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THE APPLICATION OF SPEED READING AT INTERMEDIATE LEVEL **(A Case Study of Qualitative Research in One of Senior High School at Majalengka)**

A THESIS

Submitted to the English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements of Undergraduate Degree

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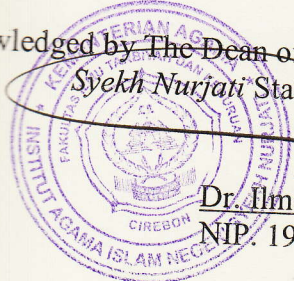
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RATIFICATION

... thesis which entitled” **THE APPLICATION OF SPEED READING AT INTERMEDIATE LEVEL (A Case Study of Qualitative Research in One of Senior School at Majalengka)**” written by **Muhammad Salim Pajri**, student numbers **121043**, has been examined on 30 June 2015. It has been accepted by the board of ... It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati Islamic Institute Cirebon*.

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ABSTRACT

Muhammad Salim Pajri. 14111330143. THE APPLICATION OF SPEED READING AT INTERMEDIATE LEVEL (A Case Study of Qualitative Research in One of Senior High School at Majalengka)

Reading is the important things in education, because people can get knowledge and information from reading. Without reading people cannot absorb many sciences. Here, the researcher use speed reading technique as the tool of analyzing to know the learning and teaching process at intermediate level. Moreover, the aims of this research are (1). To know the teaching and learning process of speed reading. (2). To know students' attitude towards teaching and learning speed reading. (3). To know overcome of the difficulties of speed reading. Theoretically, is regarding to the reading area, especially in the reading comprehension by using speed reading technique. Practically, the researcher will analyze of speed reading in one of Senior High School at Majalengka which has benefit for teacher to know students' ability in school.

The research finding and discussion told about the teaching and learning process of speed reading at intermediate level. There are three activities of speed reading techniques. (1) Preparation Activity: teacher begins with greetings, deliver material and prepare students by warming up to focuss in learning process. (2) Core Activity: teacher teaches all the materials of speed reading. (3) Follow-up Activity: teacher gives exercise as the activity to know students score of speed reading test.

The result of the analysis shows there are 5 students' attitude towards teaching and learning speed reading. then, the finding shows that (1). Students' feeling towards teaching and learning using speed reading in general: students like speed reading then also comfortable. (2). Students' feeling towards the process of teaching and learning speed reading: they get comprehension of this technique. (3). Students' difficulties in learning using speed reading: there are unfamiliar word on athe text. (4). Students' feeling towards their comprehension in learning using speed reading: they get purpose in speed reading learning. (5). Students' motivation in learning using speed reading: they can read books in fast time.

It was found the overcome of difficulties of speed reading technique they are the process of the teaching speed reading and response the students' response towards it, difficulties, disadvantages and teaching using speed reading technique and the result, usefulness, critics, and suggestions of teaching using speed reading technique.

From the research that has been done, it can be concluded that there is way to apply speed reading by using steps of speed reading. From this technique will increase students' ability in reading process. It can help students to read fast and efficient time.

Keywords: Reading Comprehension, Speed Reading, Intermediate Level



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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is the important things in education, because people can get knowledge and information from reading. Without reading people cannot absorb many sciences. And researcher know that many sciences come from reading especially some of theories of knowledge from English language such as from magazine, newspaper, report, book, journal, and other. As affirm by Shazila Abdullah, et al.,(2012:233), reading has always been an important ability for university students in order for them to get knowledge in the academic books. Yet, reading is the something which is not easy to do that. Moreover, its talk about text of english. Some of people must master to understand about text.

According to Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil (2003:6), reading is about comprehend written texts. People can understand when they mastered to connect word by word and sentence by sentence in reading text. The other hand, Finnochiaro and Bonomo (1973) in Tarigan (1986:20), believe that reading is bringing meaning to and getting meaning from printed or written material. To understand the meaning of English book students must have skill as the guide to help in reading. As assert by Biddulph Jeanne (2002 : 6) state that guided reading is an approach that provides many opportunity both to support students' language development sensitively and carefully and to develop greater awareness of the particular forms of expertise that individual students bring to language and literacy experiences.

In this study of reading has benefit not only get many information but also students get comprehension about text, because every books or author are different touse language and language style. As stated by snow (2002), reading comprehension is a process of simultaneously extracting and constructing

meaning through interaction and involvement with written language. It means that, while reading the readers have to combine and understand the meaning of what the readers read from the printed words. Because the quality of the readers' comprehend is influenced by the background of knowledge, experience, and reading strategies.

