THE EFFECT OF SPEED READING TO THE STUDENTS' ABILITY IN EXTENSIVE READING ON SEMESTER III AT FKIP UHN PEMATANGSIANTAR

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ABSTRACT

This research aims to determine the effect of applying the effect of speed reading technique on the students' ability in reading speed in extensive reading on semester III at FKIP UHN Pematangsintar. The method used in this research was quantitative research design. The population of this research is the students on semester III at FKIP UHN Pematangsiantar academic year of 2018/2019. Population of this research are 210 students. Sample of this research are two classes which are divided into control (group D) and experimental class (group E). The research instrument in the form of multiple choice test. There are 10 questions. After the data had been analyzed, the researcher concludes that the effect of speed reading technique on the students' ability in comprehending a text was high. It was found that the value of t-test > t-table (1, 96 > 1, 67). It means that the use of speed reading technique on the students' ability in comprehending a text is significant effective. Based on the result, it can be seen that the students' reading comprehension ability increases. They can understand the passages easier and efficiently. Moreover, the students are not bored in learning English since the technique used. They can get maximum result with minimum effort.
Keywords: reading, speed, extensive, effect

ABSTRAK

Penelitian ini bertujuan untuk menemukan pengaruh penerapan teknik kecepatan membaca terhadap kemampuan mahasiswa dalam membaca dikelas extensive reading *pada semester III FKIP UHN Pematangsiantar. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah mahasiswa. Sampel dalam penelitian ini adalah dua kelas yang terdiri dari grup kontrol (grup D) dan grup eksperimen (grup E). Instrumen penelitian adalah tes bentuk pilihan berganda. Ada 10 pertanyaaan. Setelah data dianalisis, peneliti menyimpulkan bahwa pengaruh dari teknik membaca cepat terhadap kemampuan mahasiswa dalam memahami teks adalah tinggi. Hal itu ditemukan bahwa nilai dari t-test> t-table (1, 96 > 1, 67). Itu artinya bahwa penggunaan teknik membaca cepat terhadap kemampuan mahasiswa dalam memahmi teks merupakan efektif penting. Menurut hasil penelitian, hal itu dapat dilihat bahwa kemampuan siswa dalam memahami teks meningkat. Mahasiswa dapat mengerti isi teks lebih mudah dan efisien. Kemudian, mahasiswa tidak merasa bosan dalam belajar bahasa Inggris sejak teknik ini digunakan. Mahasiswa dapat memperoleh hasil maksimum dengan upaya yang minimum.*
Kata Kunci: membaca, kecepatan, ekstensif, pengaruh

INTRODUCTION

In this modern era, reading skill becomes the main thing for humans because the developments in every aspect of life grow and develop very quickly. Reading can be done anywhere and anytime. Nowadays, we can read a lot of information easier by the books, internet, magazine, newspaper, etc. Even current technological advances make it easy for humans, especially to get information quickly. For example in the presence of various kinds of tools such as mobile phones, laptops, tablets, and others can be used as a

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tool to get information more quickly. The researcher have read a previous study which stated that some reasons that make people lazy to read such as they have less motivation, they feel boring when they see a long text, and they are lack of vocabulary that make them difficult to comprehend a text and spend their time in reading. Moreover, in this modern era, people are required to do many things in a short time. Including reading, people are expected to get information from text as much as possible in a short time. When the researcher did the observation in her class of extensive reading, most of the students were failed in reaching the minimum passing criterion in reading comprehension. Most students are fault to comprehend the text because they do not use strategy how to understand the reading materials quickly. There are some reasons such as low ability, lack of vocabulary, difficulty in understanding the sentence construction, grammar and pragmatic meaning in the text. Speed reading is one technique that can help the readers to increase their ability in comprehending the text.

Here, the researcher took data samples from group D students. The mean score is 51,9. Based on the background above, the researcher conducted a research on the effect of students' ability in reading speed in extensive reading on semester III at FKIP UHN Pematangsiantar. Based on the background written above, the questions for this research are:

1) What is the effect of using speed reading technique to the students' ability in extensive reading to the students semester III at FKIP UHN Pematangsiantar?
2) Is the effect of using speed reading technique more significant to the students' ability in extensive reading to the students semester III at FKIP UHN Pematangsiantar?

