



**THE EFFECTIVENESS OF SPRITZING AND SKIMMING AS
TECHNIQUES TO TEACH SPEED READING OF
ANALYTICAL EXPOSITION TEXT**

**The Case Study at the Eleventh Graders of SMA N 1 Tawangsari
in Academic Year of 2018/2019**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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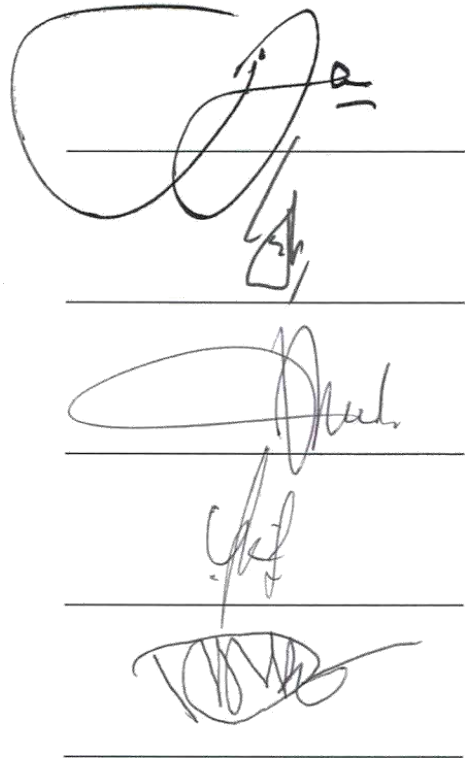
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This final project entitled *The Effectiveness of Spritzing and Skimming as Techniques to Teach Speed Reading of Analytical Exposition Text* has been approved by the board of examiners and officially verified by Dean of the English Department of Language and Arts Faculty of State University of Semarang on 15 Agustus..... 2019

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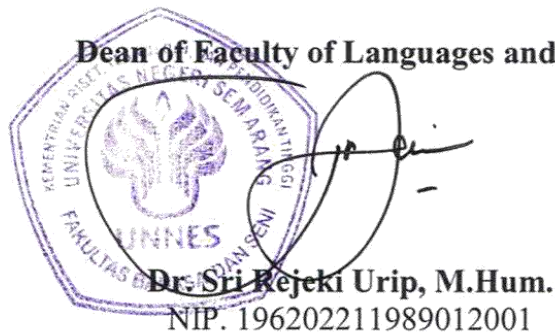
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DECLARATION OF ORIGINALITY

I Angga Alvian hereby declare that this final project entitled *The Effectiveness of Spritzing and Skimming as Techniques to Teach Speed Reading of Analytical Exposition Text* (An Experimental Research on the Eleventh graders of SMA N 1 Tawangsari in the Academic Year 2018 / 2019) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references.

Semarang, 15 July 2019



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MOTTO AND DEDICATION

Time You Enjoy Wasting, Was Not Wasted

(John Lennon)

Dedicated to:

My beloved parents, Sehonno and Winarti,

My sister, Rizkiana Dwi Alfiani,

All of my friends English Department 2012

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First I would like to express my highest gratitude to Allah SWT, the almighty for the endless blessing and mercy given to me every time as well as for the health and power for the preparation of final project.

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I would also say special appreciation to all member of Sarang Koyit 001 to always hinder me from finishing this final project.

Finally, I have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

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ABSTRACT

Alvian, Angga. 2019 *The Effectiveness of Spritzing and Skimming as Techniques to Teach Speed Reading of Analytical Exposition Text (An Experimental Research on the Eleventh graders of SMA N 1 Tawang Sari in the Academic Year 2018 / 2019)*. Final Project. English Department, Faculty of Languages and Arts, State University of Semarang. First advisor: Dr. Dwi Anggani L.B., M.Pd. Second Advisor: Alief Noor F., S.Pd.

Key Words: Reading Speed, Skimming, Spritzing, Spritz, Analytical Exposition Text.

The objectives of this study were to find out whether there is any significant difference in students' reading speed between those who were taught using spritzing technique and those who were taught using skimming technique, and which one between spritzing technique and skimming technique is more effective to teach reading speed on the eleventh grader of SMA N 1 Tawang Sari.

