Improving the Third-Year Students' Reading Comprehension Of English Texts By Using A Speed Reading Technique At Mts Negeri 1 Mojokerto

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Abstract: The research was planned to improve the third-year students' reading comprehension of English texts by using a speed reading technique at MTs Negeri 1 Mojokerto. The objectives of the study are to find out how: (1) Speed reading techniques can improve the students' literal comprehension, and how (2) Speed reading techniques can improve the students' inferential comprehension. 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 posttest. The results of the research showed that speed-reading technique was effective in increasing the students' reading speed and their reading comprehension achievements. The fact that the average students' reading speed increased by implementing speed-reading technique. Practically, the result of this study can be used as a model to improve the students' speed-reading for the sake of improving their reading
comprehension skill and their motivation to read as well

INTRODUCTION

As an international language among other languages today, English indeed has played an important role in this modern world. English language functions not only as a language for science and technology, but also as a means of communication in economy and trade, multilateral relationships, as well as for career growth. Since it has great importance in this global world, the Indonesian government through its national curriculum focuses its goal on improving students' ability in all skills in English, including the reading skill.

Reading is a complex process, complex to learn and complex to teach so there must be a technique which can help them to read effectively and interestingly (Suryani Lani, 2015 as cited Carnine, Silbert, and Kameenui, 1990)

The term reading processes refers to cognitive activity involving skills, strategies, attentional resources,

knowledge resources, and their integration (Suhadi, 2016 as cited Grabe, 2002)

Reading is very closely applied to other language processes such as listening, speaking, and writing. It's better understood graders MTsN 1 Mojokerto-East Java to improve the third-year students' reading comprehension of English texts at MTs Negeri 1 Mojokerto. In this study, the researcher employs an action research design on the speed-reading techniques to improve EFL students' reading speed as well as their reading comprehension. To be specific, this study is focused on reaching the goal of identifying ways of improving students' ability to read fast, and their reading comprehension by applying speed-reading techniques. For the consideration of the feasibility of this study, the action research will be conducted within a period of one semester in several cycles needed.

To comprehend a reading text, a reader employs different types of comprehension to understand fully what they read. Burn, et al. (1996: 255) state that there are three types of comprehension namely literal comprehension, inferential or interpretative reading comprehension, and evaluative or critical reading comprehension. 1. Literal Comprehension Reading for literal comprehension, or acquiring information that is directly stated in a selection, is important in and of itself

when it is regarded as language processes (Taylor et al. 1983:3).

Finally, the researcher applied the Speed Reading Technique in the third

and is also a prerequisite for higher level comprehension (Burn, et al. 1996: 255). Recognizing stated information is the basis of literal comprehension. The specific, explicitly stated part of a paragraph or passage that contains the basic information is the details on which main idea, cause and effect relationships, inferences, and so on are built. For example, in the sentence "The man wore a red hat," the fact that a red hat was being worn is one detail that reader can note. To locate detail effectively, students may need some directions about the type of details signaled by specific questions. For example, a who question asks for the name or identification of a person, or sometimes an animal; a what question asks for a thing or an event; a where question asks for a place; a when question asks for a time; a how question asks for the way of something is or was accomplished; and a why question asks for the reason for something. After discussing these question words and their meanings, the teacher can model for the students the locations of answers to each type of question in a passage displayed on the chalkboard or transparency.

2. Inferential Comprehension

Inferential of reading comprehension are the conclusions based on what one already knows and judgments based on given information of the text. According to Burns, Roe, & Ross (1999), define interpretative comprehension as reading between the lines and making inference in order to derive ideas that are not directly stated in the text. As such, interpretive comprehension includes inference about main ideas, implied causeeffect relationships, and understanding pronoun and adverb referents

Interpretive comprehension also includes detecting the mood of a passage and the author‟s purpose in writing it, drawing conclusions, and interpreting figurative language. It means that inferential comprehension deals with what the writer means by what is said. Readers start with the stated information in the text. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires reader to think about the text and draw a conclusion. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author‟s point of view.