The objectives of this research are:
1) to find out the effect of using speed reading technique to the students' ability in extensive reading to the students semester III at FKIP UHN Pematangsiantar.

2) to find out is the effect of using speed reading technique more significant to the students' ability in extensive reading to the students semester III at FKIP UHN Pematangsiantar.

The hypothesis was formulated as follow:
H_a : There is a significant effect of using speed reading on students' ability in extensive reading to the students semester III at FKIP UHN Pematangsiantar.
H_o : There is no significant effect of using speed reading on students' ability in extensive reading to the students semester III at FKIP UHN Pematangsiantar.

LITERATURE REVIEW

The Purpose of Reading

Grabe and Stoller (2002) mention the purpose of reading (p.13) consists of five parts:
1) reading to search for simple information; to find a detailed information from the text.
2) reading to skim quickly; a reading strategy of the readers to get the general meaning by guessing the information from the text.
3) reading to learn from texts; reading to get the information of the text contextually.
4) reading to integrate information; the reader is to integrate the importants ideas from every single information and evaluate from the all sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.
5) Reading for general comprehension; the notion of general reading

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comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Categorizing Scale of Reading Ability

According to Arikunto (2009) states the students reading ability (p.145) can be draw the category as follows:

Table 1. Categorizing Reading Ability

No	Reading comprehension	Category
1	80-100	Excellent
2	66-79	Good
3	56-65	Sufficient
4	40-55	Fairly Sufficient
5	30-39	Poor

Factors that Influence Reading Comprehension

There are many factors that might affect comprehension of printed materials.
  a) Background Knowledge: The knowledege and familiarity of the readers to the materials influence the comprehension of the reading materials. The ability plays an important role for the readers to the understanding of the reading material.
  b) Vocabulary: Familiar with the words help the readers to get the mening of the text. When the readers have many vocabulary store, it will influence the readers to be more sucessfull in comprehending the reading materials.
  c) Teacher Influence: The technique of teaching reading for the students will affect the students' understanding in comprehending the reading materials. For example teacher as a facilitator and motivator for the students. In the beginning of the class, the teacher can share or inform the students about the topic, main idea, giving he meaning of the difficult words, general information

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from the reading materials.

Speed Reading

Speed reading technique is one of the effective and efficient ways that can be used to help the students to read quickly. Buzan said "this speed reading course will help you to read more quickly. It also helps you to understand better. Reading without comprehension is useless." It means that speed reading is not reading as fast as you can, but also must comprehend about what you read.

Nurhadi (1987) in Martiarini (2013) stated that speed reading is reading which prioritize its speed without ignoring comprehension. It means that, someone read a text not just read the words, phrases, and sentences quickly but also able to comprehend the content of the text (p.8).

Feldman (2013, p.1) in Rizkoh, Ohoiwutun, and Thamrin (2014, p.2) defines "Speed reading as a collection of reading techniques that will allow them to at least double their reading speed, on average, compared to their reading speed before they took my course. These techniques must also maintain or even improve their reading comprehension". It can be divided into some steps. Spargo and Willingston (1980, p.10 in Rizkoh, Ohoiwutun, and Thamrin (2014, p.2) explain the steps below:
1. Previewing main idea: Identifying the main points in the text can help the readers to comprehend the reading materials for low and high ability readers.
2. Reading for meaning. Focus on the clue words which are the key ideas in the text. Readers can underline and highlight the important vocabulary as the clue words to describe the meaning of the text.
3. Grasp paragraph sense. Readers grasp the main point in the reading materials. This can be found from the beginning up to the last sentences in the text.
4. Organize facts. The readers organiza, evaluate and conclude the whole meaning or facts in the reading materials.

According to Nation (2005, p.24) in Rizkoh, Ohoiwutun, and Thamrin (2014, p.3) explain that Speed reading influences many

aspects such as the purpose of reading, and level difficulty of the text. It means that the ability of the readers which invlove, grammar, vocabulary and comprehension affect the comprehension of the reader.

