, it can be concluded that reading is a process of encoding and taking meaning of words, then interpreting any information contained in those words.

Everyone reads with variety of speeds, sometimes fast, and sometimes slow. Reading speed, or in other terms called as a rate of reading, is the speed which a person reads.<sup>4</sup> The speed shows how many words can be read in a minute. There are 5 rates of reading speed, poor, average, good, excellent, and unbelievable.<sup>5</sup> The rates of reading counted by dividing total words with the time of reading.

How fast someone reads depends on their motivation, concentration, and word recognition.<sup>6</sup> Motivation will pull the trigger to start reading something, it turns up the curiosity to know about the text, and keep the mood when reading. Then concentration helps to get focus when reading, it helps the reader to stay away from bothering things while reading. Those two situations will not work if the readers do

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<sup>2</sup> Karen Tankersley, *The Threads of Reading* (Virginia: ASCD Publisher, 2003), p. 92

<sup>3</sup> William Grabe, *Reading in a Second Language* (London: Cambridge University Press, 2009), p.14

<sup>4</sup> Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (England: Pearson, 2010), p. 484

<sup>5</sup> Mohammad Noer, *Speed Reading For Beginners* (Jakarta: PT Gramedia Pustaka Utama, 2012), p. 37

<sup>6</sup> S.S Nuriadi, *Teknik Jitu Menjadi Pembaca Terampil* (Yogyakarta: Pustaka Pelajar, 2008), p. 149

not recognize the word. Word recognition avoids spelling when reading; the readers do not have to spell the words that are familiar to them, and it is important to comprehend the text. Those three conditions should work together to gain a good rate of reading.

The faster the readers want to interpret something from what they read, the faster they should read. Generally, when someone really has curiosity about a story, they will read it as fast as possible in order to find out how will the story goes. Some of those curious readers whose speed in reading are awesome, in fact, do not really understand about the story they read. When they read it one more time in different speed, they find that the story is like a little bit different from the first time they read it, they may find a story that they might miss when the first time they read it.

From the conditions above, it can be known that “speed” is not enough to make the reader understand what they read, the reader needs comprehension skill. The reader cannot say that they really know what the text or the book contains are, when they just mention the chapters of the book or mention some sentences from the text; they have to be able to convey the idea of the text or the book, or be able to retell it by their own words, give explanation and example, and relate it to their real life. Comprehending a text could also be called as mastering it. Someone who comprehend a text would never confuse when they are asked about the text they have been comprehended.

Reading speed and comprehension is connected in a term called reading fluency. Fluency in reading is the ability to read rapidly with ease and accuracy and to read with appropriate expression and phrasing.<sup>7</sup> There are four components of reading fluency; automaticity, accuracy, reading speed, and prosodic structuring. As the third components of reading fluency, reading speed is needed to bring up comprehension throughout an extended text.<sup>8</sup> Reading fluency requires the reading speed to pull out the comprehension of the text, it could be mean that the faster we read the more comprehension we will get and so the opposite.

Further, Tankersley says that fluent reader reads effortlessly, uses expressions, and recognize words quickly. They use decoding skill to move quickly through the material to get comprehension. They have a good knowledge of vocabulary and good word identification skills, and they can make the connection between what they read and their own background knowledge.<sup>9</sup> It means that fluent readers are fast and perfect. Fluent readers are able to read smoothly because they have good word recognition so that they do not need to spell word by word. Besides that, fluent readers are able to make direct connection between the texts that being read by them and their background knowledge, it helps them to get comprehension faster, even without rereading the texts.

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<sup>7</sup> William Grabe, *Op. Cit*, p. 291

<sup>8</sup> *Ibid*, p. 292

<sup>9</sup> Karen Tankersley, *Op. Cit*, p. 73

Present days, the most dominant readers are student. Teacher of all subjects commonly uses books or modules as media in teaching. The researcher had collected some data by interviewing Mrs. Muji as the English teacher of SMAN 1 Sumberejo and some other teachers on 21<sup>st</sup> February 2018. The researcher asked about students' willing of reading inside and outside the class, especially in English class, and also asked about their reading comprehension score in the last three daily exams. By the result of the interview and the data of students' comprehension score, the researcher found that the students do not really like to read whether the reading material is written in Bahasa Indonesia or in English and they are still lack of comprehending a text.

Further, to get more specific and newest data, the researcher gave tests to XII MIA 3 class' members as the representation of all second semester of eleventh grade students of SMA N 1 Sumberejo to know the students' reading speed and their comprehension. The text for testing students reading speed consists of 620 words in narrative form. Then for comprehension test, the students were asked to answer some question about the text in multiple choices form without looking back to the text. The result of the tests are shown in table as follows:

**Table 1**  
**Table of Reading Speed Scores in Preliminary Research Test**

| No           | Time              | Total Students | Rate of Speed Reading | Percentage  |
|--------------|-------------------|----------------|-----------------------|-------------|
| 1            | 129 – 183 seconds | 8              | Average               | 26%         |
| 2            | 210 – 300 seconds | 22             | Poor                  | 74%         |
| <b>Total</b> |                   | <b>30</b>      |                       | <b>100%</b> |

(Source: Reading speed test in MIA 3 of SMA N 1 Sumberejo, 2017/2018 academic year)

Table 1.1 shows that most of the students did not have a good speed in reading. There were 8 students (26%) member of the class that have average rate of reading, and 74% of them rated as poor reader.

**Table 2**  
**Table of Reading Comprehension Scores in Preliminary Research Test**

| No           | Score | Total of Students | Percentage  |
|--------------|-------|-------------------|-------------|
| 1            | <72   | 26                | 87%         |
| 2            | ≥72   | 4                 | 13%         |
| <b>Total</b> |       | <b>30</b>         | <b>100%</b> |

(Source: Reading comprehension test in MIA 3 of SMA N 1 Sumberejo, 2017/2018 academic year)

Table 2 shows the students' comprehension score. To get the score, the researcher gave the students multiple choices test. The minimum score for English subject set by the curriculum is 72. From 30 students who done the test, only four of them pass the minimum score. It can be concluded that only four students that comprehend the text well. From those tests the researcher also found that there were students that could read quickly with good comprehension, and students who read pretty slow but have a good comprehension.

There are some similar researches with variety results, some said that there is a significant correlation, and other said that there is no correlation between reading speed and reading comprehension. The first similar research the researcher found is the research done by Saiegh and Haddad in Israel, it is said that there is moderate

significant correlation between the students' reading speed and their reading comprehension<sup>10</sup>. Then, Ken Fujita and Junko Yamashita on their research in Japanese High School EFL Learners found that the correlation between reading speed and reading comprehension is significant but weak. In other hand, according to Lems' research, the correlation between reading speed and reading comprehension in second language is weak. He said that even if the learners are able to read quickly, they often have a hard time decoding accessing word meanings<sup>11</sup>.

Considering those situations, the researcher is interested in making a research about the correlation between reading speed and reading comprehension in a title "The Correlation Between Students' Reading Speed and Their Reading Comprehension in Narrative Text at The Second semester of Eleventh Grade at SMA N 1 Sumberejo Tanggamus in the Academic Year of 2017/2018".

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher identified the problems follows:

1. Most of students were have poor reading speed
2. Most of students could not comprehend the text well

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<sup>10</sup> Ken Fujita and Junko Yamashita, *The Relations and Comparisons Between Reading Comprehension and Reading Rate of Japanese High School EFL Learners*, The Reading Matrix: An International Online Journal, Volume 14, Number 2 (September 2014). pp.34 - 49

<sup>11</sup> Lems, K., *Reading Fluency and Comprehension in Adult English Language Learners*, In T. Rasinski, C. Blachowicz, & K. Lems (Eds.), *Fluency Instruction: Research-Based Best Practices* (New York: Guilford, 2008), pp. 231 - 252

### **C. Limitation of the Problem**

In order to keep the research in its track, the researcher made a limitation in his research. The limitations of the problem in this research were in the text that will be used and the amount of words in the text.

There are so many kinds of text that can be read such as narrative, exposition, description, spoof, anecdote and many others. From those texts, the researcher chose narrative text entitled Sangkuriang which consists of 620 words to be used in the research.

### **D. Formulation of the Problem**

Considering the explanation about the limitation of the problem above, the formulation of the problem in this research is: “Is there a correlation between students’ reading speed and their reading comprehension in narrative text at the second semester of eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018?”

### **E. Purpose of the Research**

The purpose of this research is to know whether there is positive correlation or not between students’ reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.

## **F. Significance of the Research**

There are some significances expected in this research as follows:

### **1. Theoretically**

- a. Theoretically, the research can be used as reference for other researcher who has the same interesting in reading speed and reading comprehension of narrative text.
- b. Theory can be used to contribute information by teacher to teach in the class.

### **2. Practically**

- a. For Students, this research is expected to help them to improve both reading speed and reading comprehension.
- b. For the teacher, this research is expected to tell them whether or not the speed reading technique is necessary to be taught to the students to improve their rate of reading and also their reading comprehension.
- c. For another researcher, this research can be used as a reference to do further research about reading skills and techniques.
- d. For the institution, this research expected to give a good contribution on improving the quality of its students.

## **G. Scope of the Research**

The scopes of the research are as follows:

1. Subject of the research

The subject of this research was the second semester of eleventh grade students at SMAN 1 Sumberejo Tanggamus in the academic year of 2017/2018.

2. Object of the research

The object of this research was correlation between students' reading speed and their reading comprehension in narrative text.

3. Place of the research

This research took a place at SMAN 1 Sumberejo, Tanggamus.

4. Time of the research

This research conducted in the second semester of 2017/2018 academic year.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Frame of Theories

#### 1. Definition of Reading

Reading is one of the basic skills in language that everyone should have. Reading is the key of knowledge, because the biggest source of knowledge are in written form. According to Longman Dictionary, reading is the processes by which the meaning of a written text is understood.<sup>1</sup> When the readers read a text, the most important thing is not how they read the text but how much they understand what inside the text is.

Reading is an interactive –constructive process in which readers comprehend, interpret and respond to the text according to what the readers already know. Reading is more than decoding words into sound. Nuttal viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader,<sup>2</sup> getting out the texts as nearly as possible from the message that the writer puts into it.<sup>3</sup>

Reading involves the recognition of words, but the development of meaning and comprehension is the essence of reading. According to Tankersley, reading is an interactive process involving both decoding words and deriving meaning from those

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<sup>1</sup> Jack C. Richard & Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (Edinburgh: Pearson Publisher, 2010), p. 483

<sup>2</sup> Christine Nuttal, *Teaching Reading Skill* (London: Macmillan Publisher, 2005), p. 3

<sup>3</sup> Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (London: Heinemann Educational Books, 1982), p. 5

words.<sup>4</sup> In this case, reading means analyzing word by word from a text to get the meaning of it.

