

**THE CORRELATION BETWEEN STUDENTS' READING SPEED AND
STUDENTS' READING COMPREHENSION OF FIRST YEAR
STUDENTS IN SMAN 10 BANDAR LAMPUNG**

(Undergraduate Thesis)

By

**Agiska Berliana
NPM 1713042019**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2021**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING SPEED AND STUDENTS' READING COMPREHENSION OF THE FIRST YEAR STUDENTS IN SMAN 10 BANDAR LAMPUNG

By

Agiska Berliana

This research employed the correlation design. This quantitative research was aimed to find out the correlation between students' reading speed and students' reading comprehension. The subject of the research was 35 students at SMAN 10 Bandar Lampung. In collecting the data, the researcher used reading speed test and reading comprehension test as the instruments. Reading speed test was used to know students' reading speed and reading comprehension test was used to know their reading comprehension. The data from both instruments were analyzed by using Pearson Product Moment Correlation. The result showed that there was a significant correlation between students' reading speed and students' reading comprehension since the significant correlation was 0.000 and the r value was .641. The value shows the strong correlation between reading speed and reading comprehension.

Keywords: *correlation, reading speed, reading comprehension.*

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Agiska Berliana

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In

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The Faculty of Teacher Training and Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
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BANDAR LAMPUNG
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Research Title : **THE CORRELATION BETWEEN STUDENTS' READING SPEED AND STUDENTS' READING COMPREHENSION OF FIRST YEAR STUDENTS IN SMAN 10 BANDAR LAMPUNG**

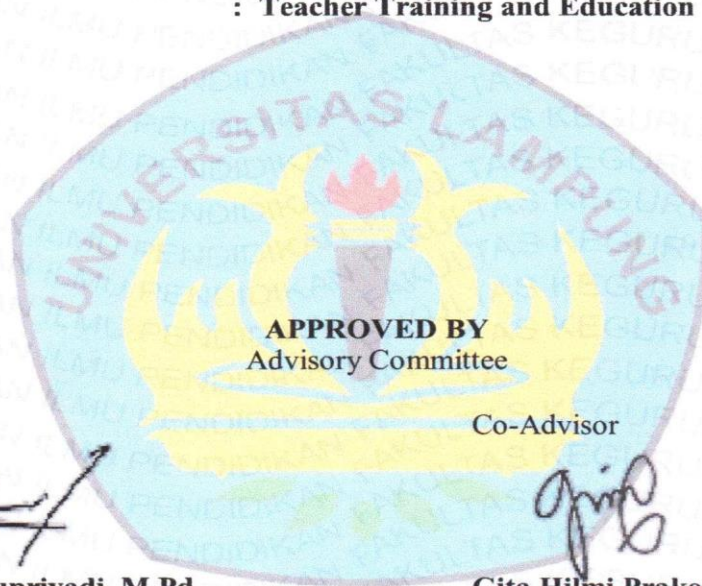
Student's Name : **Agiska Berliana**

Student's Number : **1713042019**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Drs. Dedy Supriyadi, M.Pd.
NIP 19580505 198502 1 006

Co-Advisor

Gita Hilmi Prakoso, S.Pd., M.Pd.
NIK 231604911022101

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusmlnto, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

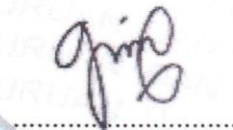
Chairperson : **Drs. Dedy Supriyadi, M.Pd.**



Examiner : **Prof. Dr. Cucu Sutarsyah, M.A.**



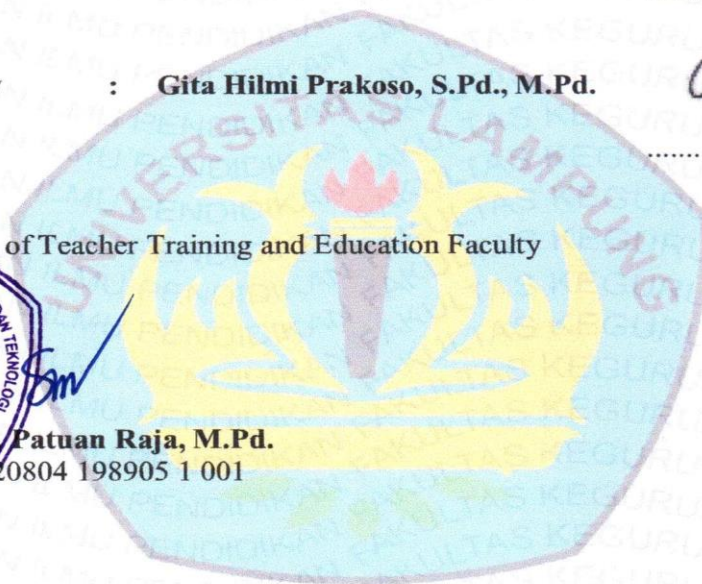
Secretary : **Gita Hilmi Prakoso, S.Pd., M.Pd.**