One of the way to improve the ability of the readers in reading is by doing speed reading. Through this technique, the readers can get the benefits to their knowledge in improving reading comprehension. Klaser (2003, p.1) in Rizkoh, Ohoiwutun, and Thamrin (2014, p.3) describes four benefit parts to apply speed reading:

1) Avoiding time consuming in reading materials.
2) Helping readers to be more concentrated in getting information of the text in the reading materials.
3) The readers may improve their academic grades.
4) The readers feel more enjoyable in reading the materials. It can improve their better reading ability for comprehending the text.

Based on the explanation above, the researcher concludes that speed reading is a process of taking information as much as possible from a text or books and understanding its content in limited time.

Table 2. Categorizing Reading Speed

No	Reading speed	Category
1	> 250 WPM	Very fast
2	250 WPM	Fast
3	200-249 WPM	Average
4	100-199 WPM	Slow
5	<100 WPM	Very slow

Factors Reduce Reading Rate

University of Maryland & Coles Notes (2010) Speed Reading Study Guide, Toronto, On: Coles Publishing states that there are seven factors of reducing reading rate:

1. Limited perceptual span; word-by-word reading.
2. Low level to span the words in the text:Influencing the length of time to the readers in comprehending the text.

3. Interpretation of the readers to get the idea of the reading materials.
4. Find fault with eye tranckling in reading the materials.
5. Review the reading materials again and again.
6. Lack of evaluation to reexamine the reading materials.
7. Try to remember the general idea rather than important information from the text.

Strategies to Increase Reading Rate

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

1. Make sure you have a good eyes checked. In following the reading program, the readers should make sure that eyes have been checked by the doctor. It also gives influences to read quickly and speed reading the materials.
2. Do not do repetition to read twice of the words in reading material. You shoul be more familiar to read the sentences silenlty rather than orally as repeated.
3. Keep away of reading. The readers shold ignore rereading more times to manage the time consuming for reading comprehension. Try to be focus and concentrate to the clue words in the text through highlighting of the words.
4. Expand the eye moement. There are many numbers of the words found on the text. The readers should take care of understanding or getting the whole meaning of the text by using the ability to span and scan the text.
5. Change the way of reading speed. The readers must have the strategy to comprehend any variation of the text because all the texts are not same.
6. Apply the leader model. Stay focus one the idea, main points of the text and conclusion. The readers do not

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have much time to read oword per word.try to learn and practice the new model of reading strategy.

7. Go strike for a sucess.

RESEARCH METHODOLOGY

Research Design

Research design must be determine firstly in this part because research design shows the quality of the research. It refers to Silalahi's article (2017) who states that "Research design plays an important role in a research because the quality of research greatly depends on the design (p.7)". The research design used in this research is quantitative research. It refers to my research that the result is in the form of numerical data. It is also refers to the theory of Arikunto (2010) states that quantitative research is a kind of research that requires the use of number, ranging from data collection, data interpretation and the appearance of the results (p.124).

Table 3. Research Design

Groups	Pre-Test	Treatment	Post-Test
Experimental Group	X1	D	X2
Control Group	Y1	E	Y2

Notes:
X1 & X2 = Pre and Post test in experimental class
Y1 & Y2 = Pre and Post test in control class
E = Treatment using speed reading
C = Treatment using conventional method

Population

The population in this research, the researcher took the students of semester III English Department at FKIP UHN Pematangsiantar. The students on semester III at FKIP UHN Pematangsiantar consists of 6 classes; group A,B,C,D,E,and F. The reseacher taught for the two groups D, and E (extensive

reading class), thus the reseacher used those two classes for an experiment of the research.