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Samuels, "the method of repeated readings" 169 in Duke and Pearson (2001: 422). Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply work barking being able to articulate the word correctly without understanding its meaning (Duke and Pearson. 2001:423) and also effective comprehension is not only makes sense of the text they are reading, but they can also use the information it contains.

Factors that affect reading comprehension are the most important primary step in the process of education (Ali and Reyhaneh Bazrafshan, 2012: 3520). Many factors affect a child's ability to comprehend text. These include: motivation/purpose, vocabulary/word knowledge, automaticity of decoding, fluent reading, understanding and use of strategies employed by effective readers, the nature of the text itself (difficult and interest), the type or genre of text (e.g., fiction, nonfiction) the amount of reading (Duke and Pearson, 2001:423). One of the efforts a teacher in learning especially in reading comprehension using method in order to student interest in learning reading, in order to be active, creative and understand in reading comprehension of the text.

Characteristics of Indonesian students are so bored and lazy to read a book. It is influenced by the students has limited vocabulary, less understand and comprehend the content of text, and read a long text slowly. Finally, students always complain of the time allocation which very limited to understand the text. Thus students did not have chance to analyze the question because they tend to read in a single word. Related to the effective way in teaching reading



comprehension, speed reading technique was one of the alternative ways that could be used to help the students read quickly.

Here teacher must have some techniques to teach them. As stated by Cahyono and widiaty (2006: 36), skills in reading (and learning information from) texts written in English as a foreign language (EFL reading) constitute an important element of the establishment of English curriculum of secondary and tertiary schools (both English and non-English departments) in Indonesia. The need of the learners to be skilled in reading to learn has inspired EFL reading teachers or specialists to apply some techniques in the teaching of EFL reading and to investigate the effects of the techniques on improving Indonesian students reading skills, as well as to examine various related aspects such as reading materials, reading strategies, and factors affecting reading comprehension.

A teacher be able to increase motivation the overall quality of reading in student, it can help students to understand in reading ability. In learning reading process teacher should know how to student interest and increase in reading comprehension. Purposes for reading are reading to search for simple information, to skim quickly, to learn from texts, to integrate information, to write (or search for information needed for writing), to critique texts, and reading for general comprehension (Christopher and Hall (2011:6). In foreign language learning reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2003:185). Teacher should be creative to give stimulus a motivation of student in learning. In reading the students are required to be able to read. Through reading, students can get knowledge. Therefore, reading cannot be separated in studying and learning process in the class.

Research about reading has increase by time. At least in reading there are two areas that can be reviewed. Those are reading comprehension and reading strategy. Reading strategy is focus on the students' achievement in reading (Ahmadi mohammad reza, (2012), Khisbulloh, (2012), Nugroho, (2012), Erawati, (2012), wahyuningsih, (2012), Manset Geneveive,et al., (2005), and Falenti, (2012). While reading comprehension is focus on the students' in reading text that



has been investigated Dawit Tibebe Tiruneh, (2014), Genevieve Mackenzie, (2012), Peregoy and Boyle, (2001), Vacca, (2005), Ruddell, (1999), Hidayah, (2013), and Gilakjani, (2012). Now the researcher focuses on reading comprehension.

There are some researchers which have been conducted in the reading comprehension. But there is no researcher the research the data of speed reading technique at intermediate level. Because Speed reading technique was one of the alternative ways that could be used to help the students read quickly. Feldman (2013:1) defines “Speed reading as a collection of reading techniques that will allow them to at least double their reading speed, on average, compared to their reading speed before they took my course. These techniques must also maintain or even improve their reading comprehension”.

Spargo and Willingston (1980:10) describe the steps of speed reading:

1. Previewing main idea.
2. Read for meaning.
3. Grasp paragraph sense.
4. Organize facts.

Browning Jeremy (2003:1) presents four positive points in learning read faster. The first one is the amount of time you will save when you're able to double your speed. The second advantages that readers are able to concentrate better which leads to greater comprehension. Third, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension. Therefore, by using this technique, it can help the readers, not only save their time but also the reader can improve their comprehension and can get much knowledge.

Based on the description above the researcher take conclusion Speed reading is the activity which has function to make effective time especially in reading task. Here, not only reading but also understand and get comprehension about the text. By applying this technique, the students can get many advantages.