To achieve those objectives, the researcher conducted experimental research used quasi-experimental research on non-equivalent control group design. The population of this study was the eleventh graders of SMA N 1 Tawang Sari in the academic year 2018/2019. I used simple random sampling to determine the sample. The samples consisted of 36 students. The data were obtained by giving a reading comprehension test to XI Language class which then that class equally divided into two groups: experimental group and control group. The study was started by giving pre-test, treatments, and post-test to both groups. Spritzing technique was used as a treatment in the experimental group, while the control group used the skimming technique by the English teacher.

Based on the result, the average time needed for a pre-test for the experimental group was 1102 seconds, and the control group was 1056 seconds. The average score of the post-test for the experimental group was 1204 seconds, and the control group was 1532 seconds. In analyzing the data, a normality test, homogeneity test, and t-test were used. Based on the calculation independent sample *t*-test of post-test, it showed that *sig(2-tailed)*: 0.858 and *r_{table}* for $\alpha = 5\%$ was 0.05. It meant that *r_{table}* was lower than *sig(2-tailed)* ($0.05 < 0.858$). Therefore, H_o was accepted and H_a was refused. It showed that there is no significant difference in students' reading speed of analytical exposition text between the students who were taught by using the spritzing technique and those who were taught by using the skimming technique.

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CHAPTER I

INTRODUCTION

This introduction chapter consists of a background of the study, reasons for choosing the topic, statement of the problem, objective of the study, and significance of the study.

1.1 Background of the Study

English is an international language (Brown, 2010:118), so it has an important role in every country in this world. Mastering the English language as a global language in this modern era is a crucial need since language has an important role as a means of communication among others. For that reason, many countries place the English language as a second language behind their national language. Knowing how important English language is, Indonesia also makes English into one of the most important languages to be taught beside the national language and regional language.

English is one of the important subjects to be taught from elementary school until the university level. It is considered to be a tough subject in senior high school in Indonesia. The purpose of teaching English is to develop communicative competence of Indonesian learners. English is not only given as a regular subject, but it is also one of an important subject that determines one can graduate from school or not. That is why English also included at a national final

examination (UN). The government hope by mastering English, Indonesian young generation are prepared to face the globalization era.

In teaching and learning of English, there is 4 major skill; they are listening, speaking, reading and writing. These skills are really important to understand English. Furthermore, no skill that is needed to be prioritized, since all those skills are linked and cannot be separated one from another. Nunan (2003: 69) states that reading is an essential skill for learners of English as a second language. From these four skills, mastering reading belongs to prime focus at a higher educational level because it requires a more complex skill. It is as Soleimani and Hajghani (2013:594) state that:

Reading is a complex cognitive process; it is very important for teachers to train students to take active control of their own comprehension processes. Reading abilities play a central role in the teaching and learning success at all educational stages. Students' problems in this skill will result in variety of consequences on all subjects of study, since reading includes some sub-skills such as: discrimination of linguistic symbols, coordination between the symbol and a suitable meaning, using the context to recognize the lexical meaning, the abilities of sound discrimination, coordination between the symbols seen by the reader and the corresponding sound, the good comprehension of a reading text, and understanding further meanings or meanings implicitly included within the lines.

Reading is also a bridge for students to get the information needed in students' education fields, such as looking for information and knowledge from the textbook. Therefore, the students should have skill in reading comprehension. Reading comprehension is an important skill for learners in getting information and knowledge. Therefore in this research, the researcher specifies the research on the reading skill.

In reading, there is various information that can be acquired. That various information is taken from so many different texts. At a higher educational level, students learn many kinds of text, one of them is expository text. Expository text indeed is not a regular text that used widely in society. This kind of text forces learners to think critically. As Depdiknas (2003: 10) explains about reading:

Reading in wide meaning is a process of formulating the text in critical and creative way that is aimed to get comprehension about the text, the value, the function, and the impact of text itself, and also to get message and information that is hand-over by the researcher through written form.

That is why expository text has some important role to train the students to think critically.

However, in reality, the Indonesian educational curriculum of 2013 (K-13) of English study in Indonesia has different implementation. The objective of teaching reading in senior high school is to get a general idea of the text, both implicitly and explicitly. Many items in the mid-terms test, final test, and National Examination are about to get a general idea.

One way to find out the general idea of the text is through skimming. As Raharjo (2009:6) states in his research, skimming is three to four-time faster than normal reading in terms of getting a general idea. The objective of skimming is not to read the whole text and then understand it, but rather to familiarize the students with the text that they read as fast as possible. With this method, students unconsciously increase their reading speed by maintaining their pace in skimming.

