IMPROVING STUDENTS' READING COMPREHENSION SKILLS BY USING QUANTUM READING METHOD

(An Experimental Research at The SMA Perguruan Islam Makassar)

BY

MUHAMMAD FITRIULLAH BAKRI

10535413609

ENGLISH DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2015

MOTTO

"The Rome wasn't built in a day"

It means that, if you wanna gain

a success and dreaam,

must be work hard...!!!

I dedicated this thesis to my beloved parents,

beloved brother and sisters,

and to her.
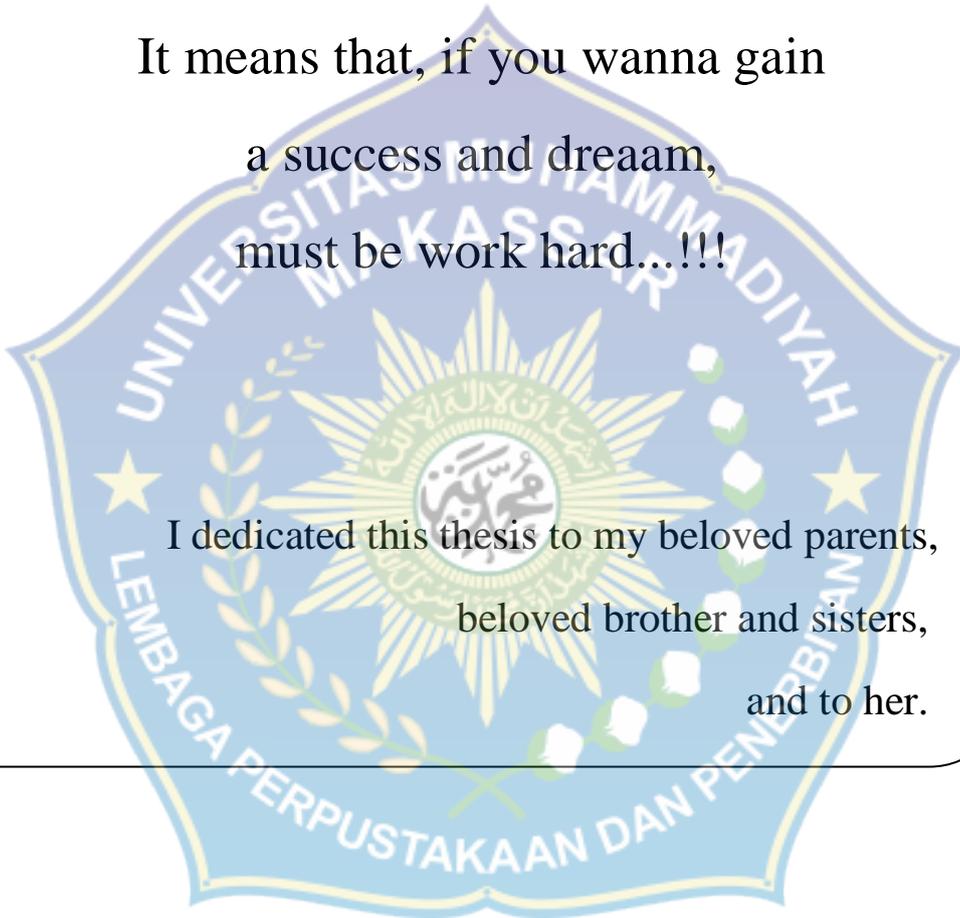
ACKNOWLEDGMENT

Alhamdulillahirrabbil Aalamiin, the depest gratitude must and always he given to Allah SWT, The All Mercifull that with his permission the researcher can start writing this thesis and also only with his bless the researcher can finish this thesis in perfect due of time in partial fulfillment of the requirements for the degree Sarjana Pendidikan in English Education, a study program of English Department, under the faculty of Teacher Training nd Education, Muhammadiyah University of Makassar.

The researcher realized that in doing this thesis and while conduct the research, there are many suggestion, critic and guidance that he gain. It's nothing more than another clue to be a better person in his life.

His sincere gratitude to **Dr. A. Sukri Syamsuri, M.Hum** (the Dean of Faculty of Teacher Training and Education), **Erwin Akib, S.pd., M.pd** (the Head of English Education Department), and all the lectures and administrative staffs of English Department of Faculty of Teacher Training and Education.

Her deepest appreciation and gratitude to his academic advisor as well as his first supervisor **Prof. Dr. H.M. Basri Dalle, MS.** and to his second supervisor **DR. M. Arif Paturusi. M.Pd** for their suggestion, correction, advice and many more during their guidance in writing this thesis. Without them, the researcher feels like a lost ship on the open ocean, steer without any direction.

Another deep gratitude goes to the head master, all teachers and all staff of SMA PERGURUAN Islam Makassar to allow his to conduct a research and also their kind services nd respond during the research is conducted. Special thanks go to **Risman, S.pd** as english teacher of class X.1 and X.2, the class that being the researcher object of the research. Not

forgotten for all students from **class X.1 and X.2** that always be friendly and cooperative tho the researcher when conducting his research there. Thank you so much.

Also not forgotten a special thanks to all member of **H Class** not except for their suggestion, advices and supports and a special thanks to all crew **ROEHMANSA STUDIO** for their support also. It really helps the researcher especially when he got lost in finishing the thesis.

Last but certainly not least, whises to extend everlasting appreciation and thankfulness to his families and special person that always at his side in finishing this research. Thank you for his beloved parents, **Bakri. B and Hj. Mukini** for their pray, bless nd love, the researcher can finished this thesis with full heart and spirit. Same to his beloved brother **Badrullah Bakri, S.Pd, M.Pd** and beloved sisters **Basniati** and **Nur Fatmisari** to always be a motivation and always give moral encouragement, love and pray for the researcher. Also, a special thanks to **Hariyana Binti Abdul Wahid** a special person who always at his side and sincerely gives help, support and motivation when the researcher feel down and stuck. Thank you so much.

Finally, the researcher realized that this thesis if far from perfectness, therefore suggestion and criticisms will always be expected to make it better.

May Allah SWT always be with us, with His Love and bless. Aaminn.

Makassar,   2015

The Researcher

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.I 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.

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Quantum Reading

CHAPTER III: RESEARCH METHOD

CHAPTER I

INTRODUCTION

A. Background

Language has important role in human life, since it is a tool which human use to interact with other people. Therefore, mastering several foreign languages is considerably necessary, especially English. Status of English as universe language has made people in the world to mastering English. Considering the fact above, Indonesian government put English as one of compulsory subject that should be mastered by the students. It is not only cover four language skills areas (listening, reading, speaking, and writing).(Sherry Andrea, 2011)

Considering the fact above, the researcher mainly concentrate to the Skills. Along with the function as a crucial and indispensable skill,Reading Comprehension as one of receptive skills helps people to receive information from reading media. Reading is one way to accept knowledge from books, journals and also internet. Nunan (1989:17) in his book also said that "Reading is a process of decoding written symbols, working from smaller units (individual letters) to largest one (words, clauses and sentences)". The most important is; in education, students need to read well to gain perfect information about their reading materials in school as Alderson J. Charles (2005:1) stated in his book "….the nature of what we read must have relation to how we read, and then text

analysismust be relevant to theories of reading and to research into reading". By having a good reading skill, students will be able to have high information about the text, and will successfully answer the questions that related. For most people, reading becomes an assignment that is essential to be done (Bobbi DePorter, 2009: 11).

Reading comprehension has been identified as an essential literacy outcome to help the students to reach their ultimate goal of reading instruction (M.D Coyne, et al, 2009). It is said that the students already have the learning ability when they able to understand the words and passage. The problem is, to comprehend the whole text is not only by just read, but also to know what actually the text is all about. Despite of lacking vocabulary, students usually have least interest in reading. Some students said that reading is hard and it is a bored session. They need time to read properly but as we know the time for each subject in a period and examination are limited. It is not only because they hardly understand the words, but sometimes the text is about something they rarely heard or about something new to them.Ann Logsdon said that some students with a learning disability in reading comprehension can read aloud with little or no difficulty pronouncing words, but they do not understand or remember what they've read (about.com Guide: Learning Disabilities).

Generally, there are methods or techniques to help students clearly understand about a passage or text. It doesn't matter either it is in an examination or only in a regular class, but when a student can master a correct method or technique of Reading, he can overcome the problem automatically.

Therefore, many researches over the past several years have focused on the teaching of specific comprehension strategies that reflect those used by good readers (Pressley, 2000).Skimming and Scanning techniques are part of it. But even though these techniques implemented in the class, the problems still not overcome yet. That is why the researcher tried to find a new method or technique to help the students to master speed reading and at the same time improve their reading skill by using Quantum Reading.

Quantum reading is a method that implemented in Super Camp at the early 1982 that containsprocedures to achieve accelerated reading (Bobbi DePorter, 1992:247). It consider of five steps that are Prepare, Get into State, Super Scan, Read and Review. This method not only deals with the students that need to read well, but it also explain how to maximize the brain's function so the student can read fast and understand more. Despite of that, skimming and scanning technique are actually exists in Quantum Reading.

This method also been claimed that it could help a person increase his speed in reading up to 20-30 than the normal speed with preferable comprehension (thethinkingconsultancy.com). Grounded from that, the researcher is positive that this technique can help the students to read fast and in the same time they can understand the passage better. They will need less time to read and have much time to understand. This will also lead the teacher to help the students not only in the regular class, but also in examination.

That is why the researcher conducted a research in purpose to solve their problem entitle "*Improving Students' Reading ComprehensionSkill in SMA Perguruan Islam Makassar by Using Quantum ReadingMethod*".

B. Problem Statement

Based on this problem, the researcher formulated research question as follows:

1. How is the improvementof the first year students' of SMA Perguruan Islam MakassarLiteral Comprehension by using Quantum Reading?

2. How is theimprovementof the first year students' of SMA Perguruan Islam Makassar Interpretive Comprehension by using Quantum Reading?

C. Objective of the Research

1. The purpose of the researcher conducted this research 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.

2. 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.

D. Significance of the Research

The result of this research was contributed in three laps, which were:

a. To help the school knows new method that will lead the teachers to teach better by using this method in the classroom

b. To help teacher understand more about the Quantum Reading and all its procedures so they can implement this it well in the classroom to intensify the students' reading skill.

c. To help students master and improve their reading skills and generally to help students to achieve better results in test.

E. Scope of the Research

To avoid the research broadening, it was important to confine some issues related to the research as follows:

i. By discipline, this research was under discipline of Language Teaching (Applied linguistics).

ii. By content, it coveredthe Reading Standard Competence of high schoolsyllabus of English Language teaching in the classroom. In other words, this method implemented in English class. By this, the researcher could conduct the research and didn't interfere with the regular lesson.

iii. By activity, the mode of reading focused in how fast a student can read andunderstand the passage. The researcher focused in total of how deep their understanding of the reading materials and analyzedif

there was increasing total words they could read but in the same time. It was carried out bygiving pre-tests, giving instruction and doing Quantum Reading method training in the class and finally gave the students post-tests to measure if there was any improvement or not after the method implemented.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Quantum Reading

Quantum Reading is a method that adapted from Quantum Teaching and Quantum Learning. Quantum Reading is a part from Quantum Learning, in other words in Quantum Learning there are some methods were used, and one of it is Quantum Reading.