Reading quickly is an important skill for native and non-native speakers and most people can double their reading speed with practice. A good speed to aim for is around 300 words per minute (Nation, 2005).

B. Research Formulation

Based on research background above, the researcher finds some problems then the question will answered in this investigation. The problems have been summarized into two points:

1. How is teaching and learning process by using speed reading at SMAN 1 Sumberjaya?
2. How are students' attitude towards teaching and learning speed reading?
3. How to overcome the difficulties of speed reading technique?

C. Aims of the Research

Based on the question of the research above. The writer will investigate the aims of the research of the application speed reading at intermediate level as follows :

1. To know teaching and learning process of speed reading at SMAN 1 Sumberjaya.
2. To know students' attitude towards teaching and learning speed reading?
3. To know overcome of the difficulties of speed reading.

D. The Use of The Research

This research will be valuable for the next researcher who are interested in this analysis especially in the field of reading skill. There are many advantages of this research.

Especially for the researcher, students, education and society. For the researcher: can give description the ability students skill in reading comprehension and also can help the researcher in the ends of the research. Advantage for the students : to know the ability of speed reading while they read a long text and understanding what they read. For the education : the



researcher hopes from this research can give alternative for increasing students' speed reading and also understanding about the text. And the last advantage is society : actually this research has advantage not only for school but also for society such as children, students, farmer, seller, adult, teenagers, and other. Through speed reading they can faster to read book, article, newspaper but they understand full of the text.

E. The Theoretical Review

This subchapter describes the some theoretical review that supports this thesis about the application of speed reading at intermediate level. According to Raul Sanchez (2005:1) the function of theory in composition studies is to provide generalized accounts of what writing is and how it works. It means that the theory function can be espouser of what the researcher writers.

It is divided into four subdivisions namely reading, reading comprehension, speed reading, principles of teaching speed reading and intermediate level.

1. Reading

a. Definition of Reading

Definitions of reading appear in various perspectives. According to Abdullah at all, (2012:233) stated that reading has always been an important ability for university students in order for them to get knowledge in the academic books,. By reading people can get knowledge and information.

The other hand, Finnochiaro and Bonomo (1973) in Tarigan (1986:20), believe that reading is bringing meaning to and getting meaning from printed or written material. To understand the meaning of English book student have to skill as the guide to help in reading.

According to Elizabeth, Bernhardt and Michael L. Kamil (2003:6), reading is about comprehend written texts. People can understand when they mastered to connect word by word and sentence by snetence in reading text.

According to Jack C. Richards and Schimed (2010) stated that perceiving a written text in order to understand its contents, this canbe done silently



(silent reading). The understanding that results is called reading comprehension and then saying a written text aloud (oral reading).

According to William and Stollar (2002), said that reading also can be thought of as a way to draw information from a text and to form an interpretation of that information. However, this 'definition' does not really tell us much about what happens when we read and how we comprehend a text.

According to Alyousef (2005:141) that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). Reading consists of two related processes: word recognition and comprehension. So, the readers construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get the information the text.

In addition, Elizabeth, Bernhardt & Michael (2003:6) said that Reading is about understanding written texts and also learning to read is an important educational goal. By reading, people are able to find out knowledge, science, and modern technology, which they have never had it before.

Abdullah at all, (2012:233) stated that reading has always been an important skill for university students in order for them to gain access to knowledge in the academic books,. By reading people get more knowledge. As stated Salam, and Al-Koumy (2004:12) that reading is more interesting and text information is understood and recalled better when reading is purpose driven, it follows that creating purpose in the classroom reading situation will enhance readers' interest and performance.

William and Stollar (2002:3) said that definition of reading is 'reading is the ability to draw meaning from the printed page and interpret this information appropriately. As stated Christopher (2002) that Reading is always purposeful not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally. Reading is also a comprehending process.