However, we are in the 21st century, and undergoing a massive change in the educational standard. Now, the government also modifies the national final examination into some basis involving digital media (UNBK). That is why most of teachers now involve digital media as their teaching method and materials. The teachers hope students can adapt to the digital world. A lot of technology has poured into the way teachers teach their students, starting from a presentation, audio or further audiovisual as the teaching material. There also some new methods that can help students to read the text especially through digital media text.

Many methods can help students read faster, one of them is spritzing. This method was developed by Maik Mauer, Jamie Locke, and Waldman of Spritz Technology, Inc on Boston, 2012 (Leman, 2015). This digital device offers the users to practice in reading with moving text where each word is marked with a special color that will help the reader to focus their eyesight so that the reader does not make unnecessary eye movements during the reading process.

1.2 Reason of Choosing the Topic

There are some reasons why this study focuses on investigating the use of spritz as a teaching media to teach reading speed for eleventh graders of senior high school, the reasons are:

First, teachers' strategies in language learning are important for students' achievement at the end of the learning process. It means that the students' achievement is determined by the teachers' method of giving information. The

interactive strategies hopefully will make the students active and enjoy the learning process, and it will determine students' achievement at the end of their learning.

Second, with the help of technology, how well the teacher can apply spritzing to their teaching method to teach English skills, especially reading. The result of the study hopefully can provide teachers and students in English Learning Process. This Spritzing method can be alternative references for English teacher in improving students' reading speed.

1.3 Research Problem

Based on the background of the study above, the problems of the study are:

- How is the result of teaching speed reading for eleventh graders of senior high school by using spritzing?
- How is the result of teaching speed reading for eleventh graders of senior high school by using skimming?
- Which one of the two techniques is more effective to teach speed reading?

1.4 Purpose of the Study

Based on the problems mentioned above, the purposes of the study are as follows:

- To analyze the result of teaching speed reading for eleventh graders of senior high school by using spritzing to increase their reading speed.
- To analyze the result of teaching speed reading for eleventh graders of senior high school by using skimming to increase their reading speed.

- To analyze which one between the two techniques is more effective to teach speed reading for eleventh graders of senior high school.

1.5 Significance of the Study

The significance of the study are:

1. *Theoretically*: this study will explain if Spritzing can be used as a technique to increase students' reading speed, that is, how each variable affects the other variables.
2. *Practically*: the result of the study will give a piece knowledge to everyone especially the teacher about the effectiveness of Spritzing as a technique to increase students' reading speed, it can provide any information that they need based on this study.
3. *Pedagogically*: the result of the study hopefully can be useful as a reference to another research in the same field to enrich their references.

1.6 Limitation of the Study

The study limits the investigation by some criteria, those are:

- 1) The study limits the investigation for the students' achievement in reading skill of analytical exposition text.
- 2) The study is conducted for the eleventh grade students of SMA N 1 Tawang Sari in the academic year 2018/2019.

- 3) In this study, the investigation is limited by the use of skimming technique and spritzing technique.

1.7 Outline of the Study

In this report of the study, there is five chapters. They are as follows:

Chapter I is the introduction. This chapter consists of a background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, limitation of the study, and outline of the report.

Chapter II is review related literature, which presents a review of the previous studies, a review of the theoretical background, and a review of the theoretical framework.

Chapter III is about the method of investigation. It covers research design, population and sample, research variables and hypotheses, instruments for collecting data, procedures of collecting data, procedures of analyzing data, and roles of the researcher.

Chapter IV is data analysis and discussion. The research findings are described and interpreted in this chapter.

Chapter V is the conclusion. It deals with conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into three subsections. They are review of previous studies, review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

In this section, the researcher would like to review the previous studies that support the researcher's opinion about using some techniques in teaching reading comprehension. There are some previous studies related to the field of this study. Here are the descriptions of those studies:

Extensive reading could lead to significant improvements in learners' reading speed. Bell (2001) claim there is less study that measures reading speeds. The early work on reading speed tended to focus on the development of techniques to help learners to read faster, so Bell decided to conduct research in the Yamen Arab Republic on adult students working in various government ministries. His research measure both speed and comprehension. The result indicates that subjects exposed to extensive reading achieved both significantly faster reading speed and significantly higher scores on measures of reading comprehension.