1. Definitions

    a.   Bobbi DePorter (1990:21) in her Parental Handbook for Super Camp defines Quantum Reading as a method that capitalized on the brains ability to grasp several words at once by using the combination of high interest level, highly focused concentration, and specific reading strategies. With increase speed and comprehension, students complete their studying in less time and get higher grades.

    b.   According to Sherry Andrea (2011), Quantum Reading is reading without actually physically reading material. It is reading material by connecting with it on a metaphysical level and anyone can learn to do Quantum Reading, including children. It can be thought of being similar to psychometric, which is reading an object by touch. Imagine if by just touching a book you could read it by connecting to the material it contains on an energetic level.

Based on the definitions that has explained above, the researcher can conclude that Quantum Reading is a method that helps the correspondent, which in this case the students, to improve their Reading skill and help the students to feel comfortable in reading. Besides that, Quantum Reading can help the students to read faster and understand more.

2. **Procedures**

Based on the book of Quantum Learning (Bobbi DePorter and Mike Hernacki, 1992:251-280), there are five steps in learning Quantum Reading. The steps are including Prepare, Get into state, Super Scan, Read and the last is Review.

PREPARE   GET INTO STATE   SUPER SCAN

REVIEW   READ
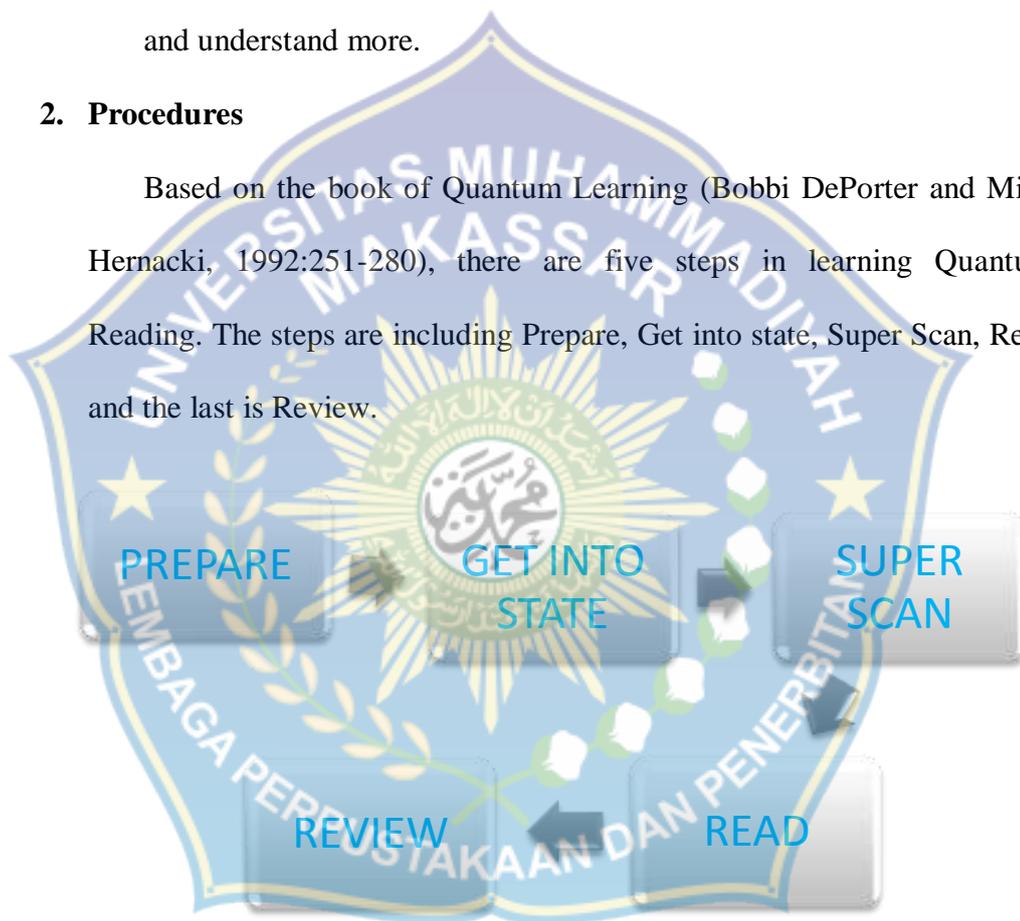
a. Prepare

This is the most important part of this method. This step then divided into Attitude, Beliefs, Commitment (ABCs) and Physical State. First of all, the students guided to reach their Alpha Condition. Alpha

condition is a condition when a student is in a relax-concentration mode. The scientist has used the electroencephalograph (EEG) machine to measure and differentiated the brain waves activity. They had find out that alpha condition is the most effective condition for learning process (Bobbi DePorter, 1998:26-27).

b. Get Into State

In this step, the student asked to sit straight, close their eyes and took a deep breath. Then they asked to think about peaceful place or about anything that they were fond to. It helped they maintain their alpha condition and let their brain feel fresh to make them easier to accept what they read. At the end of this step, the students were ready to read.

c. Super Scan

Also known as hyperscanning technique, this step iss a step where the students were expected to improve their eyes' speed. It was a good method to look at a glance the reading materials. The students guided to read not only by using their eyes, but also by using their fingers. They asked to write pattern passes two pages of the reading materials. The pattern was in 'U' pattern or forward-back pattern that looked like an ice skaters. Both of these patterns made the students used to absorb lots of information in short period of time (Bobbi DePorter, 2008:45).

Then the student were asked to quickly flipping pages by using both of their hand, while the other hand open the book, the other hand was used to scan.

d. Read

The students were asked to read again from the start. They were asked to focus and return to their alpha condition and used their hand and eyes in Super Scan to read. The students were asked to highline what they think is important and wrote it in their mind mapping.

e. Review

This was the last step. The students were asked to complete their mind mapping about all the important lines that they had highline in the fourth step. Then they were asked to close their book and retell about what they had read based on their mind mapping.

After finished all the steps, the students were expected to comprehend well for what they had read. Using Quantum Reading will always improve the reading speed and comprehension (Bobbi DePorter, 2008:58).

3. **Benefits of Quantum reading**

The benefits of using Quantum Reading are:

a. Yumiko Tobitani (2006) said that by quickly flipping the pages to Quantum Speed Read a book, the reader will connect with his deeper brain in the diencephalon. This activity will allow a transformation in the cerebrum to occur and draw out new powers for studying, health, everyday living, artistic ability, sport and so on. So this is not only a method that allows you to read a book quickly and easily, or simply to understand the content of the book.

b. Based from http://www,quantumspeedreading.com (2006), one of the greatest effects of Quantum Reading is memory improvements and better memorization skill. Besides that, there are improvement in timing and concentration of the reader because the reading speed increase and the ability to switch from one mood to another mood speeds up.

c. According to Bobbi DePorter (2008:12), Quantum reading will help the reader to increase their reading speed and comprehending a reading material. Besides that, Quantum Reading will lead the reader to feel relax and help to calm the reader's physic.

B. Studies related to Quantum Reading

Some previous researchers also conducted researches about Quantum Reading. They are:

1. Aksan in Asriadi (2008) conclude that there were significance difference in the students reading skill after the researcher implemented Quantum Reading to them. Moreover, the students then are able to read more words than before.

2. Alessandro Bisio, et al (2012) in their journal Ideal Quantum Reading of Optical Memories states:

"Quantum reading is the art of exploiting the quantum properties of light to retrieve classical information stored in an optical memory with low energy and high accuracy. Focusing on the ideal scenario where noise and loss are negligible, we review previous works on the optimal

strategies for minimal-error retrieving of information (ambiguous quantum reading) and perfect but probabilistic retrieving of information (unambiguous quantum reading)"

3. Sutrisna in Deden (2010) has conducted a research that has identified Quantum Reading can improve the students' Reading skill of XI IPA SMA Negeri 1 Lembang of the academic year 2009/2010. She reported that the students have improved 75% after the Quantum Reading implemented.

4. Stefano Pirandola et al (2011) have conducted a research that investigated the function of Quantum Reading and they agree that by using this technique can help increase the correspondents' reading capacity by quantifying the maximum number of readable bits per cell.

5. Michelle Dall'Arno (2014) in the journal of Quantum Inform states that Quantum reading is the art of exploiting the quantum properties of light to retrieve classical information stored in an optical memory with low energy and high accuracy. The optimal strategy for quantum reading of beam splitters largely outperforms coherent strategies was shown, further allowing for perfect quantum reading, but requires a source challenging from the experimental viewpoint.

6. In www.supercamp.com, a journal tells Quantum Reading is explained as a process to read faster and comprehend better you need to engage the limitless power of your mind. It enters a phase in your brain, exaggerate

it and softly forces it in order to make your brain can absorbs reading information in maximum capacity.

C. Concepts of Reading

1. Definitions of Reading

There were some definitions has mentioned and explained as follows:

a. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985)

b. Christina Bratt Paulston and Mary Newton Bruder (157:1976) stated that reading was considered as decoding speech written down, a skill which would naturally transfer from a command of the oral skills which were the major focus of audio-lingual programs.

c. Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan)

d. Based in *Focus Group Reaction from Three Definitions of Reading (as originally Developed in Support of NARAP Goal 1)*, reading has three definitions: (1) Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including Braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context,

the nature of the text, and the readers' strategies and knowledge; (2) Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product; (3) Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as Braille or auditorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge (Frederick Cline, Christopher Johnstone, Teresa King,2006:5)

e. Katherine Maria (1990: 14-15) in her journal defines reading as holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, i.e., word recognition ability, world knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read.

Based on the definitions all above, we can conclude that Reading is a process to construct, decoding and understand the meaning shows from a written text.

2. **The Kinds of Reading**

According to Astuti Indriati (2002:7-8) classifies reading into three kinds, namely; reading aloud, silent reading and speed reading.

a. Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

b. Silent Reading

Silent reading tends to reinforce the reader to find out the e meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basis of what is read.

c. Speed reading

This kind of reading is use to improve speed and comprehension in reading. This skill is very important for student. This skill of speed reading must run side comprehension. The rate of reading speed however, depends on the kind of reading material. The rate of speed reading a story or narration will be different from the reading scientific materials.

3. The Types of Reading

Abbot et al (1981: 92) determined the types of reading for the purpose of reading;

a. Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information he wishes.

b. Scanning

The reader is on the lookout for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c. Intensive reading.

It is also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

D. Studies related to Reading

Some previous researchers conducted researches about Reading Skills. They are:

1. Joseph P. Magliano and Keith K. Millis (2003) in their research concluded that by using Think-Aloud Procedure and Semantic Analysis

in proper way, it can helps the readers' improve their assessing reading skills.

2. Leny Mahdalena (2007) in her research emphasize that by using proper technique like Scanning and Skimming, the student will be able to improves themselves in Speed Reading Skill.