Table 4. Total Population of Grade Ten

Class	A	B	C	D	E	F	Total
Number	35	35	35	35	35	35	**210**

Sample

According to Ary, Jacob & Sorensen (2010) said sample is a portion of population. the sample is taken by using the purposive sampling (p.148). According to Cohen, Manion & Morrison (2000), state in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs (p.103). So, the sample in this research divided into two groups consisting of class group D as the experimental group, while class group E as the control group. The reseacher used only two classes because of purposive sampling as mentioned Ary Jacob in the above statement. Most of the ability of the students in the class are on the same same level class A,B,C,D,E,and F. Thus, the reseacher used only two classess where the reseacher taught to those two groups (D and E).

Table 5. The Sample of the Research

Experimental Class (Group D)	Control Class (Group E)
32	32

The Instrument of the Research

According to Arikunto (2013) mentions that research instrument is a kind of tool which is used by the researcher to collect or to get the data (p.192). There so many kinds of instruments can be used such as interview, observation, questionnaire, documentation, and test. But, the researcher only uses a test.

Test

An instrument will be used to collect the data in order to know the significance on

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the students' ability in comprehending a text. The researcher will be used multiple choices test because it measures the students ability whether they understand or or not for the text. The students are asked to answer the questions very quickly. The test used was designed by researcher. There will be 10 questions to test how the students comprehending a text after given the treatment that is speed reading technique.

Validity of the Test

According to Cohen, Manion, and Morrison (2005) explains that validity is an important key to effective research (p.105). If a piece of research is invalid then it is worthless. The researcher use content validity. Content validity is used to compare content of the test to the domain being measured. Content validity just focused on how well the items represent the intended area.

Reliability of the Test

According to Cohen et al. (2005) describes the reliability esentially refers to a synonym for consistency and replicability over time, over instruments and over groups of respondents (p.117). A research is defined reliable when it is carried out on a similar group of respondents in a similar context (however defined), then similar results would be found. To verify the the reliability of the test, the researcher used the Pearson Product Moment formula. The formula of Pearson product Moment is:

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

Notes:
r   = Pearson r
$\sum X$ = sum of scores in X distribution
$\sum Y$ = sum of scores in Y distribution
$\sum X2$ = sum of the squared scores in X distribution
$\sum Y2$ = sum of the squared scores in Y distribution

$\sum XY$ = sum of products of paired X and Y scores
N   = number of paired X and Y scores (subjects)

Media

There are so many media can be used to support the data collection process. The researcher use media as follows:

- **Handphone:** The students in experimental class use their phone as a media to record while their read a text by using speed reading technique. So, the researcher can easier to count how many words they read in one minute.
- **Camera:** The researcher uses camera as a tool in documenting students' learning activity in the classroom.
- **WhatsApp:** WhatsApp is the name of a mobile messaging app for Android, iPhone, and Windows PCs. WhatsApp lets users make free voice calls, face-to-face video calls or text. So, the researcher asks the students in experimental class to make a WhatsApp group, and then they will send their recording to that group so that the researcher can easier to get the data.

The Technique of Data Collection

In this research, test was used to collect the data. The students practice speed reading with the reading time and students doing the task of comprehension question after finishing practice speed reading. When the researcher gathered the data from speed reading, the researcher ask the students to record while they are reading. Students practice speed reading for one minute and after it, the researcher gathered the result by WPM (word per minute). For gathering the data, the researcher will see the effect of speed reading in WPM and compare to the student's score in the test. The test is divided into pre-test and post-test. The test is used to compare the students' reading ability in comprehending a text in pre-test and post-test.

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1. **Pre-test**

   Pre-test will be conducted to find out the result before the writer gives a treatment. The writer gives Pre-test to both classes. First the reseacher asked the students to answer 10 multiple choice questions. This test is to measure the ability of the students in reading comprehension befre giving the treatment int the class.

2. **Treatment**

   The treatment is conducted before the post test. The writer gives the treatment by using Speed Reading Technique to teach reading in the experimental group, and the writer uses conventional method to teaching the control group. The conventional method means that the resaeacher taught extensive reading without applying the method of reading speed to the students. In giving the treatment to the experimental group, the reseacher taught four times (based on lesson plan designed): 1st meeting: the reseacher took pre test and explain the purpose of the experiment class, 2nd meeting: the reseacher taught and applying speed reading technique to the students; 3rd meeting; almost same with the 2nd meeting with evaluation; 4th meeting giving post test. While in the control group, the reseacher used conventional method without applying speed reading technique to the students. The reading material is about Merry Christmast text. The reseacher selected this text because the research had been being doing in December 2019 (the moment of Chrismast celebration). The students were more interested to read the text and do the test because the text was about chrismast history. At the time, the students were nearly to end the class because of christmast holiday.