In other literature, Grabe says that reading is the ability to draw meaning from the printed page and interpret the information appropriately.<sup>5</sup> It means that reading is a word identification and comprehension process, and it requires an integration of those two process. Once reader failed to identify a word with in the text, the comprehension may down. The message the writer puts into the text will not fully delivered to the reader.

Based on the explanation above, it can be concluded that reading is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it.

## **2. Reading Comprehension**

Reading comprehension has multiple definitions and explanations. It defines comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. Koda says that comprehension occurs when the reader extracts and integrates various information from the text and combine it with what is already known.<sup>6</sup>

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<sup>4</sup> Karen Tankersley, *The Threads of Reading* (Virginia: ASCD Publisher, 2003), p. 92

<sup>5</sup> William Grabe & Frederica L. Stoller, *Teaching and Researching Reading* (London: Routledge, 2002), p. 3

<sup>6</sup> William Grabe, *Reading in Second Language* (New York: Cambridge University Press, 2009), p. 14

Reading comprehension is defined as the ability to “demonstrate” an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience.<sup>7</sup> Further, Grellet states that reading comprehension is understanding a written text meaning extracting the required information from it as efficiently as possible. For example, when readers looking at a notice board to see if there is an advertisement for a particular type of flat and when carefully reading an article of a special interest in a scientific journal, readers apply different reading strategies to understand the new information contained in the article demonstrates that the reading purpose in each case has been successfully fulfilled.

Then, comprehending a text needs ability to identify main ideas in the text, integrate them into a text model of reading and develop an appropriate situation model of reader interpretation. Comprehending text also involves a reasonable knowledge of basic grammar, an awareness of discourse structure and a large receptive vocabulary-knowledge base.<sup>8</sup>

Brown classifies eight aspects of reading comprehension. They are:

- a. Main idea (topic)
- b. Expressions/idioms/phrases in context
- c. Inference (implied detail)

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<sup>7</sup> Katherine G. Butler & Elaine R. Silliman, *Speaking, Reading and Writing in Children With Language Learning Disabilities* (London: Lawrence Erlbaum Associates Publisher, 2002), p. 4

<sup>8</sup> William Grabe, *Op. Cit*, p. 198

- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting idea (s)
- h. Vocabulary in context.<sup>9</sup>

Further, reading comprehension after reading speed does not allow the students to look back at the text. Students should answer the question without looking back to the passage and in as short a time as possible.<sup>10</sup>

Based on the explanation above, it can be concluded that reading comprehension is the understanding of the written text meaning that occurred when the reader could extract and integrates various information from the text, demonstrates an overall understanding of the text including main idea, expressions/idioms/phrases in context, inference (implied detail), grammatical feature, stated detail, unstated detail, supporting idea, and vocabulary in context.

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<sup>9</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Education Longman, 2004), p.206

<sup>10</sup> Gerald Mosback & Vivienne Mosback, *Practical Faster Reading* (London: Cambridge University Press, 1998), p.4

### 3. Macro and Micro Skills of Reading

Each of the four areas of language proficiency involves a variety of micro skills. Aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability.

According to Hughes, the term “macro skills” refers to the general ideas on the text (e.g., argument, information, gist) while “micro skills” refers to recognizing and interpreting the linguistic feature of the text (e.g., referents word meanings, discourse indicators)<sup>11</sup>. The micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension:

#### a. Micro skills of reading

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret a word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.

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<sup>11</sup> Arthur Hughes, *Testing for Language Teachers*. (Cambridge: CUP, 1989), p. 116

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b. Macro skills of reading
1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
  2. Recognize the communicative functions of written texts, according to form and purpose.
  3. Infer context that is not explicit by using background knowledge.
  4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  5. Distinguish between literal and implied meanings.
  6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
  7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.<sup>12</sup>

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<sup>12</sup> H. Douglas Brown, *Teaching by Principal* (San Francisco: Pearson Education Longman, 1994), p. 307

Touching the conclusion, it can be seen that micro skills commonly discuss about linguistics side of the text, while macro skills discuss about the ideas, functions, and meanings of the text. The skills should work together to make a good sense of reading both the grammatical constructions and the meanings whether it is literal or implied meanings.

#### **4. Purpose of Reading**

There are many different purposes for reading. Sometimes the readers read a text to learn materials, to get some entertainments, and sometimes they need to follow a set of directions. The readers get information from everything they read and yet they do not read everything for the same reason or in the same way or at the same rate. Grabe and Stoller classify the commonly reading purposes as follows:

- a. Reading to search for simple information and reading to skim.

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as a type of reading ability.

- b. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas as well as a number of details that elaborate the

main idea and supporting ideas in text, and link the text to the reader's knowledge base.

c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources.

d. Reading for general comprehension

Reading for general information is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed.<sup>13</sup>

By the explanation above, there are four purposes of reading that commonly used by the readers and each of the purposes have a different requirement and act. The purposes of reading are; reading to search for simple information, to learn, to integrate information, to write and critique texts, and reading for general comprehension. On this research the researcher asked the students to read for general comprehension because they had a comprehension assessment after the read the text.

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<sup>13</sup> William Grabe & Frederica L. Stoller, *Op.Cit*, p. 7

## 5. Reading Speed

Reading speed consists of two words; “reading” and “speed”. The word “reading” as it has been explained, is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it. The word “speed” could be interpreted as the rate at which something happens or is done.<sup>14</sup> If we put it together, reading speed could be meant as the speed of someone when he/she reads a text. It is supported by Richard stating reading speed, or in another term called rate of reading means the speed that the readers use when they read a text, the speed which a person reads.<sup>15</sup>

There are 5 rates of reading speed. First rate is “Poor” that the reader only reads less than 150 words per minute. The second is “Average” that 150 – 300 words per minute could be read by the reader. Then “Good” when the reader could read 300 – 500 words per minute. The fourth is “Excellent” with 500 – 750 words per minute. The last is “Unbelievable” where the reader reads 750 – 1000 words per minute.<sup>16</sup>

The rates of reading is counted by dividing the total words read with the time spent for reading. Those rates could be seen on the table as follows:

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<sup>14</sup> Sally Wehmeier, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p. 1292

<sup>15</sup> Jack C. Richard & Richard Schmidt, *Op. Cit*, p. 484

<sup>16</sup> Mohammad Noer, *Speed Reading For Beginners* (Jakarta: PT Gramedia Pustaka Utama, 2012), p. 37

**Table 3**  
**Rates of Reading Speed**

| No | Rate of Reading | Words Per Minute |
|----|-----------------|------------------|
| 1  | Poor            | < 150 wpm        |
| 2  | Average         | 150 – 300 wpm    |
| 3  | Good            | 300 – 500 wpm    |
| 4  | Excellent       | 500 – 750 wpm    |
| 5  | Unbelievable    | 750 – 1000 wpm   |

Reading speed and reading comprehension can be increased by Wood's speed reading technique. The technique found in 1958 but firstly available for the public in 1959.<sup>17</sup> Reading speed increases the number of words that can read in a minute, and use of reading strategies to extract information from a text in the most effective way possible.<sup>18</sup> Speed reading technique is flexible since it is not only used in English but all. In Indonesia, this technique commonly taught in Bahasa Indonesia.

The speed reading technique arranged due the condition of the age which almost of information are in written form. There were some people naturally faster at reading and some tried to force to read quickly. So this technique appeared to help the reader to be able to read more in a short time with good comprehension. Nuriadi stated that speed reading is a technique that aims to check the ability and speed whether reading or comprehend the text.<sup>19</sup> In other words, the speed reading technique tries to increase, then balance the reader's speed reading and their comprehension. The

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<sup>17</sup> Stanley D. Frank, *The Evelyn Wood Seven Days Speed* (New York: Fall River Press, 1994), p. 40

<sup>18</sup> [http://www.yugzone.ru/speed\\_reading/speedreading/r001.html](http://www.yugzone.ru/speed_reading/speedreading/r001.html), accessed on Wednesday July 18<sup>th</sup> 2018 at 09.00 a.m

<sup>19</sup> Nuriadi, *Teknik Jitu Menjadi Pembaca Terampil* (Yogyakarta: PustakaBelajar, 2008), p. 115

technique is purposed to gain better reading speed and also better reading comprehension.

According to Soedarso, to achieve a good reading speed the reader must omit bad habits such as head movement, lips movement, subvocalizing and regressing, and must attend to some division and this is also become the indicator support to be a speed reader<sup>20</sup>. Reading speed possibly gained by the readers when they read silently with minimum head movement, the concentration of the readers will be split if they are producing sound and moving their head too much while reading.

Based on the explanation above, it can be concluded that reading speed is the speed used by the reader when they read a text which is counted by dividing the time spent by the reader to finish the text with amount of words in the text then place the result of the calculation to one of the rates that is poor, average, good, excellent and unbelievable. The reading speed along with comprehension could also be increased by using speed reading technique made by Wood. The technique trains the readers to read faster by omit bad habits such as head movement, lips movement, subvocalizing and regressing.

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<sup>20</sup> Soedarso, *Speed Reading, Sistem Membaca Cepat dan Efektif* (Jakarta: PT. Gramedia Pustaka Utama, 2004), p. 5

## 6. Assessing Reading Comprehension

Reading comprehension assessments are the most common types of published reading tests that are available. The most common reading comprehension assessment involves asking students to read a passage that is leveled appropriately for the students, then asking some explicit questions about the content of the text. There are some variations on reading comprehension assessments. For example, instead of explicit questions about facts directly presented in the text, the students could be asked to answer inferential questions about information which was implied by the text, or the students' comprehension might be tested by his or her ability to retell the story in the students' own words or to summarize the main idea or the moral of the story. Another common test is called "cloze" test which some words are omitted from the text, then the students are asked to fill the blanks with appropriate words<sup>21</sup>.

The assessment requires the students to read a text silently and without any assistance to answer some questions. Reading comprehension commonly asked in some forms of questions as follow:

- a. Multiple choices in which the test takers have to select one of three or more responses which is the correct answer to the question.
- b. Picture-cued items in which the test takers are shown a picture along with written text and given one of a number of possibilities task to perform.