E. Concepts of Reading Comprehension

a. Reading Comprehension

Reading comprehension wholly can be defines as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they are trigger knowledge outside the text (Wikipedia.com). There are several definitions of Reading Comprehension:

a. Learning Rx institution defines Reading comprehension is the ability to understand what we read, where words have context and texts have meaning. Reading comprehension skills allow us to read proficiently, learn effectively, problem-solve, strategize, conceptualize, and succeed in life. Without reading comprehension skills, many students are left behind.

b. Comprehension is simply another word for "understanding". At its simplest, reading comprehension is a way of talking about whether or not a child has understood what they have read (mumsnet.com).

c. Reading comprehension is defines as the level of understanding of writing. For normal rates (200-220 per minutes) an acceptable level

comprehension is above 75%. Proficient reading comprehension depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read (Dictionary.com)

Overally, we can said that reading is a process to construct, decoding and understand the meaning shows from a written text.

Understanding

Construct

Decoding

READING

\
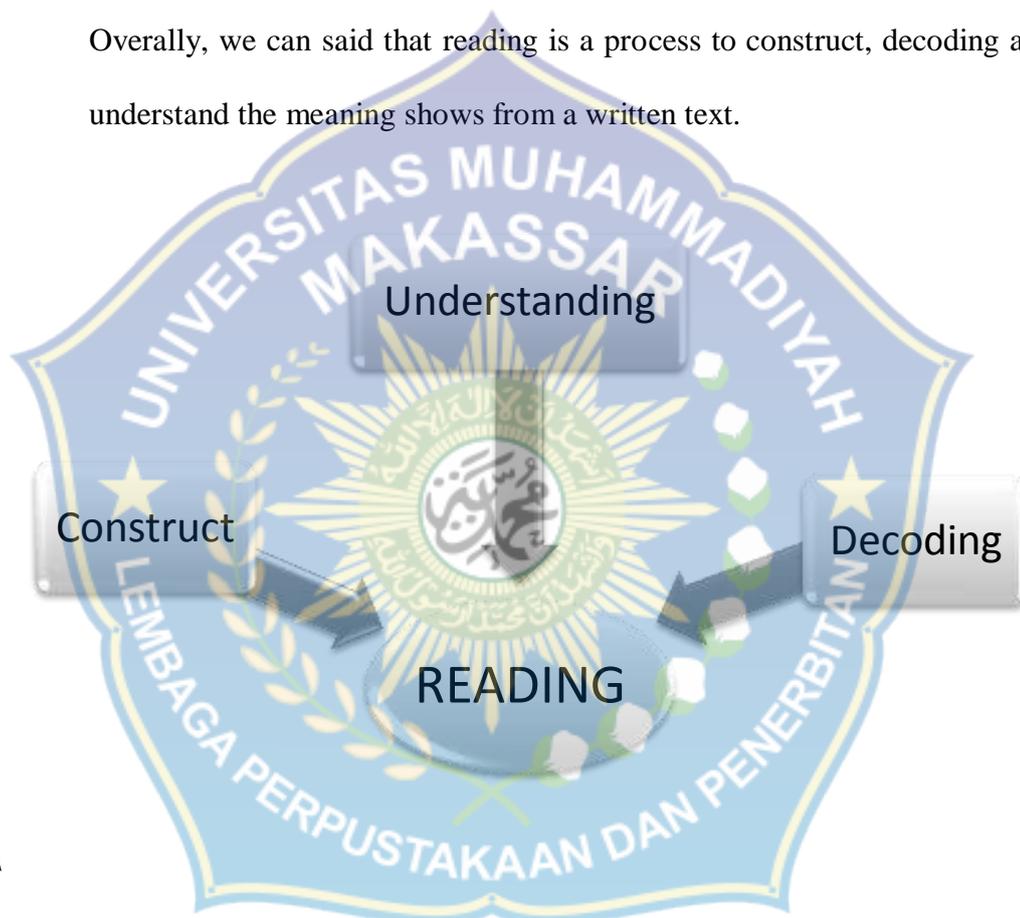
b. Reading Comprehension Levels

The term 'level' does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read.

There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn (1984:177) divides reading comprehension skill into four levels, as gives below:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas form a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

b. Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

1.) Rearrange the ideas or topic discussed in the text

2.) Explain the author's purpose of writing in the text

3.) Summarize the main idea when this is not explicitly stated in the text.

4.) Select conclusion which can be deduced from the text they have read

For literal comprehension, the readers need only to understand exactly what is stated or receive the author literal message. For higher level of comprehension the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information the writer presented. At this level, the students can be tested on the following skill.

1.) The ability to differentiate between act and opinion

2.) The ability to recognize persuasive statement

3.) The ability to judge the accuracy of the information given in the text.

c. **Variables and essence of Reading Comprehension**

In K12 Reader, Reading is an astoundingly complex cognitive process. Generally, there are five major essences and variables in Reading Comprehension. They are:

i. **Phonics**

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. Without phonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately bed-like about the written word "bed". It is simply the collection of letters and corresponding sounds that we agree constitute the word "bed". Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what that funny squiggle means.

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches could be taught and used independently or in combination to help young readers learn to identify new words.

ii. **Phonemic Awareness**

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child

begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader's general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words "dog" and "dad" to help him learn how to read a new word "doctor". Finally, phoneme blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

iii. Vocabulary

In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced readers they not only learn to connect their oral vocabularies (the words we know when they are spoken) to their reading vocabularies (the words we know when they are used in print) they

also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life".

There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves someone telling you how a word is pronounced and what its meaning is. That "someone" might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the "hints" contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features (ie. bold print, italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word.

iv.   **Fluency**

Fluency is a reader's ability to read with speed, accuracy and expression. Thus it requires him to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Think about the way a book "sounds" in your mind when you are reading silently. You "hear" the characters "speak" with expression. Even passages that are not written in dialogue "sound" as if the words fit the meaning. A particularly suspenseful action

sequence moves quickly through your mind creating a palpable sense of tension. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

v.   **Reading Comprehension**

Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension understands what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read. Like vocabulary, reading comprehension skills develop and improve over time through instruction and practice.

F. Resume

Having the explanations above, the researcher can simplify that to overcome some problems in learning English especially in reading, it needs proper technique that can helps the students. Introducing Quantum Reading to the students helped to open their mind with something new and by implementing this method was able to help the students improved their speed and comprehend reading materials.

G. Framework

The conceptual framework of this research was presented in the following diagram.

INPUT	PROCESS	OUTPUT
Giving pre-test to the students to measure their reading comprehension abilitiy	The Implementation of Quantum Reading Method	Students' improvement in speed and comprehend reading materials

The theoretic
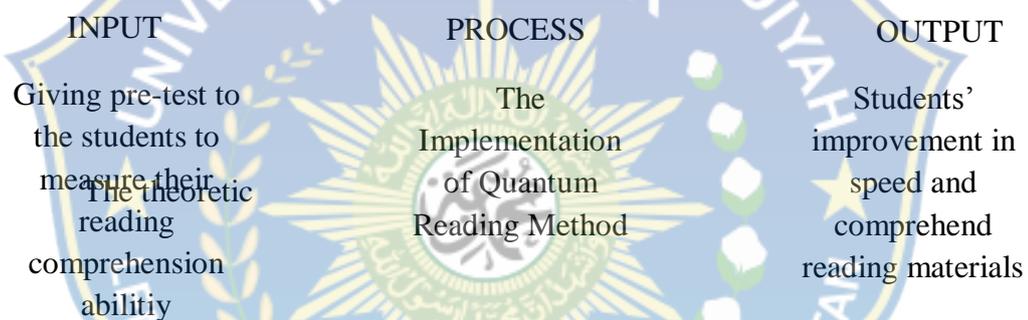
a. Input refers to the pre-test that had been given to the students to identify the students' comprehend reading level.

b. Process refers to the explanation about Quantum Reading generally and the implementation of Quantum Reading method to the students in the classroom.

c. Output refers to the improvements of students' speed and comprehend reading materials and was identified by using post-test.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was quasi-experimental design with one experimental and one control group. The research was designed as follows:

Class	Pretest	Treatment	Posttest
E	O_1	X_1	O_2
C	O_1	X_0	O_2

Figure2. Research design

Notation:

E = Experimental (Quantum reading method) class

C = Control (Scientific Method) class

O_1 = Pre-test for experimental class

O_2 = Post- test for control class

X_1 = Treatment

X_0 = Usual Treatment

(Gay, 1981:201).

B. Treatment

The procedures of doing treatments for experimental class as follows:

1. Experimental Group

   ➢ **First meeting**

   - The teacher introduced Quantum Reading Method and presented material in the classroom.

   - The teacher explained to the students about the objectives of the material.

     (PREPARE)

   - The teacher explained about narrative text.

     (GET INTO STATE)

   - The teacher showed them a picture of a dog and a rabbit then asks them about their imagination.

     (SUPERSCAN)

   - The teacher explained to them about a technique in Quantum Reading that call *superscan* (again) then gave them a paragraph and asked them to use superscan on the paragraph.

     (READ)

   - The teacher asked the students to read slowly the paragraph. They could have much time they need as long as they understand it. They were asked to measure their reading time.

(REVIEW)

- The teacher asked them what they understood and measured their understanding by giving them questions that related to the passage.

- After that, the teacher examined the answer together with the students.

The teacher observed the students' reading comprehension skills in each step of Quantum Reading.

➢ **Second meeting**

- The teacher asked the students about the material in previous meeting.
  (PREPARE)

- The teacher explained about narrative text.
  (GET INTO STATE)

- The teacher showed them a picture and asks them about their imagination.
  (SUPERSCAN)

- The teacher gave them a text and asked them to use superscan on the paragraph.
  (READ)

- The teacher asks the students to read slowly the paragraph. They can have much time they need as long as they understand it. They ask to measure their reading time.
  (REVIEW)

- The teacher asked them what they understood and measured their understanding by giving them questions that related to the passage.

- After that, the teacher examined the answer together with the students. The teacher observed the students' reading comprehension skills in each step of Quantum Reading.

➢ **Third meeting**

- The teacher asked the students about the material in previous meeting.

- The teacher introduced and a new material that descriptive text.
  (PREPARE)

- The teacher explained about descriptive text.
  (GET INTO STATE)

- The teacher showed them a picture and asked them about their imagination and experience about a study trip or vacation to some places with their family.
  (SUPERSCAN)

- The teacher gave them a text and asked them to use superscan on the text.
  (READ)

- The teacher asked the students to read slowly the paragraph. They could have much time they need as long as they understand it. They were asked to measure their reading time.

(REVIEW)

- The teacher asked them what they understood and measured their understanding by giving them questions that relate to the passage.

- After that, the teacher examined the answer together with the students.

The teacher observed the students' reading comprehension skills in each step of Quantum Reading

2. Control Group

  ➢ **First meeting**

  - The teacher introduced himself and presented material in the class.

  - The teacher explained to the students about the objectives of the material.

  - The teacher explained about narrative text.

  - The teacher gave the students an exercise.

  - The teacher asked the students if they have question about the text.

  The teacher observed the students' reading comprehension skills.

  ➢ **Second meeting**

  - The teacher asked the whole class about the material in previous meeting.

  - The teacher explained about narrative text.