3. **Post-test**

   Post-test is a test conducted after conducting the treatment. After explaining the material, both of the groups are given the same test. This is used to know the effect of Speed Reading Technique to the student's reading ability in comprehending a text and the effect of student's reading ability in comprehending a text without using Speed Reading Technique. In ht epost test, the students were given the same questions as in the pre test. This is to measure the ability of the students after giving the treatment and applying the technique of speed reading to the experimental group.

Testing Speed-reading

This test used to measure how many words that read by the readers. Formula to get result from speed reading test is:

$$\frac{\text{The number of words in the text}}{\text{The number of second required to read the text}} \times 60$$

= Words per Minute (WPM)
(Buzan 1972, p. 26)

Testing Reading Comprehension

Testing reading comprehension used to measure the whole comprehension got by the reader after reading the text and answering some questions related to the text.

$$\text{Students' score} = \frac{\text{Accepted Score}}{\text{Maximal Score}} \times 100$$

(Arikunto, 2009, p. 236)

Technique of Data Analysis

This is an important part in the research method. The data of the pre and post test are analyzed using statistical analysis to find out whether the students' reading ability in comprehending a text that are taught using Speed reading technique is effective or not. After the researcher collects the data, and then the researcher analyzes the data by following steps:

1. Calculating mean score of each group

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

$\bar{X}$	= the average score
$\sum fx$	= sum of the raw score
N	= number of students

(Hatch & Farhady, 1982, p.59)

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2. Calculating standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum d^2$	= sum of mean deviation
N	= number of students
1	= constant number

3. Calculating standard error of difference of mean

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE\,(\chi e - \chi c)$	= standard error
se	= standard deviation of experimental
sc	= standard deviation of control
N1	= number of students of experimental
N2	= number of students of control

4. Testing Hypothesis

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

$\bar{X}e$	= Mean of Post Test in Experimental
$\bar{X}c$	= Mean of Post Test in Control
$SE\,(\chi e - \chi c)$	= standard error

FINDINGS AND DISCUSSION

The primary data in this research come from the respondents, semester III of students at FKIP UHN Pematangsiantar. There were two classes that the researcher used namely group D and E. There were 32 students in both of class. Group D as control group, and Group E as experimental group. The numer of the students used in the research were decreased because some of the students did not send the data of the text (recording) and not come to the class after meeting III in extensive reading class. After the reseacher confirmed to the students, they said that they were not active anymore for semester three cause of the financial problem. That was why the number of the students were into 32 students for the research.

Then the researcher gave the test to the students to get the data about the students' ability in comprehending a text. The test is pre-test and post-test. The complete data of the students' ability in comprehending a text in experimental group that were taught by using speed reading technique and control group that were taught by conventional method can be seen in the following table:

Table 6. Students' Score of Pre-Test and Post-Test in Experimental Group

No	Initial Names of Students	Using Speed Reading Technique			
		Pre-Test	Post-Test	Range	Words Per Minutes (WPM)
1	AS	60	80	20	136
2	ASS	40	70	30	183
3	CDRS	50	90	40	202
4	CS	30	80	50	251
5	CVH	30	90	60	159
6	DM	40	100	60	200
7	DKP	40	70	30	145
8	ENP	30	90	60	136
9	EWS	40	90	50	211
10	GAS	30	90	60	151
11	GKRS	80	90	10	130
12	GON	50	90	40	159
13	IAN	30	90	60	150
14	IYA	50	80	30	110
15	JS	30	80	50	253
16	JPS	90	100	10	153
17	JOM	30	80	50	167
18	KM	40	80	40	158
19	LIFS	30	80	50	143
20	MS	60	90	30	164
21	NAS	70	100	30	153

