THE EFFECTIVENESS OF SPEED READING TECHNIQUE ON STUDENTS READING COMPREHENSION AT ELEVENTH GRADE IN SMA NEGERI 1 CIPARI CILACAP

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements
for Sarjana Pendidikan (S.Pd) Degree

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2023**

STATEMENT ORIGINALITY

STATEMENT OF ORIGINALITY

Here with I,

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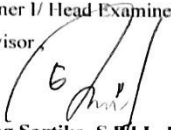
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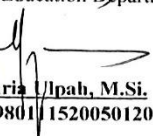NIDN. 2030109101

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Assalamu'alaikum Wr.Wb.

       After conducting guidance, review, direction, and correction, then through this letter I convey that:

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       I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. 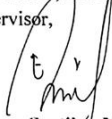Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

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THE EFFECTIVENESS OF USING SPEED READING TECHNIQUE ON STUDENTS READING COMPREHENSION
AT 11th GRADE SMA NEGERI 1 CIPARI CILACAP

ZAIN QUROTU A'YUNI
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Abstract: This study was used experimental research that aims to determine the effectiveness of using the speed-reading technique in teaching reading comprehension and to see whether there was a significant difference between learning strategies and learning outcomes on the reading comprehension of students at SMA Negeri 1 Cipari. The data were collected through pre-test and post-test. The data were analyzed using statistical analysis techniques, and the hypothesis used a t_{test} in the IBM SPSS Statistics 26 program. Based on the research data, there is a significant difference in teaching reading comprehension between students taught using the speed reading with students without using the speed-reading technique at SMA Negeri 1 Cipari. The t_{table} value was 1,980. Thus, the calculated t_{value} was $0.000 < t_{table}$ 1.980 with 31 degrees of freedom and a significance level of 0.05. In othe words, the probability (Sig. 2-tailed) was lower than the significance level $(0.000 < 0.05)$. Beause $t_{count} > t_{table}$ and $p < 0.05$, it can be assumed that H_a was accepted and H_0 was rejected. These results indicate that after the speed-reading technique was used to teach reading comprehension, the results obtained after the test are significantly different from before the test. In other words, teching reading comprehension using the speed-reading technique was effective in teaching students' reading comprehension at 11th grade SMA Negeri 1 Cipari.

Keywords: *Reading Comprehension, Speed-Reading technique, Teaching reading*

MOTTO

"Sesungguhnya, beserta kesulitan itu ada kemudahan"

(Q.S. Al-Insyirah: 6)

DEDICATION

I dedicate this thesis to:

My precious parents, Habib Anwar and Nur Zaenab

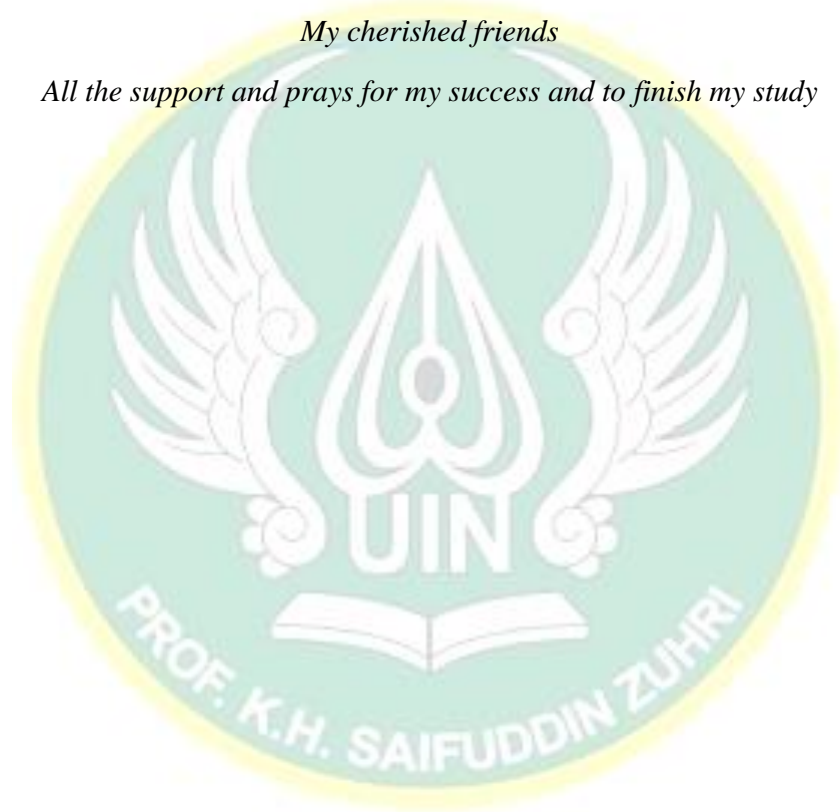*My Grandmothers, Jumailah and Almh. Sukini*

My Grandfather, Alm. Nasrudin and Alm. Sulamin

My beloved sister, Zain Uswatun Hasanah

My dearest uncles, aunties, cousins, and families

My cherished friends

All the support and prays for my success and to finish my study

PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled "The Effectiveness of Speed Reading Technique in Students Reading Comprehension at Eleventh Grade SMA Negeri 1 Cipari" could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

1. Prof. Dr. H. Suwito, M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

2. Dr. Suparjo, S. Ag., the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

3. Prof. Dr. Subur, S. Ag., M. A., the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

4. Dr. Sumiarti, M. Ag., the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

5. Desi Wijayanti Ma'rufah, M.Pd., the English Education Study Program Coordinator in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

6. Endang Sartika, S.Pd.I., M.A, the supervisor who always gives support, comprehensive knowledge, motivation, and suggestions for finishing this thesis.

7. All the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

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CHAPTER I
INTRODUCTION

A. Background of The Study

Reading is one of four skills that must be mastered by students. From time-to-time people have wondered why reading is important. Reading is important for a variety of reasons, but it is important to realize that struggling with vital reading skills is not a sign of low intelligence. Reading is important because it develops the mind. The mind is a muscle, it needs exercise. Understanding the written word is one way the mind grows its ability. This statement is reinforced by Patel and Jain (Patel & Jain, 2008), who say that reading is an important activity for students to get the information and broaden students knowledge. They explained that reading is the best way to understand the essence of printed text, for example written symbols.

According to Budiharso in (Dwiono, n.d.) there are five issues in teaching reading. The problems in teaching reading include the following: first, students' understanding of basic knowledge is the 'foundation of reading'. It is quite logical that in reading, everyone, especially students must achieve basic knowledge at an appropriate level; second, the students' habit of slow reading is slow readers have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage; third, the inability of students to find out the meaning of the text. Conclusions, implications, and main ideas in reading English texts, students pay attention to two factors, to decode the text as what the author is saying, and to become familiar with the content scheme, which includes cultural and background knowledge. Mastery of these factors will give students accurate conclusions; fourth, text selection. It was found that the teacher feels insecure about choosing reading material. Teachers actually used readily available English textbooks where modification was not required; fifth, exercise to include by following the reading passage. Strategies in some ways the format for the exercises was made to understand the traditional following sections. Modification to the exercise is hard

to do since it wastes time and energy. Another teaching reading difficulty is according Joseph and Rohmatillah in (Saraswati et al., 2021) reveal the main reading problems that are often faced by students' whose first language is not English. These problems include difficulties in understanding and obtaining meaning from texts where students must understand every word in English, making conclusions that all texts are in non-Indonesian languages; identifying and understanding vocabulary and sentence structure, and understanding word contexts; words in the text. These problems can be made even worse for students in Indonesia because their first language has different sentence structures, forms, sounds, and vocabulary spellings when compared to English.

The problems in teaching reading above were also found at SMAN 1 Cipari, namely: difficulty in understanding and obtaining meaning from texts where students had to understand every word in English correctly and lack of practice for the reading passages. Based on observations on May 25, 2022, at SMAN 1 Cipari, the process of learning English was good, but it still needs a lot of consistent practice, especially in reading skills. Reading activities in this school are still lacking in conducting practice questions because on average students do not like learning to read in English which has a lot of foreign vocabulary and is difficult to pronounce. The reason the focus is on reading skills is because based on the observation, students at SMAN 1 Cipari especially grade eleventh still having difficulties in understanding reading passage. It is also due to conventional teaching method used by the teachers.

Students of SMAN 1 Cipari have never applied the speed-reading technique in learning reading skills so far. The author chose SMAN 1 Cipari because in terms of teaching English, especially reading activities have not been conducted optimally. This is the only public school in Cipari, so this school provides teachers who are competent in English subjects, especially honing English reading skills. However, in this school there is still a lack of practice in every skill, one of which is the ability to read. So that when students are appointed to read a passage, students read it slowly and the pronunciation is not clear. The aim of the researcher

to apply speed reading technique for students is that students will understand faster reading material provided by the teacher faster.

According to Hernowo in (Tantri, 2016), speed reading is an activity responds to symbols printed or written symbols with precise and fast understanding. Instead of identifying the words one by one, speed reading takes several keywords on the page to conclude the contents of the page. Meanwhile, Aminuddin in (Tantri, 2016), stated that speed-reading is a variety of reading which is carried out within a relatively short and fast for understand the contents of the reading in outline just. There are some benefits about learning how to read fast: improved memory, better focus, higher levels of self-confidence, better logic, and emotional well-being, which allows the students to better understand and retain information while reading text. Another advantages of learning how to read speed is choose essential information and not valuable information, master information quickly, and improve understanding.

Based on the explanation above, it was necessary to know whether this method effectively instructs students reading comprehension in SMA N 1 Cipari. However, is not found any study report the effectiveness of the speed-reading method in students reading comprehension at eleventh grade in SMA N 1 Cipari. To know the effectiveness of the speed-reading method in students reading comprehension, it needs experiment research. Therefore, this research will examine the effectiveness of speed-reading method in students reading comprehension, entitled: **"The Effectiveness of Speed Reading Technique in Students Reading Comprehension at Eleventh Grade in SMA Negeri 1 Cipari"**

B. Operational Definition

It is important to define the variables of this study to keep away from a false impression of the problem. Besides that, the definition from the variables of this study is to guide the analysis data. This study focused on the effectiveness of speed-reading technique in students reading comprehension. These are the brief definition of terms that used in this study:

1. **Speed-Reading**

Speed reading is a collection of reading techniques that attempt to increase rates of reading without reducing comprehension or retention. Hutauruk confirms that speed reading is one of the techniques that may help readers improve their reading ability in understanding a text (Sirait et al., 2020). Most people read at an average speed of 250 words per minute (wpm), although some people can naturally read faster than others. However, with the ability to read quickly, this means that the speed can be increased. Therefore, speed reading is one of the techniques that can improve students' reading comprehension.

2. **Reading Comprehension**

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows (Grabe, 2009). There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.), and practicing deep reading.

C. Research Questions

Based on the research background, this research aims to answer the following questions:

1. Is whether speed reading technique effective to student's reading comprehension in 11th grade of SMA Negeri 1 Cipari?
2. What is the significant effect of using the speed-reading technique to students' reading comprehension of 11th grade students of SMA Negeri Cipari?

D. Objectives of The Research

The objective of this research is:

1. To find out the effectiveness of using the speed-reading technique for students' reading comprehension in 11th grade of SMA Negeri 1 Cipari.
2. To measure the significant effect of using the speed-reading technique on students' reading comprehension in 11th grade of SMA Negeri 1 Cipari.

E. Significances of The Research

The writer hopes this research can give contribution to the English teaching and learning. It has two major significances i.e.: practical and theoretical significances.

1. **Theoretical Significance**

   This research is expected to support previous theories about teaching reading the speed-reading technique, to develop knowledge researchers in practicing theory and providing information about students' problems in reading comprehension through the speed-reading technique, to provide information about the causes of students' problems and reading comprehension through the speed-reading technique. So, this research can provide information to students, teachers, readers, and other researchers about how students' problems in reading comprehension through speed reading technique.

2. **Practical Significances**

   a. For Teacher

   For teachers, it can be a source of information and knowledge about types of teaching techniques, especially in reading comprehension and can also be applied by teachers in teaching and learning English to understand students' reading and will contribute to the English teacher to find out students' problems in reading comprehension through the speed-reading technique.

   b. For another researcher

   This study serves as additional information for other researchers who wants to conduct further research on the related field. Hopefully, this report can be additional reference which is able to show some feedbacks in the hope that English Reading will be an interesting subject and taught better in the future.

F. Structure of The Research

To create a logical, clearly, and systematically discussion of this research, the researcher created a framework to figure the structure of the research. It was described in this research as follow:

Chapter I contains an introduction which consists of the background of the problem, operational definitions, research questions, objectives, aim and significances of the research, and structure of the research.

Chapter II explains about the effectiveness of speed-reading technique in student's reading comprehension which is divided into several sub-chapters. First, teaching methods which divided into sub-topics including definition and types of teaching methods. Second, teaching reading which divided into sub-topics including definition and types of teaching reading method. Third, speed reading which divided into sub-topics including definition, techniques of speed reading, process of speed reading, and advantages and disadvantages. Fourth, reading comprehension which divided into sub-topics including definition, advantages of reading comprehension, and ways to improve reading comprehension skills. Fifth, review of previous research. Six, hypothesis of the research.

Chapter III contains about the research method that consists of four sub-chapters: type of research, object data, population and sample of the research, variable of the research, techniques of data collection and technique of data analysis.

Chapter IV presents the results of the research that consists of three sub-chapters. First is data description of speed-reading technique. Second, data analysis of speed-reading technique. Third is discussion.

Chapter V presents conclusion and suggestions of the research. The conclusion states the answer to the research question and suggestions for the future research are also available in this chapter which will be followed by references and appendices.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. Teaching Techniques

a. Definition

According to Knowles in (Jamil, 2013), teaching technique is the steps used by the teacher during learning in conveying a learning material. Teaching technique as an integrated organization that includes set of materials, devices, tools, and educational attitudes that the teacher uses to clarify an idea or to change a vague concept in order to contribute to a better state of the educational process. Teaching technique it also aims to improve the curricula, the teaching methods, and the teacher's conditions and abilities.

Instructors should identify which teaching technique will properly support a particular learning outcome. Its effectiveness depends on this alignment. To make the most appropriate choice, an instructor should consider learning outcomes, student needs, and the learning environment.

b. Types of Teaching Techniques

In this research, there are several teaching methods according to several experts, as follows:

1) Teacher-Centered Instruction

Recognized as the most conventional approach, the teacher centered methodology is based on the idea that the teacher has the main responsibility in the learning environment. Teachers oversee the classroom and direct all activities. Typically, in this approach, students are seated at individual desks that face the teacher. While group work may take place, most classroom time is spent with the teacher explaining concepts and assigning individual work. In other words, according to Freiberg in (Serin, 2018) that teacher-centeredness has received criticism for favoring passive students rather than active ones in the classroom. classroom and direct all activities. Typically, in this

approach, students are seated at individual desks that face the teacher. While group work may take place, most classroom time is spent with the teacher explaining concepts and assigning individual work. In other words, according to Freiberg in (Serin, 2018) that teacher-centeredness has received criticism for favoring passive students rather than active ones in the classroom.