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<sup>21</sup> Mary Lynn Woods and Alden J. Moe, *Analytical Reading Inventory 8<sup>th</sup> Edition*, accessed from <https://www.sedl.org/reading/framework/assessment.html>, Monday 1<sup>st</sup> June 2017 at 02.00 p.m.

- c. Gap-filling task in which the test takers have to write a word or a phrase.
- d. Cloze task which is usually have at least two paragraphs. Some of words are omitted, and the test takers have to predict or choose the right word to fill the blanks.
- e. Short-answer task in which reading passage is presented, and the test takers read questions that must be answered in sentence or two.
- f. Strip story technique in which test takers are given a strip of paper, each with sentence, and assembling them to a story.
- g. Rearrangement items which are particularly useful to test the ability to understand a sequence of steps in a process or event in a narrative.<sup>22</sup>

By the seven forms of assessing reading comprehension, the reasearcher used the multiple choices form to assess the student reading comprehension. The researcher considered that multiple choice form is the accurate one to assess the reading comprehension because it serves more than two similar answer for each question. The test takers need to be sure which answer is the correct one, it means that they really have to comprehend the text.

## **7. Assessing Reading Speed**

Reading speed assessment is a measurement which purposed to know how fast someone reads. Reading speed indicated by words per minute (wpm). Reading time assessed by counting time from the beginning the reader read the text until he finish

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<sup>22</sup> William Grabe, *Op.Cit.* p. 359

read the text. The readers need to use timer such as watch, stopwatch or timer on our mobile phone to get an accurate time.

Konstant provides procedure of measuring reading speed as follow:

1. Gather all reading material
2. Set the timer for 2 minutes to read.
3. Then, reading as normally read without doing anything differently at all, read for good comprehension.
4. When the timer stops:
  - Count the number of words on three full lines of the text
  - Divide the total number by 3 to gain average words per line
  - Count the number of lines you read
  - Multiply it with the average words per line

Example: Number of words on three lines : 30

Divided by 3 for average words/line : 10

If you read 50 lines (50x10) : 500

5. Divide that figure by 2 (remember that you set up the timer for two minutes).  
You get  $500 : 2 = 250$
6. That figure is average reading rate for the text you read.<sup>23</sup>

The above procedure was used by the researcher to measure the students reading speed. The differences are that the researcher will provide a text with exact amount of

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<sup>23</sup> Tina Konstant, *Teach Yourself Speed Reading* (London: Hodder Headline, 1996), pp. 27-28

words and the students have to read the whole text without time limit. So that the researcher omits the second and fourth step of the procedure, and the calculation of the fifth step will be as follows:

$$\text{Reading Speed} = \frac{\text{Amount of words}}{\text{Time (minutes)}}$$

The result of the formula above will be placed between 5 the rates of reading that can be seen on table 3.

## 8. Genre

Genre is a term used to describe the classification of written materials. The word genre comes from the French (and originally Latin) word for “kind” or “class”. A genre can be defined as a culturally specific text type which results from using language (written or spoken) to (help) accomplish something.<sup>24</sup> The term is widely used in rhetoric, literary theory, and more recently linguistics to refer to a distinctive type of text.

### 1. Narrative

A narrative paragraph tells a story, either fiction or non-fiction, of an event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners.

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<sup>24</sup> Linda Gerrot and P. Wignell, *Making Sense of Functional Grammar* (New South wales: Gerd Stabler, 1994), p. 56

## 2. Exposition

An exposition is used to argue for or against a social issue.

## 3. Description

Description is a kind of paragraph used to describe a particular person, place, or thing. The genre of description is commonly used in the police interrogation in which a person is asked to describe a suspect.

## 4. Explanation

An explanation is used to describe or explain process or activities

## 5. Procedure

Procedure is a text which gives instructions. Anderson states procedure is a type of paragraph in which writers give a piece of text that gives someone instructions to follow or to ask the readers to do something<sup>25</sup>.

## 6. Discussion

A discussion is applied to present points of view about an issue at least from two ideas namely protagonist and antagonist.

## 7. Recount

A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader.

## 8. Report

A report describes the way things are with reference to a range of natural, man-made and social phenomena in our environment.

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<sup>25</sup> Mark Anderson and Kathy, *Text Types in English 1* (South Melbourne: Macmillan, 1997), p. 50

#### 9. Anecdote

An anecdote is the social function to share with others an account of an unusual or amusing incident.

#### 10. Academic Text/Essay

An academic text is constituted by paragraphs. Further, a paragraph consists of three elements, namely a topic sentence, supporting sentences, and a concluding sentence.

#### 11. Spoof

Spoof is a kind of genre used to retell an event with a humorous twist.

#### 12. Scientific Articles

Scientific article is one published in a journal, which is a printed or electronically displayed matter covering publications of one discipline or branch of knowledge.

### **9. Narrative Text**

Narrative is one of the text types that tell a story of someone or something. The notion of text types is based on the assumption that texts are structured in particular ways in order to achieve certain communicative and socio-cultural purposes. The different stages in the schematic structure of a text make a particular contribution to the text achieving its communicative purpose. Recognizing the features of different text types plays an important role in both reading and writing<sup>26</sup>.

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<sup>26</sup> Jack C. Richard & Richard Schmidt, *Op. Cit*, p. 596

Richard says that narrative is the written account of a real or fictional story, the genre structure underlying stories<sup>27</sup>. Although narrative is not always a real, it is always correlated with a real life. Narrative take a place as an entertaining and inspiring stories that are easily to understand but commonly full of morals.

According to Kirszner, narrative text is writing that tells a story that is presented in a definite time order which they occurred. For example, a narrative paragraph could tell how an experience you had as a child changed you, how the life of Martin Luther King Jr. is inspiring, or how the Battle of Gettysburg was the turning point in the Civil War.<sup>28</sup> The stories in form of narrative is presented in a specific time sequences which tells the reader about before, while and after the stories occurred.

The definition of narrative text before are supported by Jordan who defines narrative text as a piece of academic writing contains some kinds of historical background or development that usually in the form of account or description in the past which entails following a time sequence or chronological order.<sup>29</sup> Narrative text whether it is a real or fictional contains a historical stories which is arranged according to the time it is happened.

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<sup>27</sup> *Loc. Cit*, p. 384

<sup>28</sup> Laurie G. Kirszner & Stephen R. Mandell, *Writing First* (New York: Bedford / St. Martin's, 2009), p. 60

<sup>29</sup> RR. Jordan, *Academic Writing Course* (London and Glasgow: Collins ELR, 1990), p. 26

Chatman classified narrative texts into four basic elements as follows:

a. Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text.

b. Settings

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.<sup>30</sup>

So that, it can be concluded that narrative text is a piece of academic writing that tells a story contains some kinds of historical background or development in form of

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<sup>30</sup> Chatman, S., and B. Attebery, *Reading Narrative Fiction* (New York: McMillan, 1993), p. 23

account or description in the past that is presented in a definite time order which they occurred.

Beside of the narrative text belongs to the curriculum, the researcher use the narrative text because it is commonly easy to comprehend. The text itself has four basic elements that could be easily detected when it is changed, so it will not be hard to take comprehension assessment of narrative text.

### **10. Reading Comprehension in Narrative Text**

Reading comprehension comes out as the reader completely understands about what they read. No matter what the reader read, the comprehension will always be the purpose also the product of reading. In this case, the indicators of comprehension are not same between a text and others.

In this research, the researcher used narrative text as the media of reading tests; speed reading test and comprehension test. Narrative text is a piece of academic writing that tells a story contains some kinds of historical background or development in form of account or description in the past that is presented in a definite time order which they occurred.

The comprehension of narrative text commonly includes the elements of narrative itself; characters, settings, plots and conclusions. It is supported by Fitzgerald and

Spiegel who said that a key to comprehending a narrative is a sense of plot, theme, characters, events, and how they relate.<sup>31</sup>

The conclusion is comprehension in narrative text is the understanding of narrative text meaning that occurred when the reader could extract and integrate information such as characters, settings, plots and conclusion, demonstrates an overall understanding of the text including main idea, expressions/idioms, implied detail, grammatical features, stated detail, unstated detail, supporting idea, and vocabulary in context.

#### **B. Frame of Thinking**

Reading is one of four skills in language that should be mastered by anyone. Based on the frame of theory above, reading is an interactive process that needs ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it. Then, the reading comprehension appears as the result of reading. Reading comprehension is the understanding of the written text meaning that occurred when the reader could extract and integrate various information from the text, demonstrates an overall understanding of the text including main idea, expressions/idioms, implied detail, grammatical features, stated detail, unstated detail, supporting idea, and vocabulary in context.

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<sup>31</sup> Jill Fitzgerald and Dixie Lie Spiegel, *Enhancing Children's Reading Comprehension Through Instruction in Narrative Structure*, Journal of Reading Behavior, Volume XV, Number 2, 1983. p. 2

On the other hand, people consider not to spend their time too much when reading, they read quickly. The time spent by the readers to read a text called the reading speed or rate of reading. The reading speed shows how fast someone could read a text in words per minute (wpm).

Some people say that the more time we spent on reading the more good comprehension we get. The reader decides to read quickly because he is good at recognizing words, but there is no guarantee that he also get a good comprehension. In another hand, the reader who read slowly and carefully whether he is good or not at word recognizing may get better comprehension.

The reading experiences also provide influences to the time the reader spent on reading. If the reader had read the text once, he may read the text quickly with a same or better comprehension. It will be different for first-time text to the reader, he may need more additional time to read, along with the comprehension. In this case the researcher says that repetition increase the comprehension, it means that the reader needs more time to read in order to get a good comprehension.

But the time spent to read could be reduced although the reader never had read the text before. Wood in 1958 started to develop a technique called Speed Reading Technique. The technique trains the reader to be able to read quickly with excellent comprehension. She was curious about some reader who naturally could read quickly

and some who force themselves to try to read quickly. She found some ways that really could help the reader increasing their reading speed.<sup>32</sup>

Further, reading skill which is one of reading fluency items is needed to bring up comprehension throughout extended text.<sup>33</sup> This statement means that the speed is needed to gain a comprehension from a long text. According to Tankersley, the fluent reader could read fast and have a good comprehension.

Considering the explanation above, the researcher concludes that the reading speed is correlated with reading comprehension.

### **C. Hypothesis**

Before doing a research, every researcher must have an argument about the result of the research, called hypothesis. The researcher formulates the hypothesis as follows:

1. Ha: There is correlation between students' reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.
2. Ho: There is no correlation between students' reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.