No text is ever fully explicit. Some relationship among events, motivations of characters, and other factors are left out, with the expectation that reader will figure them out of their own. Reader, therefore, must play an active role of constructing the meanings represented by the text. They must infer the implied information by combining the information in the text with their background knowledge of the world. Stories that require more inferences are more difficult to read (Burn et al. 1996:263). In line with the statement, Lange (1981:
443) states that "readers make inferences consistent with their schemata, but it is important to realize that children have less prior knowledge than adults do and do not always make inferences spontaneously."

Related to teaching inferential reading comprehension a teacher should apply a technique or strategy that is different from literal comprehension. Burn et al.
(1996:263) states that in inferential reading,

"Students are expected to make inferences about a number of things: locations, people who act in certain ways, time, actions, devices, or instruments, categories, objects, causes and/or effects, solution to problems, and feelings. To make

these inferences, they can relate important vocabulary in the reading material to the backgrounds of experience. First, teacher should explain how important words in a passage can help in making particular inference about the passage. Then the teacher should have students practice and apply these procedures. During the application phase, students are asked to make an inference based on the first sentence and then retain, modify, and reject it as each subsequence sentence in read."

3. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines (Burn, et al. 1996: 266).

SPEED READING

Allington (1983) stated that reading speed or reading fluency is the "neglected reading goal." He argued that reading fluency is more than simply developing proficiency in word recognition. It includes, among other things, the ability to read accurately, quickly, expressively, and in syntactically appropriate units. For many years, reading fluency has been viewed as the natural outcome of skilled word identification. As a consequence of that view, researchers, curriculum developers, and practitioners have tended to ignore fluency as an important and distinct aspect of reading, worthy of instructional emphasis in the classroom.

To be efficient, however, does not mean that one has to read as quickly as possible all the time, nor does it mean that s/he has to score 90% or 100% comprehension of every piece of material as Fry (1963) points out. Further, he adds that if s/he has the skills s/he is able to control her/his speed depending on the amount of information s/he wants to comprehend, and this is what efficiency in reading is meant to be. In order to get only 50% of the information, a good reader does not read the material but skims more than 700 words per minutes. If s/he wants to, yet 70% or 80% comprehension from easier textbooks or magazines, a good reader will read about 200 to 400 words per minute. If the material is difficult, or high comprehension is needed, for instance 80% to 90%, s/he will read more slowly, about 200 to 300 words per minute (Fry, 1965). Nuttal (1989) adds that total understanding of efficient reading is the searching type of reading, the reader looks for certain information that s/he wants to get. Thus, for most types of materials, 100% or complete comprehension is not needed. A person is an efficient reader if he can read 250 to 500 words a minute with 70% to 80% comprehension on. That rapid reading is

leading to comprehension is supported by Thonis (1970: 82) who claims that: "…the rate of reading could be called the rate of comprehension. The more skilled the reader in seeing several words as his eyes sweep across a line of print, the more quickly he can gather meaning. Pupils who took at individual word in a slow painstaking fashion are likely to gain less meaning they read because thoughts come in the arrangement of word in groups, rather than in each word by itself. For this reason, pupils who read faster are likely to be better readers than those whose pace or rate of reading is slow."

There are basic conditions as in *www.mindtools.com* that have to be prepared by students in speed reading method, they are:

1. Have your eyes checked. Before embarking on a speed reading program, make sure that any correctable eyes defects you may have are taken care by checking the doctor. Often, very slow reading is related to uncorrected eyes defect.

2. Eliminate the habit of pronouncing words as you read. If you sound out words in your throat or whisper them, you can read slightly only as fast as you can read aloud.

3. Avoid regressing or rereading. The average students reading t 250 words per minutes regress or rereads about 20 times per page. Rereading words and phrases is a habit that will slow your reading speed.

4. Develop a wider eye-span. It will help you to read more than one word at a glance. Since written material is less meaningful if we read it word by word, thus it will help you to read by phrases or thought unit.

Strategy of Teaching Speed Reading Method and Comprehension There are many strategies to teach reading by speed. Teacher can have even expressed himself to make his own strategy to serve up it. There are several current approaches or methodologies used in teaching reading in a second language, with the aim of showing the connection between the approaches and underlying believes about reading.