From the definition above the researcher concluded that reading is the study to get knowledge and information through word by word and sentence by sentence in text. Because reading is from the text and people can absorb information when they read a text.

b. Principles of Teaching Reading

Here are there are twelve principles of teaching reading by Burns, Roe, and Ross (1984:20) :

- 1) Reading is a complex act with many factors that must be considered there are eight aspects of reading that a teacher should pay attention to. From these aspects, a teacher is taught what a child must be able to do in reading task. There are : Sensory aspect, Perceptual, Sequential aspect, Associational aspect, experiential aspect, learning aspect, thinking aspect, and effective aspect. By understanding all these factors, a teacher will be able to prepare a proper and good reading activity.
- 2) Reading is an interpretation of the meaning of printed symbol. Reading activity demands someone to understand the meaning of the passage.
- 3) There is no correct way to teach reading
Although there are lots of methods to teach reading, there is no best way to do it because each child needs a different approach. This principle also works for teachers.
- 4) Learning to read is a continuing process
Reading process does not stop when a student graduates from school. No matter how old a person is, he will continue to improve his reading skill.
- 5) Students should be taught word recognition skills that will allow them to unlock the pronunciations and meanings of words independently. Teacher should teach some technique of findings out the meaning of news words so that the children can still read when their parents, teacher, or friends are not around to help them.
- 6) The teacher should diagnose each student's reading ability and use the diagnosis as a basis for planning instruction. A teacher should be able to



identify each student's strength and weakness so that he can prepare an appropriate teaching method that will fulfill the need of every student.

- 7) Reading and the other language arts are closely interrelated. As mentioned earlier, the activity of reading is strongly connected with other main language arts, such as writing, listening and speaking.
- 8) Reading is an integral part of all content's instruction within the educational program. It is suggested that a teacher involves other school subjects in his method of teaching reading.
- 9) The student needs to see why reading is important. Learning to read is not an easy task. That is why a teacher needs to convince the students that reading is important.
- 10) Enjoyment of reading should be considered of prime importance reading is not only informative, but also entertaining. And in order to make the students realize this, a teacher should read, them an interesting material and provide good books for them.
- 11) Readiness for reading should be considered at all levels of instruction before starting the lesson, the teacher should ask students whether the students have the needed skill for learning the material. If not, then the teacher should teach the needed skill before presenting the planned activity.
- 12) Reading should be taught in a way that allows children to experience success. Teacher should be very careful in choosing the material for reading. Because once the students are successful in reading task, they will have the confidence to handle the next task and this creates the chances that they really succeed in the next task.

On the other hand Brown (2001), there eight principles in teaching reading that are :

- a. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.
- b. Use techniques that are intrinsically motivating
- c. Balance authenticity and reliability in choosing texts



According to Nuttal (1996) offered three criteria for choosing reading text for students:

- 1) Suitability of content: material that students will find interesting, enjoyable, challenging, and appropriate for their goals in learning English.
 - 2) Exploitability: the text that facilitates the achievement of certain language and content goals, that is skills.
 - 3) Readability: the text with lexical and structural difficulty that will challenge students without overwhelming them.
- d. Encourage the development of reading strategies
- e. Include both-up and top-down techniques

In our craze for communicative, authentic language activity in the classroom, we sometimes forget that learners can indeed benefit from studying the fundamentals. Make sure that you give enough classroom time to focusing on the building blocks of written language, geared appropriately for each level.

- f. Follow the “SQ3R” sequence.

One effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the following five steps :

- a. Survey: skim the text for an overview of main ideas.
- b. Question: the reader asks questions about what he or she wishes to get out of the text.
- c. Read: read the text while looking for answers to the previously formulated questions.
- d. Recite: reprocess the salient points of the text through oral or written language.
- e. Review: assess the importance of what one has just read and incorporate it into long-term associations.



- g. Subdivide your techniques into pre-reading, during-reading, and after reading phases.

A good rubric to keep in mind for teaching reading is the following three-part framework:

- 1) Before you read: spend some time introducing a topic, encourage skimming, scanning, predicting, and activating schemata.
 - 2) While you read: not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read.
 - 3) After you read: comprehension questions are just one form of activity appropriate for post-reading.
- h. Build in some evaluative aspect to your technique.

Because reading like listening comprehension, it is important in reading as it is in listening to be able to accurately assess students' comprehension and development of skills.

c. Types of Reading

As stated by Dove White (2008), An efficient reader adjusts his speed and strategy to suit the need of the moment. The five types of reading are classified into:

1) *Skimming*

Skimming refers to reading quickly to gain a general impression as to whether the text is of use to you. You are not necessarily searching for a specific item because it only provides an "overview" of the text.

Skimming is somewhat like reading the morning newspaper. You don't actually start at the top left corner and read every article on every page. You read the headlines, reject many of the articles that you don't find relevant, and read only those that interests you, sometimes in a hit and miss fashion – reading the headline, the first paragraph, skipping down to check out the names of the people.