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<sup>32</sup> Stanley D. Frank, *Op. Cit.* p. 39

<sup>33</sup> William Grabe, *Op.Cit.* p. 291

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In order to know the correlation between students' speed reading and their reading comprehension, the researcher used a correlational research. In their simplest form, correlational research investigates the possibility of relationships between only two variables, although investigations of more than two variables are common. In contrast to experimental research, however, there is no manipulation of variables in correlational research.<sup>1</sup> Further, correlation is a statistical term referring to the size and direction of the relationship between two measures. Correlations vary between -1.00 and +1.00. Correlations that are negative show that when one measure goes up, the other tends to go down. Positive correlation means that the two measures both go up or down together.<sup>2</sup> In the other words, negative correlation shows the imbalance relation of variables; one variable is raising and others going down, and the positive correlation shows that the relation between variables is balance; the variables are raising or going down together.

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<sup>1</sup> Jack R. Fraenkel, *How to Design and Evaluate Research in Education I* (New York: McGraw Hill, 2009), p. 328

<sup>2</sup> Patricia L. Lin, *Handbook for Research in Cooperative Education and Internship* (London: Laurence Erlbaum Associates, 2004), p. 36

There are two designs of correlation research, explanatory design which clarify and explain our understanding of important phenomena by identifying relationships among variables, and prediction design where the focus of the research was on one variable that may influence other variables.<sup>3</sup> In this research, the researcher uses explanatory design.

### **B. Research Variables**

The correlational research has two or more variables. Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied.<sup>4</sup> In this research, there are two variables; the students' speed reading, and the students' comprehension in narrative text.

### **C. Operational Definition of Research Variables**

The operational definitions of variables are as follows:

1. Students' speed reading is the speed used by the reader when they read a narrative text which is counted by dividing the time spent by the reader to finish the text with amount of words in the text then place the result of the calculation to one of the rates; poor, average, good, excellent and unbelievable.

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<sup>3</sup> Jack R. Fraenkel, *Op.cit*, p. 329

<sup>4</sup>John W.Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research (4th Ed)* (New York: Pearson Education, 2012), p. 122

2. Students' comprehension in narrative text is the students' understanding of narrative text meaning that occurred when they could extract and integrate information such as characters, settings, plots and conclusion, demonstrate an overall understanding of the text including main idea, expressions/idioms/phrases in context, inference (implied detail), grammatical feature, stated detail, unstated detail, supporting idea, and vocabulary in context.

#### **D. Population**

A research is impossible to do when there is no subject of the research. The subject of the research is also called a population. Population is a large group to which one hopes to apply the result of the research.<sup>5</sup> In this research, the population was the eleventh grade students of SMA N 1 Sumberejo Tanggamus in the academic year of 2017/2018.

#### **E. Sample and Sampling Technique**

Doing a research in a large group is possible but it will take a long time to finish. The researcher took a little group that represents the large one to shorten and to make the research easier to do. This little group chosen from the large group called as sample. It is relevant to Arikunto who said that sample is the representative of the population to be research. Moreover, Arikunto also said that if the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10 - 15% or 20 - 25% or more.

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<sup>5</sup> Jack R. Fraenkel, *Op.cit*, p. 90

There are 200 eleventh grade students of SMA N 1 Sumberejo, divided into 6 classes, so that, there are 33 - 34 students each class. In order to choose the sample, in this case is in which class the researcher did his research, researcher used a simple random sampling technique. Lodico states that simple random sampling involves the random selection of individuals from the realistic population as a whole.<sup>6</sup> The researcher chose 20% of the total students of eleventh grade which is 200 students. So that, there was 40 students as the sample of this research.

#### **F. Data Collection Technique**

In this research, the data which was used are quantitative (numeral). To collect the data, the researcher used tests to assess the students' reading speed, and also their reading comprehension in narrative text.

The reading speed test and reading comprehension test are using same text. The researcher gave the students a narrative text entitled Sangkuriang consists of 620 words to test the students' reading speed and their reading comprehension, the researcher asked them to answer some questions about the text in multiple choices form.

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<sup>6</sup> Lodico, M.G., Spaulding, D.T., Voegtle, K.H., *Methods in Educational Research From Theory to Practice* (San Francisco: Jossey-Bass, 2006), p. 143

## **G. Research Instrument**

Research instrument is a device that used by the researcher to collect the data to make the research easier and get better result, complete and systematic in order to make the data easy to be processed.<sup>7</sup>

### **1. Reading Speed Test**

Reading speed test given to get the students' reading speed score. They read a narrative text entitled Sangkuriang given by the researcher. The text consists of 620 words.

### **2. Comprehension test**

The comprehension test was conducted by the researcher in order to take the students' comprehension score. The comprehension test consists of 45 multiple choices questions. Each question has 4 options of the answer. There are eight items to measure reading comprehension, they are:

- a. Main idea (topic)
- b. Expressions/idioms/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)

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<sup>7</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 192.

- f. Excluding facts not written (unstated details)
- g. Supporting idea (s)
- h. Vocabulary in context.<sup>8</sup>

Some of items of the measurement above require the students to look back to the text, but on this comprehension test looking back to the text is not allowed since they had reading speed test before, so that the students have to comprehend the text in one-time read.<sup>9</sup> The specification of the test items is as follow:

**Table 4**  
**Test Items Specification for Research before Validation**

| No | Question                             | Odd | Even | Total     | Distribution |                     |
|----|--------------------------------------|-----|------|-----------|--------------|---------------------|
|    |                                      |     |      |           | Odd          | Even                |
| 1. | Main Idea                            | 1   |      | 1         | 1            |                     |
| 2. | Expressions/idioms/phrase in context | 2   | 1    | 3         | 7, 17        | 4                   |
| 3. | Inference                            |     | 1    | 1         |              | 20                  |
| 4. | Grammatical feature                  | 1   | 1    | 2         | 25           | 22                  |
| 5. | Stated detail                        | 3   | 6    | 9         | 5, 13, 15    | 2, 6, 8, 10, 14, 18 |
| 6. | Unstated Detail                      | 3   |      | 3         | 3, 21, 23    |                     |
| 7. | Supporting Idea                      | 1   | 2    | 3         | 19           | 12, 24              |
| 8. | Vocabulary in context                | 2   | 1    | 3         | 9, 11        | 16                  |
|    | <b>Total</b>                         |     |      | <b>25</b> |              |                     |

<sup>8</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (San Francisco: Pearson Education Longman), 2004. p.206

<sup>9</sup> *Loc. Cit*

### Test Items Specification for Research after Validation

| No | Question                             | Odd | Even | Total     | Distribution |                     |
|----|--------------------------------------|-----|------|-----------|--------------|---------------------|
|    |                                      |     |      |           | Odd          | Even                |
| 1. | Main Idea                            | 1   |      | 1         | 1            |                     |
| 2. | Expressions/idioms/phrase in context | 1   |      | 1         | 13           |                     |
| 3. | Inference                            |     | 1    | 1         |              | 16                  |
| 4. | Grammatical feature                  |     | 2    | 2         |              | 18, 20              |
| 5. | Stated detail                        | 2   | 6    | 8         | 5, 11,       | 2, 4, 6, 10, 12, 14 |
| 6. | Unstated Detail                      | 3   |      | 3         | 3, 17, 19    |                     |
| 7. | Supporting Idea                      | 2   |      | 2         | 9, 15        |                     |
| 8. | Vocabulary in context                | 1   | 1    | 2         | 7            | 8                   |
|    | <b>Total</b>                         |     |      | <b>20</b> |              |                     |

#### H. Scoring Procedure

The researcher determined the procedure which was used to score the students' works. There were two tests in this research, the reading speed test and reading comprehension test. The reading speed was measured by using a formula as follows:

$$\text{Reading Speed} = \frac{\text{Amount of words}}{\text{Time}} \times 60$$

To measure the reading comprehension the researcher used Arikunto's formula. The ideal highest score is 100.<sup>10</sup> The formula is as follows:

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<sup>10</sup> Suharsimi Arikunto, *Dasar – dasar Evaluasi Pendidikan* (Jakarta: Bina Aksara, 1989), p.271

$$\text{Score} = \frac{\sum C}{N} \times 100$$

Notes:

$\sum C$  = Total of the correct item  
 N = Total of items test

### I. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument.<sup>11</sup> According to Frankel, validity was defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect.<sup>12</sup>

There are two instruments on this research, reading speed test and comprehension test. Since the concern of the reading speed is not included to the material, the validation was only on comprehension test. To know the validity of the comprehension test, the researcher used content and construct validity.

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<sup>11</sup> Donald Ary. *Introduction to Research in Education* (Canada: Wadsworth, 2010), p.225

<sup>12</sup> Jack R Frankel & Norman E Wallen. *Op.cit.*p.148

## **1. Validity Reading Speed Test**

### **a. Content Validity**

To get content validity of the reading speed test, the test was used the same material with the comprehension test which is narrative text entitled Sangkuriang consists of 620 words. To know content validity, the researcher used syllabus which is used to in teaching learning process in SMAN 1 Sumberejo, Tanggamus . The syllabus can be seen at appendix 1.

### **b. Readability of the Text**

Readability is one of the most important aspect that should be considered in selecting a good passage for the students.<sup>13</sup> Since readability can determine the achievement of the goal in teaching reading, some experts define readability of a text differently. Klare in Dubay defines readability as the ease of understanding or comprehension due to the style of writing.<sup>14</sup> Barbara Woods also define the readability as a measurement of the reading complexity and an estimation of the reading or education level required to comprehend the text.<sup>15</sup> On the other word, readability is the level which the text could be understood by the reader; is the text easy or hard to read.

To measure the readability of the text, the researcher used Flesch Reading Ease formula created by Rudolf Flesch. The Flesch Reading Ease analyzes the readability

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<sup>13</sup> Hill Walter, *Secondary School Reading: Process Program and Procedures* (Boston: Allyn & Abcon, 1979), p. 190

<sup>14</sup> William H. Dubay, *The Principles of Readability* (California: Costa Mesa, 2004), p. 3

<sup>15</sup> Barbara Woods, Giana Moscardo, and Tanya Greenwood, *A Critical Review of Readability and Comprehension Test* (London: Mc Millan, 1989), p. 51

level through the numbers of syllables, words, and sentences. The researcher used Ken Ward's Readability program to help calculating the readability of the text.