Some activities performed by pupils can be helpful for increasing rate whether fast, moderately fast, or rather slow reading is called for by the purpose of the reader and the material. The following are illustrations as in www.glendalecc.ca.us :

1. Discussing the importance of reading at the fastest rate possible in keeping with the aim of the reader and the nature of the material.

2. Discussing the importance of maintaining a desired level of comprehension as rate is increased.

3. Explaining that some readers read too fast to achieve the comprehension level they wish to attain

4. Explaining the importance of purpose in reading, in order to help pupils understand the optimum speed at which the material should be read

5. Explaining the relation between type and difficulty of material and the optimum speed at which the material should be read

6. Estimating the speed at which materials of designated types and difficulty should be read

7. Reading while being timed and later checked for comprehension

8. Practicing reading of words, phrases, or sentences that are exposed for varying lengths of time either by a commercially produced reading machine or by a teacher-made.

There are many techniques of speed reading. Technique of speed-reading involves the discussion on teaching using speed-reading techniques and measuring reading speed. The discussion on teaching using speed-reading technique includes some techniques to teach reading for the sake of improving students' reading rate without losing comprehension, while measuring reading speed describes the way how to measure speed reading using a special technique.

1. The Teaching of Speed Reading

The teaching of speed-reading involves two important things: the speed of reading and the degree of comprehension. Zorn (1980: 5) states that reading speed and comprehension of normal people increase hand in hand with age, educational level, vocabulary gained, and intensity of reading. Techniques of teaching reading tend to proceed in a mechanical way. Students are trained to recall written symbol in accordance with pattern of spoken language that they have known. Another way of teaching is that the students are asked to read a reading text and then they are asked about the content of the text without looking at the book. Language patterns used by the teacher are also mechanical. If students face difficulties in reading, the difficulty is usually attributed to the imperfect mastery of mechanics of reading that is the association of letters and sounds.The condition above is considered factors that disturb the success of reading namely reaching the target of comprehension and reading speed. Considering the problems, it is important to find other techniques that support the target of reading process. Folse (1993: xii) says, there are some kinds of

ESL students' problem related to speedreading and comprehension. It could be due to the students' lack of vocabulary

knowledge at this level, limited knowledge of grammatical structures, finding main idea rapidly, finding specific information, and improving reading rate. To overcome the

all their reading skills, including reading rate (by applying the formula of measuring reading speed above) (Folse, 1993: xii).

2. Measuring Reading Speed

(Source: Zorn, 1980: 5)
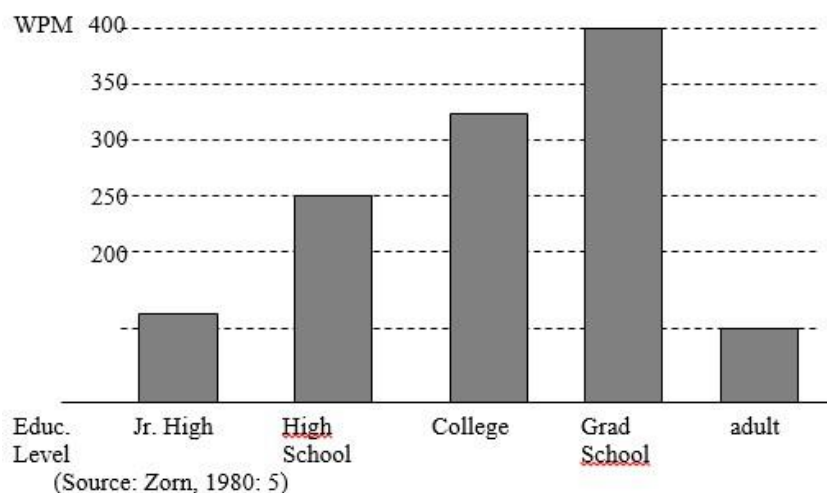
problem, he proposes some techniques of speed-reading which enable students to increase the reading speed without losing comprehension. The techniques he proposes are Context clues which can help students due to lack of vocabulary knowledge; Timed word selection which can help students due to grasping the basic English syntax; Skimming which can help students find main idea rapidly; Scanning which can help students due to finding specific information from text, and; Timed reading exercise which allows students an opportunity to test

In general, the reading speed of normal people (in English speaking countries) increases hand in hand with age, educational level, vocabulary gained, and intensity of reading. The average high school students read at the rate of about 250 WPM (words per minute), the average college students at about 325 WPM, and graduate students at about 400 WPM. (Zorn ,1980: 5).