  - The teacher gave them another exercise of a narrative text.

  - The teacher asked the students if they have question about the text.

The teacher observes the students' reading comprehension skills.

➢ **Third meeting**

- The teacher asked the whole class about the material in previous meeting.

- The teacher explained about narrative text.

- The teacher gave them an exercise of descriptive text.

- The teacher asked the students if they have question about the text.

The teacher observed the students' reading comprehension skills.

C. **Research Variables and Indicators**

1. Independent Variable

    1.1 The independent variable of this research was the Quantum Reading:

    Quantum Reading is a method that helps the correspondent, which in this case the student, improved their Reading skill and helped the students to feel comfortable in reading. Besides that, Quantum Reading helped the students to read faster and understanding more.

    1.2 The indicators of the independent variable of this research in learning Quantum Reading were :

    i. Prepare

    This was the most important part of this method. This step then divided into Attitude, Beliefs, Commitment and Physical State.

ii. Get Into State

In this step, the students were asked to sit straight, close their eyes and take a deep breath. Then they were asked to think about peaceful place or about anything that they fond to.

iii. Super Scan

Also known as hyperscanning technique, this step was a step where the students improved their eyes' speed. It was a good method to look at a glance the reading materials.

iv. Read

The students were asked to read again from the start. They will be asked to focus and return to their alpha condition and use their hand and eyes in Super Scan to read.

v. Review

This was the last step. The students were ask to complete their mind mapping about all the important lines that they have highline in the fourth step.

2. Dependent Variable

2.1 The dependent variable of this research was the students' reading comprehension skill:

Reading comprehension wholly could be defined as the level of understanding of a text. This understanding came from the interaction

between the words that were written and how they triggered knowledge outside the text.

2.2 The indicators of dependent variable of reading comprehension are :

i. The indicators of literal reading comprehension were the main ideas (i.1) and sequence of details (i.2).

ii. The indicators of interpretative comprehension were conclusion (ii.1) and prediction of outcomes (ii.2).

D. Population and Sample

i. **Population**

The first grade students of SMA Perguruan Islam Makassar in academic year 2015-2016 were the population of this research. There were six classes with total number 120 students. They are class X.1 until X.2 with total students for each class is 20 students.

ii. **Sample**

The sampling technique which applied in this research was simple random sampling in determining the sample of this research. The samples were 20 students from class X.1 and 20 students from class X.2 as the control of this research subject.

E. Hypothesis

Based on the explanation above, the teacher makes the hypotheses:

Null hypotheses (HO)   : Students' Reading Comprehension skill cannot improving by using Quantum Reading

Alternative hypotheses (HI)   : Students' Reading Comprehension skill can improves by using Quantum Reading

F. Research Instrument

The instrument of this research was Reading English test. Pretest was used to know how far the students understanding in answering reading test. Posttest was used to measure the understanding of the students' reading ability after the treatment to the students.

The result of this research was shown after the students' answer the question of reading test in post-test.

G. Procedure of Collecting Data

i. Pretest

In this part, the teacher gave a pre-test to the students to measure how much they could understand a text or passage before Quantum Reading method implement. The test was a reading test where the students read a text or passage before answering some questions.

ii. Post-test

Post-test was given to see the effectiveness of Quantum Reading. It was a post-test to measure how deep the students' understanding of a text passages

after Quantum Reading method implement. Students were give a text or passage and they will answer some question relate to it.

The students were given the same instruments and tests to measure their development and to make sure it was easy to differentiate the result for each class. There was no difference of instruments or questions because the purpose of this research was to find out either Quantum Reading method could improve and intensify the students' reading comprehension skill or not. Total meeting with the students were five meetings; one meeting for pre-test, three meetings for treatment and one last meeting for post-test.

H. Technique of Data Analysis

The data obtained from the test analyzed by using the procedure as follows:

1. **Scoring the students' correct answers at post-test by using this formula:**

$$\textbf{Score} = \frac{\text{Students' Correct Answers score}}{\text{The total number of items}} \text{ X } 10$$

(Puskur, 2006)

2. **Classifying the students' score into seven classification:**

Score **90 – 100** = **Very Good**

70 – 89 = **Good**

50 – 69 = **Fair**

30 – 49 = **Poor**

10 – 29 = **Very Poor**

(Puskur, 2006)

3. **Calculating the students' mean score both pre-test and post-test by using following formula:**

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = Mean score

$\sum X$ = Sum of the score

N = Number of subject

4. **Calculating the students' mean reading speed both pre-test and post-test by using following formula :**

$$X = \frac{\Sigma X}{N}$$

where :

    N   = the mean speed

    ΣX   = the sum of the speed

    X   = the number of subject

(Gay, 1987)

5. **Calculating the standard deviation of the students' both pre-test and post-test by using following formula:**

$$S = \sqrt{\frac{\sum X - \frac{(\sum X)^2}{N}}{N}}$$

Where:

    S   = Standard deviation

    $\sum X$ = Sum of the score

    N   = Number of subject

(Gay, 1978)

6. **Finding out the significant difference between pre-test and post-test of the students' ability in reading comprehension by using he following formula:**

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = Test of significance

D = Difference between matching pairs

D = Mean of Ds

$\sum D$ = Sum of Ds
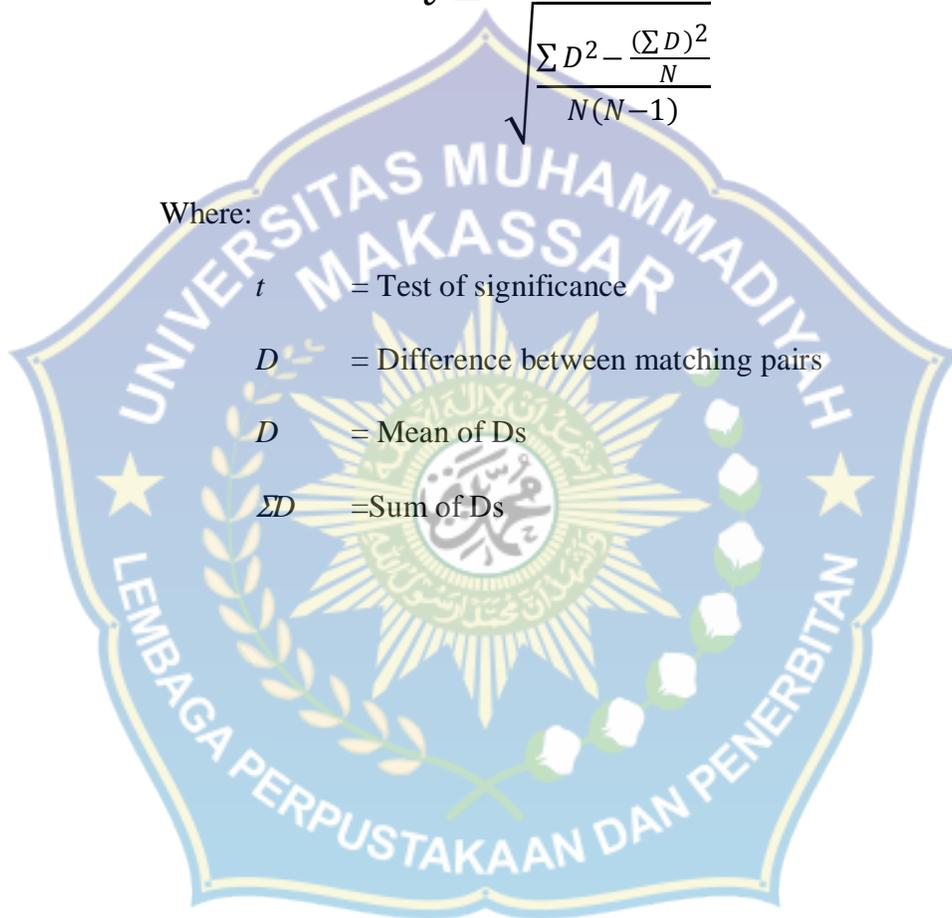
7. **Finding the significant different between pre test and post test of the control and experimental group by calculating the value of the test. The formula as follows:**

$$t = \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\frac{1}{Ne} + \frac{1}{Nc}\right)}}$$

t   : t-test

Me   : the mean of the experimental group

Mc   : the mean of control group

Sse   : sum of quadrate deviation of the experimental group

Ssc   : sum of quadrate deviation of the control group

Ne   : the number of experimental group

Nc   : the number of control group

(Gay, 2006: 349)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings of the research and the discussion of the findings. The findings are placed suit with the problem statements mentioned in chapter one. The findings presented through obtained data after doing treatment small group interaction in reading activities. The discussion deals with the description and interpretation of the findings in the research.

A. Findings

After calculating the result of reading test, the scores of pretest and posttest are presented as follows:

1. Classification of Students' Literal Comprehension Pretest and Posttest

The result of data analysis of students' pre test in experimental group shows that maximum score is 80 and minimum score is 50. In post test, maximum score is 100 and minimum score is 65 while in control group students' pre test shows that maximum score is 90 and minimum score is 10. In post test, the maximum score is 76 and minimum score is 35.

Table 1: The Improvement of the Students' Literal Comprehension

No	Indicators	Control / Scientific Class		Experimental / Quantum Reading Class	
		Pretest	Posttest	Pretest	Posttest
1.	Main Ideas	52	61.25	60.6	76.25
2	Sequence of details	55.25	64.5	63	77.25
	$\sum x$	107.25	125.75	123.6	153.5
	$\overline{X}$	53.63	62.88	61.8	76.8

Table 1 above show that there is the scores students' literal comprehension from Pretest and Posttest in X.2 (53.63<62.88) in which Pretest of the students' mean score achievement in literal comprehension is 53.63, after evaluation in Posttest, the students' literal comprehension becomes 62.88.

There is also a significant improvement of the students' literal comprehension from Pretest and Posttest in X.1 (61.8<76.8) where the students' literal comprehension in Pretest is 62.93 and in Posttest is 76.8. Thus, the improvement of students' literal comprehension achievement from Posttest is 76.8

In the table above also indicates that the indicators of students' literal comprehension improve significantly in which Pretest and Posttest.

Table 2: The improvement of the students' interpretive comprehension

No	Indicators	Control / Scientific group		Experimental / Quantum Reading group	
		Pretest	Posttest	Pretest	Posttest
1	Prediction of outcomes	51.75	60.75	61.75	76.75
2	Conclusion	56.5	62.25	64.5	79
	$\sum X$	108.25	123.0	126.25	155.75
	$\overline{X}$	54.13	61.5	63.13	77.88

Table 2 above show that there is the scores students' literal comprehension from Pretest and Posttest in X.2 (54.13<61.5) in which Pretest of the students' mean score achievement in literal comprehension is 53.63, after evaluation in Posttest, the students' literal comprehension becomes 62.88.

There is also a significant improvement of the students' literal comprehension from Pretest and Posttest in X.1 (61.8<76.8) where the students' literal comprehension in Pretest is 62.93 and in Posttest is 76.8. Thus, the improvement of students' literal comprehension achievement from Posttest is 76.8

In the table above also indicates that the indicators of students' literal comprehension improve significantly in which Pretest and Posttest.