How to Skim

1. Read the title. This focuses your attention on the topic.
2. Read the introduction. This may be the first paragraph or two. It usually describes, in general, what the entire selection will be about.
3. Read the first sentence in each paragraph. Often, as many as 80% of the paragraphs start with a summary or topic sentence. The rest of the sentences in the paragraph simply elaborate. You may skip the elaboration unless it is obviously necessary, such as the definition of a very important term. When you skim, you really are only looking for general ideas.
4. Read the conclusion. This may be the last paragraph or two. It usually summarizes the article, specifies an opinion, or makes some recommendations based on the general content.
5. Test your comprehension. Look away from the article and tell yourself in a sentence or two what the entire article was about.

2) *Scanning*

According to Brown (2001:291) in Masnunatul Fitriyah (2014,)The purpose of scanning is to extract certain specific information without reading through the whole text. Scanning requires readers to search for a particular piece of information in a text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

How to Scan

- a. Flip through the pages to see how the information is organized. It may be alphabetical, chronological, topical categories from most important to least important, or the standard essay format of introduction, body, and conclusion.
- b. Turn to the section most likely to contain the specified details.
- c. Keep a visual image of the key word in mind.



- d. Run your eyes over the material in a search for that keyword visual image. Don't be tempted to stop and browse. You can do that some other time.

Light Reading

Reading for leisure tends to be 'light'. Thus, the main purpose of the reader in performing this type of reading is when he has ample time in such activity. Light reading is done according to the following:

- Read at a pace that feels comfortable.
- Read while understanding.
- Skim the boring, irrelevant passages.

An average light reading speed is 100-200 words per minute. This form of reading does not generally require detailed concentration.

Word by Word Reading

This type of reading is time consuming and demands a high level of concentration. It is done by reading a word after every word. Some materials are not readily understood, so they require slow and careful analytical reading. People use this type of reading for unfamiliar words and concepts, scientific formulas, technical materials, and the like. It can take up to an hour just to read a few paragraphs or chapter of the text.

Reading to Study

The main method used in reading to study is called SQ3R. Its aim is to understand the material in some depth. The method involves five simple steps, namely Survey, Question, Read, Recall and Review, in which the name came from.

- Survey: skim thoroughly to gain an overview and note key points.
- Question: devise questions you hope the text will answer.
- Read: slowly and carefully.
- Recall: from memory, write down the main points made by the chapter.



- Review: revisit and answer the questions you first raised. Compare these to your recall and establish how well the text has answered them. Fill in any gaps by further reading

d. Element of Reading

According to Michael .L Kamil, (2008:1-3) emphasizes instruction of element of reading in the big five skill areas, that are:

- (1) Phonemic Awareness, is the ability to manipulate sounds in oral language,
- (2) Phonics, is teaching that stresses learning of letter-sound correspondences and their use to read and spell words,
- (3) Fluency, is the ability to read with speed, accuracy, and proper expression
- (4) Vocabulary, the knowledge of word meanings, and
- (5) Comprehension or reading for meaning is the ultimate goal of learning to read. Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond. The following sections review the research-based findings in each of those skill areas.

e. Aspect of Reading

According to Brown (2001:189) there are fourth aspect of reading, that are:

- 1) Perceptive: reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbols.
- 2) Selective: this category is largely an artifact of assessment format such as: reading recognition of lexical, grammatical, or discourse feature of languages within certain in a very short stretch of language typical task are used: picture-cued task, matching, multiple choice, etc.
- 3) Interactive: included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.



- 4) Extensive: applies to the texts of more than a page up to and including professional article, essays, technical reports, short stories, and the books.

2. Reading Comprehension

Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, Catherine 2002). In addition reading comprehension is what reading is all about (Duke and Pearson 2004:423).

On the other hand, Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities (Wainwright, Gordon. 2007: 35). Reading Comprehension Understanding is the main purpose of reading (Ali and Bazrafshan, 2012: 3520). Addition, Reading is comprehension. Comprehension is what reading is all about (Duke and Pearson 2004:423).

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Samuels, "The Method of Repeated Readings" in Duke and Pearson (2004). Goff et al. (2005) stated that "reading comprehension involves the extraction of meaning from written language and it would generally be agreed that comprehension is the ultimate goal of teaching children to read independently"

According to Afflerbach et al, (2008) said that reading comprehension have eight strategies were (1) predicting/infering, (2) visualizing, (3) making connections, (4) questioning, (5) determining main idea, (6) summarizing, (7) checking predictions, and (8) making judgments (evaluating). Recognizing the difference between reading skills; an acquired ability to perform well and strategies; systematic plans to improve education, was pivotal in the idea that strategies support skills. So, reading comprehension is the procedures readers as the guide to understand in reading text.