After the calculation, the score were put on the table of reading ease scale as follows:

**Table 5**  
**Reading Ease Scale of Flesch Formula<sup>16</sup>**

| <b>Score</b> | <b>Difficulty Level</b> | <b>Reading Grade</b>                                 |
|--------------|-------------------------|--|
| 0 to 30      | Very Difficult          | College Graduate                                     |
| 30 to 50     | Difficult               | 13 <sup>th</sup> to 16 <sup>th</sup> Grade (College) |
| 50 to 60     | Fairly Difficult        | 10 <sup>th</sup> to 11 <sup>th</sup> Grade           |
| 60 to 70     | Standard                | 8 <sup>th</sup> and 9 <sup>th</sup> Grade            |
| 70 to 80     | Fairly Easy             | 7 <sup>th</sup> Grade                                |
| 80 to 90     | Easy                    | 6 <sup>th</sup> Grade                                |
| 90 to 100    | Very Easy               | 5 <sup>th</sup> Grade                                |

## **2. Validity of Reading Comprehension Test**

### **a. Content of Validity**

To get content validity of the comprehension test, the test is suited with the material taught to the students. In other words, the researcher made the test based on the material in the syllabus KI 3, KD 3.7 and 4.9 of the eleventh grade material used in SMA N 1 Sumberejo which can be seen at appendix 1.

### **b. Construct Validity**

The items of the test should show whether the students have been taught about narrative or not, for the test items should really measure the students' comprehension of the narrative text. Construct validity focuses on the kind of the test used to measure

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<sup>16</sup> William H. Dubay, *Op.Cit*, p. 22

the mastery and the ability. In other word, the test can measure what need to be measured. To make sure the construct validity of the comprehension test, in this research the researcher consulted the instrument to the competent lecturer to decide whether the instruments are valid or not. In this case, the researcher chose the Reading Lecturer Mr. Satria Adi Pradana, M.Pd as the instruments validator. The validation form can be seen at appendix 2.

### **c. Items Validity**

To measure the validity of the comprehension test items, the writer used Point Bisserial Correlation. The calculation of the validity was done by using SPSS (*Statistical Package for Social Science*). The result of item validity can be seen at appendix 3.

### **J. Reliability of the Comprehension Test**

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable.<sup>17</sup> Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researcher administers the instrument multiple times at different times. Also, scores need to be consistent.<sup>18</sup>

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<sup>17</sup> Donald Ary, *Op.Cit*, p.236

<sup>18</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research (4th Ed)* (New York: Pearson Education,2012), p.159

The researcher found out the reliability of the comprehension test items by Cronbach's Alpha Reliability counted by using SPSS (*Statistical Package for Social Science*). The criteria of reliability as follows:

**Table 6**  
**Criteria of Reliability**<sup>19</sup>

|               |                       |
|---------------|-----------------------|
| 0.800 – 1.000 | Very high reliability |
| 0.600 – 0.800 | High reliability      |
| 0.400 – 0.600 | Fair reliability      |
| 0.200 – 0.400 | Low reliability       |
| 0.00 – 0.200  | Very low reliability  |

## K. Data Analysis

### 1. Fulfillment of the Assumptions

#### a. Normality test

Normality test was used to measure whether data in the experimental class are normally distributed or not.<sup>20</sup> In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) to compute Kolmogorov-Smirnov normality test.

The normality formula are:

$H_0$  = The data have normal distribution.

$H_a$  = The data do not have normal distribution.

While the criteria acceptance or rejection of normality test:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

<sup>19</sup>*Ibid*, p. 319

<sup>20</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2012), p.172

## 2. Hypothetical Test

After the data were collected, it was analyzed to determine whether there is a positive correlation or not between students' speed reading and their reading comprehension. To know about the correlation, the researcher used SPSS (*Statistical Package for Social Science*) to compute Pearson's product moment.

The hypothesis are:

- Ha = There is positive correlation between students' reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.
- Ho = There is no positive correlation between students' reading speed and their reading comprehension in narrative text at the second semester of the eleventh grade at SMAN 1 Sumberejo in the academic year of 2017/2018.

While the acceptance criteria of the hypothesis are:

Ha is accepted if  $\text{Sig.} < \alpha = 0.05$

Ho is accepted if  $\text{Sig.} > \alpha = 0.05$

## CHAPTER IV RESULT AND DISCUSSION

### A. General Description of SMA N 1 Sumberejo Tanggamus

#### 1. Situation of SMA N 1 Sumberejo Tanggamus

SMA N 1 Sumberejo is one of the education levels of senior high school in Tanggamus. It is located at Jl. Gunung Batu Pekon Simpang Kanan, Sumberejo, Tanggamus. SMA N 1 Sumberejo is accredited by department of affair of Tanggamus regency with the grade of accreditation A. The accreditation is started on 28 Desember 2013 until now.

#### 2. Teachers and Staffs of SMA N 1 Sumberejo Tanggamus

The teachers and staffs of SMA N 1 Sumberejo Tanggamus in the academic year of 2017/2018 have 56 people, they are:

**Table 7**  
**The Teachers and Staffs of SMAN 1 Sumberejo Lampung**  
**in Academic Year of 2017/2018**

| No | Name                             | Gender | Posision   |
|----|----------------------------------|--------|------------|
| 1  | Nanang Istanto, M.Pd             | Male   | Headmaster |
| 2  | Nurmalasari, S.Pd                | Female | Teacher    |
| 3  | Safrudin Ahmad, S.Pd             | Male   | Teacher    |
| 4  | Sulistiyoningsih, S.Pd           | Female | Teacher    |
| 5  | Fiky Fajarudin, S.Pd             | Male   | Teacher    |
| 6  | Prishia Hasti Kesuma Putri, S.Pd | Female | Teacher    |
| 7  | Agung Setiawan, S.Pd             | Male   | Teacher    |
| 8  | Muhammad Azizi, S.Pd             | Male   | Teacher    |

|    |                                   |        |         |
|----|-----------------------------------|--------|---------|
| 9  | Jivi Anggesta, S.Pd               | Male   | Teacher |
| 10 | William Martin, S.Pd              | Male   | Teacher |
| 11 | Ajeng Angelia Damastitik,<br>S.Pd | Female | Teacher |
| 12 | Muntaha, S.Pd                     | Male   | Teacher |
| 13 | Sumarsono, S.Pd                   | Male   | Teacher |
| 14 | Ritaningsih, S.Pd                 | Female | Teacher |
| 15 | Zam Haris, S.Kom                  | Male   | Teacher |
| 16 | Ahmad Aroni, S.Pd                 | Male   | Teacher |
| 17 | Tota Situmorang, S.Pd             | Male   | Teacher |
| 18 | Muhammad Nasihin, S.Ag            | Male   | Teacher |
| 19 | Fatmawati, S.Pd                   | Female | Teacher |
| 20 | Endang Suryaningsih,<br>S.Pd      | Female | Teacher |
| 21 | Zainal arifin, S.Pd               | Male   | Teacher |
| 22 | Sutarno, S.Pd                     | Male   | Teacher |
| 23 | Helen Kirana Apradela,<br>S.Pd    | Female | Teacher |
| 24 | Widodo, S.Pd                      | Male   | Teacher |
| 25 | Sunyamin, S.Pd                    | Male   | Teacher |
| 26 | PS Marjuni, S.Pd                  | Male   | Teacher |
| 27 | Suhariani, S.Pd                   | Female | Teacher |
| 28 | Suliyati MS, S.Pd                 | Female | Teacher |
| 29 | Wahyuning Yantini, S.Pd           | Female | Teacher |
| 30 | Erlin Mardiana, S.Pd              | Female | Teacher |
| 31 | Agus Riadi, S.Pd                  | Male   | Teacher |
| 32 | IGN Pulung Dasuki, S.Pd           | Male   | Teacher |
| 33 | Marsih, S.Pd                      | Male   | Teacher |
| 34 | Siswanto, S.Pd                    | Male   | Teacher |
| 35 | Endwi Profitnawati, M.Pd          | Female | Teacher |
| 36 | Desi Andriani, S.Pd               | Female | Teacher |
| 37 | Theresia Titim Setyorini,<br>S.Pd | Female | Teacher |
| 38 | Wendi Erwin, S.Pd                 | Male   | Teacher |
| 39 | Desmaylina, S.Pd                  | Female | Teacher |
| 40 | Sulis Fitriyani, S.Pd             | Female | Teacher |
| 41 | Umi Syamsiah, S.Pd                | Female | Teacher |
| 42 | Erlis Seventina, S.Pd             | Female | Teacher |
| 43 | Siti Rohamah, S.Pd                | Female | Teacher |
| 44 | Sofian Hadi, S.Sos                | Male   | Teacher |

|    |                             |        |         |
|----|-----------------------------|--------|---------|
| 45 | Yuni Wati Ningsih, S.Pd     | Female | Teacher |
| 46 | Eka Yulianti, S.Pd          | Female | Teacher |
| 47 | Anggi Sarvasius, S.Pd       | Male   | Teacher |
| 48 | Muntamah, S.Pd              | Female | Staff   |
| 49 | Hermanto, S.Pd              | Male   | Staff   |
| 50 | Heru Dwi Handayani,<br>S.Pd | Female | Staff   |
| 51 | Dahniar, S.Pd               | Female | Staff   |
| 52 | Kasiyati, S.Pd              | Female | Staff   |
| 53 | Nuryahyu, S.Pd              | Female | Staff   |
| 54 | Rina Marlina, S.Pd          | Female | Staff   |
| 55 | Ida Nurhayati, S.Pd         | Female | Staff   |
| 56 | Sugi hartono, S.Pd          | Male   | Staff   |
| 57 | Kusroni                     | Male   | Staff   |
| 58 | Rudi Kurniasandi            | Male   | Staff   |
| 59 | Purwanto                    | Male   | Staff   |
| 60 | Andel Sukatno               | Male   | Staff   |

Source : The Statistic Data of SMA N 1 Sumberejo Tanggamus in 2017/2018

## B. Data Analysis

The researcher used pearson product moment computed using SPSS to analyze the result of students' reading comprehension of narrative text test and the result of the hypothesis testing.