2. The Mean Score and Standard Deviation of Students' Pretest in experimental / Quantum Reading group.

The mean score and standard deviation of the students' in experimental group reading comprehension scores are shown in table below.

Table 3. Paired Samples Statistics for experimental group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	87.90	20	9.120	1.442
	Pre-test	71.00	20	9.001	1.423

3. The Mean Score and Standard Deviation of Students' Pretest in control / scientific group.

The mean score and standard deviation of the students' in experimental group reading comprehension scores are shown in table below.

Table 4. Paired Samples Statistics for control group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post-test	62.45	20	9.106	1.440
	pre-test	49.25	20	20.555	3.250

We can see that in Table 3 and Table 4 shows that the mean score of the students' posttest in experimental group is 87.90 while mean score of the students` posttest in control group is 62.45. The standard deviation of students' posttest in experimental group is 9.120 while standard deviation of the students` posttest in control group is 9.106.

4.   **The frequency of Experimental / Quantum Reading Gain Score**

Table 5. Experimental Gain Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-9	4	10.0	10.0	10.0
	-4	1	2.5	2.5	12.5
	2	1	2.5	2.5	15.0
	5	1	2.5	2.5	17.5
	12	2	5.0	5.0	22.5
	14	1	25.0	25.0	47.5
	16	1	2.5	2.5	50.0
	19	3	17.5	17.5	67.5
	22	1	2.5	2.5	70.0
	24	2	12.5	12.5	82.5
	34	1	12.5	12.5	95.0
	40	1	2.5	2.5	97.5
	44	1	2.5	2.5	100.0
	Total	20	100.0	100.0	

Experimental Gain Score

gain score in experimental group.

5. **The frequency of Control / scientific Gain Score**

Table 6. Control Gain Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-17	1	2.5	3.8	3.8
	-7	1	2.5	3.8	7.7
	-5	1	2.5	3.8	11.5
	-4	1	2.5	3.8	15.4
	1	1	10.0	15.4	30.8
	2	1	2.5	3.8	34.6
	3	1	2.5	3.8	38.5
	5	2	7.5	11.5	50.0
	13	2	5.0	7.7	57.7

	19	2	5.0	7.7	65.4
	23	1	5.0	7.7	73.1
	25	1	2.5	3.8	76.9
	29	1	2.5	3.8	80.8
	33	1	5.0	7.7	88.5
	45	2	5.0	7.7	96.2
	51	1	2.5	3.8	100.0
	Total	20	65.0	100.0	
Total		20	100.0 Total		

Control Gain Score

Mean =13.92
Std. Dev. =17.713
N =26
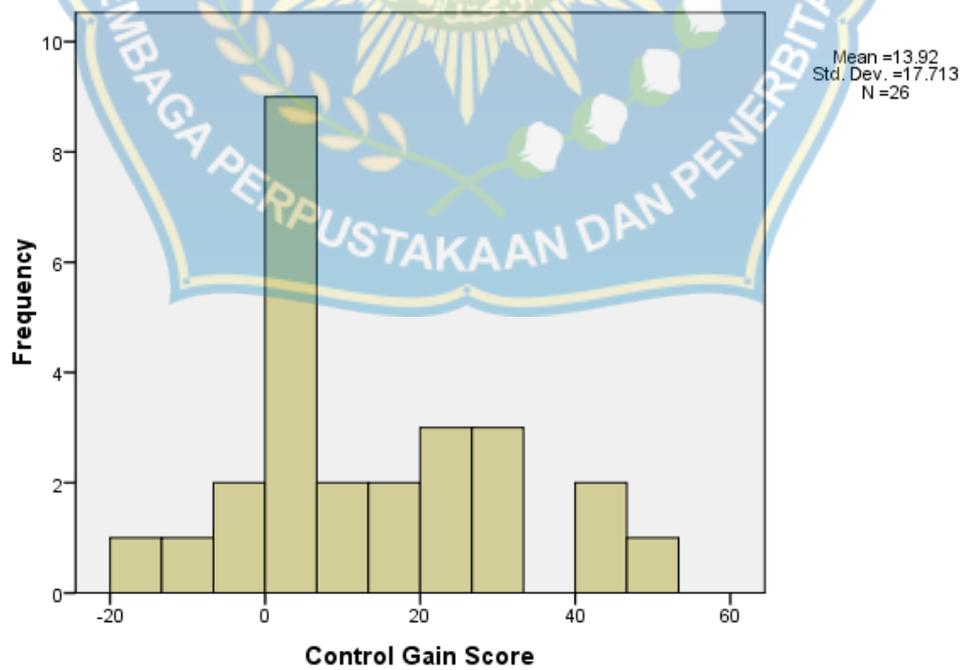
It shows that the mean score of the students' posttest is higher than the mean score of pretest, and also the standard deviation of the students' posttest is higher than pretest. It proves that Quantum Speed Reading method can intensify the students' reading comprehension skill in the second grade.

Based on both tables above, the researcher concludes that the students' reading comprehension skill in experimental group which was taught by using Quantum Speed Reading method is higher than by using regular teaching method. This was indicated by mean score with its standard deviation. Mean score of experimental group (87.90 with standard deviation 9.120) was higher than mean score of control group (62.45 with standard deviation 9.106).

4. Hypothesis Testing

T-Test Value of the Students' Reading Comprehension Skill

In order to know whether or not both groups are statistically different at the level of significance (α) with degree of feedom (df) the t-test is employed. The following table shows the result of calculation.

Table 7. Paired Samples Test for hypothesis testing for experimental group

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | Sig. |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	(2-tailed)
Pair 1 Post-test - Pre-test	16.900	13.064	2.066	12.722	21.078	8.182	19	.000

**Table 8. Paired Samples Test for hypothesis testing for control /
scientific group**

		Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference			
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1 post-test - pre-test	13.200	17.471	2.762	7.612	18.788	4.778	19	.000

From the table above we can see that the significance of 2-tailed shows
that it is lower that the level of significance. In measuring either a research
success in implementing its method, there is a level of significance that used. It is
called alpha significance (α). In social research, the alpha significance use 0.05
which means that in 100 tests, 5 tests should be failed.

Significance (sig) < 0.05 = success

Significance (sig) > 0.05 = failed

Based on Table 6, the significance is 0.000 which means that the
implementation of Quantum Speed Reading method success to intensify the
students' reading comprehension skill. Overall the researcher concludes that the
alternative hypothesis was proved in this research.

B. Discussion

The discussion deals with the interpretation of the findings derived from
the statistical analysis.

Before taught the students of class X.2, the researcher gave pretest to
know their prior knowledge. The result of pretest showed the low reading
comprehension skill of the students.

The procedure of the research as follow based of five main steps of Quantum Speed Reading method:

i. Prepare; where the students were asked about something that related to narrative and descriptive text. The researcher gave them simple explanation about the material.

ii. Get Into State; where the researcher used picture as media to bring the students into their alpha condition.

iii. Superscan; where the students were asked to just scan the text that given.

iv. Read; where the students were given time to read. Of course they can comprehend more because the researcher already gave them some clues about what they will read.

v. Preview; where the students analyzed the text by answering the question and check it together with the researcher.

The result of the students` scores between pretest and posttest shows that there is a significant improvement of the students' reading comprehension skill after Quantum Speed Reading Method implemented (see table). The frequency and rate percentage of students' scores in pretest and posttest indicates that students who learnt by using Quantum Speed Reading Method affect the students' reading comprehension skill. Moreover, their grade much higher and there was no decreasing of grades compared to the students that taught by regular method, there was some decreasing of grades (see table).

The pre test was conducted on May 9th, 2015. The materials were taken based on syllabus in that school that about descriptive and narrative text. Both of the text were in the exercise of pre test that given to the students.

The treatment was given three times as the class only have three meetings in a week and the researcher only been given two weeks for research. In every treatment, the students in experimental group were taught by using Quantum Speed Reading Method while the students in control class were taught normally as the way their teacher taught them.

The first treatment for control class was on October 1, 2015 and for the experimental class was on October 8, 2015. In experimental group, the researcher explained the definition of Quantum Speed Reading to the students to make them aware of the method. Then, the researcher gave the material while implementing five steps of Quantum Speed Reading. The researcher used picture as media to make the students understand more, while in control group the researcher introduced and explained material plainly as the way their teacher used to teaches them without. For both of the groups, the researcher gave narrative text as their materials. The title of the text is "The Legend of Prambanan"

The second treatment for control group was on October 12th, 2015 while in the other hand the second treatment for the experimental group was on October 15th, 2015. The researcher reviewed the material in previous meeting. The researcher then gave the students in experimental groups the second narrative text that entitles "Princess Tandampalik" Same steps were implemented like in the first meeting by using another picture that related as the media in the treatment. In

control group, the researcher introduced and explained material plainly as the way their teacher used to teaches them, also same with the previous meeting with different materials. The researcher observed that in that meeting, the students in the experimental group seemed to enjoy the topic and didn't show any bored expression even though same method was implemented and stay focused on the material given, while in control group the students seemed a little bored and not focused to the material.

The third meeting for the control group was on October 19th, 2015 while for the experimental group was on October 26th, 2015. The researcher reviewed the material in second meeting and gave the students new material both to the experimental and control group that was descriptive text but still used the same method for both of the group. The title of the text is "La Dana and His Buffalo". The researcher observed that in that meeting, the students in the experimental group still to enjoy the topic and didn't show any bored expression even though same method was implemented and stay focused on the material given, while in control group the students seemed too bored and not focused to the material.

On October 19th, 2015, the researcher conducted the post test as the measuring of what the students had learned for the control group and the other post test held on October 26th, 2015 for the experimental group. The researcher used the same materials like in pre test for both experimental and control group. Fortunately, there is significance difference between the result of experimental and control groups.

Based on the result of the pretest and posttest, it shows that reading comprehension skill in SMA Perguruan Islam Makassar could be improved after they were taught by using Quantum Speed Reading method. It means that Quantum Speed Reading method is a method that can be applied by the English teachers in the classroom to make a conducive teaching and learning process.

If we can see there were also increasing value in students' gain score (see table 8), but still the highest score hadn't reach the passing standard. As we can see, the passing standard is 75, but the highest score for control group is only 71 (see table 3). On the other hand, the highest score for the experimental group is 100 (see table 2).