While the extensive reading effect on speed reading, speed reading itself will also affect students' reading comprehension. Abdelrahman (2014) conduct a

study on the relation between speed reading and reading comprehension. In brief results of their study, they are suggested that teachers should train students extensively on the use of speed reading strategies, because it will help the students develop a good understanding of a reading technique, especially in speed reading.

Speed reading is not the only factor that affects students' reading comprehension. There also another factor that will affect speed reading like skimming or scanning technique. In 2015, Asmawati research the relation between skimming-scanning techniques on students' comprehension. That research was held on SMK Darrusalam, Makasar. The data showed that there were differences in students' reading comprehension after skimming-scanning is introduced to students. It was proved that there is a significant difference in students' reading comprehension before and after being taught by using a skimming-scanning strategy.

While speed reading and skimming have some relation to reading comprehension, skimming itself also an important factor to increase students' reading speed. Raharjo (2019) researched the relation between skimming and speed reading. The findings of the study show that there is an improvement in students' skimming skills. Raharjo claims that the students feel more confident using skimming techniques introduced in this research. He also suggested that teachers should use timed reading activity to improve their students' skimming skills.

There is another way to improve reading speed, which is using digital media. Mauer (2012) stated that Spritz will help readers to increase their reading

speed. However, such a claim still holds much contradiction. Leman (2015) researches to proof whether Spritz can truly increase speed reading. His research is about how effective spritz in presenting technical documents compared with the traditional presentation. The result of the study stated that using spritz to present a technical document, like a Material Safety Data Sheets (MSDS) resulting in lower the literal comprehension compared with the traditional format.

On the contrary, Acklin and Benedetto stated in their research that spritzing does not contribute a major change toward students' reading speed. They stated that results in reading speed revealed no differences between Spritzing and Traditional reading. As a result of their research, spritzing also cannot compete with static reading in terms of increasing students' reading speed.

Based on the above previous studies, they have a different method to increase speed reading. However, most of the study is using skimming. The researcher challenged this, what if there is another method to increase speed reading, what if the other method is more convenient and effective. So the researcher decided to conduct the research to compare which is more effective between skimming and spritzing to increase speed reading.

By doing this study, the researcher hopes to find a significant difference in students' speed reading between students who are taught using skimming, and those are taught using spritzing.

2.2 Review of Theoretical Studies

Review of the theoretical study consists of some important theories which support this study. The researcher took some theories related to the topic from many sources. The theories are:

2.2.1 Definition of Teaching

Teaching is a complex process of passing the knowledge of a subject or a lesson. Harmer (2007:3) stated that teaching is not an easy job because there is some subject that is not suitable for the teacher itself, or some students are really difficult to handle. So, it was suggested that the teacher do this job with an enjoyable feeling, which would make the teaching atmosphere more comfortable.

There are many activities that can be done especially when the process of teaching and learning in the classroom. The teacher can use many teaching methods and teaching materials to make their students enjoy the activities. This can help students to understand what subject of teaching.

In addition, Brown (2001:6) states that teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. In this case, the teachers here only act as the facilitator that help learners to achieve the goal that has been set earlier.

In conclusion, Teaching is a process to make learners achieve some goals that have been set earlier. In this process, learners need help from as many sources as possible to ensure the outcome is close to the goals.

2.2.2 The Definition of Teaching Reading

Teaching reading is not only giving a text to the learner but also building their understanding of the reading skill. Teaching reading, especially reading English text is crucial. However, the learner has a different ability to receive that material due to various reasons. Therefore, the teacher should be able to choose the right techniques and helping materials to assist the learner in understanding the English text.

Nunan (2003:72) proposed eight principles of teaching reading. They are:

- 1) Exploiting the readers' background knowledge.

If background knowledge is activated, readers' reading comprehension will be enhanced significantly.

- 2) Building a strong vocabularies base.

Academic readers easily cope with special terminology than with the general vocabulary.

- 3) Teaching for comprehension.

In order to teach comprehension, the readers must monitor their comprehension processes and able to discuss what strategy they use to comprehend texts.

- 4) Working on increasing reading rate.

Reading teachers usually try to improve students' comprehension, especially fluency. It is because one difficulty in teaching reading is the students' fluency.

- 5) Teaching for reading strategies.

Strategies are tools for developing communicative ability.

- 6) Encouraging readers to transform strategies into skills.

Since learners consciously learn and practice specific reading strategies, the strategies become a skill.