3. Speed Reading

a. Nature of Speed reading

As assert by Yuliana Ana (2012) that The speed reading is the skill to select the content of the book as the goal, which is having relevance with the reader without wasting time to pay attention on the unnecessary information. In speed reading, there is also speed comprehension. This comprehension is the main point. Someone speed reading is depending on the material and the purpose of reading and how good is the reader's familiarity with the material. Having the ability of speed reading will help students to learn more efficiently and people to work more productively as well. People having the ability of speed reading will save much time while others are trapped with the books which are never finished.

Speed reading is seeing the first step in reading anything is seeing the words (Sutz, Richard and Peter Weverka. 2009). Speed reading is the activity which has function to make effective time especially in reading task. Here, not only reading but also understand and get comprehension about the text. By applying this technique, the students can get many advantages. Browning Jeremy (2003:1) presents four positive points in learning read faster. The first one is the amount of time you will save when you're able to double your speed. The second advantages that readers are able to concentrate better which leads to greater comprehension. Third, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension.

On the other hand, Speed reading techniques is designed to discipline the natural reading motion of the eye. When we read, our eyes do not proceed smoothly across the text, but 'jump' from one 'fixation point' to another (Buzan, T. 2006). And as stated by Konstant Tina that Speed reading is not just reading fast all the time. The technical content of the material, the print size, your familiarity with the subject and, particularly, your purpose in reading can



affect the speed at which you read. The key to speed reading is having the choice to read as fast or as slow as you wish.

According to Widiatmoko (2011:19) that Speed reading is the combination of motoric (eye movement) or visualization and cognitive ability of comprehension at reading. There are two aspect to measure the ability of speed reading, which are the speed reading and comprehension aspect. The multiplication of both will be the effective speed. Someone's ability at speed reading is depending much on the material and the purpose of reading, how is the reader's familiarity with the material of reading as well. Someone's ability at speed reading is depending much on the material and the purpose of reading as well as how is the reader's familiarity with the material of reading.

In developed countries, especially United States of America, there had been a research about speed reading. The speed reading ability of the students in the United States of America is as follows :

No	School's level	Frequency
1	Primary school	140 W.P.M
2	Secondary school	140-175 W.P.M
3	High school	175-245 W.P.M
4	College	245-280 W.P.M
5	Professional	Upper 280 W.P.M

According to Nurhadi (2005:42) in book the title about *Membaca Cepat dan Efektif* will describe in the form of tabel below :

No	Education	W.P.M
1	Elementary School	≤ 200 W.P.M
2	Junior High School	200 W.P.M
3	Senior high school	250 W.P.M
4	College	325 W.P.M



5	Graduate student	400 W.P.M
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Here, there are facts in other countries about reading faster. The average of test result reading faster in a few countries indicates that Hong Kong 75.5 %, Singapore 74%, Thailand 65.1%, Philippines 52.6% and Indonesia 51.7% (World Bank, 1998). In speed reading has standardized as Buzan, T. (2006) that speed reading has level as follows in form of table below:

No	Reader	Speed W.P.M	Comprehension
1	Poor	10-100	30-50%
2	Below average	100-200	30-50%
3	Average	200-240	50-70%
4	functionally literate	400	70-80%
5	Top 1 in 100	800-1000	80%+
6	Top 1 in 1000	1000+	80%+

b. Principles of Speed Reading

According to Millett and E. Quinn (2007), In using a speed reading programme it is important to isolate the skill that is being practised: increasing the speed of a student's reading. While this cannot be done in isolation from understanding, the main point is to increase speed. It is important not to confuse the purpose of the exercise with increasing vocabulary, improving reading comprehension or anything else. A speed reading programme is only a small part of an overall reading programme. Other reading skills and strategies are practised at other times and while success with the programme may lead to benefits such as increasing confidence and the effectiveness and enjoyment of reading, the focus is speed.