2. The Dean of Teacher Training and Education Faculty




Prof. Dr. Patuan Raja, M.Pd.
NIP. 19620804 198905 1 001



Graduated on : August 26th, 2021

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Agiska Berliana

NPM : 1713042019

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : The Correlation Between Students' Reading Speed
and Students' Reading Comprehension of The First Year
Students in SMAN 10 Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 05 Oktober 2021
Yang membuat pernyataan,



Agiska Berliana
NPM 1713042019

CURRICULUM VITAE

Agiska Berliana was born in Bandar Lampung on August 12th 1999. She is the third daughter from the humorous couple, M. Ali Sukarelawansyah and Eviva Handayati. She has three lovely siblings named Chariza Permata Hati, M. Rinaldy Fahriansyah and Alya Khairunnisa Ramadhani.

She started her educational life at TK Pertiwi in 2005. Then, she continued her study at SDN 2 Rawa Laut and graduated in 2011. In the same year, she continued her study in MTsN 1 Tanjung Karang and graduated in 2014. She continued her study at MAN 1 Bandar Lampung and graduated in 2017. In the same year, she was accepted as the student of English Education Study Program of Lampung University through SNMPTN in 2017.

During her study at Lampung University, she took part in Society of English Department students (SEEDS) in 2018. From January to February 2020, she did her Community Service Program at Kebun Dalam, Abung Tinggi, Lampung Utara, and Teaching Practice Program (PPL) at SMAN 10 Bandar Lampung from August to October 2020. To finish her study, she decided to do a research in the same school as the place she was having pre-teaching service program.

MOTTO

“Do not stop until you are proud”

“Push yourself because nobody will do it for you”

DEDICATION

By the name of Allah Subhanahu wa Ta'ala, this script is proudly dedicated to:

My dearest parents, M. Ali Sukarelawansyah and Eviva Handayati

My beloved siblings and My beloved brother and sister in law, Chariza Permata

Hati, S.Ikom., Rizky Aprisa, S.I., M. Rinaldy Fahriansyah, S.Ikom., Ayu Retno

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My lecturers at English Education Study Program

My beloved friends in English Department 2017,

My alma mater, University of Lampung

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It is important to know that this script would never have come into existence without any support, encouragement, and assistance from several generous people. The writer would like to express her respectful gratitude and sincere to:

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Finally, the author believes that her work is still far from perfection. There might be flaws in this research. Therefore, comments, suggestions, and constructive feedbacks are always acceptable for better research. The author hopes that this research

could give practical contribution to the educational development, to the readers and to those who want to conduct further study.

Bandar Lampung, July 2021
The author,

Agiska Berliana
NPM 1713042019

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CHAPTER I INTRODUCTION

The general information of the study is going to be discussed in this chapter. They are background of the study, research question, research objective, uses of the research, scope of the research and definition of terms. They are explained as follows:

1.1 Background of the Study

Reading is one of the language skills that play an important role in learning English, and it is because reading has become part of our everyday lives. Through reading, people are able to gain a lot of knowledge, facts, pleasure, and troubleshooting. Thus, the ability to read a text in many ways can make a huge contribution to our lives, such as the progress of the school, university, or other educational institutions.

Reading speed is how people could cover the information rapidly about what they read. It could be categorized as that reading speed is dividing the number of words in a text with reading time and people reported in words per minute. Reading speed is a skill to read and understand the letter of the text. According to Richard (2007), reading speed is usually used to describe how fast a reader reads a text that has been known by the number of words per minute. The terms of reading speed and understanding of the reading are inseparable elements. Reading speed and reading comprehension are two closely related aspects.

Comprehension is a crucial part of the reading process. According to Miller (1971), comprehension is built upon both word recognition and association and cannot effectively take place unless the reader first is efficient in these two aspects of reading. Reading cannot be separated from comprehension because the purpose of the result of the reading activity is to comprehend what has been read. Reading without understanding is useless.

Understanding the text is a way of answering the questions referred to. (Arab, 2009) explains that when we read slowly and excessively, the understanding of the text will be hampered. Thus, if we read slowly, comprehension will also be slow. Especially, if we read slowly to excess, there will be regression or repetition where readers have to repeat what they read.