2) Small-Group Instruction

According to Crosby in (Jones, 2007) small group instruction (SGI) has been defined as a group of learners exhibiting three characteristic: active participation, a specific task, and reflection. SGI allows teachers to work more closely with each student on a specific learning objective, reinforce skills learned in whole group instruction, and check for student understanding. This teaching method is based on constant activities around workstations: groups collaborating with the teacher and groups working independently on varied activities, such as using manipulatives or computer or online resources.

Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities.

3) Student-Centered or Constructivist Approach

According to Brophy in (Serin, 2018) student-centered or constructivist approach is that students play active role in the learning process through trying "to make sense of what they are learning by relating it to prior knowledge and by discussing it with others". As we consider shifting the focus from the teacher to students, the rest of the approaches from this list are student-centered or constructivist. With the development of the educational sphere and society in general, the idea of a student-centered approach has become more popular, and there are good reasons for that. Student-centered classrooms include students in planning, implementation, and assessments. Involving the learners in these decisions places more responsibility and ownership on them rather

than on the teacher. Also, teachers must become comfortable with changing their leadership style from directive to consultative. Meanwhile, students may work in small groups, access centers, and move about the classroom freely.

4) Project-Based Learning

A new teaching method, project-based learning falls within the student-centered approach. According to Jones *et al.* in (Panasan & Nuangchalerm, 2010), project-based learning is a model that organizes learning around projects. It is based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to gain experience. As the name suggests, in project-based learning students complete projects. However, these are big, meaty projects in which students acquire knowledge, research, think critically, evaluate, analyze, make decisions, collaborate, and more.

5) Inquiry-Based Learning

What if learning was question-driven? This is exactly what inquiry-based learning is about: it engages students by making real world connections through exploration and high-level questioning. According to National Research Council in (Panasan & Nuangchalerm, 2010), inquiry-based learning can be referred to diverse ways in which scientists study the natural world and propose explanations based on evidence derived from their study. It included the activities of students in which they develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world.

Still, one may find some useful techniques and ideas of inquiry-based learning for carefully implementing them into the lesson and benefiting from them, as the approach gives a lot of opportunities to promote students' problem-solving abilities.

6) Flipped Classroom

The concept of delivering online lectures that students can view from home to substitute lecturing in the classroom is known as flipped learning. According to Bishop and Verleger in (Ozdamli & Asiksoy, 2016), flipped classroom is a student-centered learning method consisting of two parts with interactive learning activities during lesson and individual teaching bases directly on computer out of lesson. The letters FLIP represent the four pillars included in this type of learning: Flexible environment, learning culture shift, Intentional content, and Professional educator. This technique, in theory, allows for more time in class to be devoted to active learning rather than instruction.

7) Cooperative Learning

According to Johnson *et al.* in (Singh & Agrawal, 2011), cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning. As the name suggests, cooperative learning involves a lot of group work. However, it also requires a lot of structure and intervention on the part of the teacher to make learning as effective as possible. Some commonly used cooperative learning strategies include "think pair share". Discussions in small groups or pairs can also be effective, as can a "jigsaw" approach. In the jigsaw model, students are broken into small groups to read or learn from a certain perspective. Then, changing their groups, members spread the information and share it with others.

8) Personalized Education

Personalized education takes the student-centered approach to a new level by, as much as possible, responding to each learner's unique needs, strengths, and weaknesses. According to Johnson in (Nandigam et al., 2014), Personalized Learning (PL) is the belief that each student is unique and learns in different ways. It has been suggested that personalized learning is originated from Howard Gardners theory of multiple intelligences. Each student gets a learning plan that is based on what he or she knows and how he or she learns best. Through

individualized instruction, learning is tailored to the student. It provides numerous yet-to-be-discovered advantages for both teachers and students

2. Teaching Reading Technique

a. Definition of Teaching Reading

Reading is one of the most important skills you can instruct a child. A child's success not only at school but also in later life depends on this skill. To teach a child how to read, you must know different methods of teaching reading and apply them.

The researcher will explain the common technique used to teach reading. To instruct your child or someone else, you can use one method or a combination of two or more methods. Alyousef said that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency) (Alyousef, 2005). Reading consists of two related processes: word recognition and comprehension. So, the readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get the information the text.

b. Teaching Reading Techniques

In this research, there are several teaching reading methods according to several experts, as follows:

1) Choral Reading (CR) Techniques

Stated by Wood in (Nasution et al., 2020), that choral reading means read aloud the same text at the same time. According to Wood in (Nasution et al., 2020) by reading together in unison, and the child hears our voice, it's automatic guide and support in reading. Meanwhile, according to Stoodt, Amspaugh, & Hunt in (Supiningsih, 2017), used one choice with various Choral Reading Methods so that students learn about various ways to express meaning. By choosing wrong one method of choral students can express the meaning correctly because with reading together and aloud makes it easier for students to grasp meaning.

2) Paired Reading (PR) Technique

According to Crawford *et al.* in (Triana, 2019), paired reading or paired summarizing is a technique to ask a partner students read the text carefully to understand. Paired reading or paired summarizing likes all cooperative learning assignments, allows students to take more initiative in their own learning and each other

3) PORPE Technique

According to Simpson *et al.* in (Fikriyah et al., 2021), declare PORPE is learning strategies that optimize cognitive processes and metacognition in which students are actively involved active for reading. Students too actively involved in understanding what is read, next student learn about the context of the material related to the reading text.

4) KWL Technique

According to Paregoy & Boyle in (Yuniarti, 2013), Know-Want-Learn (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer.

5) SQ3R Technique

Survey, Question, Read, Recall, Review. One of the frequently advocated techniques is the SQ3R while this may be useful for some study. Reading is not universally applicable to all categories of reading. There are many variations of the technique and they all may be adapted to suit individual requirements. Robinson in (Widiyanti et al., 2014) state that the teacher of secondary and college reading skill classes often include in their syllabi a systemized procedure for independent study. The best known is SQ3R: survey, question, read, recite, review.

c. **Technique of Reading**

In the effort of managing the information, people usually use some techniques in it. There are lots of techniques that could bleared to help us reading faster.

1) Skimming Technique

According to Liao in (Futra, 2021), skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have masses of materials to read in a limited amount of time. While Sutz & Waverka in (Futra, 2021), stated in skimming, readers only have to take the most important information and the main idea rather than read all of the words.

Skimming is usually done by people to find something or get a general impression from reading. If the reader reads the table of contents or a chapter, then his attention is focused on the titles and sections above, or maybe a reader looks back at the parts he has read carefully, and only pays attention to the sections, and points that are all that is needed. Through this method, you try to understand the text in short. Though one saves a lot of time through this method, one will gain only a shallow understanding of the text.

2) Scanning Technique

Another term for scanning is the cursory reading technique or face-to-face reading technique. Brown in (Futra, 2021) explains that scanning is the process of quickly searching for piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading the whole text. In its use, the reader immediately searches for certain information or specific facts desired without paying attention to or reading other parts in readings that are not sought. After what you are looking for is found, the reader reads carefully to obtain or understand the information or facts sought. Based on the description, it can be concluded that: (1) Technique scanning occurs in two processes, namely the process of searching or finding and the process obtain information or facts, (2) The two processes are carried out briefly and thoroughly, (3) The objective to be obtained is to obtain certain information or specific facts, and (4) The principle of reading

scanning is to quickly find certain information or specific facts of the reader.

3. **Speed Reading**

a. **Definition of Speed Reading**

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up reading (Futra, 2021). In speed, reading is not just reading fast, but must be able to understand the content of their adding that he reads quickly too.

According to Soedarso in (Asiyah et al., 2021), broadly speaking skills speed reading is divided into five levels, namely: very high level for speed >1000 wpm (words per minute), a high rate for speed 500-800 wpm, fast rates for speeds of 350-500 wpm, average rates for speeds of 250-350 wpm, and slow rates for speeds of 100-125 wpm. The speed is adjusted to a person's reading needs.

b. **Purpose of Speed Reading**

According to Soedarso in (Futra, 2021), the main purpose of speed reading is to capture the main idea of a reading correctly. This means that the purpose of speed reading is to capture the main ideas that underlie the development of the reading. The most important thing for a reader to grasp the basic ideas quickly is to absorb smaller ideas. The main ideas in a reading are generally in the main sentences. The place of the main sentence/topic sentence can usually be traced to parts of a reading.

1) Main Idea Sentence at The Beginning of The Paragraph (Main Sentence)

Reading in the main sentences, from which there is the main idea of a reading at the beginning of the paragraph. Conclusion first, then explanation.

2) The Main Idea Sentence at The End of The Sentence (closing sentence)

If you don't find the main idea in the main sentence, then read the last sentence. Explanations first, then conclusions.

3) The main idea is in the first sentence or the last sentence

If still not found, then look at the combination of the first sentences and the last sentence.

4) Main paragraph ideas spread throughout the paragraph

If the above procedure does not find it, then just look for the main idea itself. By reading, you have to make conclusions on the reading (Tran & Nation, 2014).

c. **Techniques in Speed Reading**

1) Ordinary

A relatively slow way of reading, by reading line by line as we can do in light reading.

2) See quickly

Read a little faster. This is what is done when someone is looking for something specific in a text or like we are reading a dictionary.

3) Glance

Used to see the contents of a book or to glance, like the way we read a newspaper (Porter & Hernacki, 2007).

d. **Process of Speed Reading**

According to Spargo and Willingston in (Rizkoh, Fusthaathul, Ohoiwutuh Jos E, 2014) describe the steps of speed reading:

1) Previewing main idea. Good readers preview the selection first. This helps to make them good and fast readers.

2) Read for meaning. Good readers see beyond the words, they read for meaning. This makes them faster reader.

3) Grasp paragraph sense. The paragraph is the basic unit of the meaning. Good readers know how to find the main ideas of paragraph quickly.

4) Organize facts. Understanding how the facts all fit together to deliver the author's message is the reason for reading. Good readers organize facts as they read.

e. **Advantages and Disadvantages of Speed Reading**

According to Soedarso in his book entitled "Sistem Membaca Cepat dan Efektif", it is explained that there are several advantages and disadvantages of speed reading, including (Soedarso, 2002):

1) Faster completion of a reading so that we feel enthusiastic to read other readings.
2) Makes it easier for us to quickly master the information.
3) Can be applied in any reading, such as: books, newspapers, magazines, textbooks, and others.
4) Very appropriate to be applied by people who are in a hurry or have limited time.
5) Can help someone to make judgments/decide on something, for example those related to making a report on an activity.
6) It is extremely helpful for students to know the main idea of their handbooks.

The disadvantages of speed reading, including:

1) A sense of confusion or loss of understanding of what has been read because they have not or have not mastered the skill very well read using the speed-reading technique, therefore it is held practice so that they master reading skills quickly.
2) Difficulty concentrating while reading is caused by several factors such as mental or physical fatigue, bored, or the mind being distracted by several things.

4. **Reading Comprehension**

a. **Definition**

The ability to understand the information presented in the written form is called reading comprehension. According to Pang in (As Sabiq, 2018), reading consists of two related word recognition and understanding. The

word recognition refers to the process of perception of how written symbols correspond to one's own in spoken language. Comprehension is the process of understanding words, sentences, and connecting texts. Readers usually create use background knowledge, vocabulary, grammatical knowledge, experience with texts, and other strategies to help them understand written text. Meanwhile, according to Tompkins in (Qomariah & Efendi, 2019) said that comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics.

b. Assessing of Reading Comprehension

Assessment tools related to portofolios cover a wide variety of tools so it should be developed and used that the best suit student needs. The following are some assessing of reading comprehension:

1) Multiple-Choice Questions

Are often preferred as reading tests because of their reliable and quick assessment. They are commonly used in standardized tests including language assessment tests such as the TOEFL. Book readings and tests often have a series of multiple choice questions after reading the reading. Choices in multiple choice questions consist of the correct answer and a number of other responses called distractors. Although multiple choice tests are widely used, they are not without drawbacks. Multiple choice questions only test receptive knowledge and not productive skills.

2) Recall Protocol and Summaries

Reading protocol makes the assumption that there is a direct relationship between what readers understand from a text and what they can remember. Therefore, those who remember at a higher level and accuracy understand it at a higher level. The basic procedure involves first selecting non-illustrated text, approximately 200–300 words in length. Students should then be given the opportunity to read the text as often as they like and when finished, they are asked to save the text and write down everything they remember. Many different methods are used

to assess protocols; however, a more discreet method involves getting the percentage of the main ideas or main events that stick in memory and the sequence of those ideas.

3) Questions and Short Answer

Another form of comprehension testing is short questions and answers. In this format, a series of questions usually follow the reading. These questions require students to write several sentences or paragraphs in response to questions about the reading. Such tests demand language production, strengthen writing skills, elicit responses to various reading strategies, thereby testing critical and higher-order thinking skills, and provide more authentic assignments. Questions should test high-level cognitive skills and should allow students to practice analysis, evaluation, and synthesis.

4) Authentic and Communicative Tasks

There has recently been a major effort in the field of language teaching and assessment to design truly authentic or communicative reading tests. This shift is largely because language test makers (teachers and educators) have realized that when students can see practical value in what they learn and what is tested on them, it leads to increased motivation and increased desire to learn and master the language. They also begin to see how their language skills transfer to other subjects and courses.

5) Cloze Test

The cloze test is another common type of assessment measurement, more specifically a completion measure aimed at tapping reading skills interactively with learners using bottom-up and top-down global cues such as background knowledge to complete assignments. The basic cloze test is the part from which a word is removed after every certain number of words according to a fixed ratio procedure.

c. **Advantages of Reading Comprehension**

The benefits that you can get if you master reading comprehension skills:

1) Able to understand, analyze, and respond to documents and written communications.

2) Improve writing skills so that it looks clear and effective.

3) Can improve reading focus for a long time.

4) Enjoyable reading comprehension can make you look professional.

5) Reading activities feel more enjoyable.

d. **Ways to Improve Reading Comprehension Skills**

Understanding the process of reading is closely related to the way how the readers construct meaning from a text. The ways of constructing meaning vary based on the reader's reference. According to Brown in (Mustarihah, 2018), there are three types of reading processes, as presented below:

1) Bottom-Up Processing

Bottom-Up processing looks at the reading process of the phonemic units. Readers interpret by moving from one letter to another. Followed by recognizing words from one word to another. This process is expanded by associating between phrases, clauses, and sentences. Finally, it is processed into phonemic units that represent lexical meanings and achieve textual understanding. This process focuses on linear processing which enables the reader to recognize words in metal lexicons. In the reading process of this section, it is more related to how the reader reads the text than to understanding it.

2) The Top-Down Processing

One that starts from the reader's process is to make some predictions from a text. Followed by sampling to confirm or not confirm the predictions made. It is a process where a meaning is created by changing the text. At the end of the process, the reader makes some corrections to his predictions.