- 7) Building assessment and evaluation into the teaching process.
- 8) Striving for continuous improvement as a reading teacher.

A good reading teacher will teach students what to do and understand the nature of the reading process. Reading teachers need to be passionate about their work and should view themselves as facilitators to help each reader discover what works best.

According to what Nunan states above, teaching reading usually has two major aspects. First, it is to teach learners who are learning to read their first language. The second is teaching reading to the learner that has already had the reading skill of their first language.

However, Harmer (2010:101) suggests six principles in teaching reading.

They are:

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged in what they are reading.
- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic when using intensive reading texts.
- 6) Good teachers exploit reading texts to the full.

From the statements above, it means that the principles of teaching reading are important in the English learning process, and it can help the teacher organize the class. The more specific aims of teaching reading are to improve students' ability and skill in reading as a means of securing information and deriving pleasure.

2.2.3 Definition of Reading

Reading is one of the four major skills that should be mastered by the students while they are learning the English language. Reading skill is an ability that involves understanding the reading material and interpret it in particular ways. Through reading, students are able to train their English languages features, such as vocabulary, pronunciation, and grammar. It will help the student improve the other three major skills.

Burhan (2013:9) stated that reading is a physical and mental activity to get the meaning of the written texts, while in that activity there is a process of knowing letters. Aside from letters, reading also used to understand lines, between lines and beyond the lines. Reading lines means to understand and comprehend the semantic meaning, while between the lines is to understand the contextual meaning, and beyond the lines is a skill to comprehend the functional meaning of a text, such as the writer's intention of writing that text, which may have different meaning from the lexical and logistical meaning.

Another opinion is from Linse (2006:69) that reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must able to decode the printed words and also comprehend what we

read. This opinion has a similar statement to Pang (2003) which is reading is a complex activity involving both perceptual and thought in decoding the meaning of a text. Reading consists of two processes; which are recognition and comprehension.

In reading, readers need to perceive how written symbols correspond to one's spoken language. Thus, the symbols will form a meaning that then the readers will interpret. However that symbols' meaning itself cannot for the actual meaning of what the writer wants to present. The readers need to comprehend that symbols meaning with another symbols of the whole text to form the actual meaning of the writers.

Nunan (2003:68) states that "reading is a fluent process of readers combining information from the text and their background knowledge to build meaning". It means that the readers' background of knowledge will also take a place here in order for readers in the interoperating same text. This is due to the different backgrounds of knowledge between the readers.

Grabe and Stoller (2002:13) state that there are four purposes of reading.

1. Reading to search for simple information.

In searching for simple information, the readers generally scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

In order to understand specific information, reading can be done in a fast way.

This is to cut the needed time to get all available information of the text.

3. Reading to learn information.

The purpose of reading is to learn information. It typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

4. Reading to integrate information, write and critique the texts.

The purpose of reading is to integrate information, write and critique the texts. It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both readings to write and readings to critique text may be task variants of reading to integrate information.

5. Reading to comprehend the information they are reading.

The last, the purpose of reading is to comprehend the information they are reading. Essentially, readers read a text to search for information. In this process, they naturally skim the texts to find that information. After finding that information, they will comprehend what they got. Finally, they get new information.

From the definition above, it can be concluded that each purpose of reading is to help the readers to understand or comprehend the content of the passages or texts.

Further, Harmer (2001:69) adds that there are three reading techniques that should be acquired by students:

- 1) Scanning
- 2) Skimming
- 3) Extensive Reading

2.2.4 *Technique of Reading*

While reading is one major skill in languages, reading itself also has some sub-skills to support one so they can understand the text effectively. Some of that skill are:

(1) Skimming

Nuttall (1996: 49) has defined skimming as glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our own work or to keep ourselves superficially informed about the matter that are not of great importance to us. In skimming, readers will only focus on certain phrases or sentences, perhaps heading, or the first and the last sentence of a paragraph these are where the main point and conclusion appear.

(2) Scanning

In scanning, readers will scan the text to find only a piece of information or a specific small detail they want to know.

(3) Spritzing

Basically, spritzing is a form of skimming with the help of digital technology to ease readers' eye movement so that they can read faster without disturbance.

(4) Extensive Reading

Harmer (2001) stated that extensive reading frequently takes place when readers are on their own without any help and/or intervention of the teachers. Extensive reading is mostly used by the readers when they read long texts for pleasure.