In reading itself, comprehension means that how people could understand the text and they catch up with the point of reading well. Usually, to comprehend the text, people read the text word by word and they do it one time or more. In reading comprehension, people can comprehend the meaning of the text such as identify the main idea, identify specific information, find detailed information, identify implied information, and conclusion.

Reading speed has influenced the reading comprehension made by the students. The students' reading speed also determines the students' ability to comprehend the text. They have a great influence on success in learning reading skills. It can also give a positive or a negative effect on the students' reading comprehension because all the students have different reading speeds. Relate to the student's way to comprehend reading text, the researcher has an opinion that it is important to do research about

students' reading speed and reading comprehension. It is supported by Grabe and Stoller (2002) who state that vocabulary, reading fluency, and the reading rate is central to skill reading.

Many studies have been conducted that show that reading speed affects students' reading comprehension. Humaira et al. (2017) state that the result reveals that there was a significant correlation between reading speed and reading comprehension. The students' reading speed affects students' comprehension achievement. If we read the text slowly and excessively, the interpretation of the text would be hindered. The quicker we learn, the more we understand. Nurnisa (2018) says that there is no significant correlation between students' reading speed and their reading comprehension. Their data showed that students' reading speed has a slow category and their comprehension has a fair category.

In this study, the research is focused on identifying the correlation between students' reading speed and students' reading comprehension. The difference between those researches and this study is that the researcher tried to hold a new investigation by combining all of the topics using correlational study *ex post facto*.

From the background of research, the researcher conducts a research about the correlation study between reading speed and reading comprehension.

1.2 Research Question

Is there any correlation between students' reading speed and students' reading comprehension?

1.3 Research Objective

The objective of this research is to find out if there is correlation between students' reading speed and students' reading comprehension significantly.

1.4 Uses of Research

Concerning the research question and objectives, the finding of the study would be beneficial. The uses of the study as follows:

1. For the Students

In learning English, students are interested in improving their reading speed and their reading comprehension.

2. For the Teachers

The researcher hopes the result of this research will use in the teaching learning process that associated with reading skill in learning English.

3. For the Researcher

By completing the study, the researcher will gain more information, especially by teaching students about reading speed and reading comprehension.

4. For the Readers

It is hoped that the research will be useful for another case.

1.5 Scope of The Research

The scope of this study is to know and investigate the correlation between students' reading speed and their scoring in reading comprehension for the students at the first-year students of SMAN 10 Bandar Lampung. The research will focus on the correlation between students' reading speed toward comprehension of descriptive text. Meanwhile, reading comprehension refers to some indicators: the vocabulary

of context, organization of the text, main idea, implicit meaning, and explicit meaning of the text. The test becomes the instrument to assess reading speed and reading comprehension. This research is going to use a quantitative design. The students will be given a descriptive text, then the researcher gives the students questions based on the text that they have been read.

1.6 Definition of Terms

In order to avoid misunderstanding of the readers, the definition of terms are provided as follows:

1. Reading

According to Nunan (2006), reading is a skill that includes making sense and deriving meaning from a written text.

2. Reading Speed

Reading speed is one of the fluency components in reading that could be the indication of students' efficiency in reading.

3. Reading Comprehension

Reading comprehension is the level of students' ability to understand what they have to read from the text.

CHAPTER II LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of the definition of reading speed, the factor influencing reading speed, assessing reading speed, definition of reading comprehension, aspect of reading comprehension, review of previous research, theoretical assumption, and hypothesis.

2.1 Definition of Reading Speed

Reading speed is a form of reading that emphasizes speed by not leaving an understanding of its reading aspect. Reading speed is a collection of reading strategies that aim to increase reading rates without significantly affecting comprehension or retention.

According to Wiryodijoyo (1989) reading speed is development through the reading skills at students interested in reading high and they get sufficient reading like reading books, magazines, and newspapers. Reading speed and reading comprehension are inseparable elements. Reading speed and reading comprehension are two elements that are closely related.

According to Dechant and Smith (1961) the reading speed should require a reading level that is concerned with the comprehension because the reading speed is nothing without the comprehension of what is being read.

Reading speed and reading comprehension are two closely related components. When we read, we are sure to look for the knowledge found in the text that helps comprehension grow.