3) Interactive Processing

Interactive processing refers to the reading process as an interaction between text information and the reader's prior knowledge. This process combines the two previous processes, namely the bottom-up process and the top-down process. When the reading process occurs, readers generate what they have in their background knowledge related to the information written in the text.

So, in an interactive process, the reader recognizes the word and also predicts the information implicit in creating the meaning of a text. From the discussion above, it can be concluded that there are three types of reading process. That is, there is bottom-up processing which deals with word recognition, top-down processing using the reader's background knowledge, and interactive processing which combines word recognition and reader's background knowledge. This approach can help readers understand a text.

B. Review of Previous Research

Related to the implementation of this research, there are five previous studies that became a reference in this study.

First, based on the research Mohammad Arief Wahyudi in 2018 entitled "*The Effectiveness of Speed-Reading Technique in Improving Students Reading Comprehension at Fourth Semesters of English Department*". The purpose of the study is to know the effectiveness of Speed-Reading Technique in improving the Reading Comprehension of the Fourth English Department Students. The researcher uses T-test that consist of Pre-test, Treatment, and Post-test, so this is quantitative research. In conducting this experimental it took two groups, the experimental group, and the control group. Both of those classes received different treatment, and then "one tail test" used because it concerning one of two groups and the researcher uses T-table is 0,005 or 5% =2,093. The result of research finding, and discussion shows that the fourth semester students of English Department of STKIP PGRI Bangkalan could use Speed Reading Technique in improving students reading comprehension to get information and main idea effectively. The similarity

of this research with Mohammad Arief Wahyudi's previous research is that the method used is a quantitative method, the use of speed-reading techniques to determine the improvement of student reading comprehension. While the difference lies in the research subject and the level of education from which the data is taken.

Second, research is conducted by Lailatul Qomariah and Rahmat Efendi in 2019 entitled "*The Effectiveness of Speed Reading as Technique in Teaching Reading Comprehension of Tenth Grade At MA. Sunan Cendana Madura*". From the journal the knowledge about: The researcher observed the students of tenth grade of MA Sunan Cendana Madura uses quasi-experimental non-randomized pre-test and post-test design which is planned and conducted the relevant hypotheses. The researcher achieves the complete control over potential confounding variables that can be threats to internal validity of this study. The research finding is concluded that speed reading technique is more effective than the conventional technique to teach reading comprehension for the students of tenth grade of MA Sunan Cendana Madura. Then, although this research was finished successfully, but there are some deficiencies of this research which become the evaluation for the researcher, they are as follows: The reference books which the researcher got was too limited. So, the theoretical review of this research was felt far of a perfect paper; The treatments of teaching reading comprehension was also felt less because the limited time which the researcher got. Based on the previous study above, the similarities are in the use of speed-reading techniques in teaching reading comprehension, research subject, and the use of quantitative method. While the difference is in the data collection technique and the educational level of the data subject taken.

Third, research conducted by ST. Nur Azizah in 2020 entitled "*THE EFFECTIVENESS of SPEED READING TOWARD STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF MTsN PALOPO*". This research aims to find out the effectiveness of speed reading toward students' reading comprehension at the second grade of MTsN Palopo. The researcher used pre-experimental research design. The population of this research is second grade students of MTsN Palopo in 2019/2020 academy year. The number of populations is 380 students. The researcher used cluster sampling technique in determining the

sample. The researcher used reading test with ten questions. The result showed that the mean score of the second grade MTsN Palopo students in the pretest is 66.50 which was lower than the mean score of students in the posttest which was 87.50. In addition, $\propto$ is higher than p-value (0.05 > 0.00). This showed that the speed-reading technique is effective in toward students reading speed and their reading comprehension. The similarities of this research with previous research belonging to ST. Nur Azizah, namely the use of the speed-reading method in students reading comprehension, research subject, and used quantitative research. The difference lies in the data collection technique, the level of education of the subject whose data is taken, and the amount of data taken.

Fourth, based on the research by Martha Florida Sirait, Bertaria Sohnata Hutauruk, and Herman in 2020 entitled "*The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text*". This research aims to determine the effect of applying the effect of speed-reading technique on the students' ability in comprehending a text at grade X of SMA N 4 Pematangsiantar. From this research can be knowledge about the method used in this research was quantitative research design. The population of this research is the tenth-grade students of SMA N 4 Pematangsiantar academic year of 2019/2020. Populations of this research are 235 students. Sample of this research are two classes which are divided into control (X PMIA-6) and experimental class (X PMIA-7). The research instrument in the form of multiple-choice test. There are ten questions. The result of the research is 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 previous study above, the similarities this research is the use of speed-reading technique, research subject, and used quantitative research. The difference lies in the data collection technique, the level of education of the subject whose data is taken, and the amount of data taken.

Fifth, research by R. Heru Winardi in 2022 entitled "*Improving the Third-Year Students' Reading Comprehension of English Texts by Using a Speed-Reading*

Technique at Mts Negeri 1 Mojokerto". The research aims to: 1. Analyze the implementation of speed-reading technique in teaching reading comprehension could improve the students' literal reading comprehension ability, and 2. the implementation of speed-reading technique in teaching reading comprehension could improve the students' inferential reading comprehension ability. The study was a Classroom Action Research. The procedure of the research consisted of four major steps namely: planning, implementing, observing, and reflecting. This study consists of two cycles. Each of them consists of three meetings for the teaching and learning process and one meeting for post-test. The results of the research showed that speed-reading technique was effective in increasing the students' reading speed and their reading comprehension achievements. Based on the previous study above, the similarities between this research focuses on teaching reading method to improve student's comprehension, research subject, and used quantitative method. Meanwhile, the difference is used classroom action research, the level of education of the subject whose data is taken.

C. Hypothesis

This research will be conducted to determine the effectiveness of speed-reading methods to improve student's reading comprehension. The hypothesis of this study is:

H_0: There is no significant effect of speed reading in students' reading comprehension.

H_a: There is significant effect of speed reading in students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research process to find answers to the research questions raised in chapter one. It includes the type of research, time and place of research, population and research sample, research variables, data collection techniques, and data analysis techniques.

A. Type of Research

The type of research used in this research was *quantitative* approach to find out the effectiveness and measure the significant effect of using speed reading method for students reading comprehension at eleventh grade students of SMA Negeri 1 Cipari. The experimental design used was true experimental, which the variable testing independent and dependent variables carried out on class samples experimental and control class.

The method used was true experimental research using the pretest-posttest control group design with control class and the experimental class. The control class (one control group) was without any treatment, while the experimental class (one experiment group) was treated with the speed-reading method.

B. Place and Time of The Research

This research was conducted at SMA Negeri 1 Cipari which is located on Jl. Cipari-Mulyadadi, Candimulya, Mulyadadi, Cipari, Cilacap Regency, Central Java 53262, chose this school as the research setting because this school, especially class eleventh, has not yet applied the speed-reading method to capture information literacy from various sources and chose eleventh grade as the research object because eleventh graders for the 2022/2023 school year tend to have the same number of students in each class. When the research was carried out from 10 October to 15 November 2022, in the 2022/2023 school year. The schedule can be seen in the following table:

Table 3.1 The Schedule of The Research

No.	Class	Meeting	Time
1.	XI MIPA 3	Validity Pre-test	Monday, October 10th, 2022.
2.	XI MIPA 2	Pre-test	Monday, October 10th, 2022.
3.	XI MIPA 1	Pre-test	Tuesday, October 11th, 2022.
4.	XI MIPA 3	Validity Post-test	Monday, October 17th, 2022.
5.	XI MIPA 2	Treatment 1	Monday, October 17th, 2022.
6.	XI MIPA 1	Treatment 1 with speed reading method	Tuesday, October 18th, 2022.
7.	XI MIPA 2	Treatment 2	Monday, October 24th, 2022.
8.	XI MIPA 1	Treatment 2 with speed reading method.	Tuesday, October 25th, 2022
9.	XI MIPA 2	Treatment 3	Monday, October 31, 2022.
10.	XI MIPA 1	Treatment 3 with speed reading method.	Tuesday, November 1, 2022.
11.	XI MIPA 2	Treatment 4	Monday, November 7th, 2022
12.	XI MIPA 1	Treatment 4 with speed reading method.	Tuesday, November 8th, 2022.
13.	XI MIPA 2	Post-test	Monday, November 14th, 2022.
14.	XI MIPA 1	Post-test	Tuesday, November 15th, 2022.

C. Population and Sample of the Research

1. Population

The population of the study was the 11th grade student at SMA Negeri 1 Cipari in the academic year 2022/2023 that has 236 students consisting of seven classes. Which consists of two majors, namely MIPA and IPS.

Table 3.2 Population of the Research

No.	Class	Class	Population
1.	XI MIPA	4	130
2.	XI IPS	3	106
Total		236	

2. Sample

The sample of this research was the students of class XI MIPA SMA Negeri 1 Cipari. The sample taken in this research was purposive sampling. Choose purposive sampling with the classes that have average scores that are relative the same. The first group as the experimental class consisted of 32 students in XI MIPA 1, chose ths class because it is a superior class at SMA N 1 Cipari in the 2022/2023 academic year and is also a recommendation from the English subject teacher. The other one as control class which consisted of 32 students in XI MIPA 2, chose this class because it is the second superior class in which the number of male and female students' is the same as the class that is the experimental class.

Table 3.3 Sample of Research

No.	Class	Sample	Description
1.	XI MIPA 1	32	Experiment class
2.	XI MIPA 2	32	Control class
	Total	64	

D. Variable of the Research

There were two variables used in this study: independent and dependent variables. The independent variable (X) in this research was speed reading technique, while the dependent variable (Y) was students reading comprehension.

E. Data Collection Technique

Collecting data was the most crucial step in research because the primary purpose of research is to acquire data. To obtain data, the researcher used:

1. **Test**

   a. Pre-test

   A pre-test was given to the students in the experimental class and control class to find out the students' understanding of English reading comprehension before giving treatment to the material to be given. The multiple-choice test was given to the students that consisted of twenty items. The pre-test is in the form of a multiple-choice test that consists of twenty questions and the time allocation is 30 minutes. Some of these multiple-

choice questions were adapted from the internet and then modified according to research needs and some were made by the researchers themselves. In the pre-test, students start learning without applied the speed reading method.

b. Treatment

The treatment was conducted four times by thoroughly discussing the material about exposition text. The exposition text material follows the exciting syllabus at the school. The treatment in the control class used conventional learning, while the experimental class used the speed-reading method.

c. Post-test

The post test was given after the researcher gave treatment to students using the speed-reading method in the experimental class and without using the speed-reading method in the control class, then the results were obtained whether the speed-reading method was effective or not.

2. Instrument Testing

This study used a pilot test, pre-test, and post test to test the instrument. The test was a multiple-choice test consisting of 20 questions, some of which are adopted from questions on the books and modified in such a way as to sult the needs of the research, and some of the questions are self-made by the researchers. The pre-test and post test questions are made differently. The time allocation is 30 minutes.

The research instrument grid was adapted to the material taught during the treatment. The purpose of compiling the research instrument grid is to direct each item to be arranged according to the learning material. The type of test used in this research are:

a. Diagnostic Test

This test used to diagnose how much students know and what students know about exposition text material. This test can help researchers to find out what needs to be reviewed or done in the control class and in the

experimental class when doing treatment. This test also allows students to identify areas of weakness.

b. Objective Test

An objective test is one that has a clear right or wrong answer. Multiple choice tests used in this research. Students must choose the correct answer that has been pre-determined from five possibilities.

Table 3.4 The Grid of The Pre-test Instrument

Material	Number questions	Levels	Total questions
Exposition Text	1, 2, 3, 4, 5	Easy	5
	6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Medium	10
	16, 17, 18, 19, 20	Hard	5

The pre test was given to students' before learning exposition text material. Aims to find out how much students' know about exposition text. The pre-test was given to class XI MIPA 3 as a pilot test, XI MIPA 2 as a control class, and XI MIPA 1 as an experimental class.

Table 3.5 The Grid of The Post-test Instrument

Material	Number questions	Levels	Total questions
Exposition Text	1, 2, 3, 4, 5	Easy	5
	6, 7, 8, 9, 10	Medium	5
	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Hard	10

Post test was given to students' after learning exposition text material. Given speed reading method treatment for experimental class (XI MIPA 1), and without treatment given to class XI MIPA 2 and XI MIPA 3. The aim is to find out how much students know about exposition texts.

The research instrument test was carried out in a class that was not included in the control class and the experimental class. The instrument was intended to test whether the instrument in a study is feasible or not. The pilot test was conducted in class XI MIPA 3 to see validity, reliability, and problems.

a. Validity Test

Validity test was conducted in this research to measure whether the data obtained after the research was valid data or not on the instrument questions being tested on the pre-test and post test. Ananda and Fadhli said that a valid instrument can measure the student's ability (Ananda & Fadhli, 2018).

1) Pre-test

Pre-test activities was held on Monday, October 10th 2022 in pilot class (XI MIPA 3) at 08.30-09.00. The reason for choosing XI MIPA 3 to do pilot test was because the class had not received the first reading material and this class also had the largest number of students among other science classes. To know if the items were valid or not, validity test should be compared with r_{table}, which the value of r_{table} for 34 students with significance value 0,05 value was 0,329. If $r_{value} >$ r_{table}, then it was considered valid (Jainuri, 2019), with the following results:

Table 3.6 The Result of Validity Test Data Pre-test

Number of Old Items	Value of r_{table} (n=34, α= 0,329)	Value of r_{count}	Description
1	0,329	0,514	Valid
2	0,329	0,554	Valid
3	0,329	0,426	Valid
4	0,329	0,514	Valid
5	0,329	0,338	Valid
6	0,329	0,554	Valid
7	0,329	0,426	Valid
8	0,329	0,577	Valid
9	0,329	0,554	Valid
10	0,329	0,338	Valid
11	0,329	0,514	Valid
12	0,329	0,426	Valid
13	0,329	0,338	Valid
14	0,329	0,554	Valid
15	0,329	0,426	Valid
16	0,329	0,514	Valid
17	0,329	0,395	Valid

18	0,329	0,531	Valid
19	0,329	0,514	Valid
20	0,329	0,426	Valid

The table above shows the validity pre-test result, 20 items of the multiple-choice questions related to reading material, and the value of $r_{value} > r_{table}$. The 20 valid items can be used as a pre-test instrument for the respondents in control and experimental classes because of $r_{value} > r_{count}$.