2.2.5 Skimming Technique

Skimming is a sub-skill of reading besides scanning for detailed information, and so on. It is quick reading techniques for a general drift of passage, typically for example to answer such a question as to whether the author is agreeing or disagree with something. By skimming, a reader glancing rapidly through a text to determine its main idea or to predict the purpose of the text.

2.2.6 Spritzing Technique

Spritzing is a method of using Spritz application as digital media in reading. Spritz itself is a technology developed by a Boston-based company founded in 2012. The founder is Malik Mauer, Jamie Locke, and Frank Waldman. They have a mission to change the way people engage with reading content in the digital era.

Spritz uses Rapid Serial Visual Presentation (RSVP) as its basic concept. RSVP is a method of the text presentation where text is streamed in rapid succession on a fixed location on the screen, allowing the readers to read the whole text even in a limited amount of space (Leman, 2015:19). Usually, the word aligns in the left or center.

When the user reads a word, the eyes naturally fixate at one point in that word, which visually triggers the brain to recognize the word and process its meaning. Spritz helps the user recognize that point by marking one alphabet in

each word with a different color so that the eyes can focus on it. This spot is called the Optimal Recognition Position (ORP). For example, in the word with 3 letters, the ORP is locked in the middle. As the word length increase, the ORP also shift to the right, near the center of the word. The longer the word means the farther right the eyes move to locate ORP.

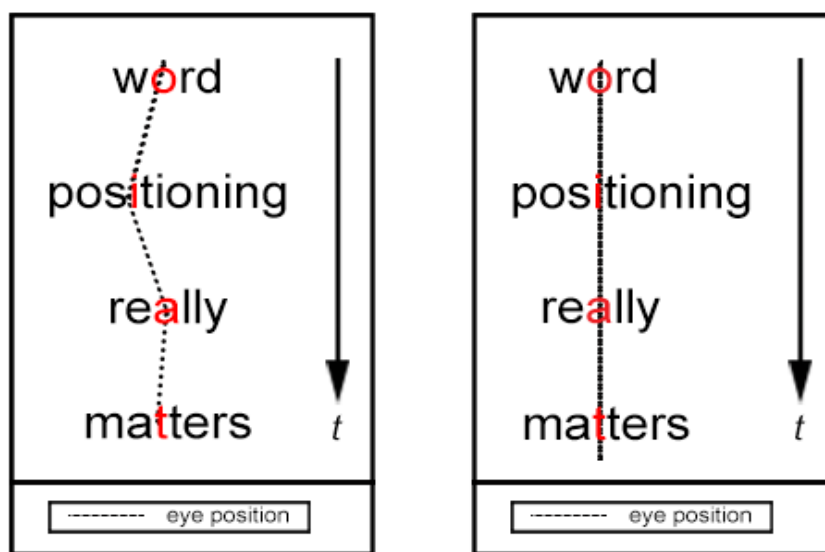


Figure 1. RSVP alignment of words

Figure 2. Spritz alignment of words

Figure 2.1 Spritz technique in aligning RSVP

The biggest problem of the RSVP concept lies on the eye movement. When one word changing from one another, the eye will move unconsciously to find ORP. This movement will consume time and of course, will disturb reading speed. The other problem with RSVP is called “foveal vision”. Foveal vision is the focus area when the readers look at the sentence. This is where the eyes can

sharply see the word. It surrounded by “parafoveal vision”. Here is a simplified illustration:

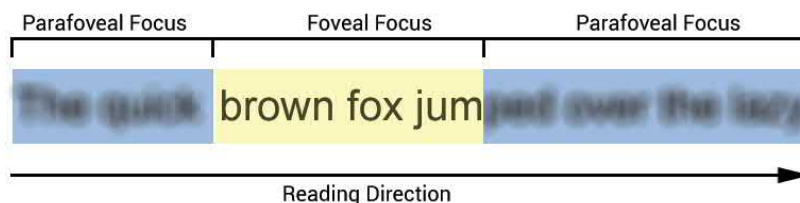


Figure 2.2 Area of Foveal Focus

To overcome those two problems, spritz makes a simple display that can ease and optimize the readers’ vision. When the readers using Spritz, Spritz shows the limited word, to be exact, Spritz shows the readers word by word.

Furthermore, Spritz also aligns the word based on the ORP. It marked with a different color so that the eyes of the reader can fixate on a single spot and reduce the eyes movement. With this method, Spritz company claim that this technology may help improve the readability of text on small screen size and also increase reading efficiency.