2.2 The Factor Influencing Reading Speed

Several purposes impact anyone to speed up their reading. There are five main factors are contributing to reading speed, they are as follows (Konstant, 2010):

a. Clarity of Purpose

The clarity of purpose is the ability to always know why we read something. The purposes themselves depend on the reader, whether he or she reads a text for pleasure or to get information in it. The simpler his aim, the quicker he or she will be able to learn.

b. Mood and Motivation to Read

Mood and motivation in reading are important. When someone is exhausted and has little desire to learn, they generally cannot read as easily as when they have a strong motivation to read. Try to control to make the encouragement easier so that we can concentrate and focus on time.

c. Familiarity with the Subject-related Terminology

This factor means the background knowledge the students have about the material. If students have background knowledge of the text, they will have a foundation to develop and they will be able to read quite quickly.

d. Difficulties of the Text

If the books are easy to read, the students will read it faster, but if the books are difficult to read, then students will read it slower. Normally, a hard book to read will slow down our reading.

e. Urgency and Stress Level

Urgency and stress level are also important factors due to reading speed factors. If we read something right away, we can't read it quickly, because stress will slow us down.

2.3 Assessing Reading Speed

Reading speed indicates automatic word recognition. It is a fluency factor, but it is not the whole picture. Speed does not show the accuracy of the intonation operation. Reading speed is determined by words per minute (WPM). As the students read (either orally or silently, the teacher times how long this takes). A stopwatch is the most accurate measure of reading time, but a watch with a second hand will also suffice. The WPM is the result of multiplying the number of words in the passage by 60 and dividing it by the number of seconds it took to read the passage. The result is in a WPM score. Both oral and silent reading speed can be measured in this way.

$$\frac{\text{total words}}{\text{total seconds spent}} \times 60 \text{ minutes} = \text{wpm}$$

The speed of reading is highly variable. It varies according to the reading of the passage. Speed often differs depending on the intent of the readers. Readers' interest can affect reading speed as well. Reading speed also varies within a single

selection, with some sentences being read more slowly than others (Flurkey, 2006). Moreover, it differs across individuals; students at the same instructional-level often display very different reading speed (Carver, 1990) suggests that some readers are just naturally faster than others, and this may be related to the individual speed of cognitive processing.

In EFL country, secondary students may read at 120-150 words per minute. University students may read at about 200 wpm. In addition, it also maybe useful to know that an L1 speaker of English of about average education and intelligence reads at about 300 wpm (Nuttal, 1982).

Reading speed is perhaps the most valuable aspect in recognizing students who are exceptionally slow readers at their independent or educational level. There are a few items that can trigger such slow reading. The student may be mentally analyzing each word in the absence of an adequate sight word vocabulary or the student may be overly deliberate; slow reading can signal an undue focus upon word identification accuracy (Caldwell, J.S, 2008).

It is important for teachers to be concerned about slow reading. Moreover, Caldwell (2008) states that a slow reader takes much longer to read assignments than his or her peers, and this affects home work as well as classroom activities. If the teacher asks students to read something in the classroom, the slow reader rarely finishes and is generally aware that classmates have all completed the selection while he or she may only be halfway through it. This can easily lead to frustration. It is natural to avoid a frustrating situation. So, slow readers avoid reading as much as possible. Because fluency is stimulated by reading, and because the slow reader chooses not

to read, the problem may not only continue but will likely worsen. For those reasons, teachers must evaluate reading speed even if understanding is in place.

As shown above, determining student reading speed is important because we can identify students who read very slowly at their independent level. Speed could have an impact on their performance in reading and performing assignments.

2.4 Definition of Reading Comprehension

In the reading process, the student needs to grasp the points of the reading text. In other words, without understanding, there is no reading. Comprehension is the process of making sense of sentences, phrases, and related text. Moreover, Durkin (1993) states that comprehension is the essence of reading and the active process of constructing meaning from text.

Furthermore, Woolley (2011) describes that reading comprehension is a method of making sense out of the text. Reading is an activity in which a reader usually interacts with a text in a close situation and must be studied from junior high school up to university level. Reading comprehension is the ability to process text, understand its context, and integrate it with what the reader already knows.

In addition, Anastasiou and Griva (2009) define reading comprehension as a dynamic cognitive skill that involves the ability to incorporate text information into the reader's prior knowledge, resulting in the creation of mental representation. In this research, reading comprehension is defined as an ability to comprehend the message and information about reading material using cognitive and metacognitive abilities.

Therefore, reading comprehension is a process of making inferences, activating, appropriate terms, connecting new knowledge to the old one, generating images, and reducing the information in the text to the main idea.

2.5 Aspect of Reading Comprehension

There are five aspects of reading comprehension. These are identifying main ideas, finding specific information, determining reference, making an inference, and understanding vocabulary (Nuttal, 1982).