2) Post-test

Post-test activities was held on Monday, October 17th 2022 in the pilot class (XI MIPA 3) at 08.30-09.00. The questions of the post-test are differently from the questions of pre-test, with the following results:

Table 3.7 The Result of Validity Test Data Post-test

Number of Old Items	Value of rtable (n=34, α= 0,329)	Value of r_{count}	Description
1	0,329	0,907	Valid
2	0,329	0,907	Valid
3	0,329	0,783	Valid
4	0,329	0,427	Valid
5	0,329	0,394	Valid
6	0,329	0,831	Valid
7	0,329	0,792	Valid
8	0,329	0,736	Valid
9	0,329	0,547	Valid
10	0,329	0,899	Valid
11	0,329	0,712	Valid
12	0,329	0,831	Valid
13	0,329	0,736	Valid
14	0,329	0,885	Valid
15	0,329	0,547	Valid
16	0,329	0,875	Valid
17	0,329	0,673	Valid
18	0,329	0,825	Valid
19	0,329	0,476	Valid
20	0,329	0,561	Valid

The table above shows the validity post-test result, 20 items of the multiple-choice questions related to reading material, and the value of $r_{value} > r_{table}$. The 20 valid items can be used as a post-test instrument for the respondents in control and experimental classes because of $r_{value} > r_{count}$.

b. Reliability Test

Reliability test was carried out in this research to measure the level of accuracy of an instrument after being carried out repeatedly on the subject and under the same conditions. Research was considered reliable when it provides consistent results for the same measurements. The reliability test of this study used the alpha method (Cronbach's Alpha). The significance test was performed at a significance level of 0,05 which means that the instrument can be called reliable if Cronbach's alpha > r_{table} (Jainuri, 2019).

Reliability test data processing was supported through the IBM SPSS Statistic 26 program. Reliability test can be done if the instrument is valid, the reliability was carried out on pre-test and post test.

1) Pre-test

Table 3.8 The Result of Reliability Pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	20

Based on the table above, an Alpha value of 0,818 at a significance of 0,05 with the data (n) = 34 was obtained by 0,329. It can be concluded that the items of pre-test instrument are reliable, because the value is 0,818 > 0,329.

2) **Post-test**

Table 3.9 The Result of Reliability Post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	20

Based on the table above, an Alpha value of 0,894 at a significance of 0,05 with the data (n) = 34 was obtained by 0,329. It can be concluded that the items of post-test instrument are reliable, because the value 0,894 > 0,329.

F. Data Analysis Technique

The data collected in the form of pre-test and post-test scores were used to analyze the effectiveness of the speed-reading technique in students' reading comprehension. This research was also assisted by the IBM SPSS Statistics 26 for windows program to help with data analysis techniques.

Data analysis techniques used in this study are:

1. **Analysis test**

   a. Normality Test

   The normality test was carried out to see whether the distribution of instrument responses was verbal or not (Sugiyono, 2012). The normality test of the distribution itself was carried out using the Kolmogorov-Smirnov formula with the help of the IBM SPSS Statistics 26 program. If sig. (2-tailed) value > 0.05, the population data is normally distributed (Jainuri, 2019).

   b. Homogeneity Test

   A homogeneity test was carried out to determine the similarity of the population and to determine the population before comparing several groups (Arikunto, 1993). IBM SPSS Statistics 26 program was used to calculate the homogeneity test. The calculation is, if the error value is more than 0.05 then the data from the population can be said to be homogeneous, but if the error value is less than 0.05 then the data from the population is said to be not homogeneous (Jainuri, 2019).

c. Hypothesis Test

The hypothesis test was carried out to find out the significant difference in scores between the speed-reading method and the conventional method by comparing the results of the pre-test and post-test data. Paired sample T-test was used to calculate the difference between the pre-test and post-test results of the experimental group. To find out whether there is a significant difference in the results of the post-test scores of the two groups, a T-test was carried out. The IBM SPSS Statistics 26 program is used to calculate this T-test.

2. **Application of Data Analysis Techniques**

The data analysis technique in this study is to use the t-test. Calculation of the whole process with the IBM SPSS Statistics 26 program. The t-test is intended to test the difference in scores between the speed-reading technique and the conventional technique, that is by comparing the results of the pre-test and post-test data. Paired sample T-test was used to calculate the difference between the pre-test and post-test results of the control group and the experimental class group. The use of the T-test is to find out whether there is a significant difference in the post-test results of the two groups.
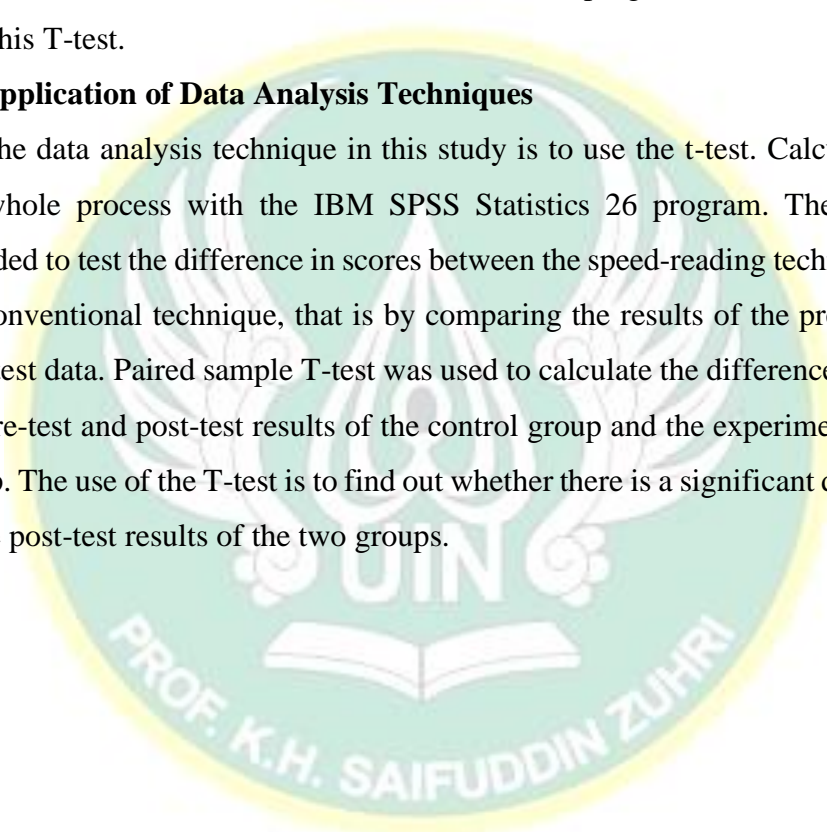
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research that consists of three sub-chapters. First is finding, which consisting of the data description of speed-reading method, data analysis of speed-reading technique, and hypothesis testing of speed-reading method. Second, is discussion.

A. Findings

1. Data Description

This study uses a *quantitative* approach. This research was true experimental research conducted at SMA Negeri 1 Cipari. This research was conducted to determine the effectiveness of speed-reading techniques in teaching reading comprehension. The population in this study were students of class XI MIPA and the sample was taken using a purposive sampling technique. The research subjects were 32 students of class XI MIPA 1 as the experimental class, and 32 students of class XI MIPA 2 as the control class. To find out the effectiveness of the speed-reading technique, it is necessary to know the results of the pre-test scores, post-test scores, differences in student achievement between students who were taught using the speed-reading technique and students who were taught without using the speed-reading technique.

Data collection techniques were carried out by pre-test and post-test. The pre-test was given to the experimental class group and the control class group before treatment. The pre-test in the control class will be held on October 10, 2022, and October 11, 2022, in the experimental class. The questions that became the reference for the pre-test and post-test consisted of 20 items which were classified as valid according to the trial analysis. Then determine the materials and lesson plans for teaching and learning activities. The pre-test was carried out in the experimental class and the control class to find out both normal and homogeneous classes. Prepare materials and make lesson plans for the experimental class group and conventional methods for the control class during teaching and learning activities before being given treatment.

The treatment was carried out four times by thoroughly discussing the material on the exposition text. The exposition text material follows the syllabus in school. Treatment in the control class group used conventional learning methods on October 17, 24, 31 and November 7, 2022. Conventional learning is learning without using a particular approach, strategy, or technique. The control class group was taught using conventional technique, with no variations or special treatment in the learning process in the classroom. Then the treatment for the experimental class group on October 18, 25 and November 1, 8 2022. The treatment is taught using the speed-reading technique for teaching reading comprehension. After being given treatment on November 8, the control class carried out a post-test on November 14, 2022, and the experimental class carried out a post-test on November 15, 2022. The post-test was carried out to find out there were significant results between the experimental class and the control class.

The results of the pre-test and post-test data were analyzed using paired sample t-test to evaluate the speed-reading method for teaching reading comprehension for grade 11 students which will be determined by SMA Negeri 1 Cipari. Then, the independent sample t-test was used to find out the difference between the control class and the experimental class.

The pre-test and post-test scores obtained were analyzed using the IBM SPSS Statistics 26 for windows program to find the mean, standard deviation, minimum score, maximum score, Paired Sample T-test, and Independent Sample T-test. Based on the data collected, the following are the results of the pre-test and post-test research data:

The Result of Pre-Test and Post-Test

No.	Control Class		Experimental Class	
	Pre-Test	Post Test	Pre-Test	Post Test
1.	65	70	55	60
2.	75	75	65	70
3.	55	90	45	85

4.	75	85	60	75
5.	75	90	65	75
6.	65	80	50	75
7.	70	80	50	70
8.	55	85	70	80
9.	50	70	65	65
10.	70	100	70	85
11.	70	90	60	75
12.	70	80	60	85
13.	65	85	50	80
14.	75	90	45	95
15.	75	95	55	80
16.	65	80	50	75
17.	50	85	55	80
18.	55	70	55	90
19.	65	80	55	80
20.	60	80	75	95
21.	70	85	55	95
22.	75	90	45	70
23.	55	75	45	70
24.	60	70	55	85
25.	60	70	60	80
26.	50	100	45	90
27.	55	95	75	95
28.	60	95	55	90
29.	65	80	45	75
30.	55	90	60	85
31.	65	75	70	90
32.	65	85	50	65

Using data from the pre-test and post-test results, the data was analyzed using the Paired Sample T-test to determine the effect of the speed-reading technique on the reading comprehension of class XI students at SMA Negeri 1 Cipari. Then, the Independent Sample T-test was used to determine the difference in scores between the control class group and the experimental class group.

a. **Pre-test and Post-test Data in Control Class**

The pre-test did on October 10th, 2022. The post-test did on November 14th, 2022. The result of research in experiment class, which did not apply speed reading technique in learning activity, it resulted in the following table:

Table 4.1 The Result of Pre-test and Post-test in Control Class

No.	Statistic	Control Class	
		Pre-Test	**Post Test**
1.	N	32	32
2.	Minimum	50	70
3.	Maximum	75	100
4.	Mean	63.75	83.44
5.	Median	65	85
6.	Mode	65	80
Mean Different = 19.69			

Based on the table above, there are 32 pre-test results data in the control class group. The table above shows that the average score is 63.75 which is categorized as students having low reading comprehension because the minimum score for English subject criteria is 75. The minimum score is in the pre-test was 50. The maximum score was 75. The median score was 65, and the mode was 65. Furthermore, there are 32 data from the post-test in the control class. This showed that the median score was 85, which means that students are getting better at learning reading comprehension. The average score was 83.44, and the mode was 80.

Using the data in the table above, 32 students as control respondents who were sampled based on the pre-test and post-test scores had an average difference of 19.69. The minimum score on the pre-test was 50, and the

maximum score on the pre-test was 75. While the minimum score on the post-test was 70, and the maximum score on the post-test was 100.

b. Pre-test and Post-test Data in Experimental Class

The pre-test did on October 11th, 2022. The post-test did on November 15th, 2022. The result of research in control class, which applied speed reading technique in learning activity, it resulted in the following table:

Table 4.2 The Result of Pre-test and Post-test in Experimental Class

No.	Statistic	Experimental Class	
		Pre-Test	**Post Test**
1.	N	32	32
2.	Minimum	45	60
3.	Maximum	75	95
4.	Mean	56.71	79.38
5.	Median	55	80
6.	Mode	55	80
Mean Different = 22.66			

Based on the table above, there are 32 pre-test results data in the experimental class group. The table above shows that the average score is 56.71 which is categorized as students having low reading comprehension because the minimum score for English subject criteria is 75. The minimum score is in the pre-test was 45. The maximum score was 75. The median score was 55, and the mode was 55. Furthermore, there are 32 data from the post-test in the experimental class. This shows that the median score was 80, which means that students are getting better at learning reading comprehension. The average score was 79.38, and the mode was 80.

Using the data in the table above, 32 students as experimental respondents who were sampled based on the pre-test and post-test scores had an average difference of 22.66. The minimum score on the pre-test was 45, and the maximum score on the pre-test was 75. While the minimum score on the post-test was 60, and the maximum score on the post-test was 95.

2. **Data Analysis**

   a. **Normality Test**

   In this study, the normality test was analyzed using IBM SPSS Statistics 26 program software for windows. The normality test data were obtained from the result of the pre-test and post-test control group and experimental group.

   The result of normality test was analyzed with Kolmogorov-Smirnov and Shapiro-Wilk Test as follows:

   If Sig. α > 0.05, the data are normally ditributed.

   If Sig. α < 0.05, the data is not normally distributed (Ananda & Fadhli, 2018).

   Table 4.3 The Result of Normality Test

Tests of Normality		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	Df	Sig.
Students Reading Comprehension	Pre-test Control	.155	32	.049	.917	32	.017
	Post-test Control	.120	32	.200[*]	.943	32	.092
	Pre-test Experimental	.169	32	.020	.924	32	.026
	Post-test Experimental	.107	32	.200[*]	.951	32	.152

   Based on the table, it can be stated that the data was normally distributed. This can be seen from the significance value for the post-test data for the control class group of 0.200 and for the pre-test data of 0.49. For the experimental class group pre-test was 0.20 and the post-test data was 0.200. All data showed that the probability value was more than 0.05. Therefore, the data was normally distributed for the pre-test and post-test instrument items.

   b. **Homogeneity Test**

   Homogeneity test was carried out to find out whether or not the variances of two or more population distributions are equal or not. To test

homogeneity, can used the pre-test results in the experimental class group and the control class group (Arikunto, 1993). The homogeneity of variance test was carried out after the results of the pre-test and post-test were obtained in the control class and the experimental class.

Table 4.4 The Result of Homogeneity Test

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Students Reading Comprehension	Based on Mean	.504	1	62	.480
	Based on Median	.475	1	62	.493
	Based on Median and with adjusted df	.475	1	61.638	.493
	Based on trimmed mean	.477	1	62	.492

According on the table above, in the Based on Mean column, the Sig. significance level was 0.480. Sig. value was 0.480 > 0.05. Because the value of the F-statistic > significant level = 0.05. Based on the data above, it can be concluded that the two groups of data classes have the same homogeneous variance. Levene Statistics showed that the smaller the value, the greater the homogeneity.

c. Hypothesis Test

The t-test is a statistical test used to test the true or false (H0), which states that there is no significant difference between the mean of two samples taken randomly from the same population. Which has the aim of testing the ability to generalize (the validity of the research results in comparing the average values of the two samples) (Jainuri, 2019).

Jainuri argued that comparing the calculated t-value with the value in the t-table, IBM SPSS Statistics 26 program can also used the Sig-value, which follows (Jainuri, 2019):

If Sig. > 0.05, then H_0 is accepted and H_a is rejected.