Chart of Reading Rate

To measure the reading speed, first we have to know what reading speed is. Reading speed is not merely the speed of reading. Tampubolon (1987: 7) states that reading speed is the speed of reading accompanied by the comprehension. Reading speed involves some implications such as reading purposes,

readability, reading technique, motivation and inference. To measure the reading speed we can apply formula as follows:

$$\frac{WN}{T/60} \ (\%) \quad \times \text{CA}$$

WN = Words Number

T = Time (in second)

CA = Correct Answer (in percentage) (Tampubolon, 1987: 12)

For example, if you can read 400 words per minute (w.p.m), and the correct answer of the questions about the content is 50%, your reading speed will be

$$400 \times 50\% = 200 \text{ w.p.m}$$

This study is expected to have both academic and practical contributions. Academically, this study will be beneficial to help teachers/researchers to produce relevant and reliable knowledge for their class to improve their teaching. It is important since the teachers, recently, are hoped to increase their own knowledge related to their job.

Practically, the result of this study can be used as a model to improve the students' speed-reading for the sake of improving their reading comprehension skill and their motivation to read as well.

METHOD

This study was done using an action research design. Action research was a form of self reflective inquiry undertaken by educational participants (teachers, students, principal) in order to improve the rationality and justice of (a) their own educational practice, (b) their understanding of these practices, (c) and the situation in which the practice were carried out. Considering his

students' poor reading comprehension skill, the writer in this study applied the effective way to improve the students' reading comprehension skill in the two aspects of reading namely: (a) literal reading and (b) inferential reading . The classroom action study here was implemented for the purpose of improving students reading comprehension using speed-reading techniques.

In implementing the classroom action study, the researcher applied the individual teacher study approach. In this case, the researcher himself took the role as the classroom teacher. As usually applied in individual teacher study approach, the study focused on a single classroom.

In conducting the study, there were a number of steps that must be done by the researcher. The steps include preliminary study or reconnaissance prior to analyzing and identifying problems as the preparation, followed by action planning, plan implementing, observing, and reflecting as a real or cycling action.

This study was preceded by a preliminary study which was then followed by cycles comprising several procedures. The procedure which was adapted from a

model proposed by Kemmis in Wiriatmadja, 2005) include preliminary study, analysis and identification,

planning, implementing, observing, and analyzing and reflection.

1. Preliminary Study

A preliminary study was conducted prior to real classroom action study in order to obtain data about the students' problem in reading comprehension. The result of this preliminary study was used to set up a plan of action at the first cycle. In this phase, the data was gained from students' reading pretest. Besides, the data was also well gained by observing the teaching of reading in the classroom. The researcher also interviewed the teacher in terms of the techniques employed in teaching reading to students.

Most of the students were not wellmotivated to learning to read. Reading was perceived a difficult skill by students not only because their limitated number of vocabulary but also their intelligence as well.

2. Analysis and Identification

In this phase, the data obtained from the preliminary study was then analyzed in order to identify the problems found during the teaching-learning process. There were three major problems that need to be resolved. They were

a. the teaching strategy of reading was conventionally and mostly teacher-centered,

b. the teaching-learning process of reading was monotonous,

c. the students' vocabulary was limited. Based on the findings, an action plan was established in order to solve the problem. The action was intended to improve the teaching of reading and the students' reading comprehension.