Advantages and disadvantages of spritzing

In general, the advantage of applying spritz as our reading habit is that our brain will get used to a rhyme speed of the spritz as we can set the speed of reading. That means we can read faster and utilize the time more effective. However, our biological brain does not keep up with the same revolutionary rapid rhythm so we cannot always use spritz at the same speed for a long time.

2.2.7 Extensive Reading

Mikeladze (2014:22) stated that extensive reading is rapid reading. Those, who obtained some amount of foreign language, are able to read texts written in the foreign language with understanding and without that process of mental translation, referring to the dictionary frequently.

He also stated that extensive reading is a reading of a large quantity of material or long texts for global or general understanding with the intention of obtaining pleasure from the text. Extensive reading is different from other reading techniques. When the other techniques tend to read in a short amount of time, extensive reading is not a matter of time. Extensive reading does not put some pressure on testing or scores toward the reader. It is a matter of pleasure. As long as the reader enjoys what they read, that is extensive reading.

Hedge (2000: 202) defines extensive reading with peculiar characteristics:

- 1) Reading large quantities of material such as short stories and novel, newspaper and magazine, articles, or professional reading.
- 2) Reading consistently overtime on a frequent and regular basis
- 3) Reading longer texts (more than a few paragraphs in length) of the types listed in the first point above
- 4) Reading for general meaning, primarily for pleasure, curiosity, or professional interest
- 5) Reading longer texts during class time but also engaging in individual, independent reading at home, ideally of self-selected material

2.2.8 Analytical Exposition Text

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

2.2.8.1 Definition and Social Function of Analytical Exposition text

An analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. The social function of this text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

2.2.8.2 The Generic Structure of Analytical Exposition Text.

Thesis: Introducing the topic and indicating the writer's point of view.

Argument: Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation

Reiteration: Restating the writer's point of view / to strengthen the thesis.

2.2.8.3 The Characteristic of Analytical Exposition Text

- 1) Using relational process
- 2) Using internal conjunction
- 3) Using causal conjunction
- 4) Using Simple Present Tense
- 5) Using a compound and complex sentences.

- 6) Use a word that links argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

2.2.8.4 The Tense in Analytical Exposition Text

Analytical exposition text mainly uses the simple present tense. The table below will show the general formula of the simple present tense.

Table 2.1 Tense of Simple Present Tense

Type of Sentence	Formula
Positive Sentence	S + Verb-1 (+s/es)
Negative Sentence	S + be(am/is/are) S + do/does + not + bare infinitive S + be(am/is/are) + not
Interrogative Sentence	Do/does + S + Verb-1 + ? Be(am/is/are) + S + ?