1. Identifying the main idea is one of the most important specific comprehension skills. According to Gallagher (2004), determining the main idea is a skill to understand and find the main point of a passage by summarizing it and looking for repetition of ideas. It is also located in the first sentence of the paragraph. The first sentence also describes the topic under discussion in the passage.
2. Finding specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics, and quotation. To find precise facts, the readers read-only a few sentences that are relevant to the query. It is useful to know exactly what the readers are looking for in a text. Therefore, the readers only read the relevant part(s) and ignore the irrelevant.
3. The determining reference refers to a significant citation for a specified matter. Reference also means words that substitute for other words (to stop using the same word over and over). It refers back to terms that have been used and can refer back to ideas that have been shared.
4. Making inference which refers to a conclusion that is rationally and logically made based on the given facts. It is a comprehension strategy used by proficient

readers to read between the lines, make connections, and draw conclusions about the text's meaning and purpose. It consists of two or more details of the reading and the conclusion. It is not just a wild guess to make an assumption. It also important to make a decision that can be supported.

5. Vocabulary which means all the words which exist in a particular language or subject. Harmer (2004) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of a successful reading.

2.6 Review of Previous Research

Some studies were conducted by the researcher related to the correlation between students' reading speed and students' reading comprehension. One of them was conducted by Tanjung (2016). This study was held in STAIN Gajah Putih Takengong. It was aimed to see the correlation between students' reading speed with their comprehension in reading a text. The score in SPSS showed that there is a significant correlation between students' reading speed and students' reading comprehension where the score of Pearson Correlation shows 0,000 or lower than any 0,05. The score of the significance between reading speed and reading comprehension is $0,000 < 0,05$. It means that there is a significant correlation between students' reading speed and students' reading comprehension. Another way to see the correlation is from the stars symbol in the output. From the output, it can be seen that the score of Pearson Correlation which is related between each variable has stars symbol, which means there is a significant correlation between two variables.

Another study was conducted by Humaira et al. (2017). This study was held in SMA Negeri 3 Banda Aceh. It was aimed to find out if there is a significant correlation between the reading speed of the XII grade students at SMA Negeri 3 Banda Aceh with their reading comprehension. The result reveals that there was a significant correlation between reading speed and reading comprehension. The students' reading speed affects students' comprehension achievement. If we read the text slowly and excessively, the interpretation of the text would be hindered. The quicker we learn, the more we understand.

The last study was conducted by Datunsolang (2013). This research was conducted in English Department Class of 2011. The objective of her research was to find out the correlation between students' reading speed and students' reading comprehension. The analysis used in this research is a correlation analysis using the Pearson product-moment formula. Based on the result obtained, it indicates that there was no correlation between student reading speed and student reading comprehension. The result shows that the correlation between student reading speed and student reading comprehension is not significant.

Based on the previous studies, almost all of the studies found that there is a correlation between students' reading speed and students' reading comprehension. In this study, the research is focused on identifying the correlation between students' reading speed and students' reading comprehension. The difference between those researches and this study is that the researcher tried to hold a new investigation by combining all of the topics using correlational study *ex post facto*.

Hence, this research is significant to find out the correlation between students' reading speed and students' reading comprehension.

2.7 Theoretical Assumption

Reading is one of the skills that the learner must master in English. By reading, learners could dig and get some information from the reading passage. To comprehend reading skills, we can read anything such as reading books, magazines, newspapers to get information. We can get knowledge from the reading activity and, because of the fact, it gives access to information. It is important to learn reading, because people who can read well would be able to increase knowledge, and it is considered a good reader.

Some students are not interested in reading skills, mostly in reading speed and reading comprehension. Students need a lot of time to understand the text what they read. Considering the problem explanation, the researcher would like to conduct the research to find out the correlation between the students' reading speed and their reading comprehension. Hence, both of them will be examined whether they influence each other or not.

2.8 Hypothesis

Based on the theories described above, the researcher formulates the hypothesis as follows:

H1: There is correlation between students' reading speed and students' reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about research design, population and sample, research instrument, reliability and validity of the instruments, scoring system, data collecting technique, and technique of data analysis.

3.1 Research Design

This research used a quantitative design. According to Setiyadi (2018), quantitative design is used to investigate existing theories, and the researcher should look for data to support or refute them. Therefore, the researcher used Ex Post Facto Design to answer the research question. In this kind of research design, there is no treatment. The result of the research will be calculated by using SPSS. Moreover, this study aimed to see the correlation between students' reading speed with their comprehension in reading a text.

3.2 Variables

There were two variables in this study, independent and dependent variables. The researcher concerns this of the following variables:



This study used descriptive quantitative method. The quantitative descriptive method was used to provide a systematic and factual description of the correlation between reading speed and reading comprehension.