3. Planning

Before implementing the real action study, the researcher made a plan for the sake of maximizing the reading course using speed-reading technique to improve the students' reading comprehension. This phase includes some sub phases namely designing lesson plans, preparing material and media, and preparing the criteria of success.

a. Designing the Lesson Plan

The lesson plan proposed on this action study was based on its purpose namely to improve the students' reading comprehension. The activity in the lesson plan was stressed on comprehending the reading speed techniques; namely context clues, timed word selection, scanning, skimming, and timed reading exercise; and on applying those techniques in the exercises. The activities were in-class activities, and guided by the teacherresearcher himself since the researcher was also the real teacher of the researcher class. During the activities the teacher checks the students' comprehension on the reading speed techniques, their reading speed, and their comprehension on the text given as it was

stated in the lesson plan. b. Preparing Instructional Materials

Teacher prepares himself the material of this course. This material contains exercises that provide practice in basic reading skill for elementary students of English as a Second Language (ESL). The two foremost goals of the text were that elementary ESL students develop important reading skills and they increase their general vocabulary. The reading skills emphasized in this text include finding the main idea, reading accurately, drawing conclusion, reading rapidly, and reading for specific information. There were also specific exercises for improving students' use of context clues as well as their recognition of word parts. By applying this material it was

hoped that the students' reading comprehension will be improved well.

4. Implementing

The implementation of the action study was the activities done as they were arranged in the lesson plan. It was done in planned cycles. The researcher implemented this study in two cycles. Each of them consists of three meetings. In every meeting the researcher focused on applying reading speed techniques for the sake of improving the students' reading comprehension ability and reading rate as well.

The action procedure of teaching reading by applying speed reading techniques done by the researcher was described as follows: a. Pre-Reading

1). Opening the class

2). Checking the students' attendance

3). Connecting the students' schemata with the topic to be discussed by giving some oral questions and light discussion so that the students will be ready to discuss the topic.

b. Whilst-Reading

1). Distributing worksheet

2). Explaining the way of using context clues

3). Asking the students to do the exercises on using context clues.

4). Discussing the answer of the exercises with the students.

5). Explaining the way of finding main idea (skimming) effectively.

6). Asking the students to do the exercises on finding main idea (skimming) effectively

7). Discussing the answer of the exercises with the students.

8). Explaining the application of scanning for specific information

9). Asking the students to do the exercises of scanning for specific information

10). Discussing the answer of the exercises with the students

11). Asking the students to do "Timed Word Selection" exercise.

12). Checking the result together with the class and asking the students to write the result of each in their own "Timed

Word Selection Rate Exercise Charts."

13). Asking the students to do "Timed Reading Exercises"

14). Checking the result together with the class and asking the students to write the result of each in their own "Timed

Reading Exercise Rate Charts."

c. Post-Reading

1). Giving feedbacks on the result of the students' practice.

2). Closing the class

5. Observing

The researcher and the collaborator do observation during the teaching and learning process to identify the students' problems in teaching reading. During the phase, the teacher-researcher monitors the implementation of the action as it was previously planned. In this phase the data collecting was conducted. The data collecting activity was actually done at the same time as the teaching learning process. The researcher then must interpret the data gotten so that he can understand the condition including the difficulties faced during the implementation of the action. The researcher used the test to get the average scores in aspect of literal and inferential reading and to know the students' average final scores of reading test. The test was a teacher-made test which was based on the topic and what students have learned. In this study the researcher administers pre-test and post-test to check students' reading comprehension ability as well as their rate of reading. The result of pre-test represent the starting point of students' reading skill before implementing the teaching-learning process using speed reading techniques, while the result of post-test will represent the students' reading comprehension skill as well as their reading rate after implementing of learning process using speed reading techniques.

6. Reflection

Reflection was intended to see what has been done and has not been done, what has been successful and has not been successful within the action. In other words, reflection was intended to see the success or the failure of what has been done in the previous action or during the action. From this, the teacher revised the plan for the following cycle.

In doing the reflection, the researcher and the collaborative teacher discussed together the implementation

To get the average scores in aspect of inferential reading, the writer applied the following formula:

$$\bar{x} = \frac{\sum x2}{n}$$

Where :

$\bar{x}$ = the students' average scores in aspect of inferential

$\sum x2$ = The number of students' score in aspect of inferential

n = number of student

To get the students' average final scores of reading test, the writer applied the following formula:

$$\bar{x}$$

Where :

had not met the minimum required criteria because it was considered successful if the the students' average final scores of reading test and observation during the teaching and learning process in the classroom. Both made decision on whether the implementation of the action has met the criteria of success or not. When one or more indicators were not met yet, then the researcher moved to the next cycle by improving and revising the planning.