Concerning the result of the research findings, the researcher summarized that the second grade students of SMA Perguruan Islam Makassar can use Quantum Speed Reading method in order to influence their reading comprehension skill.
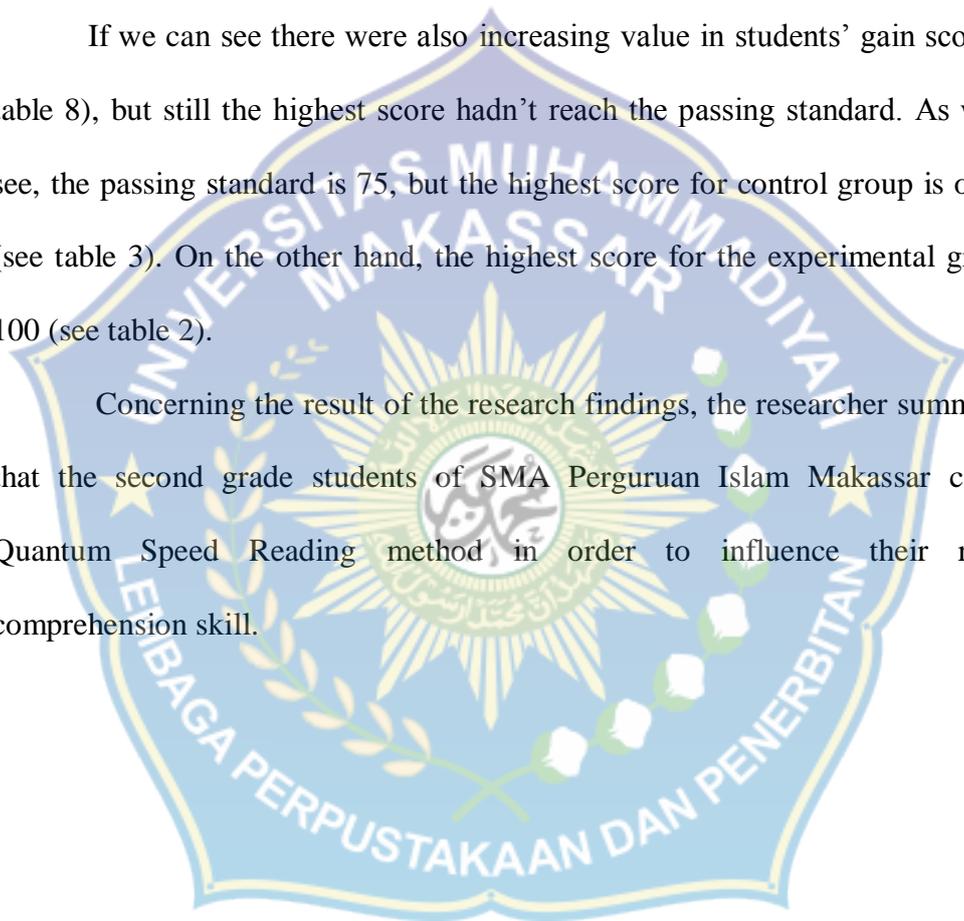
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the result and discussion of the finding, the researcher has come to the following conclusion:

1. The use of Quantum Reading Method in presenting the reading comprehension material at the X.1 as Experimental Group and X.2 as Control (Scientific) Group in class students of SMA Perguruan Islam improves the students' achievement significantly. The findings indicate that the mean score of the students' reading comprehension in terms of literal comprehension dealing with the main ideas and sequence of details and interpretive reading comprehension dealing with prediction of outcomes and conclusion in Posttest at Experimental Group is greater than the mean score of test in Posttest at Control (Scientific) Group (77.31> 62.65) and the improvement of reading comprehension is 23.55%.

2. The use of Quantum Reading Method is able to improve the students' literal comprehension at the students of X.1 class of SMA Perguruan Islam Makassar.

The use of Quantum Reading Method is able to improve the students' interpretive comprehension at the students of X.1 class of SMA Perguruan Islam Makassar.

B. Suggestion

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested that the teachers, especially those who teach English of the senior high school they use Quantum Reading Method as one alternative among other teaching methods that can be used in teaching reading comprehension.
2. It is suggested that the English teachers use Quantum Reading Method in presenting the reading comprehension materials, because it is effective to improve the students' achievement.
3. For the teachers, they can attempt to call up the entire ability to increase the learning process by doing or using Experimental Research in other classes.

For next researcher, they use Quantum Reading Method in doing researching in the other variables, such as Summarize, critical reading etc.

BIBLIOGRAPHY

DePorter, Bobbi. andHernacki, Mike. 1992. *Quantum Learning: Unleashing the Genius in You.* New York: Dell Publishing.

Alderson, J. Charles. 2005. *Assessing Reading*. New York: Cambridge University Press.

Tobitani, Yumiko. 2006. *The Effects of Quantum Speed Reading.* Retrieved 25 March 2012 from http://www.quantumspeedreading.com

Asriadi, Aksan. 2008. *Improving Reading Skills by Using Quantum Reading*, 10-13.

DePorter, Bobbi. 2008: *Quantum Reader: Read Fast, Comprehend More, Move On*. New York: Dell Publishing.

Pirandola, Stephany et al. 2011. *Quantum Reading Capacity,* 1-2. Retrieved 28 March 2012 from http://www.quantumreadingcapacity.com

Andrea, Sherry. 2011. *Learn Quantum Reading*. Retrieved 25 August 2015 from http://learnquantumreadingsherryandrea.htm

Dictionary.com. 2012.*Reading Comprehension*. Retrieved 12 September 2015 from http://learneverythingthereisaboutreadingcomprehension.htm

Dall'Arno, Michelle. 2013. *Quantum Reading for the Practical Man.*International Journal. Page 9.Retrieved on 20 September 2015.

Bisio, Alesandroet. al. 2013.*Ideal Quantum Reading of Optical Reason.*Page 10.Retrieved on 20 September 2015.

www.supercamp.com.my/downloads/qrchp2.pdf, retrieved on 21 September 2015.

CURRICULUM VITAE

MUHAMMAD FITRIULLAH BAKRI, He was born on january, 16th 1990 in Pare-pare from the marriage of parents Bakri. B and Hj. Mukini. He is the fourth child of fourth brothers and sisters. He entered elementary school at SDN 48 Latappareng and graduated in 2002. Then He Continued his study at SMPN 1 Batu-batu and graduted in 2005. When he finished his junior high school, he entered at SMAN 1 Marioriawa graduated in 2008. In the latest 2009, he continued his study at Makassar Muhammadiyah University and He was admitted as a student of English department of FKIP Makassar Muhammadiyah University.
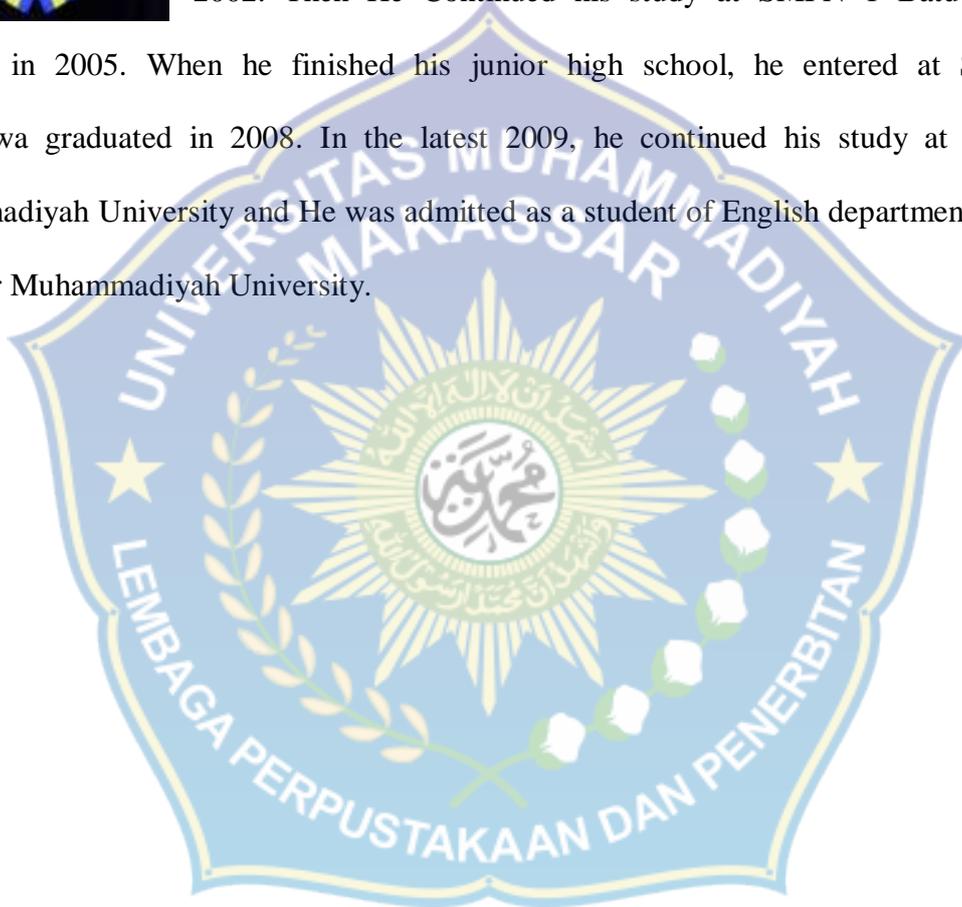
Appendix 1

Lesson Plan

The lesson plan is divided into two, which are; a lesson plan for treatment that will use Quantum Reading and another lesson plan that use regular method for control.

1. Using Quantum Reading / Experimental Group

Rencana Pelaksanaan Pembelajaran
(RPP)

Sekolah   **: SMA PERGURUAN ISLAM MAKASSAR**
Kelas   **: X**
Mata Pelajaran   **: Bahasa Inggris**
Semester   **: I (Satu)**

Standar Kompetensi:

Membaca

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan *procedure*.

Indikator:

- Mengidentifikasi *main idea* dari teks yang didengar

- Mengidentifikasi tokoh dari cerita yang didengar

- Mengidentifikasi urutan peristiwa dalam teks

- Mengidentifikasi kejadian dalam teks yang didengar

- Mengidentifikasi bahan yang digunakan dalam teks *procedure* yang didengar

- Mengidentifikasi tujuan komunikasi teks yang didengar.

.

Alokasi Waktu: 6 x 40 menit (3x pertemuan)

A. Tujuan Pembelajaran

1. Siswa mampu membaca nyaring secara bermakna wacana pendek sederhana berbentuk *narrative* dengan lafal, tekanan, dan intonasi yang benar.

2. Siswa mampu merespons makna yang terdapat dalam teks berbentuk *narrative* dengan benar.

3. Siswa mampu mengidentifikasi langkah-langkah retorika dalam wacana *narrative* yang benar.

B. Materi Pembelajaran

1. Gambar tentang materi

2. Teks *narrative*.

C. Metode Pembelajaran

1. Penanaman konsep.

2. Tanya jawab.

3. Praktik.

D. Langkah-Langkah Kegiatan Pembelajaran

1. Pertemuan pertama

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	LS	NILAI BUDAYA KARAKTER BANGSA
10 menit	Kegiatan Awal	- salam - Doa - Memperkenalkan Metode Quantum Reading - Menerapkan **Prepare** - Tanya jawab mengenai karangan narrative yang pernah dibaca atau cerita yang pernah didengar siswa Pernah ditulis atau diterima siswa.		-santun dan peduli -Iman dan takwa -produktif dan estetis -percya diri, mandiri tanggung jawab.
60 menit	Kegiatan Inti	**Explorasi** -Menerapkan **Get Into State** -Menjelaskan materi tentang *narrative text* -Memberikan petunjuk mengerjakan latihan **Elaborasi** -Menerapkan **Superscan** -Membaca cepat teks yang	c	 -percaya diri. kerjasama,mandiri - tanggungjawab

		diberikan.		
		-Menerapkan **Read**	ptt	
		-Membaca dan memahami teks yang tersedia		-kreatif
		-Menerapkan **Review**		
		-Menjawab pertanyaan berdasarkan teks yang tersedia		
		Konfirmasi		
10 menit	Kegiatan akhir	-Guru mengoreksi dan mengarahkan	ks	
		-Tanya jawab tentang hal-hal yang belum dipahami siswa.		