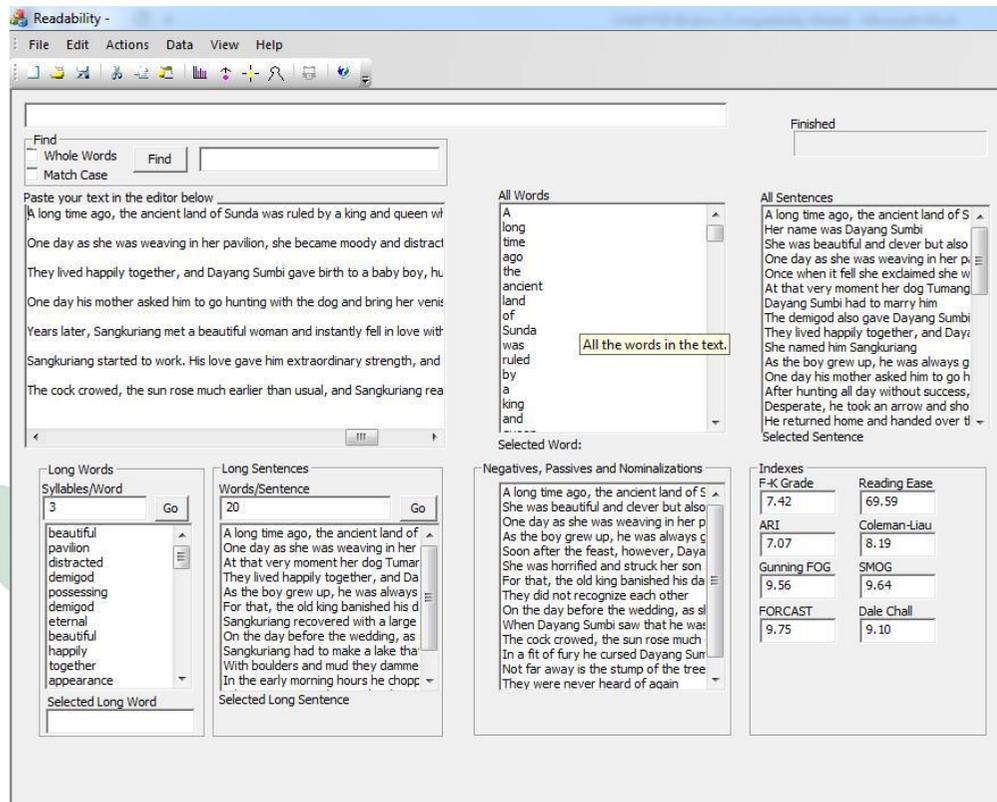
### 1. The result of test

#### a. Readabililty Test

To measure the readability of the text, the researcher used Flesch Reading Ease formula created by Rudolf Flesch. The Flesch Reading Ease analyzes the readability level through the numbers of syllables, words, and sentences. The

researcher used Ken Ward's Readability program to help calculating the readability of the text. The result of the readability test shown as follows:

**Figure 1**  
**Readability Test Result**



*Redability by application by Ken Ward*

The readability shows the score of reading ease is 69.59. By the score, it is placed the text in standard level of reading which actually for 8<sup>th</sup> and 9<sup>th</sup> grade reader.

### b. Result of the Test

The researcher conducted two tests reading speed test and comprehension test.

A narrative text entitled Sangkuriang consists of 620 words was given as the instrument of the test. The test itself was conducted on 6<sup>th</sup> November 2017.

The score of the reading speed test is as follows:

**Table 8**  
**The Result of Reading Speed Test**

| NO | NAME                     | READING SPEED (second) | WPM | CATEGORY | COMPRE HENSION |
|----|--------------------------|------------------------|-----|----------|----------------|
| 1  | ALPIN ALPHA YASA         | 201                    | 185 | Average  | 70             |
| 2  | ANITA APRILIANI          | 124                    | 300 | Average  | 45             |
| 3  | BELLA AMELIA             | 152                    | 245 | Average  | 30             |
| 4  | CHARENINA TARA           | 195                    | 191 | Average  | 55             |
| 5  | DELLA LEONI              | 146                    | 255 | Average  | 55             |
| 6  | ERDIANSYAH PUTRA KUSUMA  | 166                    | 224 | Average  | 45             |
| 7  | FADIL JUNIYANSYAH        | 136                    | 274 | Average  | 45             |
| 8  | FADILA RISKI             | 224                    | 166 | Average  | 60             |
| 9  | FERDIAN ALFARIZI         | 189                    | 197 | Average  | 45             |
| 10 | GITA BASDAME SEMBIRING   | 284                    | 131 | Poor     | 80             |
| 11 | HANNY LESTARI            | 142                    | 262 | Average  | 50             |
| 12 | HARIS APRIADI            | 170                    | 219 | Average  | 25             |
| 13 | HENI AMALIA              | 139                    | 268 | Average  | 45             |
| 14 | INDAH KHARISMA WATI      | 285                    | 131 | Poor     | 75             |
| 15 | INDAH MEGA UTAMI         | 210                    | 177 | Average  | 70             |
| 16 | JENNY BERBI              | 228                    | 163 | Average  | 65             |
| 17 | JOKO PRABOWO             | 223                    | 167 | Average  | 85             |
| 18 | JUNIAR KHOTIMAH          | 213                    | 175 | Average  | 70             |
| 19 | M AGIL SAPUTRA P         | 232                    | 160 | Average  | 60             |
| 20 | MAHESWARA RIFKY PASOPATI | 166                    | 224 | Average  | 40             |
| 21 | MARCELLA AULIA           | 160                    | 233 | Average  | 70             |
| 22 | MUHAMAD FADLI            | 299                    | 124 | Poor     | 90             |

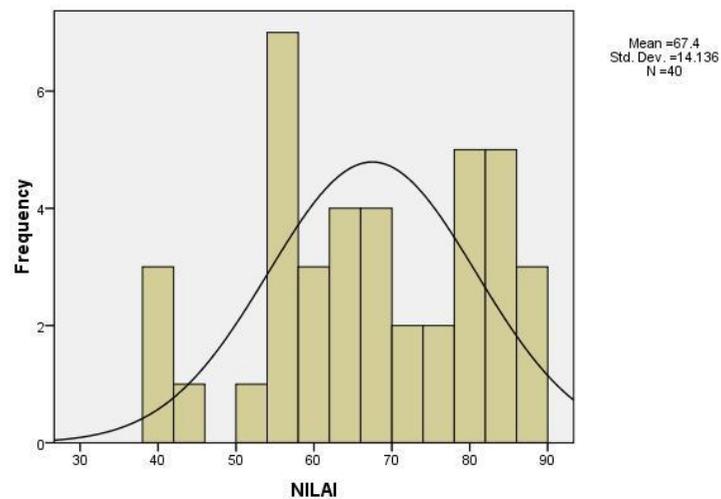
|    |                         |     |     |         |    |
|----|-------------------------|-----|-----|---------|----|
| 23 | MUHAMMAD ARSY FATHAN    | 256 | 145 | Poor    | 85 |
| 24 | MUHAMMAD SANDY ATMAJA   | 258 | 144 | Poor    | 85 |
| 25 | NABILLA HAN A FARANTIMI | 222 | 168 | Average | 85 |
| 26 | NAJWA MELFIA MAHARANI   | 219 | 170 | Average | 90 |
| 27 | OLGA ELZON              | 128 | 291 | Average | 55 |
| 28 | RACHMAT PRASETYO        | 234 | 159 | Average | 65 |
| 29 | RAKASIWI RAMADIANSYAH   | 228 | 163 | Average | 60 |
| 30 | RAUDATUL ZANAH AL ZAHRA | 147 | 253 | Average | 25 |
| 31 | RENDI SAPUTRA           | 281 | 132 | Poor    | 80 |
| 32 | RISKA PRATIWI           | 202 | 184 | Average | 60 |
| 33 | RIVAL RIZADI            | 231 | 161 | Average | 85 |
| 34 | RIZKI FEBRIANSYAH       | 214 | 174 | Average | 75 |
| 35 | RIZKI PUTRI LESTARI     | 293 | 127 | Poor    | 85 |
| 36 | SESARIA DWI ZALIANI     | 270 | 138 | Poor    | 85 |
| 37 | SHARLA MARTHIZA NIRWANA | 139 | 268 | Average | 40 |
| 38 | SITI FATIMAH AZZAHRA    | 185 | 201 | Average | 80 |
| 39 | VERNIDA AYU NUR FADILAH | 186 | 200 | Average | 75 |
| 40 | WAHYU DESTIAN PRATAMA   | 160 | 233 | Average | 70 |

The result shows that the students' reading speed and the reading comprehension were vary. For the reading speed, the lowest speed is 124 words per minute and the highest speed is 300 words per minute. Based on the result, there are 8 (eight) students that categorized as poor reader and the other 32 students are in average category. For the comprehension test, the lowest score is 25, and the highest is 90. The reading comprehension result shows that 62% of the sample could not pass the minimum score which is 72.

### c. Result of Reading Comprehension of Narrative Text

The researcher conducted test in order to know students' reading comprehension of narrative text test. The test was administered on, 6<sup>th</sup> November 2017. The score of test can be illustrated in the figure as follows:

**Figure 2**  
**The result of test reading comprehension of narrative text**



Based on the figure score of test reading comprehension of narrative text that mean of test is 67.4, Median = 68.0, deviation standard = 14.136, variance = 199.138, minimum score = 40, maximum score = 80. The score of students' reading comprehension of narrative text test result can be seen in Appendix 10.

### d. Result of Reliability Testing

The reliability test was used to know the degree of consistency of the instrument of the test upon the material whom it measures. The researcher

found out the reliability of the comprehension test items by Cronbach's Alpha Reliability, the result is as follows:

**Table 9**  
**Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .781             | .782   | 20         |

The result of reliability test is 0.781 which placed on the high reliability status based on criteria of reliability by Sudijono. Based on the result, the researcher concluded that the measurement is reliable.

#### **e. Result of Normality Testing**

The normality test was used to know whether the data of result of reading speed test and reading comprehension of narrative text are normally distributed or not.

The Normality formulas are:

$H_0$  = the data are distributed normally.

$H_a$  = the data are not distributed normally.

