

ABSTRACT

Muh. Fitriullah Bakri, 2015. Improving Students' Reading Comprehension Skills by Using Quantum Reading Method. *Thesis (An Experimental Research at the tenth year students of SMA Perguruan Islam Makassar)*, English Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by H.M. Basri Dalle and M. Arif Paturusi).

This research aimed to explain the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and sequence of details and interpretive comprehension dealing with prediction of outcomes and conclusion through Quantum Reading Method at tenth year students of SMA Perguruan Islam Makassar.

The method of this research was An Experimental Research was conducted in two classes in which every class consisted of six meetings. This experimental research was done at the tenth grade students of SMA Perguruan Islam Makassar. As subject in this research was class X.1 and X.2 in academic year 2015-2016, with students' number about 20 students. The instruments of this research were reading English test and pictures.

The purpose of this study was to find out whether this research could help the students, how to improved their literal comprehension and interpretive comprehension by using Quantum Reading or not. The students were expected to be better to comprehend, read fast and be able to catch the main idea of the passage which will help them in test that have limited time. By this, they can get flying colors in reading. The population of this research was the first grade students of SMA Perguruan Islam Makassar in academic year 2015-2016, and the sample of this research were 20 students from class X.1 as the experimental group and 20 students from class X.2 as the control group. The result of the data analysis in posttest stated that the mean score of experimental group 77.31 was higher than mean score of control group which was 62.65. It shows that the alternative hypothesis of this research is proved.