Catatan :C(cooperative),Ps(problem solving),Ptt(pertanyaan tingkat tinggi),Ks(karya siswa

2. **Pertemuan kedua**

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	LS	NILAI BUDAYA KARAKTER BANGSA
10 menit	Kegiatan Awal	-salam - Doa		-santun dan peduli

		-Menerapkan **Prepare**		-Iman dan takwa
		-Mereview materi sebelumnya		-produktif dan
		Explorasi		estetis
60 menit	Kegiatan Inti	-Menerapkan **Get Into State**		
		-Menjelaskan materi tentang teks narrative		
		-Memberikan petunjuk mengerjakan latihan	c	-percya diri,mandiri
		Elaborasi	ps	tanggung jawab.
		-Menerapkan **Superscan**		
		-Membaca secara singkat teks *narrative*		-cermat berpikir Logis
		-Menerapkan **Read**		-mandiri,cermat
		- Membaca dan memahami teks yang tersedia		tanggung jawab
		-Menerapkan **Review**	ptt	-cermat -mandiri,kreatif
		-Menjawab pertanyaan berdasarkan teks pada kegiatan sebelumnya		-mandiri,kreatif tanggung
		Konfirmasi		jawab
10 menit	Kegiatan akhir	-Guru memperhatikan keaktifan siswa	ks	
		-Guru mengoreksi dan		-saling

		mengarahkan		menghargai,
		-Tanya jawab tentang hal-hal yang belum dipahami siswa.		Kreatif

Catatan :C(cooperative),Ps(problem solving),Ptt(pertanyaan tingkat tinggi),Ks(karya siswa

3. Pertemuan ketiga

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	LS	NILAI BUDAYA KARAKTER BANGSA
10 menit	Kegiatan Awal	-salam - Doa -Menerapkan *Prepare* -Tanya jawab mengenai karangan deskriptive yang pernah dibaca siswa.		-santun dan peduli -Iman dan takwa -produktif dan estetis
60 menit	Kegiatan Inti	**Explorasi** -Menerapkan *Get Into State* -Menjelaskan materi tentang descriptive text -Memberikan petunjuk mengerjakan latihan **Elaborasi**	ptt c	-percaya diri mandiri tanggung jawab

		-Menerapkan *Superscan*		-cermat,mandiri
		-Membaca secara singkat teks yang diberikan	ps	kreatif
				-cermat
		-Menerapkan *Read*		
		-Memahami kalimat-kalimat yang tersedia.	ps	-cermat, percaya diri
		-Menerapkan *Review*		
		-Memilih jawaban yang tepat berdasarkan teks yang tersedia.		-cermat
				Saling
10 menit	Kegiatan akhir	**Konfirmasi**		menghargai
		-Guru memperhatikan keaktifan siswa		
		-Guru mengoreksi dan mengarahkan		

Catatan :C(cooperative),Ps(problem solving), Ptt (pertanyaan tingkat

tinggi), Ks(karya siswa

E. Alat dan Sumber Belajar

1. Kamus Inggris–Indonesia dan Indonesia–Inggris.

2. Buku-buku lain yang relevan.

3. Gambar yang bersangkutan sebagai media.

F. Penilaian

1. Teknik penilaian:

• Non tes.

• Tes tulis.

2. **Bentuk instrumen:**

- Pilihan benar salah.

- Jawaban singkat.

- Pilihan ganda.

3. **Contoh instrumen:**

- Narrative text

La Dana and His Buffalo

In Toraja, South Sulawesi, lived a young man. His name was La Dana. Everybody knew him. He was known for his clever ideas. He always tricked bad people. That's why the villagers loved him. In Toraja, there was always a ceremony when someone passed away. In the ceremony, the guests could get buffalo meat from the host of the ceremony. La Dana went to the ceremony. Before he went home, the host gave him buffalo legs.

On the way home, La Dana met Pak Kikir. He brought the whole body parts of the buffalo except the legs. Pak Kikir was a very stingy man. Nobody liked him. La Dana then had an idea to trick him. "Pak Kikir, you have all parts of the buffalo except the legs. And I only have the legs. Why don't we put them together and gave them back to the host. We ask him to exchange it with a living buffalo. We raise the buffalo until it is big. Do you agree?" "That is a good idea. Let's meet the host," said Pak Kikir.

Together they went back to the ceremony. The host agreed with one condition. He would exchange with a young buffalo. After they got the young buffalo, Pak Kikir and La Dana went home. "La Dana, let me raise the buffalo," said Pak Kikir. He wanted to raise it by himself because he was afraid that La Dana would steal it.

"I agree, but let me visit the buffalo every day," said La Dana.

He was happy, his idea was running well so far. On the following day, La Dana came to Pak Kikir's house.

"Hey! Look! The buffalo is getting fatter," said La Dana. "The buffalo has just been here for a day. How can you say he is getting fatter?"

"Look at the buffalo carefully. It is getting fatter. Pak Kikir, I want the legs now. They are mine, right?" said La Dana.

Pak Kikir was silent. He knew if the legs were cut, the buffalo would die.

"Don't take the legs now. Wait for another time," said Pak Kikir.

On the following day, La Dana again came to Pak Kikir's house and asked for the legs. Pak Kikir said the same thing, he asked La Dana to wait. Then La Dana came and came again. Every time he visited the buffalo, he always asked Pak Kikir to give him legs. Finally, Pak Kikir could not hold it anymore.

"It's enough La Dana! If you cut the legs, the buffalo would die. The buffalo is still young. We will not get a lot of meat. If you want to get the legs,

here take this buffalo with you!" said Pak Kikir. He gave the buffalo to La Dana.

La Dana was happy. His plan worked! He got a living buffalo and brought it home.

Questions.

Answer the questions with full sentences.

1. What is the main idea of the story? (i.1)

2. Who was actually La Dana? (i.1)

3. What buffalo was the story refers to? (i.2)

4. Who was Pak Kikir? (i.2)

5. Why did La Dana want to trick him? (i.2)

6. What was his idea? (ii.2)

7. What happened to the young buffalo? (ii.1)

8. What was Pak Kikir's excuse so he shouldn't give La Dana the buffalo? (ii.2)

9. What has happened in the end of the story? (ii.1)

10. What do you think about La Dana? (ii.1)

Rubrik penilaian:
Skor maksimal = 10

Nilai siswa = Skor perolehan x 10 = ...
                    Skor maksimal

2. Using regular method for control class

Rencana Pelaksanaan Pembelajaran
(RPP)

Sekolah	**: SMA PERGURUAN ISLAM MAKASSAR**
Kelas	**: X**
Mata Pelajaran	**: Bahasa Inggris**
Semester	**: I (Satu)**

Standar Kompetensi:

Membaca

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

1. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan *procedure*.

Indikator:

- Mengidentifikasi *main idea* dari teks yang didengar
- Mengidentifikasi tokoh dari cerita yang didengar
- Mengidentifikasi urutan peristiwa dalam teks
- Mengidentifikasi kejadian dalam teks yang didengar
- Mengidentifikasi bahan yang digunakan dalam teks *procedure* yang didengar
- Mengidentifikasi tujuan komunikasi teks yang didengar.

.

Alokasi Waktu: 6 x 40 menit (3x pertemuan)

A. Tujuan Pembelajaran

1. 1. Siswa mampu membaca nyaring secara bermakna wacana pendek sederhana berbentuk *narrative* dengan lafal, tekanan, dan intonasi yang benar.

2. Siswa mampu merespons makna yang terdapat dalam teks berbentuk *narrative* dengan benar.

3. Siswa mampu mengidentifikasi langkah-langkah retorika dalam wacana *narrative* yang benar.

B. Materi Pembelajaran

1. Gambar tentang materi

2. Teks *narrative*.

C. Metode Pembelajaran

1. Penanaman konsep.

2. Tanya jawab.

3. Praktik.

D. Langkah-Langkah Kegiatan Pembelajaran

1. Pertemuan pertama

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	LS	NILAI BUDAYA KARAKTER BANGSA
10 menit	Kegiatan Awal	- salam - Doa		-santun dan peduli -Iman dan takwa

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN		NILAI BUDAYA
				-produktif dan estetis
		Explorasi -Menjelaskan materi tentang *narrative text* -Memberikan petunjuk mengerjakan latihan		-percya diri,mandiri tanggung jawab.
60 menit	Kegiatan Inti	**Elaborasi** -Membaca dan memahami teks yang tersedia -Menjawab pertanyaan berdasarkan teks yang tersedia	c	-percaya diri. kerjasama,mandiri -saling menghargai, kreatif
10 menit	Kegiatan akhir	**Konfirmasi** -Guru mengoreksi dan mengarahkan -Tanya jawab tentang hal-hal yang belum dipahami siswa.	ks	- tanggungjawab -melihat kelebihan dan Kekurangan Sendiri jujur

Catatan :C(cooperative),Ps(problem solving),Ptt(pertanyaan tingkat tinggi),Ks(karya siswa

2. **Pertemuan kedua**

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	LS	NILAI BUDAYA

				KARAKTER BANGSA
10 menit	Kegiatan Awal	-salam **-** Doa -Mereview materi sebelumnya		-santun dan peduli -Iman dan takwa -produktif dan estetis
60 menit	Kegiatan Inti	**Explorasi** -Memberikan petunjuk mengerjakan latihan **Elaborasi** - Membaca dan memahami teks yang tersedia -Menjawab pertanyaan berdasarkan teks pada kegiatan sebelumnya	c ps ptt	-percaya diri, mandiri -cermat berpikir Logis -mandiri,cermat tanggung jawab
10 menit	Kegiatan akhir	**Konfirmasi** -Guru memperhatikan keaktifan siswa -Guru mengoreksi dan mengarahkan -Tanya jawab tentang hal-hal	 ks	-mandiri,kreatif tanggung jawab -saling

		yang belum dipahami siswa.		menghargai, Kreatif

Catatan : C(cooperative),Ps(problem solving),Ptt(pertanyaan tingkat

tinggi),Ks(karya siswa

3. Pertemuan ketiga

WAKTU	KEGIATAN	LANGKAH-LANGKAH PEMBELAJARAN	LS	NILAI BUDAYA KARAKTER BANGSA
10 menit	Kegiatan Awal	-salam - Doa -Tanya jawab mengenai karangan deskriptive yang pernah dibaca siswa.		-santun dan peduli -Iman dan takwa -produktif dan estetis
60 menit	Kegiatan Inti	**Explorasi** -Menerapkan *Get Into State* -Menjelaskan materi tentang descriptive text -Memberikan petunjuk mengerjakan latihan **Elaborasi** -Memahami kalimat-kalimat yang tersedia.	ptt c	-percaya diri mandiri tanggung jawab -cermat,mandiri kreatif

10 menit	Kegiatan akhir	-Menerapkan **Review** -Memilih jawaban yang tepat berdasarkan teks yang tersedia. **Konfirmasi** -Guru memperhatikan keaktifan siswa -Guru mengoreksi dan mengarahkan	ps	-cermat -cermat, percaya diri

Catatan :C(cooperative),Ps(problem solving), Ptt (pertanyaan tingkat tinggi), Ks(karya siswa

E. **Alat dan Sumber Belajar**

1. Kamus Inggris–Indonesia dan Indonesia–Inggris.

2. Buku-buku lain yang relevan.

3. Gambar yang bersangkutan sebagai media.

F. **Penilaian**

1. **Teknik penilaian:**

   • Non tes.