Criteria of acceptance as follows:

$H_a$  is accepted if Sig (Pvalue) <  $\alpha = 0.05$

$H_0$  is accepted if Sig (Pvalue) >  $\alpha = 0.05$

**Table 10**  
**Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

|                                   |                | Unstandardized Residual |
|-----------------------------------|----------------|-------------------------|
| N                                 |                | 40                      |
| Normal Parameters <sup>a, b</sup> | Mean           | .0000000                |
|                                   | Std. Deviation | 14.10608549             |
| Most Extreme Differences          | Absolute       | .124                    |
|                                   | Positive       | .070                    |
|                                   | Negative       | -.124                   |
| Kolmogorov-Smirnov Z              |                | .787                    |
| Asymp. Sig. (2-tailed)            |                | .565                    |

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of normality test, it can be concluded that Sig (Pvalue) is 0.565 and  $\alpha = 0.05$ . So,  $H_0$  is accepted. The conclusion that the data are normally distributed. Because the data are distributed normally, the researcher used the following parametric rank pearson product moment by using SPSS (*Statistical Package for Social Science*) for hypothesis testing.

### f. Result of Hypothesis Testing

The hypothesis formulas are:

$H_a$  : There is positive correlation between students' reading speed and their reading comprehension of narrative text at the eleventh grade of SMAN 1 Sumberejo, Tanggamus.

$H_0$  : There is negative correlation between students' reading speed and their reading comprehension of narrative text at the eleventh grade of SMAN 1 Sumberejo, Tanggamus.

Criteria of acceptance are as follows:

$H_a$  is accepted if  $Sig$  (Pvalue)  $< a = 0,05$ .

$H_0$  is accepted if  $Sig$  (Pvalue)  $> a = 0,05$ .

**Table 11**  
**Result of Hypothesis test**

|        |                         | NILAI  | SPDTST |
|--------|-------------------------|--------|--------|
| Nilai  | Correlation Coefficient | 1.000  | .786** |
|        | Sig. (2-tailed)         | .      | .000   |
|        | N                       | 40     | 40     |
| SPDTST | Correlation Coefficient | .786** | 1.000  |
|        | Sig. (2-tailed)         | .000   | .      |
|        | N                       | 40     | 40     |

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

Based on the result of hypothesis testing in the Pearson product moment by using SPSS above, it's clear that coefficient correlation was 0.786 and the value of significant generated Sig (pvalue) = 0.00 <  $\alpha$  = 0.05. So,  $H_0$  is rejected and  $H_a$  is accepted. Based on the Computation, it could be concluded that there was positive correlation between students' reading speed and their reading comprehension of narrative text at eleventh grade of SMA N 1 Sumberejo Tanggamus.

### **C. Discussion**

There were two tests in this research, the reading speed test and reading comprehension test. By the preliminary research the result of reading speed test shows that there were only eight students (20% of total sample) that categorized as average reader. But they had a good progress since the actual research got the opposite result; there were only eight students in poor category. The result of comprehension test also made a progress from 87% of samples that were failing, to 62%.

Then, the result of hypothesis test reveals that there is a positive correlation between students' reading speed and their reading comprehension. The value also shows the strong connection between these two variables. The researcher interprets the result as the more fast the reader read, the more they comprehend.

It is in line with Nuttal who stated that reading speed and reading comprehension are two elements that are tightly related, although it is not clear which one causes the other, excessive slow reading tends to hamper understanding.<sup>1</sup> The slow speed of reading may interrupts reader's comprehension. It has been found in most cases that an increase in rate has been paralleled by an increase in comprehension, and that where rate has gone down, comprehension has also decreased.<sup>2</sup>

On previous research done by Humaira with XII grade student as the sample, the result shows that there is a significant correlation between students reading speed and their reading comprehension.<sup>3</sup> Another research done by Mbewa also shows that there is a strong correlation between both variables.<sup>4</sup> Those findings convince that the significant correlation between reading speed and text comprehension is true. Even though, Datunsolang prove that there is no significance correlation between reading speed and text comprehension.<sup>5</sup>

The conclusion of the explanation above is that the significance of the correlation between students reading speed and their reading comprehension could vary. The

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<sup>1</sup> Christine Nuttal, *Teaching Reading Skills in a Foreign Language* (Oxford: Heineman International, 1982), p.33

<sup>2</sup> [http://www.yugzone.ru/speed\\_reading/speedreading/comprehension01.html](http://www.yugzone.ru/speed_reading/speedreading/comprehension01.html), accessed on Wednesday July 18<sup>th</sup> 2018 at 09.00 a.m

<sup>3</sup> Syauqaira El Humaira, *The Correlation Between Students' Reading Speed and Their Reading Comprehension*, Research in English and Education (READ) Journal, June 2017. p.144

<sup>4</sup> Waldetrudis Mbewa, *Reading Speed and Texts Comprehension among Senior High School*, Slongan Journal of Cor Jesu College.Inc, Volume 3 (September 2017). p. 80

<sup>5</sup> Adelmi Datunsolang, *The Correlation Between Students Reading Speed and Their Reading Comprehension*, Journal of State University of Gorontalo, 2013. p. 10

journals gathered by the researcher mostly shows that there is a significant correlation between both variables. Further the condition and background of the research object might be considered to be researched.



## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. CONCLUSION**

Reading is an interactive process that need ability to draw meaning by analyzing word by word in the text, then getting out the information as nearly as possible the writer puts into it. While reading is a process, it needs time to be done. The time spent to read called reading speed or reading rate indicated with wpm (words per minute). Then comprehension comes up as the result of the reading. Reading comprehension is the understanding of the written text meaning that occurred when the reader could extracts and integrates various information from the text.

The frame above shows that there is a connection between of reading speed and reading comprehension whether it is a positive or negative connection. The result of the research shows that there is a positive connection between them. Proved by the result of hypothesis testing used rank spearman rho, it has 0.786 as the coefficient correlation and 0.000 as the significant value at 0.05 significant level.

Based on the result of the computation, it can be concluded that there is positive correlation between students' reading speed and their reading comprehension of narrative text at eleventh grade of SMA Negeri 1 Sumberejo Tanggamus.

## **B. SUGGESTION**

After the researcher knew the result of research, there are some proposed and suggestion as follows are:

### **1. For Teacher**

The researcher expects that the result of this study can help the teacher to be more aware about teaching reading skill. The teachers may consider that the each student's level of reading and their comprehension are different, but they can be trained to improve their reading speed along with their reading comprehension. The teachers are also expected to be able to create teaching reading skills of students creatively, to adjust teaching strategies to their student level of reading and apply appropriate strategies to boost the students' reading performances and their comprehension.

## 2. For Student

The student may have to consider their reading rate by now. The student have to train more and more to gain the best suited reading rate along with the comprehension.

## 3. For Researcher

For other researchers, this study is limited to reading comprehension in narrative text which is basically a simple form of text. The researcher suggested that the future research can look into other kind of text that more complicated such as exposition, discussion, academic essay, or scientific research. The researcher also expects for the next researcher to examine the external and internal factors of students if the reading speed and reading comprehension of students classified as low or high.

## 4. For reader

The researcher hopes this study can give more information and knowledge which advantages for reader, especially knowledge about reading comprehension of descriptive text and simple present tense.

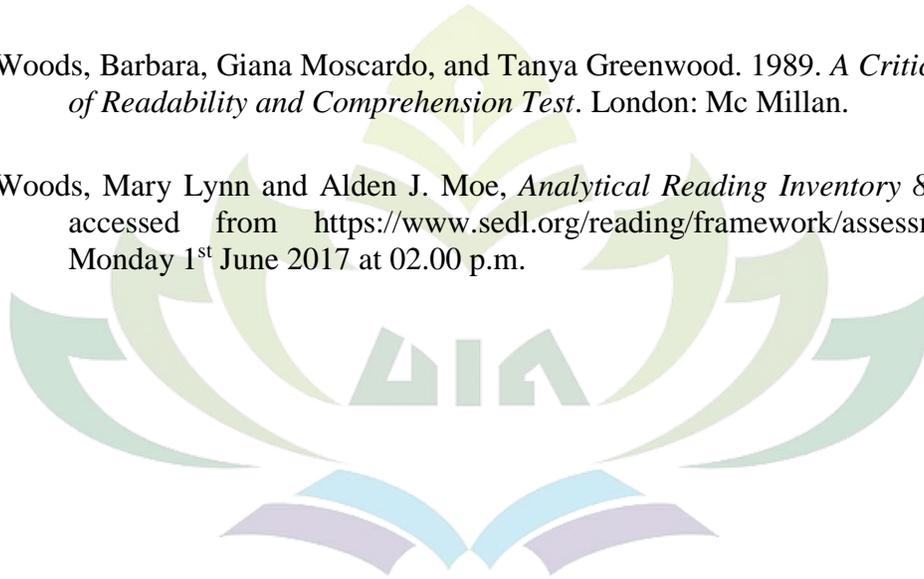
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**SILABUS**  
**SMA NEGERI 1 SUMBEREJO**  
**TAHUN PELAJARAN 2017 / 2018**

**Mata Pelajaran** : BAHASA INGGRIS - PEMINATAN  
**Kelas** : XI  
**Kompetensi Inti** :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya  
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

| Kompetensi Dasar  | Materi Pokok   | Pembelajaran  | Penilaian  | Alokasi Waktu | Sumber Belajar   |
|---|--|---|--|---------------|--|
| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | <p><b>Teks <i>narrative</i> lisan dan tulis berbentuk cerita pendek.</b></p> <p><i>Fungsi Sosial</i></p> <p>Memperoleh informasi, hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek</p> <p><i>Struktur teks</i></p> | <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/menonton berbagai macam cerita pendek berbahasa Inggris dari berbagai sumber.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya cerita pendek.</li> </ul> | <p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan cerita pendek</li> <li>Tingkat kelengkapan dan keruntutan struktur cerita pendek</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan</li> </ul> | 4 x 3 JP      | <ul style="list-style-type: none"> <li><a href="#">Audio CD/</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah ber</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> </ul> |

| Kompetensi Dasar   | Materi Pokok   | Pembelajaran   | Penilaian  | Alokasi Waktu | Sumber Belajar  |
|--|--|--|--|---------------|---|
| <p>2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaannya.</p> <p>4.9. Menangkap makna jenis teks naratif berbentuk cerita pendek, lisan dan tulis.</p> | <p>(1) Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya</p> <p>(2) Evaluasi: terhadap masalah yang dihadapi tokoh</p> <p>(3) Komplikasi: muncul krisis</p> <p>(4) Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Will dengan <i>simple, continuous, dan perfect tense</i></p> <p>(2) Adverbia penghubung waktu.</p> <p>(3) Adverbia dan frasa preposisional penunjuk waktu.</p> <p>(4) Ucapan, rujukan kata, tekanan kata, intonasi, ketika</p> | <ul style="list-style-type: none"> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari cerita pendek melalui proses <i>skimming, scanning</i> dan <i>inferencing</i>, untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai cerita pendek yang ada dalam bahasa Inggris, perbedaan cerita pendek dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa cerita pendek dari berbagai sumber.</li> <li>Siswa membacakan cerita pendek kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis cerita yang</li> </ul> | <p>tangan</p> <ul style="list-style-type: none"> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bercerita (<i>Story telling</i>)</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam bercerita</li> </ul> <p><b>Pengamatan (observations):</b><br/>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian saat melakukan tindakan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan</li> </ul> |               | <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> |

| Kompetensi Dasar | Materi Pokok   | Pembelajaran  | Penilaian   | Alokasi Waktu | Sumber Belajar |
|------------------|--|---|---|---------------|----------------|
|                  | <p>mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Cerita yang memberikan keteladanan tentang perilaku peduli, percaya diri, cinta damai, bertanggung jawab.</p> | <p>ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Menceritakan kembali cerita pendek yang dibaca kepada teman dan guru</li> <li>Siswa membuat kliping cerita pendek dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul> | <p>belajar berupa catatan atau rekaman monolog cerita pendek.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan cerita pendek berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> |               |                |