3.3 Population and Sample

In determining the sample, the researcher used purposive sampling. Purposive sampling was used to select individual or selected cases that could represent a case that could answer the research problem (Setiyadi, 2018). The population of this research was the first grade of senior high school in SMAN 10 Bandar Lampung academic year 2020/2021. The researcher selected X MIPA 2 as the subject of the research. Based on the early observations (internship) at SMAN 10 Bandar Lampung was the most responsive and active class among all the first-year students.

3.4 Research Instrument

In collecting the data, the researcher used reading speed test and reading comprehension test.

3.4.1 Reading Speed Test

The first instrument is reading speed test. The goal was to measure students' words per minute (WPM). The type of text used was descriptive text. The researcher asked the students to read as quickly as they could and the researcher counted the time by using a stopwatch. After finishing their reading, every student should say "finished or stop" and the researcher should also say the time. Next, the researcher gave the students question based on the text that they had read. They also were prohibited to open the dictionary.

3.4.2 Reading Comprehension Test

The second instrument is the reading comprehension test. The researcher used a reading comprehension test in order to analyze students' reading comprehension. The aspects presented are identifying main ideas, finding reference, making inference, vocabulary, and specific information. The questions of the reading comprehension test consist of 60 multiple choice questions. Then, the researcher did a try-out test. As the result, 20 questions must be dropped since the 15 questions were dropped as a result of rater agreement and 5 questions were dropped as a result of item analysis.

3.5 Validity and Reliability of Instrument

In conducting research, it is a must for the researcher to check whether the instruments used are valid and reliable. As stated by (Setiyadi, 2018) validity and reliability are important points to be considered in developing in instrument. Validity and reliability are used to find out whether an instrument has achieved the criteria of good test. Reading test have to be suitable for what has to be measured so that validity is really needed. There are two basic types of validity; content validity and construct validity.

3.5.1 Validity of the Instrument

1. Validity of The Reading Speed Test

To get the content validity of the reading speed test, the test used the same material as the comprehension test, which is a descriptive text entitled Trio Gili in The Land of Lombok, which consists of 480 words, Raja Ampat consists of 443 words, Niagara Waterfall consists of 481 words, and the Eiffel Tower consists of 390 words. To know the validity of the content, the researcher used the syllabus which is used in

the teaching learning process in SMAN 10 Bandar Lampung. To determine whether the text was suitable to be used as the instrument of this research, the researchers asked raters to determine whether the text was consistent with the existing content and easy to read. The text used for the comprehension test is descriptive text. The researcher adopted those kinds of validity and considered the results from the 3 raters (English teachers) at the school for evaluating and deciding the content validity of the reading text.

2. Validity of Reading Comprehension Test

To test the validity of the reading test, the researchers used inter-rater to test construct and content validity of the test. The researcher adopted two kinds of validity; construct and content validity and considered the decisions from the 3 raters (English teachers) at the school for evaluating and deciding the validity of the reading test based on the points; the reading test based on the syllabus of senior high school, 2013 curriculum, the standard competence, and the indicator to achieve the validity test. The raters filled in rater agreement by giving points from 1 to 4 (1: strongly inappropriate, 2: inappropriate, 3: appropriate, 4: strongly appropriate)

a. **Content validity** refers to the coverage of materials which must be included in a test (Nurweni, 2018). Meaning that, the items of test should be suitable on curriculum and syllabus. In this research, the content validity of the reading test is based on curriculum 2013 and indicators of syllabus for the first grade of senior high school. Table 1 shows the content of the test which consists of 40 items.

Table 1. Table of Reading Specification

NO	ASPECT OF READING COMPREHENSION	NUMBER OF QUESTION	TOTAL
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1	Main Idea	1,6,14,16,21,28,31,39	8
2	Specific Information	2,4,8,18,23,25,33,34	8
3	Reference	3,9,13,19,22,27,32,37	8
4	Inference	5,10,12,20,26,30,36,38	8
5	Vocabulary	7,11,15,17,24,29,35,40	8

b. **Construct validity** refers to test validity in terms of whether test items or tasks have been written based on the theory of what is being tested (Nurweni, 2018). It means that the test items must be considered with the aspect of reading. The researcher used reading aspects by (Nuttal, 1982) such as determining main idea, finding reference, understanding vocabulary, making inference, and detail information.

3.5.2 Reliability of the Instrument

1. Reliability of Reading Speed Text

Inter-rater reliability was used to measure the reliability of the reading text. To test the reliability, the researcher gave the text to the three raters at the school and after that the raters will evaluate and decide the reliability of the reading text. Based on the results of the assessments of 3 raters (see the appendices to see the table of rater), it was concluded that the text used by the researcher was reliable and could test the students' reading speed.