   • Tes tulis.

2. **Bentuk instrumen:**

   • Pilihan benar salah.

   • Jawaban singkat.

   • Pilihan ganda.

3. **Contoh instrumen:**

- Narrative text

La Dana and His Buffalo

In Toraja, South Sulawesi, lived a young man. His name was La Dana. Everybody knew him. He was known for his clever ideas. He always tricked bad people. That's why the villagers loved him. In Toraja, there was always a ceremony when someone passed away. In the ceremony, the guests could get buffalo meat from the host of the ceremony. La Dana went to the ceremony. Before he went home, the host gave him buffalo legs.

On the way home, La Dana met Pak Kikir. He brought the whole body parts of the buffalo except the legs. Pak Kikir was a very stingy man. Nobody liked him. La Dana then had an idea to trick him. "Pak Kikir, you have all parts of the buffalo except the legs. And I only have the legs. Why don't we put them together and gave them back to the host. We ask him to exchange it with a living buffalo. We raise the buffalo until it is big. Do you agree?" "That is a good idea. Let's meet the host," said Pak Kikir.

Together they went back to the ceremony. The host agreed with one condition. He would exchange with a young buffalo. After they got the young buffalo, Pak Kikir and La Dana went home. "La Dana, let me raise the buffalo," said Pak Kikir. He wanted to raise it by himself because he was afraid that La Dana would steal it.

"I agree, but let me visit the buffalo every day," said La Dana.

He was happy, his idea was running well so far. On the following day, La Dana came to Pak Kikir's house.

"Hey! Look! The buffalo is getting fatter," said La Dana. "The buffalo has just been here for a day. How can you say he is getting fatter?"

"Look at the buffalo carefully. It is getting fatter. Pak Kikir, I want the legs now. They are mine, right?" said La Dana.

Pak Kikir was silent. He knew if the legs were cut, the buffalo would die.

"Don't take the legs now. Wait for another time," said Pak Kikir.

On the following day, La Dana again came to Pak Kikir's house and asked for the legs. Pak Kikir said the same thing, he asked La Dana to wait. Then La Dana came and came again. Every time he visited the buffalo, he always asked Pak Kikir to give him legs. Finally, Pak Kikir could not hold it anymore.

"It's enough La Dana! If you cut the legs, the buffalo would die. The buffalo is still young. We will not get a lot of meat. If you want to get the legs, here take this buffalo with you!" said Pak Kikir. He gave the buffalo to La Dana. La Dana was happy. His plan worked! He got a living buffalo and brought it home.

Questions.

Answer the questions with full sentences.

1. What is the main idea of the story? (i.1)

2. Who was actually La Dana? (i.1)

3. What buffalo was the story refers to? (i.2)

4. Who was Pak Kikir? (i.2)

5. Why did La Dana want to trick him? (i.2)

6. What was his idea? (ii.2)

7. What happened to the young buffalo? (ii.1)

8. What was Pak Kikir's excuse so he shouldn't give La Dana the buffalo? (ii.2)

9. What has happened in the end of the story? (ii.1)

10. What do you think about La Dana? (ii.1)

Rubrik penilaian:
Skor maksimal = 10

Nilai siswa = <u>Skor perolehan</u> x 10 = ...
         Skor maksimal

Appendix 2

DATA ANALYSIS

EXPERIMENTAL GROUP

THE RESULT OF THE STUDENTS' PRETEST OF EXPERIMENTAL GROUP / X.1

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension		Mean Score
	Main Ideas	Sequence Details	Prediction outcomes	Conclusion	
A-1	65	70	70	75	70.5
A-2	65	60	60	65	62.5
A-3	70	70	65	70	68.75
A-4	70	65	65	70	67.5
A-5	55	60	60	60	58.75
A-6	65	65	60	65	63.75
A-7	65	75	70	75	70
A-8	60	60	60	60	60
A-9	70	65	65	70	67.5
A-10	60	60	60	60	60
A-11	65	75	70	70	70
A-12	50	55	50	55	51.25
A-13	50	50	50	55	51.25
A-14	60	60	60	60	61.25
A-15	60	60	60	65	60
A-16	50	60	60	50	61.25
A-17	60	60	60	60	60
A-18	55	60	60	65	60
A-19	60	65	65	70	63.75
A-20	60	65	65	70	65
Total	1215	1260	1235	1290	1253
Mean score	**60.6**	**63**	**61.75**	**64.5**	**62.65**

THE RESULT OF THE STUDENTS' POSTTEST OF EXPERIMENTAL GROUP / X.1

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension		Mean Score
	Main Ideas	Sequence Details	Prediction outcomes	Conclusion	
A-1	85	90	80	90	86.25
A-2	75	75	75	80	76.25
A-3	80	85	80	85	82.5
A-4	75	80	80	80	78.75
A-5	70	70	70	75	71.25
A-6	80	75	80	80	78.75
A-7	85	90	80	85	85
A-8	75	75	75	80	76.25
A-9	85	85	80	90	85
A-10	70	75	75	80	75
A-11	85	90	80	90	86.25
A-12	65	70	75	70	70
A-13	60	65	75	70	67.5
A-14	75	75	75	75	75
A-15	75	75	70	75	73.75
A-16	75	70	75	70	72.5
A-17	70	75	75	75	73.75
A-18	75	70	75	75	73.75
A-19	80	75	80	70	76.25
A-20	85	80	80	85	82.5
Total	1525	1545	1535	1580	1546.25
Mean score	**76.25**	**77.25**	**76.75**	**79**	**77.31**

CONTROL GROUP

THE RESULT OF THE STUDENTS' READING PRETEST OF CONTROL GROUP / X.2

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension		Mean Score
	Main Ideas	Sequence Details	Prediction outcomes	Conclusion	
A-1	60	65	65	65	62.5
A-2	50	45	50	55	52.5
A-3	55	60	50	60	56.25
A-4	55	60	55	65	58.75
A-5	50	55	50	50	51.25
A-6	50	50	50	55	51.25
A-7	60	65	60	65	62.5
A-8	50	55	50	50	51.25
A-9	55	50	50	60	53.75
A-10	50	55	50	55	52.5
A-11	60	65	60	65	62.5
A-12	40	45	40	45	42.5
A-13	40	45	40	45	42.5
A-14	50	55	50	55	52.5
A-15	50	55	50	50	51.25
A-16	50	55	50	55	52.5
A-17	50	55	50	55	52.5
A-18	50	50	50	60	52.5
A-19	55	55	55	60	56.25
A-20	60	65	60	60	61.25
Total	1040	1105	1035	1130	1078.75
Mean score	**52**	**55.25**	**51.75**	**56.5**	**53.93**

THE RESULT OF THE STUDENTS' POSTTEST OF

CONTROL GROUP / X.2

Sample	Literal Reading Comprehension		Interpretive Reading Comprehension		Mean Score
	Main Ideas	Sequence Details	Prediction outcomes	Conclusion	
A-1	70	75	65	70	70.5
A-2	60	65	65	60	62.5
A-3	65	70	70	70	68.75
A-4	65	70	70	65	67.5
A-5	60	60	55	60	58.75
A-6	60	65	65	65	63.75
A-7	70	75	65	75	70
A-8	60	60	60	60	60
A-9	65	70	70	65	67.5
A-10	60	60	60	60	60
A-11	70	70	65	75	70
A-12	50	55	50	55	51.25
A-13	50	55	50	50	51.25
A-14	60	60	60	60	61.25
A-15	60	65	60	60	60
A-16	50	50	50	50	61.25
A-17	60	60	60	60	60
A-18	60	65	55	60	60
A-19	65	70	60	60	63.75
A-20	65	70	60	65	65
Total	1225	1290	1215	1245	1253
Mean score	61.25	64.5	60.75	62.25	62.65

Appendix 3

The Mean Score for Students' Pretest in Experimental

Group

1. **Literal Reading Comprehension**

    ➢ Main Idea

$$X = \frac{\sum x}{N} = \frac{1215}{20} = 60.6$$

    ➢ Sequence Details

$$X = \frac{\sum x}{N} = \frac{1260}{20} = 63$$

2. **Interpretive Reading Comprehension**

    ➢ Prediction outcome

$$X = \frac{\sum x}{N} = \frac{1235}{20} = 61.75$$

    ➢ Conclusion

$$X = \frac{\sum x}{N} = \frac{1290}{20} = 64.5$$

NOTE: *X*   = *Mean Score*

                = *The sum of all score*

      N   = *the total number of sample*

The Mean Score for Students' Posttest in Experimental

Group

1. **Literal Reading Comprehension**

   ➢ Main Idea

   $$X = \frac{\Sigma x}{N} = \frac{1525}{20} = 76.25$$

   ➢ Sequence Details

   $$X = \frac{\Sigma x}{N} = \frac{1545}{20} = 77.25$$

2. **Interpretive Reading Comprehension**

   ➢ Prediction outcome

   $$X = \frac{\Sigma x}{N} = \frac{1535}{20} = 76.75$$

   ➢ Conclusion

   $$X = \frac{\Sigma x}{N} = \frac{1580}{20} = 79.0$$

   NOTE: *X*   *= Mean Score*

                 = The sum of all score

$$N \qquad = \textit{the total number of sample}$$

The Mean Score for Students' Pretest in Control Group

1. Literal Reading Comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{1040}{20} = 52.0$$

➤ Sequence Details

$$X = \frac{\sum x}{N} = \frac{1105}{20} = 55.25$$

2. Interpretive Reading Comprehension

➤ Prediction outcome

$$X = \frac{\sum x}{N} = \frac{1035}{20} = 51.75$$

➤ Conclusion

$$X = \frac{\sum x}{N} = \frac{1130}{20} = 56.5$$

NOTE: X   = Mean Score

= The sum of all score

N   = the total number of sample

The Mean Score for Students' Posttest in Control Group

1. **Literal Reading Comprehension**

    ➢ Main Idea

    $$X = \frac{\sum x}{N} = \frac{1225}{20} = 61.25$$

    ➢ Sequence Details

    $$X = \frac{\sum x}{N} = \frac{1290}{20} = 64.5$$

2. **Interpretive Reading Comprehension**

    ➢ Prediction outcome

    $$X = \frac{\sum x}{N} = \frac{1215}{20} = 60.75$$

    ➢ Conclusion

    $$X = \frac{\sum x}{N} = \frac{1245}{20} = 62.25$$

NOTE: *X* = *Mean Score*

= *The sum of all score*

N = *the total number of sample*