Technique of Analyzing the Data 1. Data from Observation

The researcher and the collaborator do observation during the teaching and learning process to identify the students' problems in teaching reading

2. The Data from the Test.

learning to read. Reading was perceived a difficult skill by students not only because their limited number of vocabulary but also their intelligence as well.

2. Cycle 1

The result of the post-test 1 showed that the average score of literal reading was 6.63. From the calculation, it was found that the lowest grade was 4.0 and the highest was 8.0. The average score of inferential reading was 5.75 and the lowest grade was 2.0 and the highest was 8.0.

The students' average final score of reading was increased from 42.19 in preliminary up to 61,88 in cycle one. This had not met the minimum required criteria because it was considered successful if the students' average final scores of reading test

To get the average scores in aspect of literal, the writer applied the following formula:

$$\bar{x} = \frac{\sum x1}{n}$$

Where :

$\bar{x}$ = the students' average scores in aspect of literal

$\sum x1$ = The number of students' score in aspect of liteal

n = number of student

$\sum x$ = The number of students' score

n = number of student

FINDINGS AND DISCUSSIONS
FINDINGS

1. Pre-test

The test items were designed in the form of multiple choices. The writer chose this kind of test since it was easily checked and not time consuming.

Students' Pre-Test Score showed that the students' current reading achievement was low. The final score mean was 42,19. It also showed that the lowest grade was 25 and the highest was 55. Most of the students were not well-motivated to ≥ 70.

Due to the unfulfilled target on the result of the students' reading in cycle 1, the researcher and his collaborator decided to continue this study to Cycle 2 with some revisions on certain aspects.

3. Cycle 2

As it was at the first cycle, in this cycle (Cycle 2), the students' learning results were a product assessment which

was attained from post test administered at the end of this cycle. The post test 2 was administered from 7. 00 to 8.20 am on Wednesday, March 2nd, 2016. The format of the second post test was the same as the post test 1 in multiple-choice with 20 test items.

The result of the reading test (see table 4.3) showed that the students' average final score of reading was increased from 61,88 in cycle 1 up to 71,72 in cycle 2. It had achieved the students' average final scores of reading test ≥ 70.

DISCUSSION

Based on the result of the reading test conducted after the reading process, it was found that the average score in the aspect of literal and inferential reading increased from the pre-test, post-test 1 until post-test 2.

The average score in the aspect of literal and inferential reading

	Pre Test	Post Test 1	Post Test 2
Literal Score	5,00	6,63	8,09
Inferential Score	3,44	5,75	6,31
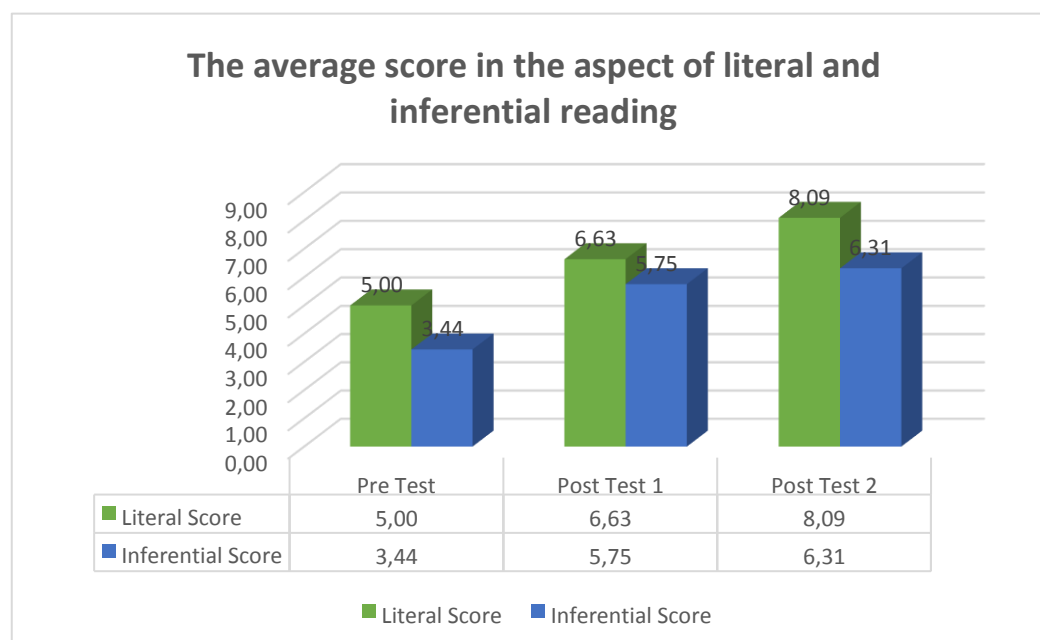
It was also found that the average of the students' final score was better from time to time.