- 1) The readings should be easy. There should be no or very little unknown vocabulary and the grammar should be straightforward with no tricky constructions, for example confusing time sequences. There should be nothing to stop the readers in their tracks. If a student does not know the most frequent 1000 words of English, these readings should not be used. Similarly the questions should test general understanding rather than detailed knowledge. Questions about specific details such as dates and figures will slow down reading.
- 2) The focus is speed. While reading without understanding would be pointless, the goal of speed reading is not to achieve perfect accuracy in answering the questions. If students are getting all the questions right, they are reading too slowly. The goal is the fastest time with about 70 percent accuracy.
- 3) The method of reading is important. Students should not use their fingers or pens to trace words as this encourages slow word-by-word reading. By reading quickly, students are training themselves to process meaning chunks. Reading quickly encourages guessing from context and ignoring unknown words.
- 4) Gaining confidence is an important aspect of the programme. A lot of learning is getting past the “I can’t do it” barrier. A speed reading programme can push the students through this barrier by setting individual and class goals and time limits. Success in speed reading engenders confidence, and confidence leads to enjoyment, motivation and more success.
- 5) A speed reading programme should be intensive. Once a daily routine is established, the whole speed reading activity should take less than 10 minutes, including reading, answering the questions, checking the answers, recording progress on the graph and getting teacher feedback. It is best to do at least three passages a week.
- 6) Speed reading should be an isolated activity. If the programme is being done in class, scripts should be handed out and then collected back in as soon as the students have finished the activity. Sometimes students want to keep the scripts to write down the words they don’t know, or to understand the passages

completely. This reduces the value of the activity by placing too much importance on skills other than speed. In addition, these readings are not necessarily the best texts to use for developing other skills.

7) Recording the time and score is a very important part of the exercise as seeing daily progress is a very effective motivator for students. It is also a good way for the teacher to monitor progress, give feedback and encourage, and set individual and class goals.

c. Steps of speed Reading

Some experts describe how to read faster. For example Konstant (2010) and Deporter (2009). According to Konstant (2010) said that speed reading have five steps such as: prepare, structure, language, content and selective reading.

1) Prepare

To prepare (and establish your purpose), ask yourself three questions:

- ✓ What do you already know about the subject you are reading?
- ✓ What do you need to know (general information or the answer to a specific question)?
- ✓ How do you intend to use the new information (write an essay, exam, report, general interest, give a presentation) and when (next week, next month, next year, right now...).

2) Structure

- ✓ Read the front and back covers, inside flaps, table of contents, index, and scan the bibliography.
- ✓ Determine the structure of the book: chapter headings, sub-headings, pictures, graphs, cartoon, and images.
- ✓ Strike out parts of the book that you are sure you don't need
- ✓ Highlight areas you think you need
- ✓ Re-affirm your decision about what you want from the book

3) Language

- ✓ Scan the pages at about a page every two seconds.



- ✓ Look for words that stand out and highlight them: names; long or technical words; bold or italics words linked to your purpose.
- ✓ Study the language: Is it technical, non-technical, user-friendly? Are you familiar with it?
- ✓ Do you need to refer to a dictionary?
- ✓ Note the meaning of acronyms as you read.

4) Content

- Read the first paragraph of every section
- Skim the first sentence of every paragraph (and, if the paragraph is long, the last).

5) Selective reading.

You will now be in a position to select ‘ intelligently ’ what you need or want to read.

On the other hand, Deporter (2009:29) said that speed reading have five steps such as :

- a. Preparing oneself
- b. Enter to read condition
 - ✓ Having a straight up position
 - ✓ Taking a deep breathe
 - ✓ Close your eyes and imagine the good place in your mind
 - ✓ Open your eyes and start reading.
- c. Using finger for pointing
- d. Having a glance on the text before starting reading
- e. Reading.

Adapting the two similar steps, the steps of speed reading cited current research are as follows:

1) prepare (preparing activity)

To prepare (and establish your purpose), ask yourself three questions:

- ✓ What do you already know about the subject you are reading?
- ✓ What do you need to know (general information or the answer to a specific question)?



- ✓ How do you intend to use the new information (write an essay, exam, report, general interest, give a presentation) and when (next week, next month, next year, right no...).
- 2) Enter to read condition (core activity)
- ✓ Having a straight up position
 - ✓ Taking a deep breathe
 - ✓ Close your eyes and imagine the good place in your mind
 - ✓ Open your eyes and start reading.
- 3) Language
- ✓ Scan the pages at about a page every two seconds.
 - ✓ Look for words that stand out and highlight them: names; long or technical words; bold or italics words linked to your purpose.
 - ✓ Study the language: Is it technical, non-technical, user-friendly? Are you familiar with it?
 - ✓ Do you need to refer to a dictionary?
 - ✓ Note the meaning of acronyms as you read.
- 4) Content
- Scan the first paragraph of every section
 - Skim the first sentence of every paragraph (and, if the paragraph is long, the last).
- 5) Selective reading.