2.3 Theoretical Framework

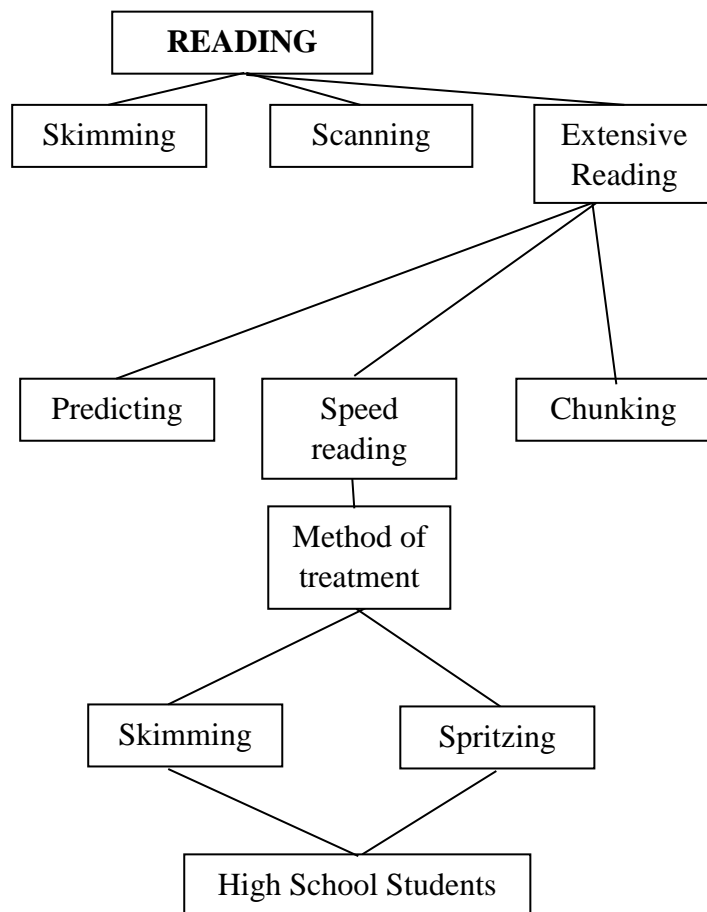


Figure 2.3 Theoretical Framework

As it is stated above, reading is one of major skill of languages, and reading itself has some of sub-skill, Calfoglou & Sifakis (2004) stated that reading had 4 major skill, they are intensive reading, skimming, scanning, and extensive reading. Each individual skill has its own field and sub-skills. While speed reading itself falls under extensive reading sub-skills together with chunking and predicting.

There are several ways to increase students' speed reading, such as skimming and spritzing. This study is conducted based on Paul Nation (2009)

theory about the visual nature of the reading process. The researcher intends to discover how students can read faster with the help of digital media. The researcher believes there is physical limitation during reading a text. Students' eyes have some limits on fixating from a word to another. However, the researcher believe that physical limitation can be reduced by using digital media.

The researcher also considers another factor that may cause a difference in students reading speed. As a result of Leman's (2015) study, he stated that presenting technical documents using spritz will only cause lower reading comprehension compared to the traditional format. However what if spritz used to present students' reading materials. Is it more effective compared to skimming?

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, conclusions and suggestions are presented on the basis of the results and findings of the data analysis that have been discussed in the previous chapters.

5.1 Conclusions

According to the result of the study that has been discussed in the previous chapters, I will convey some conclusions about this study. The conclusions of the research are drawn in accordance with the result of the data analysis in the previous chapter.

The first, skimming technique and spritzing technique can increase students' reading comprehension of analytical exposition text. In contrast, the skimming technique and spritzing technique cannot increase students' reading speed of analytical exposition text. This is due to the fact that this techniques both require students familiarities to the media that had been used, in spritzing technique, students need to understand and accustomed to the running text which only present word by word displayed on the small screen rather than presenting the whole text on printed paper.

Based on this research, it can be concluded that the use of the skimming technique and spritzing technique can increase students' reading comprehension of analytical exposition text. It shows that students' curiosity toward various

techniques can stimulate students' desires for learning. When the students were introduced to a new way of learning, they tend to pay more attention to the learning process.

However, students' reading speed on reading analytical exposition text cannot be taught easily. This is proved by the result of this research, the pre-test average time needed of the control group and experimental group was 1056 seconds and 1102 seconds. While the post-test average scores of the control and experimental groups were 1532 seconds and 1204 seconds. The experimental group's average time needed is increased by 102 seconds, while the control group's average time needed is increased by 476 seconds. Meanwhile, from the statistical calculation of the average of both groups, there is an increment of students' reading speed of analytical exposition text. The result of t-test analysis showed that sig(2-tailed): 0.858 and r_{table} for $\alpha = 5\%$ was 0.05. This means that sig(2-tailed) was higher than r_{table} ($0.858 > 0.05$). Therefore it could be concluded that there is no significant difference in using the skimming technique and spritzing technique to teach students' reading speed of reading analytical exposition text on eleventh graders students of SMA N 1 Tawang Sari in the academic year of 2018/2019.

5.2 Suggestions

Based on the result of the study, there are some suggestions for students, English teachers, and further researchers. They are as follows:

For the students, the researcher suggests that a lot of practice will assure them to get the optimal achievement. Practice will increase students' vocabulary, so they will be easy to understand the meaning of the text. Practice will also make them accustomed to new techniques that are used in the learning process.

For English teachers, using various techniques during teaching and learning activities proved to be able to increase students' reading comprehension in reading. The teacher should be creative in the teaching and learning process. Obtaining students' curiosity can stimulate students to pay more attention to the subject.

Finally, these suggestions also will be helpful for further researchers. They should explain what the analytical text is before asking the students to understand it. The students can learn how to respect each other, to their friends who have different opinions with them. It is expected that the researchers will have more information about the use of skimming technique and spritzing technique, especially in teaching other texts, so that it can be one of their references in conducting their research. For further, the researcher also expects that this study can be developed and improved by the next researchers, considering it still has some weaknesses.

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