If Sig. < 0.05, then H_0 is rejected, and H_a is accepted.

a. Paired Sample T-test of Control Class

T-test of data Pre-test and Post-test of the control class to know difference in the students reading comprehension using speed reading technique. The summary of the results pre-test and post-test in students reading comprehension without using speed reading technique in the control class can be seen on the following table:

Table 4.5 The Result of Paired Sample T-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test Control Class	63.75	32	8.132	1.438
	Post_test Control Class	83.44	32	8.839	1.562

The table of paired sample statistical group table above presents the processed descriptive analysis data. Based on the table above, the pre-test average score in the control group was 63.75 and the post-test average score was 83.44. N indicates the amount of data as many as 32 respondents. The standard deviation used to measure the level of risk, namely in the pre-test of the control class was 8.132 and the standard deviation in the post-test of the control class was 8.839. Standard Error Mean is used to determine how well the results of the average data value of the sample data for each variable can estimate the population mean. The mean standard error in the pre-test of the control group was 1.438, while in the pre-test of the control group it was 1.562.

Since the data was normally distributed, Std. The average error is negligible. Based on the average pre-test and post-test, it can be assumed that the post-test in the data above is higher than the pre-test.

The mean standard error in the pre-test of the control group was 1.438, while in the post-test it was 1.562. Since the data was normally distributed, std. Error means can be ignored. Based on the mean pre-test and post-test, it can be assumed that the post-test in the data above was higher than the pre-test. Because the mean post-test was 83.44 out of 32 data, and the data distribution (Std. Deviation) was 8.839 with a mean standard error of 1.562. This means that the post-test on the control class data was higher than the pre-test.

Table 4.6 The Result of Paired Sample Test in Control Class

Paired Samples Test									
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test Control Class - Post_test Control Class	-19.687	11.140	1.969	-23.704	-15.671	-9.998	31	.000

Based on the results of the analysis table above, the results of the paired sample test were obtained in the control class t = -9.998 with df = 31 at a significance level of 0.05. Results Sig. (2-tailed) is 0.000 < 0.05, meaning that H_a is accepted and H_0 is rejected. It can be concluded that there is an increase in the scores in the control class in students' reading comprehension without using the speed-reading technique from the pre-test to the post-test.

The table above also contains the results of the average pairwise difference, which is -19.687. This value shows the difference between the average pre-test and post-test results of the control group. It can be written (63.75 – 83.44 = -19.687), and the difference is between -23.704 to -15.671 (95% Confidence Interval of Lower and Upper Difference).

Based on the output table above, it is known that t_{count} was negative, namely -9.998. This negative t_{count} is because the average value of the post-test results is higher than the average value of the pre-test results. In such a case, a negative t_{count} can become a positive. So that the value of t_{count} becomes 9.998. Next, look for t_{table} based on df value and significance value (α). The df value is 31 and the significance value is 0.05. This value is used as a basic reference in finding t_{table} in the distribution table of t statistics. Then look for the t_{table} value based on df 31 and the value α 0.05, so that the t_{table} value is 2.021.

Thus, because t_{count} 9.998 > t_{table} 2.021 as the basis for making the decision above, it can be concluded that H_0 is rejected, and Ha is accepted. Thus, it can be concluded that there is a difference in the results of the average score between the pre-test and post-test of the control group.

SMA Negeri 1 Cipari set indicators of the student learning success is a minimum of 75% of the number of students who can achieve score of 75 or more (according to KKM). Based on the following calculations, the results of the complete result study control class before and after treatment are as follows:

Table 4.7 Precentage of Pre-test and Post test in Control Class

Class	Pre-test		Post test		N
	Completed	Incompleted	Completed	Incompleted	
Control	2 (6%)	30 (94%)	23 (72%)	9 (16%)	32

The data on the table showed that the result of learning reading in the control class. N indicates the amount of data as many as 32. There was a significant increase percentage in completeness from 6% in pre-test before

teaching and in post-test after teaching 72% completeness. In contrast to the incompleted column, the score of students who were originally categorized as incompleted was 94% to 16%.

b. **Paired Sample T-test of Experimental Class**

T-test of data Pre-test and Post-test of the experimental class to know differences in the students reading comprehension ability. The summary of the results pre-test and post-test in students reading comprehension in the experimental class with using speed reading technique can be seen on the following table:

Table 4.8 The Result of Paired Sample T-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test Experimental Class	56.72	32	9.035	1.597
	Post_test Experimental Class	79.38	32	9.980	1.764

The table of paired sample statistical groups illustrates the descriptive analysis of the processed data. Based on the table above, the pre-test average score in the experimental group was 56.72 and the post-test average score was 79.38. N indicates the amount of data as many as 32 respondents. The standard deviation used to measure the level of risk, namely in the pre-test of the experimental class group was 9.035 and the standard deviation in the post-test of the experimental class group was 9.980. The Standard Error Mean is used to determine how well the average data from the sample data for each variable can estimate the population mean.

The average standard error in the experimental class pre-test was 1.597, while in the experimental class pre-test was 1.764. Since the data is normally distributed, Std. The average error is negligible. Based on the

average pre-test and post-test, it can be assumed that the post-test on the experimental class group data is higher than the pre-test.

Table 4.9 The Result of Paired Sample Test in Experimental Class

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test Experimental Class – Post-test Experimental Class	-22.656	11.143	1.970	-26.674	-18.639	-11.502	31	.000

Based on the results of the analysis above, the results of the paired sample test were obtained in the control group t = -11.502 with df = 31 at a significance level of 0.05. Results Sig. (2-tailed) was $0.000 < 0.05$, meaning that H_a was accepted and H_0 was rejected. The conclusion is that there was an increase in scores in the experimental class group on the reading comprehension of students who apply the speed-reading technique from the pre-test to the post-test.

The table above also contains the average pairwise difference, which is -22.656. This value showed the difference between the average pre-test and post-test results of the experimental class group. Can be written as (56.72 – 79.38 = -22.656), the difference is between -26.674 to -18.639 (95% confidence interval of the lower and upper differences). Based on the output

table above, it can be seen that t_{count} was negative, namely -11.502. This negative t_{count} is because the average value of the pre-test results is higher than the average value of the post-test results. That is, there is an influence from the use of speed-reading methods in teaching students' reading comprehension.

SMA Negeri 1 Cipari set indicators of the student learning success is a minimum of 75% of the number of students who can achieve score of 75 or more (according to KKM). Based on the following calculations, the results of the complete result study control class before and after treatment are as follows:

Table 4.10 Precentage of Pre-test amd Post test in Experimental Class

Class	Pre-test		Post test		N
	Completed	Incompleted	Completed	Incompleted	
Experimental	6 (19%)	26 (81%)	28 (87%)	4 (12%)	32

The data on the table showed that the result of learning grammar in the control class. N indicates the amount of data as many as 32. There was a significant increase percentage in completeness from 19% in pre-test before teaching and in post-test after teaching 87% completeness. In contrast to the incompleted column, the score of students who were originally categorized as incompleted was 81% to 12%.

Table 4.11 Indicator of Effectiveness Method Levels

No.	Rasio	Effectiveness Levels
1.	< 40%	Very not effective
2.	40 – 60%	Less effective
3.	61 – 80%	Effective
4.	> 80%	Very effective

Source: Litbang Depdagri 1991

Based on the analysis results of increasing mastery of learning outcomes test above, the effectiveness of speed reading technique in experimental class was 87% which mean very effective. It can be concluded the

hypothesis accepted, which states that speed reading as technique can improve the students reading comprehension learning outcomes of class eleventh students at SMA Negeri 1 Cipari.

c. Independent Sample T-test of *post-test*

The independent sample t-test table tests whether the two groups have the same mean. The hypothesis:

H_0 : There is no significant effect of using speed reading technique in teaching reading comprehension.

H_a : There is a significant effect of using speed reading technique in teaching reading comprehension.

The basis of decision Independent Sample T-test is divided by two:

1. If the value of Sig. (2-tailed) < Research Alpha (0.05), the H_0 is rejected, and H_a is accepted. Indicating there is no difference in average between the control class and experimental class.

2. If the value of Sig. (2-tailed) > Reearch Alpha (0.05), the H_0 is accepted, and H_a is rejected. Indicating there is an average difference between the control class and experimental class.

The decision-making based on the comparison of the t_{count} value with the t_{table} and independent sample t-test can be guided by the following decision bases:

1. If value $t_{count} < t_{table}$, then H_0 is accepted, and H_a is rejected. Indicating that there is no difference in average between the control class and experimental class.

2. If value $t_{count} > t_{table}$, then H_0 is rejected, and H_a is accepted. Indicating that there is an average difference between the control class and experimental class (Jainuri, 2019).

Table 4.12 The Results of Group Statistics of Pre Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean

Learning Outcomes	Pre-test Experimental	32	79.38	9.980	1.764
	Pre-test Control	32	83.44	8.839	1.562

Statistical group post-test table describes a descriptive analysis of the processed data. The average table showed the average value of each variable. Based on the table above, the average value of the experimental class group was 79.38, and the average value of the control class group was 83.44. This means that the results of learning to read in the control group were higher than those in the experimental group. N indicates the amount of data as many as 32 students in each class group. The standard deviation used to measure the level of risk, namely in the pre-test of the experimental class group was 9.980 and the standard deviation in the pre-test of the control class was 8.839. It can be concluded that there are differences in the average pre-test scores between the control class and the experimental class. In addition, to prove whether the difference was significant, we need to interpret the results of the independent sample test from the post test.

Table 4.13 The Result of Independent Samples Test of Pre Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Learning Outcomes	Equal variances assumed	.504	.480	-1.724	62	.090	4.062	2.357	-.648	8.773
	Equal variances not assumed			-1.724	61.108	.090	4.063	2.357	-.650	8.775

Levene's test for the quality of column variances has a significance value (2-tailed) of 0.480 (0.480 > 0.05), meaning that the variance between the control class group and the experimental class group was homogeneous or same. So, that the interpretation of the independent sample test results in the table above was guided by the values contained in the "Equal Variances Not Assumed" table column Sig. value was (2-tailed) from 0.90 > 0.05. Then as a basis for decision making in the independent sample t-test it can be concluded that H_0 is accepted, and H_a is rejected. Thus, it can be concluded that there was significant difference between the average pre-test results of the control group and the experimental group.

In relation to the table above, the "Mean Difference" column was 4.063, and the difference was -0.648 to 8.773 (95% Confidence Interval of Lower and Upper Difference). This value shows the difference in the average pre-test results of the control class group and the experimental class group or 83.44 - 79.38 = 4.062. Negative values of t_{count} are not errors. However, this negative t_{count} was caused by the average value of the pre-test results in the control class which is lower than the experimental class. For decision making, a simple independent t-test through a comparison between t_{count} and t_{table}, then the value of t_{count} can be positive. So that the value of t_{count} becomes 1.724.

It showed that the value of the t_{count} was 1.724. Then find the value of the t_{table} by referring to the formula (α); (df) equals (0.05); (62). Equal to 0.05;62. The value of the t_{table} of 1.980. Thus, the t_{count} value was 1.724 < t_{table} 1.980. Based on the t_{count} value with the t_{table}, it can be concluded H_a was

accepted, and H$_0$ was rejected, which means there is no difference in the average results of the pre-test in the control group class and experiment group class.

d. Independent Sample T-test of Post Test

Table 4.14 The Result of Group Statistics of Post Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post test Experimental	32	56.72	9.035	1.597
	Post test Control	32	63.75	8.132	1.438

The statistics of the post test table group describe the descriptive analysis of the processed data. The average table showed the average value of each variable. Based on the table above, the average value of the control group was 63.75 and the average value of the experimental class was 56.72. Therefore, this means that the results of learning to read in the control class are higher compared to the experimental class. N shows the amount of data as many as 32 students. The standard deviation used to measure the level of risk, namely in the post test of the experimental class group was 8.132 and the standard deviation in the post test of the control class group was 9.035. It can be concluded that there are differences in the average post test results between the control class group and the experimental class group. In addition, to prove whether the difference was significant, we need to interpret the results of the independent sample test from the pre-test.

Table 4.15 The Result of Independent Samples Test of Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	.224	.638	-3.272	62	.002	7.031	2.149	2.736	11.327
	Equal variances not assumed			-3.272	61.325	.002	7.031	2.149	2.735	11.328

Levene's test for the quality of column variances has a significance value (2-tailed) of 0.638 (0.638 > 0.05), meaning that the variance between the control class group and the experimental class group is homogeneous or same. So that the interpretation of the table of independent sample test results above is guided by the values contained in the table column "Equal variances not assumed". Sig. value is (2-tailed) of 0.002 < 0.05. Then, as a basis for decision making in the independent sample t_{test}, it can be concluded that H_0 is rejected, and Ha is accepted. Thus, it can be concluded that there

is no significant difference between the results of the post test mean scores of the control class group and the experimental class group.

In relation to the table above, the "Mean Difference" column is 4.063, and the difference is 2.736 to 11.327 (95% Confidence Interval of Lower and Upper Difference). This value shows the difference between the results of the post test mean scores of the control class group and the experimental class group or $63.75 - 56.72 = 7.31$. For decision making, a simple independent t-test through a comparison between t_{count} and t_{table}, then the value of t_{count} can be positive. So that the value of t_{count} becomes 3.272.

This showed that the value of t_{count} is 3.272. Then look for the value of t table with reference to the formula (α); (df) equals (0.05); (62). Equal to 0.05;62. Based on the t_{count} value with t_{table} was 1.980. Thus, the t_{count} value was $3.272 > t_{table}$ 1.980. Based on the value of t_{count} with t_{table}, it can be concluded that H_a was accepted, and H_0 was rejected, which means that there are differences in the results of the post test average scores in the control class group and the experimental class group. The conclusion is that there is a considerable influence by applying the speed-reading technique in teaching students' reading comprehension.

B. Discussion

From the data analysis above, to find out whether there is a significant effect of the speed-reading technique on students' reading comprehension in class eleventh grade students at SMA Negeri 1 Cipari. This research was conducted at SMA Negeri 1 Cipari. The technique chosen was to compare the differences in students' reading comprehension abilities between students of class XI MIPA 2 (control class) who did not apply the speed-reading technique in this study and students of class XI MIPA 1 (experimental class) who applied the speed-reading technique. The used of Paired Sample T-test is to know there is a significant difference result in students' learning outcomes after speed reading materials, before and after receiving treatment using speed reading technique in learning activity.

First, students were evaluated for their reading comprehension in the control class group and the experimental class group by distributing the pre-test. During

the pre-test, the control class and experimental class had not received any treatment. The pre-test consists of 20 questions with five possible answers. These questions were previously validated in an out-of-sample cohort. After completing the pre-test, the data analyzed were obtained from the results of the pre-test using the IBM SPSS Statistics 26 program. To find out whether there is a significant difference in student learning outcomes after learning exposition text material between before and after being treated using the speed-reading method in the activity learning by using the Paired Sample T-test. Descriptive analysis of the processed data is described by paired sample statistics. The average value is shown in the average table, the experimental group class is 56.72, and the control group class is 79.38. N indicates the amount of data obtained in the experimental class of 32 students. The pre-test standard deviation was 9.035, and the post-test was 9.980.