## Appendix 2

### VALIDITY OF THE ITEM TEST

#### EXPERT VALIDATION OF READING COMPREHENSION TEST FORM

Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / 2  
Validator : Satria Adi Pradana, M.Pd

#### Petunjuk pengisian:

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera!
2. Berilah tanda cek (  $\checkmark$  ) pada kolom “Ya” apabila soal yang ditelaah sudah sesuai dengan kriteria!
3. Berilah tanda silang ( X ) pada kolom “Tidak” apabila soal yang ditelaah tidak sesuai dengan kriteria!
4. Tuliskan catatan pada kolom catatan untuk perbaikan atau komentar.

#### Spesifikasi komprehensi membaca:

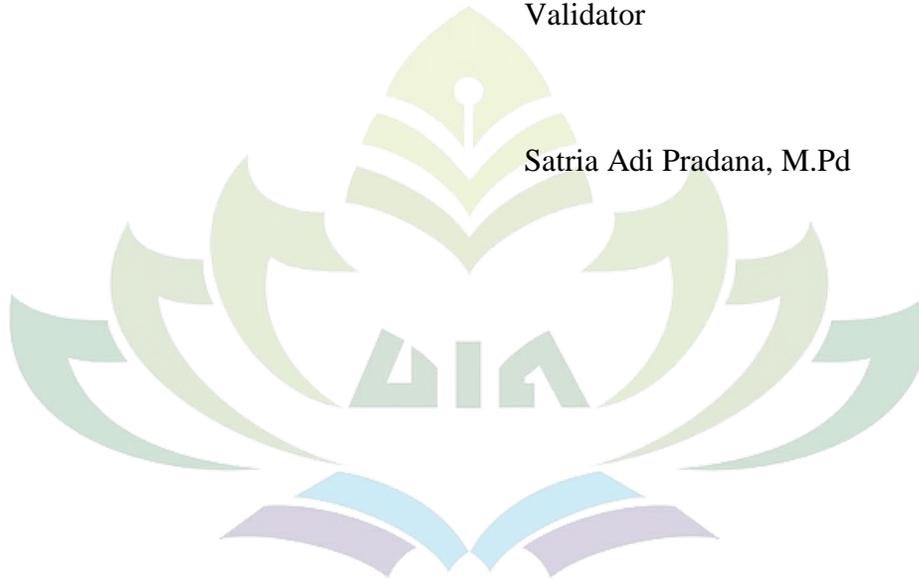
1. Main idea (topic)
2. Expressions/idioms/phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea (s)
8. Vocabulary in context.

| No | Aspek  | Ya | Tidak | Catatan |
|----|--|----|-------|---------|
| 1  | Apakah instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI semester 2?        |    |       |         |
| 2  | Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?                                |    |       |         |
| 3  | Apakah instruksi pada naskah soal dapat dipahami?  |    |       |         |
| 4  | Apakah soal nomor 1 sudah sesuai dengan spesifikasi komprehensi membaca nomor 1?                             |    |       |         |
| 5  | Apakah soal nomor 13 sudah sesuai dengan spesifikasi komprehensi membaca nomor 2?                            |    |       |         |
| 6  | Apakah soal nomor 17 sudah sesuai dengan spesifikasi komprehensi membaca nomor 3?                            |    |       |         |
| 7  | Apakah soal nomor 18 dan 20 sudah sesuai dengan spesifikasi komprehensi membaca nomor 4?                     |    |       |         |
| 8  | Apakah soal nomor 2, 4, 5, 6, 10, 11, 12 dan 14 sudah sesuai dengan spesifikasi komprehensi membaca nomor 5? |    |       |         |

|    |   |  |  |  |
|----|---|--|--|--|
| 9  | Apakah soal nomor 3, 16 dan 19 sudah sesuai dengan spesifikasi komprehensi membaca nomor 6? |  |  |  |
| 10 | Apakah soal nomor 9 dan 15 sudah sesuai dengan spesifikasi komprehensi membaca nomor 7?     |  |  |  |
| 11 | Apakah soal nomor 7 dan 8 sudah sesuai dengan spesifikasi komprehensi membaca nomor 8?      |  |  |  |

Bandar Lampung, April 2018  
Validator

Satria Adi Pradana, M.Pd



### Apprndix 3

## RESEARCH INSTRUMENTS

*Read the following text, and write down your reading speed on the answer sheet!*

### SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him. The demigod also gave Dayang Sumbi an eternal beauty to keep her beautiful ever after.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple until he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother. They did not recognize each other. He proposed her and she agreed to marry him. On the day before the wedding, as she was caressing her fiance's hair, Dayang Sumbi detected the scar on the temple. She realized that she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to be done. Sangkuriang had to make a lake that filled the whole valley and build a vast boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

### COMPREHENSION TEST AFTER VALIDATION

*Answer the following questions on the answer sheet without looking back to the text!*

1. What is the story about?
  - a. A wrath son
  - b. West java's tale
  - c. Tumang a Dog husband
  - d. The legend of Tangkuban Perahu
  
2. According to the story, Tumang was....
  - a. Actually a handsome prince
  - b. A demigod
  - c. Sangkuriang pet dog
  - d. Good at hunting deer
  
3. Who was Dayang Sumbi's husband ?
  - a. The King
  - b. Sangkuriang
  - c. The dog
  - d. Her fiance
  
4. Why did she marry Tumang ? because...
  - a. She exclaimed to marry one who gave it back her shuttle
  - b. It was a companion Sangkuriang
  - c. She fell in love with it
  - d. It was a demigod possessing magic powers
  
5. Why did Sangkuriang kill his dog ? because....
  - a. It had married his mother
  - b. He wanted to take Tumang's powers
  - c. Sangkuriang loved Dayang Sumbi
  - d. He worried about facing his mother by bringing nothing
  
6. What did Dayang Sumbi do after she knew about Tumang ?
  - a. She married Sangkuriang
  - b. She struck her son so hard
  - c. She exclaimed she would marry him
  - d. She asked Sangkuriang to make a lake
  
7. "His love gave him extraordinary strength"  
The underlined word means...
  - a. usual
  - b. more



- c. powerful
  - d. sensational
8. "...gods to bring the sun up early and thwart Sangkuriang"  
The underlined word means...
- a. curse
  - b. bring down
  - c. prevent
  - d. avoid
9. What did Sangkuriang have to do to marry Dayang Sumbi ?
- a. He had to make a lake and built a boat before dawn
  - b. He had to make a lake and built a temple after dawn
  - c. He had to make a palace and built a boat before dawn
  - d. He had to be a king and built a boat before dawn
10. What did Sangkuriang do after he realized that he had been deceived ?
- a. He took an arrow and shot Dayang Sumbi
  - b. He struck Dayang Sumbi
  - c. He Chopped down a huge tree in the forest
  - d. He Cursed Dayang Sumbi and kicked the half-finished boat back into the forest.
11. Why did Dayang Sumbi ask the god to bring up sun early?
- a. She wanted thre boat to be completed soon.
  - b. She was afraid the boat would be completed in one night.
  - c. She was angry with Sangkuriang.
  - d. She wanted to help Sangkuriang making a boat
12. Why did Sangkuriang kick away the boat upside down ?
- a. He was disappointed with ghosts and the fairies.
  - b. He want to make a mountain from a boat.
  - c. He was angry with Dayang Sumbi and failed to make the boat.
  - d. He want to show his strength to Dayang Sumbi.
13. ".....she was made to roam around the kingdom"  
The phrase *roam around* means...
- a. walk in an area
  - b. crossing an area
  - c. hang out
  - d. stay
14. What did Dayang Sumbi looks like?

- a. She liked weaving clothers
  - b. he looked for the heart of a deer
  - c. She was beautiful
  - d. She was looking at her fallen too
15. What made Dayang Sumbi stay beauty?
- a. She set up conditions in doing thing
  - b. A young man fall in love with her
  - c. She knew how to take care her body
  - d. The demigod gave her an eternal beauty
16. Who are the main characters in the story?
- a. Dayang Sumbi and Sangkuriang
  - b. The king Dayang Sumbi, the dog and Sangkuriang
  - c. The king, Dayang Sumbi, the dog, Sangkuriang, and the spirits
  - d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spirits
17. What moral value can we learn from the story?
- a. People must keep their words all the time
  - b. Do not make a promise to easily
  - c. Never be reluctant to do good things
  - d. We should not hate our decendants
18. "...the sun rose earlier"  
The underline word refers to.....
- a. tree
  - b. flower
  - c. come up
  - d. disappear
19. "Once when it fell she exclaimed she would marry the one who gave it back to her.."  
(paragraph 2)  
the sentence mean that the one who helped Dayang Sumbi became her....
- a. Husband
  - b. Maid
  - c. Boss
  - d. Son

20. “A long time ago, the ancient land of Sunda was ruled by a king and queen who had a single daughter.” (paragraph 1)

What is the function of the above sentence?

- a. Crisis
- b. A complication
- c. An orientation
- d. A reorientation



**Answer Key**

- |       |       |
|-------|-------|
| 1. D  | 11. B |
| 2. B  | 12. C |
| 3. C  | 13. A |
| 4. A  | 14. C |
| 5. D  | 15. D |
| 6. B  | 16. B |
| 7. D  | 17. A |
| 8. C  | 18. C |
| 9. A  | 19. A |
| 10. D | 20. A |