The Students' Avarage Final Score

	Pre Test	Post Test 1	Post Test 2
■ Avarage Final Score	42,19	61,88	71,72
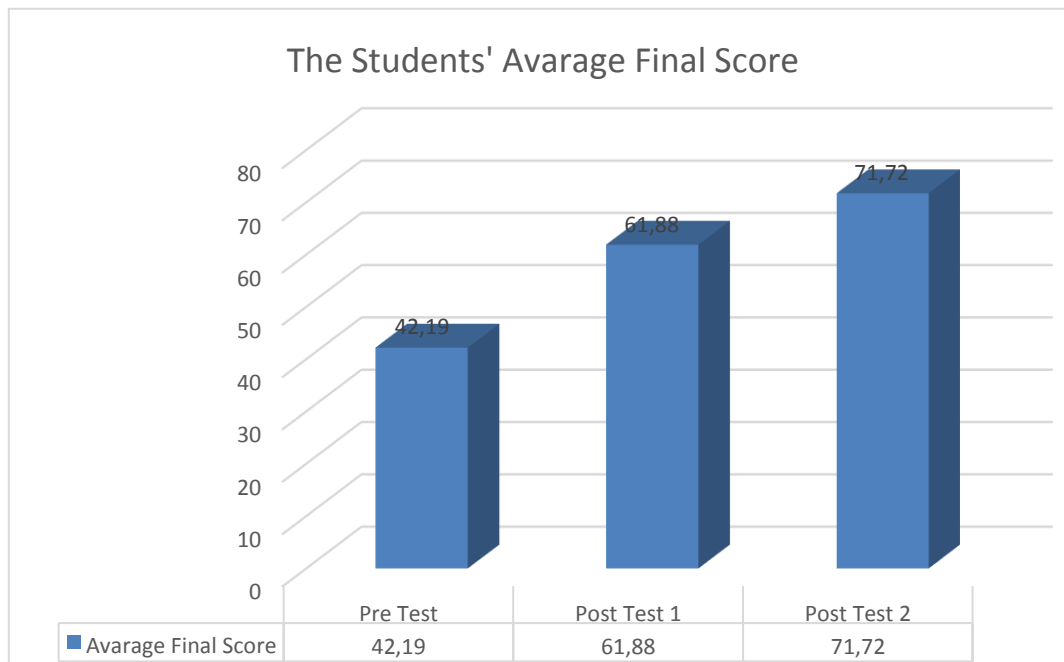
Based on the data presented above, it was found that the implementation of speed reading technique in reading comprehension in pre-reading, whilst reading, and post reading stages basically resulted in a good progress. The implication was that speed-reading technique should be included in the teaching of reading. The researcher determines the implication based on some facts he found after implementing the reading speed techniques in the two cycles of the action research.

Through the application of speedreading techniques the students were accustomed to using those techniques, they did not always open dictionary to understand a context, they could find the main idea rapidly, and also could find the detailed information quickly. We could say that speed-reading technique was suitable to apply in literal comprehension and inferential comprehension.

CONCLUSIONS AND SUGGESTIONS
CONCLUSIONS

Based on the research findings, it was concluded that :

1. The implementation of speed reading technique in teaching reading comprehension could improve the students' literal reading comprehension ability.