2. Reliability of Reading Comprehension Test

The reading test was tested to a group of students in order to check the consistency of the test itself. The result of this try-out test was to identify the internal consistency. The reliability of the reading test measured using *Split-Half*. Split half method is a popular method of assessing reliability of a test primarily for the advantage of single administration of the test and use of one sample, the researcher

was classified the test items into two similar parts (the odd- numbered items and the even-numbered items). It showed whether the items of the test are good to use or must be dropped.

The researcher will use Split half (Hatch & Farhady, 1982) in the following formula:

$$r1 = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

r1 : the correlation coefficient of reliability between odd and even number

X : the total number of odd number items

Y : the total number of even number items

X² : the square of X

y² : the square of Y

The criteria of reliability are:

0.80 – 1.00 : high

0.50-0.79 : moderate

0.00 – 0.49 : low

(Hatch & Farhady, 1982)

In order to know the try out test was reliable or not, the researcher used Split-Half Method in SPSS 25.0 for windows. The result of the reliability was showed below:

Table 2. Reliability of The Reading Comprehension Test Using Cronbach's Alpha

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.912
		N of Items	20 ^a
	Part 2	Value	.926
		N of Items	20 ^b
	Total N of Items		40
Correlation Between Forms			.853
Spearman-Brown Coefficient	Equal Length		.921
	Unequal Length		.921
Guttman Split-Half Coefficient			.918
a. The items are: X1, X2, X3, X4, X5, X6, X7, X8, X9, X10, X11, X12, X13, X14, X15, X16, X17, X18, X19, X20.			
b. The items are: X21, X22, X23, X24, X25, X26, X27, X28, X29, X30, X31, X32, X33, X34, X35, X36, X37, X38, X39, X40.			

Table 2 showed that the reliability of the try out test with 40 valid items was 0.918.

It meant that the test was reliable and could be used to measure the students' reading comprehension achievement.

3.6 Item Analysis

Item analysis is the process of analyzing student responses to individual exam questions in order to assess exam quality. It is a tool for maintaining test effectiveness and fairness. There are two parameters to evaluate the items, namely level of difficulty and discrimination of power. In this study, it is important to check the item analysis of the reading comprehension test, whether the item should be dropped or not.

3.6.1 Level of Difficulty

Level of difficulty relates to the ease and difficulty of the items based on the students' point of view who take the test. It is important since test items are too easy and all of the students can answer it correctly or the test items are too difficult and all of the students cannot answer it. If this situation happens, it shows that the

items of the test are not work well. Level of difficulty describes the ease and difficulty of the items to the students (Heaton, 1975).

The criteria are as follows:

<0.03 : difficult
0.03 – 0.07 : average
> 0.07 : easy

(Shohamy, 1985)

3.6.2 Discrimination of Power

The discrimination power refers to extend to which the items differentiate between high and low level students on the test. A good item, according to the criterion is one in which good students do well, and bad students fail (Shohamy, 1985).

To know the discrimination power of the test, the formula used is as follow:

$$DP = \frac{Upper - lower}{\frac{1}{2} N}$$

D: discrimination power

U: the proportion of upper group students

L: the proportion of lower group students

N: the number of the students

The criteria are:

0.00 – 0.20 = poor

0.21 – 0.40 = satisfied

0.41 – 0.70 = good

0.71 – 1.00 = excellent (Negative) = bad items (should be omitted)

(Heaton, 1991)

The try out test was conducted on February, 24 2021. It was administered to determine validity and reliability of the test. Furthermore, try out used to sort out the questions about whether the items were appropriate to use or not. The try out test was given via Google Class Room. There were 60 items qualified in the form of multiple choices. The researcher properly used statistical computation of SPSS 25.0 for windows to analyze the scores of the try out test in the experimental class. For

measuring the validity of the try out test the researcher used inter-rater to test the construct and content validity of the test. The researcher will adopt two kinds of validity; construct and content validity and consider the decision from the 3 raters (English teachers) at the school and *Pearson Product Moment* the result is showed there were 20 items that must be dropped. The 15 questions were dropped by rater scoring (see the appendices to see the table of rater) and the other 5 questions were dropped by the discrimination of power and the level of difficulty.

3.7 Normality Test

Normality testing was used to determine whether the data was distributed normally or not. To measure normality, the researcher used Statistical Package for Social Science (SPSS). Furthermore, the not working hypothesis (H0) would be accepted if the result of normality testing were higher than 0.05. Otherwise, if the result of the normality testing were higher than 0.05, it would be rejected. The hypothesis for the normality test was as follows:

1. Asymp. Sig (2-tailed) > 0.05, the data is distributed normally.
2. Asymp. Sig. (2-tailed) < 0.05, the data is not distributed normally.