The average (mean) of the control class in the pre-test paired sample statistics table was 63.75 and the post-test was 83.44 with 32 data. The standard deviation of the pre-test is 8.132 and the post-test is 8.839. Therefore, it can be assumed that there is a difference in the average pre-test and post-test. The increase in the experimental class was 22.66 while the increase in the control class was 19.69. In other words, there was an increase in the average value for both classes and the average difference was 2.98, which means that the average of the experimental class was higher than the control class.

In conclusion, the use of speed-reading technique in students' reading comprehension is more effective for improving student learning outcomes. Learning outcomes test above, the effectiveness of speed reading method in experimental class was 87% which mean very effective. It can be concluded the hypothesis accepted, which states that speed reading as learning technique can improve the students reading comprehension learning outcomes of class eleventh students at SMA Negeri 1 Cipari. This is related to the theory put forward by Mohammad Arief Wahyudi, in his research which states that the speed-reading technique can improve students' understanding (Wahyudi, 2018).

The results of the descriptive analysis are approved by evaluating the hypothesis using the Paired Sample T-test. In the control class group, the value of Sig. (2-

tailed) of $0.000 < 0.05$, and in the experimental class group the value of Sig. (2-tailed) of $0.000 < 0.05$. So, it can be concluded that H_0 was rejected, and H_a was accepted. So that there is a significant difference between the average score before treatment with the average score after treatment in the experimental class group and the control class group.

Even though the control group and the experimental class group H_a were accepted, it can be seen the difference between the t_{count} and t_{table} in the control class and the experimental class, which turned out to be a difference or a different effect on the experimental class group, which is higher than the control group class. Therefore, it can be concluded that the experimental class that received treatment was more influential than the control class that did not receive treatment, although the increase was not too significant.

In the output of Independent Sample T-test in pre-test that has obtained the value of Sig. Levene's test for the quality of column variances has a significance value (2-tailed) of 0.480 ($0.480 > 0.05$), meaning that the variance between the control class group and the experimental class group was homogeneous or same. So, that the interpretation of the independent sample test results in the table above was guided by the values contained in the "Equal Variances Not Assumed" table column Sig. value was (2-tailed) from $0.90 > 0.05$. Then as a basis for decision making in the independent sample t-test it can be concluded that H_0 is accepted, and H_a is rejected. Thus, it can be concluded that there was a significant difference between the average pre-test results of the control group and the experimental group. The result of analysis data could be more convincing using comparison of the t_{count} and t_{table}. T_{count} was 1.724. T_{table} was obtained from value df=62 with an alpha 0.05. Thus, the value t_{count} was $1.724 < t_{table}$ 1.980. Based on the t_{count} value with the t_{table}, it can be concluded H_0 was accepted, and H_a was rejected, which means there is no difference in the average results of the pre-test in the control group class and experiment group class.

Meanwhile the output of Independent Sample T-test in post test that has obtained the value of Sig. Levene's test for the quality of column variances $0.638 > 0.05$, meaning that the variance between the control class group and the experimental

class group is homogeneous or same. So that the interpretation of the table of independent sample test results above is guided by the values contained in the table column "Equal variances not assumed". Sig. value is (2-tailed) of 0.002 < 0.05. Then, as a basis for decision making in the independent sample t-test, it can be concluded that H_0 is rejected, and H_a is accepted. Thus, it can be concluded that there is no significant difference between the results of the post test mean scores of the control class group and the experimental class group. The result of analysis data could be more convincing using comparison of the t_{count} and t_{table}. T_{count} was 3.272. T_{table} was obtained from value df=62 with an alpha 0.05. Thus, the value t_{count} was 3.272 > t_{table} 1.980. Based on the value of t_{count} with t_{table}, it can be concluded that H_a was accepted, and H_0 was rejected, which means that there are differences in the results of the post test average scores in the control class group and the experimental class group. The conclusion is that there is a considerable influence by applying the speed-reading technique in teaching students' reading comprehension.

The explanation of results data analysis in the Independent Sample T-test table in pre-test and post test above can be inferred that the average difference was found in the post test results in the control group class and experimental group class. It showed the experimental class was higher than the control class due to the treatment of speed reading technique as reading activity in the experimental class, whereas there was no treatment in the control class.

In addition, the research data of this research about reading activiy through the speed-reading technique with skimming and scanning technique is more effective than conventional technique indicated improvements in students reading comprehension. It was showed the significant post test sore in experimental class, which was the class that was given speed reading treatment. It is related with the theory put forward by Lailatul Qomariah and Rahmat Effendi that the speed-reading techniques is more effective than conventional techniques for teaching students' reading comprehension and the learning process (Qomariah & Efendi, 2019).

In this results, it appears that students' reading comprehension skills have increased. They can understand the text being studied more easily and efficiently.

In addition, students' do not feel bored in English reading lessons because of the technique used they are able to get maximum results with minimal effort. It is line line with the statement by Martha Florida Sirait, Bertaria Sohnata Hutauruk, and Herman that the use of speed-reading technique on the students' ability in comprehending a text is significant (Sirait et al., 2020).

In this research, it was also found that the implementation of speed-reading technique in teaching reading made the students motivated in learning activity, because during the lessons they were enthusiast and active to finish their groupwork instructions in the treatment. In this research also found that the speed reading reading methods in reading comprhension made the students motivated in learning activity, because during the treatment they were to implemented this technique. This also in line with Ningsih et. al said that the inside clssroom, the teacher must be able to master the class and provide motivation for students (Ningsih et al., 2021). As it explained by Dwinalida and Setiaji in their research that there was the correlation between learners' motivation and language learning strategies (Dwinalida & Setiaji, 2020).

In this study it was also found that the application of speed-reading technique in teaching reading comprehension can improve students' reading comprehension skills. It supported a significant difference in students reading comprehension score in post test. This research supported by R. Heru Winardi that said there is an increase in students' reading comprehension with English texts by applying speed reading techniques, because it is combination between improving literal reading comprehension skills and inferential comprehension abilities of students (Winardi, 2022).

In this study, there were several weaknesses found when applying the speed-reading technique in learning reading comprehension for eleventh grade students at SMA Negeri 1 Cipari. With limited time, teachers cannot explain material broadly and make students unable to do assignments to the fullest. Then, the class is often noisy because the group consists of more than 5 students when they are discussing the questions and the answers. If there is material that is not understood by the

students', the students' are given the opportunity to ask questions about the material.

CHAPTER V

CONCLUSION, SUGGESTION, AND LIMITATION

Presents conclusion, suggestions, and limited of the research. The conclusion states the answer to the research question, suggestions, and limitation of the study for the future research are also available in this chapter which will be followed by references and appendices.

A. Conclusion

This study examined the effectiveness of learning technique for students related to reading comprehension in class 11 SMA Negeri 1 Cipari. The quantitative data that was discussed in the previous chapter shows that students did well in post-test results. The data was obtained by comparing the average scores of the pre-test and post-test then, calculated using the IBM SPSS Statistics 26 program. Comparing the research data of the control class group and the experimental class group, showed a significant effect of using speed-reading techniques in the relationship reading comprehension. Although the scores for both classes increased, the scores for the experimental group were higher than those for the control group.

The conclusion that can be drawn based on the research data and discussion described in the previous chapter is that there is a significant difference in learning related to comprehension for students who use the speed-reading method and students who do not use the speed-reading technique. Research data from pre-test and post-test for experimental class group and control class group. Besides, the table value was 1.980. Thus, the t_{count} value was $0.000 < t_{table}$ 1.980 with 31 degrees of freedom and a significance level of 0.05. In other words, the probability (Sig. 2-tailed) is lower than the significance level ($0.000 < 0.05$). Because $t_{count} > t_{table}$ and $p < 0.05$, it can be assumed that H_a was accepted and H_0 has no different relationship. These results indicate that after the speed-reading technique is used for teaching reading comprehension, the results obtained after the test are significantly different from before the test. In other words, teaching reading comprehension using the speed-reading method is quite effective for students.

B. Limitation of The Study

The research has a limitation, which is the limited time. Learning with the speed-reading technique takes a long time if the students are not trained to read quickly before. However, with detailed explanations from the teacher and students' attention in the learning reading process, students can understand the speed reading steps well.

C. Suggestion

At the end of this thesis entitled "The Effectiveness of Speed Reading Method in Students Reading Comprehension at 11th Grade at SMA Negeri 1 Cipari", some suggestions can be made as follows:

1. Class 11 English teachers at SMA Negeri 1 Cipari, are advised to use speed-reading techniques in students' reading comprehension.

2. Reading activities in schools need to be improved. The collection of books in the library must also be added, and the variety of reading materials must also be considered, because this can increase students' interest in reading at school.

3. Teaching reading comprehension should be done using different methods to motivate students to learn. One method that can be applied in learning to read is the speed-reading technique.

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APPENDICES

Appendix 1 Surat Keterangan Telah Melakukan Observasi

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS SMA NEGERI 1
CIPARI

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SURAT KETERANGAN
420/616

Memperhatikan surat dari UNIVERSITAS ISLAM NEGERI PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B.m.705/Un/19/D.FTIK/PP/05.3/05/2022,Tanggal 23 Mei 2022 Perihal: Permohonan Izin Observasi Pendahuluan,maka Kepala SMA Negeri 1 Cipari Kabupaten Cilacap menerangkan bahwa :

N a m a	: ZAIN QUROTU A'YUNI
Tempat, Tanggal Lahir	: Ngawi, 25 Oktober 1998
NIM	: 1817404046
Program studi	: Tadris Bahasa Inggris
Semester	: 8 (Delapan)
Tahun Akademik	: 2021/2022

Benar –benar yang bersangkutan telah melaksanakan Penelitian di SMA Negeri 1 Cipari pada tanggal 25 Mei 2022 s.d 01 juni 2022 dengan Judul '**THE EFFECTIVENESS OF SPEED READING METHOD TO IMPROVE STUDENT READING COMPREHENSION AT 11TH GRADE SMA NEGERI 1 CIPARI**'

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Cipari,19 Juli 2022
Kepala Sekolah,

SUKOYA,M.Or
Pembina Tk 1
NIP 19671012 199802 1003

Appendix 2 Lesson Plan

			Meeting 1
**RENCANA PELAKSANAAN PEMBELAJARAN**		

Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Control Class)/Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 30 menit
Submateri	: Identifying meanings and information in a exposition text.		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:

- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat dan mengamati melalui buku penunjang pembelajaran bahasa Inggris berisi isu aktual. ❖ Beberapa peserta didik diminta untuk membaca teks eksposisi (exposition text). ❖ Peserta didik diminta untuk mengidentifikasi teks sesuai dengan fungsi sosial dan struktur teksnya. ❖ Peserta didik dibentuk beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan mempresentasikan tentang contoh eksposisi analitis yang telah dipelajari. ❖ Membuat peserta didik untuk mempresentasikan hasil kerja kelompoknya secara klasikal dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait teks eksposisi (expisition text)	35 minute
Closing	❖ Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran; ❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah di pelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.

D. METODE PEMBELAJARAN

Scientific learning and Problem Based Learning (PBL)

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Lembar contoh teks eksposisi.

2. BAHAN

Penggaris, spidol, papan tulis.

F. SUMBER BELAJAR

Buku penunjang Kurikulum 2013 dan Lembar Kerja Siswa Kurukulum 2013 mata pelajaran Bahasa Inggris kelas XI semester gasal.

Cipari, 17 October 2022

Guru Pamong   Peneliti

Eni Widiastuti, S.Pd   Zain Qurotu A'yuni

NIP. 19720905 200801 2 010   S.N. 1817404046

Mengetahui,

Kepala SMA Negeri 1 Cipari

Drs. Sukoya, M.Or

NIP. 19671012 199802 1 003

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Control Class) /Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 30 menit
Submateri	: Identifying language feature in a exposition text.		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:
- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi language features yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian language features teks eksposisi; ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat serta memahami teks eksposisi berisi isu aktual. ❖ Peserta didik diminta untuk mengidentifikasi language features yang terdapat di dalam teks eksposisi yang telah dibaca. ❖ Peserta didik dibentuk beberapa kelompok berisi 4 orang siswa untuk mendiskusikan, mengumpulkan informasi, dan mempresentasikan penjabaran tentang apa saja language feature yang terdapat dalam teks eksposisi yang tadi telah diberikan. ❖ Membuat peserta didik untuk mempresentasikan hasil kerja kelompoknya secara klasikal dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait language features teks eksposisi (expisition text).	35 minute
Closing	❖ Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran; ❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN

1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.

D. METODE PEMBELAJARAN

Scientific learning and Problem Based Learning (PBL)

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Lembar contoh teks eksposisi.

2. BAHAN

Penggaris, spidol, papan tulis.

F. SUMBER BELAJAR

Lembar Kerja Siswa Kurikulum 2013 mata pelajaran Bahasa Inggris kelas XI semester gasal dan Buku Penunjang Kurikulum 2013.

Cipari, 24 October 2022

Guru Pamong   Peneliti

Eni Widiastuti, S.Pd   Zain Qurotu A'yuni

NIP. 19720905 200801 2 010   S.N. 1817404046

Mengetahui,

Kepala SMA Negeri 1 Cipari

Drs. Sukoya, M.Or

NIP. 19671012 199802 1 003

RENCANA PELAKSANAAN PEMBELAJARAN			
Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Control Class) /Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 30 menit
Submateri	: Identifying generic structure in a exposition text.		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:

- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi generic structure yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian generic strusture teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat dan membaca teks eksposisi berisi isu aktual. ❖ Peserta didik diminta untuk mengidentifikasi apa sajakah generic structure yang terkandung dalam teks eksposisi yang telah dibaca. ❖ Peserta didik dibentuk beberapa kelompok berisi 2 orang siswa untuk mendiskusikan, mengumpulkan informasi, dan dipresentasikan tentang generic structure yang ditemukan dalam beberapa teks eksposisi analitis yang telah dipelajari. ❖ Membuat peserta didik untuk mempresentasikan hasil kerja kelompoknya secara klasikal dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait generic structure teks eksposisi (expisition text)	35 minute
Closing	❖ Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran; ❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.

D. METODE PEMBELAJARAN

Scientific learning and Problem Based Learning (PBL)

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Lembar contoh teks eksposisi.

2. BAHAN

Spidol, papan tulis, dan penghapus.

F. SUMBER BELAJAR

Buku Penunjang mata pelajaran Bahasa Inggris smester gasal Kurikulum 2013 dan Lembr Kerja Siswa mata pelajaran Bahasa Inggris semester gasal.

Cipari, 31 October 2022

Guru Pamong   Peneliti

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Control Class) /Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 30 menit
Submateri	: Identifying vocabulary in exposition text.		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:

- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi vocabulay yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat dan membaca teks eksposisi berisi isu aktual. ❖ Peserta didik diminta untuk mengidentifikasi vocabulary dengan benar dari beberapa teks eksposisi. ❖ Peserta didik dibentuk beberapa kelompok yang berisi 2 orang siswa untuk mendiskusikan, mengumpulkan informasi, dan mempresentasikan tentang beberapa vocabulary yang ditemukan dalam teks eksposisi analitis yang telah dipelajari. ❖ Membuat peserta didik untuk mempresentasikan hasil kerja kelompoknya secara klasikal dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait vocabulary yang terkandung dalam teks eksposisi (expisition text)	35 minute
Closing	❖ Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran; ❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN

1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.

