

THESIS

**AN ANALYSIS ON SPEED READING TECHNIQUE OF THE
11th LEVEL AT SMU MUHAMMADIYAH 7 GLAGAH
LAMONGAN**

Advisor 1 : Khoirul Anwar, S.Pd, M.Pd.

Advisor II : Rohmy Husniah, S.S.



By:

LAM'AH

NIM : 02431022

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF GRESIK**

2008

This is to certify that the Sarjana's thesis of Lam'ah has been approved by the thesis advisors for further approval by the Board of Examiner

Gresik,
Advisor I

Khoirul Anwar, M.Pd.

Gresik,
Advisor II

Rohmy Husniah, S.S.

This is to certify that the Sarjana's thesis of Lam'ah has been approved by the Board of Examiners as the requirement degree of sarjana in English Language Education.

Gresik, _____
Boards of Examiners

....., Chair
Slamet Asari, M.Pd.

....., Member
Khoirul Anwar, M.Pd.

....., Member
Rohmy Husniah, S.S.

Acknowledged by
Head of English Education Department
Faculty of Teacher Training and Education

Approved by
Dean of Faculty Teacher
Training and Education

Dian Arimurti, M.Pd.

Slamet Asari, M.Pd.

ACKNOWLEDGEMENT

As the accomplishment of this thesis to fulfill the graduation of strata one, the writer would like to express her foremost gratitude to Allah SWT for giving great blessing, mercy and chances in finishing this hard assignment. She believes that without His love, she never finished it.

The writer would like to express her sincere and deepest gratitude to Khoirul Anwar, as the advisor who has guided the writer and given valuable comments, correction, and encouragement to accomplish the assignment. She is also very grateful to Rohmy Husniah, who has given her valuable time to read and correct work.

The writer would like to share her deepest gratitude and honor to her beloved mother and father, and other families for their prayer and great support. They encourage her to finish the thesis and really appreciate it.

The writer extends her deepest feeling of indebtedness to all lecturers of English Department of Muhammadiyah University of Gresik who have shared their wisdom during the study. Her time has been so worthy in their guidance that she learned to love and appreciate literature.

She also could not show how much she appreciate the endless support to her friends in English Department, especially the 2002 generation either morning or afternoon class, who always help and motivate her.

However, she admits that this is far from perfect. Therefore, any constructive criticisms will be welcomed.

Writer,

MOTTO AND DEDICATION

MOTTO:

What's important is that one strives to achieve a goal. (Ronald Reagan)

Try not become a man of success but rather try to become a man of value.

(Albert Einstein)

This thesis is dedicated to:

My beloved late parents (mama 'n papa)

My beloved aunt and uncle

My beloved sisters and brothers

My relatives My

beloved lecturers My

beloved friends

My 2002 Generation and all

ABSTRACT

Lam'ah. 2008. *An Analysis on Speed Reading Technique of the 11th Level at SMU MUHAMMADIYAH 7 GLAGAH LAMONGAN.* A thesis submitted as partial fulfillment the requirements for the Sarjana degree of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik.

Advisor: (I) Khoirul Anwar, M.Pd. (II) Rohmy Husniah, S.S

English as the first language has very important role in international relationship. There 4 skills to learn English. One of them is reading from reading, we will have many knowledge and information.

To make a better reading, we, as a teacher, can use reading. In this case, speed reading is a technique that combines the speed of the students reading and how they comprehend in reading material.

There are 3 kinds of speed reading techniques. In the study, the researcher only gave the questioner to the students because she wanted to know what speed reading techniques that are used by the students.

There are 3 kinds techniques of speed reading, they are getting ready to read, rapid reading techniques, and retention techniques.

In getting ready to read, there are 4 techniques first, eliminate all distraction, second, determine the purpose reading, third, do minute pre reading, fourth, red the key chapter.

In rapid reading, there are 8 techniques. First, raise speed comfort level, second, quite sub vocalizing, third, use finger, fourth, break the skip habit, fifth, use peripheral vision, sixth, learn to read key word, seventh, eliminate “ bus stop”, eight, set goal.

In retention there are 3 techniques, first, underline and make margin note, second, transfer key note to front book, and the last, considering drawing a “ mind map” of the content.

In this study, the researcher uses descriptive quantitative. The subject of this study is the eleven level at SMU Muhammadiyah 7 Glagah Lamongan. In this case, the researcher used questionnaire. In questionnaire, there were 21 questions. Question number 1 until 7 were about getting ready to read. Questioner 8 until 14 was about

rapid reading. Question number 15 until 21 were retention. She used open close questioner (multiple choice) based on likert's scale.

From the finding of the questioner, the researcher found the total score of the student's answer in speed reading about getting ready to read was 768, rapid reading was 797 and retention was 734. From the data, the researcher knew that almost all of the students use rapid reading technique to do in speed reading.

TABLE OF CONTENT

ABSTRACT	i
TABLE OF CONTENT	ii
CHAPTER I INTRODUCTION	1
I.1 Background of the study	1
I.2 Problem statement	3
I.3 Purpose of the study	3
I.4 Signification of the study	3
I.5 Scope and limitation	3
I.6 Definition of key term	3
CHAPTER II REVIEW OF RELATED LITERATURE	4
2.1 The definition of reading	4
2.2 The process of reading	5
2.2.1 Preparing to read	5
2.2.2 Reading activity	5
2.2.3 Working with what we read	6
2.3 The importance of reading	6
2.4 Speed reading	7
2.4.1 The nature of speed reading	7
2.4.2 The implementation of speed reading in the class room	8
2.4.3 The efforts to improve the speed reading score	10
2.5 Speed reading techniques	10
2.5.1 Getting ready to read	11
2.5.2 Rapid reading techniques	11
2.5.3 Retention techniques	12
CHAPTER III RESEARCH METHODOLOGY	13
3.1 The design of the study	13
3.2 Subject	13
3.3 Data collection	14

3.4 Instruments.....	14
3.4.1 Questionnaire	15
3.5 Data analysis	15
CHAPTER IV FINDING AND DISCUSSION.....	16
4.1 Finding	16
4.1.1 The Questioner	16
4.1.1.1 Getting ready to read techniques.....	16
4.1.1.2 Rapid reading techniques	18
4.1.1.3 Retention technique.....	19
4.1.2 The teacher's role in the classroom.....	21
4.2 Discussion	22
CHAPTER V CONCLUSION AND SUGGESTION	23
5.1 Conclusion	23
5.2 Suggestion.....	23
REFERENCES.....	25
APPENDIX I : Questioner	26
APPENDIX II : Table score getting ready to read	28
APPENDIX III : Table score rapid reading techniques.....	29
APPENDIX IV : Table score retention techniques.....	30
APPENDIX V : Table number of questioner	31