2. The implementation of speed reading technique in teaching reading comprehension could improve the students' inferential reading comprehension ability. To achieve the expected goal, five major stages in speed reading were implemented. The first stage was *setting goal.* Setting goal was very important since it could lead the teacher to arrange the activity, material, time and other aspects of teaching and learning process aspects.

Second, *organizing learning material (reading material)* was very important as well. The reading materials, which were given to the students, were derived from sources that required a deliberate selection. At this stage, it was demanded that the teacher design reading materials, including reading tasks to meet the adjustment of the expected goal of reading and the students needs.

The third stage was *organizing implementation*. Organizing implementation was also important. What was already planned sometimes could not be applied due to unexpected causes such as less-conducive class atmosphere, or inability of the students in reading.

The fourth stage was *monitoring*. Monitoring the teaching and learning process was another important stage for the success of applying speed-reading technique in reading lesson. Monitoring, in this case, could be in the form of observing the students' activity in class when the teaching and learning process was running or by asking the students' opinion on teaching and learning process done through questionnaire.

The fifth stage was *giving feedback*. Giving feedback was very important to know whether the implementation of the action was effective or not. The feedback in this action could be for the teacher and for the students. The feedback for the teacher provided the students a chance to have questions, to give comment on the action orally or in writing.

By applying speed-reading, the students got the improvement in literal and inferential reading comprehension. Briefly, speed-reading can improve and develop students' skill in reading, it means that the method in speed reading will increase students' reading speed and decrease the time of reading. Moreover, speed reading help for better understanding and comprehension of the text generally. This way will make them more effective in spending the time of reading and will give a lot of information needed. Briefly, speedreading can improve and develop students' skill in reading, it means that the method in speed reading will increase students' reading speed and decrease the time of reading. Moreover, speed reading help for better understanding and comprehension of the text generally. This way will make them more effective in spending the time of reading and will give a lot of information needed.

Furthermore, the speed reading technique is beneficial for the students.

1. The students' average reading speeds increases.

As we know that if the student has the skills s/he is able to control her/his speed depending on the amount of information s/he wants to comprehend, and this is what efficiency in reading is meant to be. In order to get only 50% of the information, a good reader does not read the material but skims more than 700 words per minutes. If s/he wants to, yet 70% or 80% comprehension from easier textbooks or magazines, a good reader will read about 200 to 400 words per minute. If the material is difficult, or high comprehension is needed, for instance 80% to 90%, s/he will read more slowly, about 200 to 300 words per minute. By practicing reading speed technique, the students' average reading speeds increases. The

students could absorb information much faster. In doing the post test, they could finish it earlier than the allocated time.

2. The students' overall comprehension increases.

Comprehension in reading is certainly very essential, since comprehension is actually the main purpose of reading a text. As we know, when one reads a text, whether it is an easy text or a difficult one, his first purpose is to understand the text as soon as possible. The implementation of speed reading technique in teaching reading comprehension could improve the students' understanding in the text. It could improve understanding what the text describes as happening in the story and understanding the reading material which doesn't directly state. They are the primary thing that has to be achieved in a reading process

.In conclusion, the result of this study showed that the speed reading technique is very beneficial for the students and it could improve students' reading comprehension of English text. It could be said that the using of the speed reading technique could improve the third year students' literal and inferential comprehension at MTsN Mojosari.

SUGGESTIONS

To get the satisfying result in implementing the speed reading technique in teaching reading comprehension, some suggestions are given.

First, the suggestion is addressed to the English teachers, particularly those who teach English in MTsN Mojosari Mojokerto. In order to be able to apply speed reading technique effectively, it is advisable that they consider the five aforementioned stages above and always give the students feedback on their works. By considering the five stages (above) and giving feedback, hopefully they could do the teaching and learning process and motivate the students well so that the instructional objectives stated can be achieved.

Besides, it is also suggested that the English teachers carefully consider the time frame when they employ for the speedreading technique. This is important because usually there are many complaints from the students related to their different reading ability and speed. The teachers should be wise in making decisions related to the case.

Finally, the suggestion is also addressed to the future researchers, especially those who are interested in

applying the reading techniques. Here they are recommended to prepare a more deliberate and meticulous planning before conducting a similar study in order to gain a more extensive and applicable result of research.

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