D. METODE PEMBELAJARAN

Scientific Learning dan Problem Based Learning (PBL).

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Lembar contoh teks eksposisi.

2. BAHAN

Penggaris, spidol, papan tulis

F. SUMBER BELAJAR

Buku penunjang Kurikulum 2013 mata pelajaran Bahasa Inggris semester gasal dan Lembar Kerja Siswa (LKS) mata pelajaran Bahasa Inggris semester gasal.

Cipari, 7 November 2022

Guru Pamong   Peneliti

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Mengetahui,

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RENCANA PELAKSANAAN PEMBELAJARAN			
Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Experimental Class) /Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 45 menit
Submateri	: Identifying meanings and information in a exposition text.		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:

- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat serta memahami materi teks eksposisi yang dilihat melalui sebuah tayangan. ❖ Pesrta didik disuruh untuk membaca dengan menerapkan speed-reading method sebuah teks eksposisi. ❖ Peserta didik kemudian dibentuk beberapa kelompok berisi 4 orang siswa untuk mendiskusikan serta mengumpulkan informasi, tentang contoh eksposisi analitis yang telah dipelajari dengan menerapkan metode skimming and scanning tadi. ❖ Peserta didik kemudian diminta untuk mengidentifikasi teks sesuai dengan fungsi sosial dan struktur teksnya. ❖ Membuat peserta didik untuk membacakan hasil kerja kelompoknya dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait teks eksposisi (expisition text)	65 minute
Closing	❖ Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran; ❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.

D. METODE PEMBELAJARAN

Scientific learning, Problem Based Learning (PBL), and Speed-Reading

Method.

E. MEDIA PEMBELAJARAN

1. ALAT

   a. Worksheet atau lembar kerja (siswa).

   b. Lembar penilaian.

   c. Lembar contoh teks eksposisi.

2. BAHAN

   Spidol, papan tulis, penghapus, buku.

F. SUMBER BELAJAR

Buku Penunjang Kurikulum 2013 mata pelajaran Bahasa Inggris semester

gasal, Lembar Kerja Siswa (LKS) mata pelajaran Bahasa Inggris semester gasal

Kurikulum 2013, audio-visual pembelajaran You-Tube.

Cipari, 18 Oktober 2022

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Experimental Class)/Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 45 menit
Submateri	: Identifying language features in a exposition text.		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:

- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi language features yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian language features yang terdapat dalam teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat dan mengamati melalui tayangan berisi materi teks eksposisi analitis yang diberikan oleh guru. ❖ Peserta didik lalu diminta untuk membaca secara *scanning* untuk mengidentifikasi ciri kebahasaan dari teks eksposisi ananitis yang tadi ditayangkan. ❖ Peserta didik dibentuk kelompok berisi 4 orang siswa untuk mendiskusikan serta mengumpulkan informasi tentang ciri kebahasan teks eksposisi analitis yang telah ditonton. ❖ Membuat peserta didik untuk mempresentasikan hasil kerja kelompoknya tentang penemuan language features yang terdapat didalam teks eksposisi yang telah ditonton dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait language features dalam teks eksposisi (expisition text)	65 minute
Closing	❖ Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran; ❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN

1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.
2. Menggunakan bahasa yang baik dan benar.		

D. METODE PEMBELAJARAN

Scientific Learning and Problem Based Learning (PBL), Speed-Reading Method.

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Proyektor.

2. BAHAN

Spidol, papan tulis, penghapus, buku.

F. SUMBER BELAJAR

Buku penunjang pelajaran mata pelajaran Bahasa Inggris kelas XI semester gasal kurikulum 2013, Lembar Kerja Siswa (LKS) mata pelajaran Bahasa Inggris kelas XI semester gasal Kurikulum 2013, audio-visual pembelajaran YouTube.

Cipari, 25 October 2022

Guru Pamong,   Peneliti,

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Experimental Class) /Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 45 menit
Submateri	: Identifying generic structure of exposition text		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

Pada akhir pembeajaran siswa dapat:
- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi simple present tense yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian generic structure teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat dan membaca sebuah teks berisi bacaan teks eksposisi secara lengkap secara *skimming* dan *scanning*. ❖ Peserta didik diminta untuk mengidentifikasikan ada apa sajakah generic structure yang terdapat dalam sebuah teks eksposisi yang tadi telah dibaca dan dipelajari. ❖ Peserta didik dibentuk menjadi beberapa kelompok berisi 2 orang siswa untuk mendiskusikan dan mengumpulkan informasi tentang generic structure yang ditemukan pada eksposisi analitis yang telah dipelajari tadi. ❖ Membuat setiap kelompok peserta didik untuk mempresentasikan hasil kerja kelompoknya dan mengemukakan pendapat atas presentasi yang dilakukan. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait generic structure yang terdapat dalam teks eksposisi (expisition text).	65 minute
Closing	❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin, dan jujur dalam mengikuti	1. Mengidentifikasi teks eksposisi analitis sesuai dengan	1. Membaca dan membuat teks eksposisi analitis sesuai dengan

pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	konteks penggunaannya.	ketentuannya.

D. METODE PEMBELAJARAN

Scientific learning, Problem Based Learning (PBL), Speed-Reading Method.

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Lembar contoh teks eksposisi.

2. BAHAN

Spidol, papan tulis, penghapus, buku.

F. SUMBER BELAJAR

Buku penunjang pelajaran mata pelajaran Bahasa Inggris kelas XI semester gasal kurikulum 2013, Lembar Kerja Siswa (LKS) mata pelajaran Bahasa Inggris kelas XI semester gasal Kurikulum 2013.

Cipari, 1 November 2022

Guru Pamong   Peneliti

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Mengetahui,

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RENCANA PELAKSANAAN PEMBELAJARAN			
Nama Sekolah	: SMA Negeri 1 Cipari	Kelas/Semester	: XI (Experimental Class) /Ganjil
Mata Pelajaran	: Bahasa Inggris	Tahun Pelajaran	: 2022/2023
Materi	: Exposition Text	Alokasi Waktu	: 2 x 45 menit
Submateri	: Identifying vocabulary in exposition text.		

A. TUJUAN PEMBELAJARAN

   Setelah mengikuti pembelajaran, peserta didik dapat membedakan fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks eksposisi nalitis lisan dan tulisan dengan memberi dan meminta informasi terkait isu aktual, sesuai degan konteks penggunaannya.

   Pada akhir pembeajaran siswa dapat:

- Mendengarkan atau membaca ungkapan atau tutur kata yang digunakan untuk menyatakan tindakan memberi dan meminta informasi terkait isu aktual.
- Mengidentifikasi vocabulay yang digunakan untuk memberi dan meminta informasi terkait isu aktual yang relevan dengan situasinya.
- Memahami secara singkat mengenai teks eksposisi (exposition text) terkait isu aktual.

B. KEGIATAN PEMBELAJARAN

Opening	❖ Memberi salam, berdo'a untuk memulai pelajaran, menanyakan kabar peserta didik; ❖ Mengaitkan materi yang akan dilakukan, misalnya guru menyebutkan tentang isu aktual; ❖ Menyampaikan materi pembelajaran; ❖ Menjelaskan pengertian vocabulary yang terdapat dalam teks eksposisi (exposition text); ❖ Menjelaskan tujuan pembelajaran dan manfaatnya dalam kehidupan sehari-hari peserta didik.	10 minute
Inti	❖ Peserta didik melihat dan membaca dengan menerapkan speed-reading method teks eksposisi berisi isu aktual. ❖ Peserta didik diminta untuk mengidentifikasi vocabulary dengan benar dari sebuah teks eksposisi yang telah dipelajari. ❖ Peserta didik dibentuk 4 kelompok berisi beberapa siswa untuk mencari vocabulary asing yang terdapat di dalam sebuah teks eksposisi analitis yang telah dipelajari. ❖ Membuat setiap kelompok untuk membuat kalimat dari vocabulary yang di dapat, membacakan kalimat berisi vocabulary tersebut, serta mempresentasikan hasil kerja kelompoknya di depan kelas. ❖ Guru dan peserta didik membuat kesimpulan tentang hal-hal yang dipelajari terkait vocabulary yang ada dalam teks eksposisi (expisition text)	65 minute
Closing	❖ Guru memberikan *reward,* misalnya pujian atau bentuk penghargaan lain yang relevan, kepada individu atau kelompok yang kinerjanya baik; ❖ Guru memberikan tugas untuk peserta didik terkait materi yang telah dipelajari; ❖ Guru menginformasikan materi pembelajaran yang akan datang; ❖ Guru menutup kegiatan pembelajaran dengan berdo'a dan mengucapkan salam.	15 minute

C. PENILAIAN

SIKAP	PENGETAHUAN	KETERAMPILAN
1. Cermat, disiplin, dan jujur dalam mengikuti pembelajaran. 2. Menggunakan bahasa yang baik dan benar.	1. Mengidentifikasi teks eksposisi analitis sesuai dengan konteks penggunaannya.	1. Membaca dan membuat teks eksposisi analitis sesuai dengan ketentuannya.

D. METODE PEMBELAJARAN

Scientific learning, Problem Based Learning (PBL), Speed-Reading Method.

E. MEDIA PEMBELAJARAN

1. ALAT

a. Worksheet atau lembar kerja (siswa).

b. Lembar penilaian.

c. Lembar contoh teks eksposisi.

2. BAHAN

Spidol, papan tulis, penghapus, buku.

F. SUMBER BELAJAR

Buku penunjang pelajaran mata pelajaran Bahasa Inggris kelas XI semester gasal kurikulum 2013, Lembar Kerja Siswa (LKS) mata pelajaran Bahasa Inggris kelas XI semester gasal Kurikulum 2013.

Cipari, 8 November 2022

Guru Pamong   Peneliti

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Mengetahui,
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Appendix 3 Instrument Test

PRE TEST

Subject   : English

Material   : Exposition Text

Class   : XI MIPA 1, XI MIPA 2, XI MIPA 3

Name   : ……………………………………………………………….

No   : ……………………………………………………………….

Class   :…………………………………………………………......…..

Text 1: Read the text to answer the question number 1-4

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product. Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed. Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

Adapted from: http://englishadmin.com/2018/11/50-contoh-soal-analytical-exposition-dan-jawaban.html

1. What does the text tell about?

   A. Best way to deal with pests in agriculture.

   B. Pesticides must be selected and applied carefully so as not to affect the ecological and environmental

balance.

C. Use of pesticides and pest control.

D. Pests can gradually become resistant to pesticides.

E. The use of pesticides in dealing with pests in agriculture.

2. Which of the following is not directly affected by pesticides used?

A. Plants.

B. Ecology.

C. Animals.

D. Environment.

E. Human Beings.

3. What can you say about paragraph two and four?

A. The fourth paragraph supports the idea stated in paragraph two.

B. Both paragraphs tell about the disadvantages of using pesticides.

C. Both paragraphs tell about how pesticides affect the quality of farm products.

D. The statement in paragraph is contrary to the statement in paragraph four.

E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.

4. One of the disadvantages of using chemical pesticides is …

A. Killing fish and bees.

B. Increasing crops productivity.

C. Creating balanced ecosystem.

D. Causing the pests to become inactive.

E. Helping reduce pollutants in the environment.

Text 2: Read the text to answer the question number 5-10

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

Adapted from: http://englishadmin.com/2018/11/50-contoh-soal-analytical-exposition-dan-jawaban.html

5. What one of the diseases caused by pollution?

    A. HIV / AIDS.

    B. Bronchitis.

    C. Liver.

    D. Fever.

    E. Cholera.

6. What tense is mostly used in the text?

    A. Past tense.

    B. Simple present tense.

    C. Simple perfect tense.

    D. Present continuous tense.

    E. Past continuous tense.

7. We usually call the last paragraph as…

    A. Resolution.

    B. Reiteration.

    C. Conclusion.

    D. Recommendation.

    E. Twist.

8. What is the purpose of the text?

    A. To persuade reader about the Cars Should Be Banned In The City.

    B. To explain the characteristics the Cars Should Be Banned In The City.

    C. To inform readers about Cars Should Be Banned In The City.

    D. To describe Cars Should Be Banned In The City.

    E. To entertain readers about Cars Should Be Banned In The City.

9. The following sentences are true, except …

    A. The cars contribute the most of pollution in the world.

    B. The cars are very noisy.

    C. The cars can also cause many deaths and other road accidents.

    D. The car cans accelerate the transport.

    E. The cars today are our roads biggest killers.

10. What the title text above?

    A. Cars should be banned in the city.

    B. Cars cause pollution.

    C. Car giant killer street.

    D. Car facilitate transportation.

    E. Cars cause noise of the city.

Text 3: Read the text to answer the question number 11-15

> Workout maintains good health. There are some reasons that make the exercises important to create healthier body.
>
> Firstly, workout makes you able to burn the calories and fat so you are able to avoid overweight issues that commonly lead to serious health problems, such as heart attack and diabetes.

Moreover, regular workout makes your body able to maintain good metabolism. Toxins in the body can also be emitted through sweat. That is why it is very important to have routine workout.

/

11. What does the text tells about?

A. Workout can maintain health and metabolism.

B. Workout are able to avoid overweight issues.

C. Exercise can reduce symptoms of heart attack and diabetes.

D. Exercise can get rid of toxins in the body through sweat.

E. Exercise can't make the body healthy.

12. "That is why it is very important to have routine workout." The sentences is the part of....

A. Thesis statement.

B. Argument.

C. The writer's suggestion.

D. Reinforcement.

E. Orientation.

13. Which statement is **false** about the text?

A. Regular workout makes your body able to maintain good metabolism.

B. Workout makes you able to burn the calories.

C. Exercise can minimize serious health problems, such as heart attacks and diabetes.

D. Workout can't burn calories optimally.

E. Toxins in the body can also be emitted through sweat.

14. Symptoms of heart attack and diabetes can be reduced by doing...

A. Eat.

B. Sport.

C. Lying around.

D. Sunbathe in the morning.

E. Sleep all day.

15. Language features of analytical exposition text that we can't find from the text is...

A. Simple present tense.

B. Relational process.

C. Temporal conjunction.

D. Causal conjunction.

E. Connective words.

Text 4: Read the text to answer the question number 16-20

Topeng Monyet

Thousands of macaques are bred or captured from the wild to be used as street performers, or known as "topeng monyet". The macaques are used to perform street shows; wearing funny masks, riding bicycles, performing acrobatic moves and doing amusing things. However, such shows should be banned for few reasons.