Table 3. Result of Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension	,130	35	,146	,962	35	,269
a. Lilliefors Significance Correction						

In this research, the researcher chose Shapiro-Wilk because the sample of the research were less than 50. Moreover, the result of normality testing showed that the

significant level of normality was 0.269 which higher than 0.50. Therefore, the data were normally distributed and the not working hypothesis (H0) was accepted.

3.8 Scoring System

The scoring system used by separated the right answers by total items timed 100. In order to calculate the final score, the researcher will use (Arikunto, 1997) formula as follows:

$$S = \frac{R}{N} \times 100$$

S = Score of the text

R = Right answers

N = Total number of tests

3.9 Data Collecting Technique

The data of this research were collected under the following steps:

1. The researcher made a text for reading speed and reading comprehension test.
2. The researcher gave the reading speed test to the students. The text that use to test the reading speed is consists of 445 words until 483 words (there were 3 texts and each 1 text consist of 15 questions).
3. The researcher wrote their reading speed (word per minute). To measure the time, the researcher used stopwatch.
4. The researcher gave the comprehension test to know how well their comprehension

3.10 Technique of Data Analysis

There were two steps in this study, they were data collection and data analysis. To collect the data, the writer asked the students to read the text quickly. While the students were reading the text, the writer counted the time by using a stopwatch.

Each student would say “finished”, and the writer said the time. After that, the students were asked to answer 15 questions related to the text. After collecting data, then the writer analyzed it, students’ time in reading speed and the number of correct answers is calculated by using SPSS. It is done to see whether there is a correlation between students’ reading speed and their comprehension.

In this research, the researcher took the test only once, because the researcher needs the data to know the students’ skill reading speed and students’ reading comprehension. The technique that was used in analyzing the data in this research as follow:

1. Reading Speed

The formula to measure the reading speed is taken from Soedarso. The formula is:

$$\frac{\text{total words}}{\text{total seconds spent}} \times 60 = \text{wpm}$$

Table 4. Category of Reading Speed

Number	Reading speed	Category
1	>250 WPM	Very fast
2	250 WPM	Fast
3	200-249 WPM	Average
4	100-199 WPM	Slow
5	<100 WPM	Very slow

2. Comprehension

In this research, the researcher categorized the students’ who comprehend the text if their comprehension scores up to 70 because the average reading comprehension rate of an individual was around 75%. For analyzing the data, the researcher used a computer program named SPSS (*Statistical Product and Service Solution*) to know

the correlation between the reading speed and the achievement of the test by considering the aspect of reading comprehension.

3.11 Hypothesis Testing

The hypothesis of this research as follows:

H1: There is correlation between students' reading speed and students' reading comprehension.

To verify whether the hypothesis is accepted or not, the hypothesis testing was used.

The hypothesis will be tested by using Pearson Product Moment of Statistical Package for Social Science (SPS).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides some suggestions and conclusions related to result and discussion of research.

5.1 Conclusion of Research

Reading is an interactive process that requires the ability to draw meaning by analyzing word by word in the text and then extracting as much information as the writer puts into it as possible. Reading is a process that takes time to complete. The time spent to read called reading speed or reading rate indicated with wpm (words per minute). Then comprehension comes up as the result of the reading. Reading comprehension is the understanding of the meaning of a written text that occurs when the reader extracts and integrates various information from the text.

Based on the result of analyzing data, it can be stated that there was a significant correlation between students' reading speed and students' reading comprehension was proved by that coefficient correlation was lower than 0.50 ($0.000 < 0.050$). It can be concluded that, this result has answered the question "is there any correlation between students' reading speed and students' reading comprehension?". It is also argued (Vohra, 2013) statements which claimed that reading speed will help someone in comprehending the reading text.

5.2 Suggestions of Research

Based on the result of data and discussion, the researcher would like to suggest to readers, mainly for teachers and future researchers. The suggestions as follow:

1. For Teachers

The researcher anticipates that the findings of this study will assist teachers in teaching reading skills. Teachers are expected to consider the fact that each student's reading level and comprehension may differ. The researcher suggested that teachers can practice reading speed in the class room, but the teacher also has to remember that not all students can train reading speed.

2. For Future Researcher

This study is limited to reading comprehension in descriptive text. The researcher suggested that the future research can look into other types of reading text like narrative text, recount text and et cetera. The researcher also expects for the next researcher to examine the external and internal factors of students if the reading speed and reading comprehension students classified as low or high.

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