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22	RASM	90	100	10	150
23	RHN	30	80	50	162
24	RP	30	80	50	204
25	SS	50	100	50	210
26	SGEM	50	90	40	152
27	TL	50	90	40	217
28	TTH	50	90	40	212
29	TJS	30	90	60	200
30	YS	50	90	40	209
31	YDAH	80	100	20	144
32	WGL	60	100	40	200
	∑	1520	2820	1300	5574
	Mean	**47,5**	**88,13**	**40,63**	**174,88**

Table 6 displayed the result of students' reading comprehension ability, particularly in comprehending a text in pre and post test in experimental group. From the data, it can be seen that the results are as follows: the total score in pre-test was 1520. Here, it can be calculated that the average score (mean) they got was 47,5. Then, in post test, the total score was 2820 where the average score was 88,13. In experimental group after the researcher gave the treatment, the reading speed of the students who gain 100-199 WPM (slow) there are 20 students, 200-249 WPM (average) there are 10 students, and >250 WPM (very fast) there are 2 students.

Table 7. Students' Score of Pre-Test and Post-Test in Control Group

No	Initial Names of Students	Without Using Speed Reading Technique		
		Pre-Test	Post-Test	Range
1	ABS	50	80	30
2	AS	50	80	30
3	AAS	60	80	20
4	ACD	60	90	30
5	ATS	60	80	20
6	BPHS	80	100	20
7	DPS	60	90	30

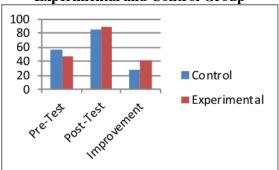| 8	FA	50	90	40
9	GLL	80	100	20
10	GCS	50	80	30
11	HHS	70	80	10
12	KYS	60	80	20
13	LRS	70	80	10
14	LHS	60	100	40
15	LMM	50	80	30
16	MRL	70	90	20
17	MAM	60	80	20
18	MS	70	80	10
19	NSM	30	80	50
20	NGS	40	80	40
21	NAAN	40	80	40
22	RG	60	80	20
23	ROS	60	90	30
24	RROS	70	90	20
25	RMT	50	80	30
26	RY	40	80	40
27	ST	30	90	60
28	SEPS	50	80	30
29	TSUH	80	90	10
30	TIC	50	80	30
31	TP	40	80	40
32	VSK	50	80	30
	∑	1800	2700	900
	Mean	**56,25**	**84,38**	**28,13**

Table 7 displayed the result of students' reading comprehension ability, particularly in comprehending a texts in pre and post test in control group. From the data, it can be seen that the results are as follows: the total score in pre-test was 1800. Here, it can be calculated that the average score (mean) they got was 56,25. Then, in post test, the total score was 2700 where the average score was 84,38.

Table 8. The Progress of Students' Reading Comprehension Ability after Treatment

Group	Pre-Test	Post-Test	Improvement
Control	56,25	84,38	28,13
Experimental	47,5	88,13	40,62

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Chart 1. The Progress of Both Experimental and Control Group

The following is the standard deviation of post test in experimental group:

$$S^e = \sqrt{\frac{\Sigma d^2}{N-1}}$$

$$S^e = \sqrt{\frac{2287,5}{32-1}}$$

$$S^e = \sqrt{\frac{2287,5}{31}}$$

$$S^e = \sqrt{73,790}$$

$$\boldsymbol{S^e = 8,59}$$

The following is the standard deviation of post-test in control group:

$$S^c = \sqrt{\frac{\Sigma d^2}{N-1}}$$

$$S^c = \sqrt{\frac{1387,5}{32-1}}$$

$$S^c = \sqrt{\frac{1387,5}{31}}$$

$$S^c = \sqrt{44,758}$$

$$\boldsymbol{S^c = 6,69}$$

Testing Hypothesis
Standard Error of the Difference of Mean:

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{8,59}{\sqrt{32}}\right)^2 + \left(\frac{6,69}{\sqrt{32}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{\left(\frac{8,59}{\sqrt{5,66}}\right)^2 + \left(\frac{6,69}{\sqrt{5,66}}\right)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{(1,52)^2 + (1,18)^2}$$

$$SE\,(\chi e - \chi c) = \sqrt{2,31 + 1,39}$$

$$SE\,(\chi e - \chi c) = \sqrt{3,7}$$

$$\boldsymbol{SE\,(\chi e - \chi c) = 1,92}$$

Finding out the T-Test:

$$t_{test} = \frac{\bar{X}e - \bar{X}c}{SE\,(\chi e - \chi c)}$$

$$t_{test} = \frac{88,13 - 84,37}{1.92}$$

$$t_{test} = \frac{3,76}{1,92}$$

$$\boldsymbol{t_{test} = 1,96}$$

Finding out the degree of freedom (df):
df : (Ne-1) + (Nc-1)
  : (32-1) + (32-1)
  : 31 + 31
  : **62**

T-table at 5% of level of significance is 1,67.

Based on the formula of hypothesis which was designed before, Null Hypothesis is rejected if the t-test is higher than t-table. Referring to this, so the hypothesis could be constructed as follow:

  t-test > t-table of 5%
  1,96 > 1,67

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As the score of t-test (1,96) was higher than t-table (1,67) at the level of significance 5% for two tailed test, so Null Hypothesis is rejected and Alternative Hypothesis is accepted.

Research Finding

After analyzing the data, the research findings are obtained as follow: There is a significant effect of using Speed Reading Technique on semester III of students' reading comprehension ability at FKIP UHN Pematangsiantar. The difference or the improvement as the whole students got in post test from control to experimental group is 120 or 3,75 point in average. The total sum squares of the respondents at the time of administering the post test in experimental group is 2287,5 points where its standard deviation is 8,59. Meanwhile, the total sum squares of the respondents at the time of administering the post test in control group is 1387,5 points where its standard deviation is 6,69. Testing hypothesis showed that t-test (1,96) is higher than t-table (1,67) at level of significance 5% for two tailed test.

Discussion

Previous related research done by Farida Wahtu Purnomowati (2012) has reported that the implementation of Speed Reading Technique in teaching reading comprehension is useful to enhance students' comprehension. But the difference to this research is the research done by Farida Wahtu Purnomowati count how many words per minutes (WPM) in experimental and control group. While in this research, the researcher only count the word per minutes (WPM) in experimental group.

After conducting a research at FKIP UHN Pematangsiantar on the students semester III, it is found that there is a significant difference in students' reading comprehension ability between the students who were taught using Speed Reading Technique and the students who were taught without using Speed Reading Technique. The finding of the research indicates that the students taught using Speed Reading Technique have better achievement on their

ability in comprehending a text especially in Text than those who taught without using Speed Reading Technique.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data presented in the previous chapter, it is found out that using speed reading technique to the students' reading ability in comprehending a text at semester III of students at FKIP UHN Pematangsiantar. It can be seen from the result showed that the value of t-test is higher than value of t-table. (1,96 > 1,67 ($\alpha = 0.05$)) with the degree of freedom (df) = 62. Based on the data analysis of the research, the result indicates that the alternative hypothesis (Ha) was accepted. It means that there is the significant effect of using speed reading technique to the students' reading ability in comprehending a text.

Suggestions

Related to the conclusion, the research also gives some suggestions that useful for the English teacher, students and other researcher. For English teacher, they have to consider by using speed reading technique to improve students' reading comprehension because it will be possible to guide the students because it will be possible to guide the students in increasing their comprehension about descriptive text. The use of speed reading technique significantly affects the students' reading comprehension achievement especially in descriptive text. The success in teaching does not depend on the lesson program only, but more important is how the teacher present the lesson and uses various method to manage the class more lively and enjoyable. The last, English teacher should have a creative method and media in teaching English to their students especially to increase their reading comprehension by using speed reading technique so that they are not boring to learn and make them enjoy on the lesson. For students, they could increase their comprehension by using speed reading

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technique especially in descriptive text. For other researchers, the result of this research is expected to be useful for those who are interested in conducting in depth research related to this field.

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