First, topeng monyet is a kind of exploitation of monkeys for money. The monkeys are hung from chains for long periods to train them to walk on their hind legs like humans. Their teeth are extracted so they can't bite and they are tortured to remain obedient. The monkeys are often outfitted in dresses and cowboy hats and forced to carry parasols or ride tiny bikes. This animal abuse will definitely hurt the monkeys.

Second, the ban of masked monkey show can help improve public order. Topeng monyet is often performed when traffic is backed up at notoriously congested intersections. This will disturb the sight and create traffic jams for many motorists or pedestrians will slow down to watch the shows.

Third, banning the dancing monkeys is a necessary public health measure. It is important to rescue the monkeys from street performances and help prevent diseases carried by the monkeys.

The monkeys used in topeng monyet may not be healthy and may have potential to some diseases such as tuberculosis and hepatitis.

Considering the reasons stated above, topeng monyet should be banned for it exploits the monkeys, causes traffic jams and spreads illnesses such as tuberculosis and hepatitis.

Adapted from: https://www.englishcafe.co.id/ujian-nasional-analytical-exposition/

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16. What is the text above?
    A. Macaques exploitation for money.
    B. Training macaques for acrobatic shows.
    C. Efforts to stop masked monkeys performances.
    D. Reasons why it is necessary to ban topeng monyet.
    E. Rescuing monkeys from extinction and exploitation.

17. Topeng monyet should be banned because . . .
    A. It helps improve public orders.
    B. It distract ones' sight and disrupt

traffic.

   C. It frightens the street users.

   D. It makes people laughs.

   E. It cause cancer.

18. How are the monkeys mistreated?

   A. They are tortured to be obedient.

   B. They are placed in old cages.

   C. They are left hanging on trees.

   D. They are forced to eat much.

   E. They are kept unhealthy.

19. What type of text above?

   A. Report text.

   B. News item text.

   C. Analytical exposition text.

   D. Narrative text.

   E. Recount text.

20. What tense is mostly used in the text?

   A. Direct speech.

   B. Linking words.

   C. Temporal conjunction.

   D. Action verb.

   E. Causal conjunction.
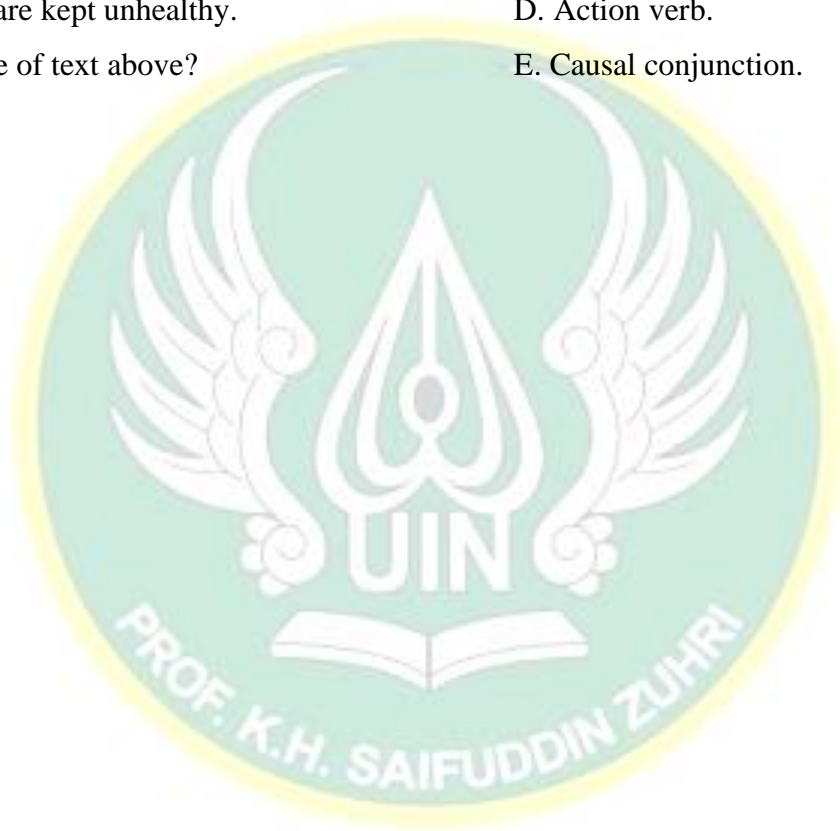
Subject   : English

Material   : Exposition Text

Class   : XI MIPA 1, XI MIPA 2, XI MIPA 3

Name   : …………………………………………………………………….

No   : …………………………………………………………………….

Class   :…………………………………………………………………….

Text 1: Read the text to answer the question number 1-5

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'. Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

1. What is the text about?

   A. The school rules.

   B. The school identity.

   C. What we should wear at school.

   D. The importance of school uniform.

   E. The equally among students.

2. In institutions without uniform students, one will be regarded poor because he/she ………..

   A. Does not wear a school uniform.

   B. Cannot afford to buy a school uniform.

   C. Wears no expensive designer clothes.

   D. Posses a bad academic record.

   E. Has a bad attitude at school.

3. "As such it promotes discipline and helps to drive up academic standards ……" (Paragraph 3). What does the it word refer?

   A. Community.

   B. School ethos.

   C. Research finding.

   D. A study.

   E. Uniform.

4. The last paragraph is about ……..

   A. The writer's suggestion.

   B. The writer's arguments.

   C. The writer's reasons.

   D. The writer's general statement.

   E. The writer's thesis.

5. Which statement is **true** about the text?

   A. Parents do not choose uniforms because they save money on buying clothes for school wear.

   B. Uniforms are less able to promote discipline and less helpful in raising academic standards.

   C. School uniforms must be designed by famous designers.

   D. School uniform is special clothes worn by all students of a particular school.

   E. School uniforms make the wearer not feel cool.

Text 2: Read the text to answer the question number 6-10

People are starting to abandon the habit of wearing masks and keeping their distance amid the pandemic that has been going on for nearly nine months. Is it okay to ignore the health protocols? The answer is absolutely no. We should keep obeying the health protocols because the pandemic is not over yet.

In the early pandemic, most of the people are discipline in obeying the health protocols such as wearing mask, washing hands, and keeping a distance. These days, there is a pandemic fatigue where people are tired of being restricted for months in this pandemic.

However, this phenomenon cannot be a reason for us to ignore the health protocols. It is because there is no cure yet which to combat the ferocity of the coronavirus. The most important thing that we can do is stick to health protocols so that we can break the chain of virus spread.

In addition, CDC or Centers for Disease Control and Prevention recommends us to wear mask since it can prevent us from getting or spreading the virus.

Therefore, we need to continue to protect ourselves from exposure to the virus for the good of ourselves and others. To overcome fatigue in the midst of a pandemic, we can try to keep in touch with the people closest to us so that we do not feel bored. We should remember that everyone can be exposed to viruses and vaccines still cannot be used, so it is important to always implement health protocols, especially when there is an urgent matter that requires us to leave the house.

Adapted from: https://www.zenius.net/blog/exposition-text

6. What is the text about?
   A. Pandemic Era.
   B. People don't wearing a mask.
   C. Discipline in obeying the health protocol.
   D. Vaccines is important, especially when there is an urgent matter that requires us to leave the house.
   E. To overcome fatigue in the midst of a pandemic.

7. Language features of exposition text that we can't find from The Pandemic story is....
   A. Causal conjunctions.
   B. Indefinite pronouns.
   C. Internal Conjunction.
   D. Simple Present Tense.

E. Direct speech.

8. "People are starting to abandon the habit of wearing masks and keeping their distance amid the pandemic that has been going on for nearly nine months." The sentences is the part of.....

    A. Conclusion.

    B. Orientation.

    C. Thesis statement.

    D. Reinforcement.

    E. Arguments.

9. Which statement is **false** about the text?

    A. We need to continue to protect ourselves from exposure to the virus for the good of ourselves and others.

    B. The most important thing that we can do is stick to health protocols so that we can break the chain of virus spread.

    C. This phenomenon cannot be a reason for us to ignore the health protocols.

    D. Most of the people not discipline in obeying the health protocols such as wearing mask, washing hands, and keeping a distance.

    E. We should remember that everyone can be exposed to viruses and vaccines still cannot be used.

10. How long has the pandemic been going on?

    A. One year.

    B. Ninth months.

    C. Two years.

    D. Seventh months.

E. Two months.

Text 3: Read the text to answer question number 11-20

Global warming is a condition where the earth's temperature is getting hotter. This global warming causes various adverse effects, such as ozone depletion, so that ultraviolet rays can directly enter the earth and rising sea levels due to the melting of polar ice caps. Global warming occurs because of the large amount of carbon dioxide gas in the atmosphere which will cause ozone depletion. The amount of carbon dioxide gas found on earth is not balanced with the number of trees that can absorb carbon dioxide. The forests have begun to be cleared for agricultural land, plantations or converted from protected forests to production forests.

In recent years, the world has experienced a severe increase in temperature. The carbon dioxide gas comes from factory fumes or motor vehicles. If we look around, there must be a lot of factories operating that produce carbon dioxide gas. This is still in our country. Imagine what happens in industrialized countries? Industrialized countries must have more factories. Try to imagine how much carbon dioxide gas that comes from these activities. The industrialized countries should deal with the carbon dioxide released by the actions of factories.

Worse yet, the world's forests that should be able to help reduce carbon dioxide gas a little on earth cannot perform their role correctly. This is because many trees in the forest are cut down. In addition to cutting down trees in forests, several cases in Indonesia were the transfer of forest functions, from groves that functioned as protected forests being converted into conservation forests. This, of course, can worsen the condition of the earth.
The condition of increasingly sophisticated technology is in line with global warming, also getting worse. Therefore, if we are people who claim to care about the environment, don't forget to do the smallest things that can reduce global warming. Examples are that we can plant trees on the house's terrace, reduce the use of air conditioning, cycle to the office, and much more. Let's start caring for the environment for a better future.

Adapted from: https://www.english-academy.id/blog/teks-eksposisi-dalam-bahasa-inggris

11. What does the text tell about?

    A. Global warming.

    B. Ozon depletion.

    C. Carbon dioxide gas.

    D. Logging of wild trees in the forest.

    E. Increased factory operation.

12. Which statement is true about the text?

    A. Illegal logging in forests does not effect global warming.

    B. Global warming is causing advers effects, such as depletion of the ozone layer and rising sea levels due to melting polar ice.

    C. The amount of carbon dioxide gas found on earth is less than the number of trees that can absorb

carbon dioxide.

    D. Global warming is not bad for human life.

    E. Reforestation of bare forest, does not have much effect on reducing carbon dioxide.

13. The second and third paragraphs are...

    A. Conclution.

    B. Arguments.

    C. Complication.

    D. Orintation.

    E. Re-orientation.

14. The story is kind of...

    A. Report text.

    B. Narrative text.

    C. Hortatory exposition.

    D. Analytical exposition.

    E. Recount text.

15. Language features of exposition text that we can find from Global Warming story is...

    A. Temporal conjunction.

    B. Direct speech.

    C. Action verb.

    D. Linking words.

    E. Simple present tense.

16. What factors cause global warming, except...

    A. Greenhouse effect.

    B. Illegal felling of trees in the forest.

    C. Forest conversion.

    D. Forest reforestation.

    E. Factory smoke.

17. "Let's start caring for the environment for a better future." The sentences are part of....

    A. Reinforcement.

    B. Argument.

    C. Orientation.

    D. Thesis.

    E. Re-orientation.

18. What is the thesis of the story?

    A. Let's start caring for the environment for a better future.

    B. Global warming is a condition where the earth's temperature is getting hotter.

    C. We can plant trees on the house's terrace to reduce global warming.

    D. Global warming occurs because of the large amount of carbon dioxide gas in the atmosphere which will cause ozone depletion.

    E. The world has experienced a severe increase in temperature.

19. What things can be done to reduce global warming, except...

    A. Planting trees on the terrace of the house.

    B. Illegal felling of trees in protected forests.

    C. Reducing the use of air conditioning.

    D. Cycling to the office.

    E. Reduce the use of lights.

20. The last paragraph is about...

    A. Re-orientation.

    B. Argument.

    C. Thesis.

D. Orientation.

E. Reiteration.

ANSWER KEY PRE TEST

E	B	A	D
E	B	C	A
E	A	D	A
A	D	B	C
B	A	C	E

ANSWER KEY POST TEST

C	A	A	D
C	E	B	A
E	C	B	C
D	D	C	B
D	B	E	E

Appendix 4 The Results of Pre-test and Post-test

No.	Control Class		Experimental Class	
	Pre-Test	Post Test	Pre-Test	Post Test
1.	65	70	65	60
2.	75	75	65	70
3.	55	90	45	70
4.	75	85	60	75
5.	75	90	65	75
6.	65	80	50	75
7.	70	80	50	70
8.	55	85	70	80
9.	50	70	65	65
10.	70	100	70	85
11.	70	90	60	75
12.	70	80	60	85
13.	65	85	50	80
14.	75	90	45	95
15.	75	95	55	80
16.	65	80	50	65
17.	50	85	55	80
18.	55	70	55	90
19.	65	80	55	80
20.	60	80	75	95
21.	70	85	55	95
22.	75	90	45	70
23.	55	75	45	70
24.	60	70	55	85
25.	60	70	60	80
26.	50	100	45	90
27.	55	95	75	95
28.	60	95	55	90
29.	65	80	45	75
30.	55	90	60	85
31.	65	75	70	90
32.	65	85	50	65

Appendix 5 Documentation of the learning activities

Pre-test at Pilot Class
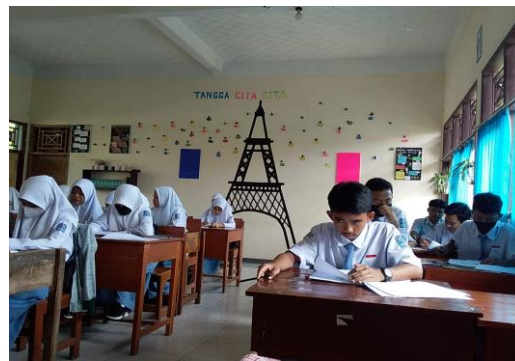
Post-test at Pilot Class

Pre-test at Control Class

Post-test at Control Class

Learning at Control Class

Pre-test Experimental Class

Post-test Experimental Class

Treatment Experimental Class using Speed-Reading Method

BIOGRAPHY

A.   Profile

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    2.   Student Number   :1817404046

    3.   Place/ Date of Birth : Ngawi, October 25th, 1998

    4.   Address   : Mekarsari, RT 05/RW 01, Cipari, Cilacap

    5.   Name of Father   : Habib Anwar

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B.   Educational Background

    1.   TK Kartika X-2, Jakarta Selatan, graduation year: 2005

    2.   SDN Pesanggrahan 02 Pagi, Jakarta Selatan, graduation year: 2011

    3.   SMP Negeri 31 Jakarta, graduation year: 2014

    4.   SMA Negeri 1 Cipari, graduation year: 2017

    5.   S1 UIN Prof. K. H Saifuddin Zuhri Purwokerto, year of entry: 2018

Purwokerto, December 20th, 2022

Zain Qurotu A'yuni