You will now be in a position to select ‘ intelligently’ what you need or want to read. During the first four steps you have decided what it is you want to read, what answers you are looking for and what your interest in the subject is. You have studied the structure of the book, you are familiar with its language, you have read some of the content, giving you an excellent understanding of what the book contains. You can now select the sections you really need to read without worrying about whether you have missed anything. ‘ Intelligently ’ refers to your initial purpose. Reading intelligently will help you distinguish between what you need to know, what you would like to know and what it would be fun to know.



So, the researcher will divide steps of speed reading into three stages that are : preparing activity, core activity and follow up activity.

d. Advantages of speed reading

Just Marcel and A. Patricia (1987) investigated that advantage of speed reading can helps some researchers have re-ported speed gains without losses in comprehension. Whether a reader can learn to read faster without loss of comprehension will depend upon the reader's initial location on the hypothetical speed-accuracy curve. If the text is easy, the reader should be able to read much faster without sacrificing comprehension. The expert have different view in determining the kinds of advantages of speed reading. Buzan, Tony (2006) there are many advantages for your brain in learning to speed read:

- ✓ Your eyes will work less hard physically, because you will not need to pause as often to absorb the information you are reading.
- ✓ The rhythm and flow of the speed reading process will allow you to absorb the meaning of what you are reading with greater ease.

Klaser in Browning (2003:1) presents four positive points in learning read faster. The first one is the amount of time you will save when you're able to double your speed. The second advantage is that readers are able to concentrate better which leads to greater comprehension. Thirdly, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students will enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension.

According to Shepherd and Gregory (1997) defines that Faster reading improves comprehension, because the reader's level of concentration is higher, and there is less cause for him to develop physical tensions such as a pain in the neck or a headache. A further benefit is the improvement of the completeness of thought.



On the other hand, Elley and Mangubhai (1979) that Reading quickly can help your understanding of a text because if reader read slowly will have forgotten what was said at the top of a page by the time by the time get to the bottom. Thus, the faster reader read, the more effective and enjoyable it will be. In addition, researcher suggests that an improvement in reading leads to benefits across other skills.

As stated by Yuliana Ana (2012), speed reading, there are some benefits to acquire:

1. To have general impression of a book, article, or short writing
2. To determine certain case of a writing
3. To find out information needed of writing
4. To enlarge horizon and to be broad-minded
5. To develop comprehension
6. To be effective and efficiency in time

To have speed reading, there are specific techniques to master. It is true that not everyone can directly good at speed reading. This skill needs practice continuously in order to master the technique. The habits of reading can be problems in speed reading, such as:

- a) Vocalization
- b) Silent reading
- c) Head movement
- d) Fingers movement
- e) Eye movement

e. Disadvantages of Speed Reading

There are many disadvantages of speed reading one of the problems is from poor concentration. In the poor concentration have five problems. According to Sutz Richard (2009) said that the cause of poor concentration are vocabulary difficulties, conceptual difficulties, inappropriate reading speed, distraction, poor organization, lack of interest, and lack of motivation. In addition,



Wainwright, Gordon (2007) that there is no relaxation in speed reading make readers tense, nervous, irritable, and depressed. So, without good relaxation before reading the reader can be depressed and not enjoy in reading process.

According to Shepherd and Gregory (1997) that the basic problem of speed reading is the mismatch between thinking speed and reading speed arises for the most part from the inadequate methods by which reading is taught. On the other hand, Nation Paul (2009) said that the pressure to go faster can be a source of stress. Such pressure can reduce the enjoyment that learners get from reading. It is best to see the skill of reading faster as providing a wider range of choices for a reader. Sometimes it is good to read fast. At other times it is not.

So, from the expert above that speed reading has disadvantages that it is easy to deceive oneself about how well his or her comprehension and learning of a text is. It takes competence with learning strategy to input information meaningfully into human long term memory; there is no substitute for proper study skills if remembering what you read is your intention. Essentially, at speed reading speeds, strategies are problematical at best. And not everyone has the right kind of brain to apply highly successful speed reading strategies at speed reading speeds.

f. The Efforts For Increasing Speed Reading

As assert by Nurhadi (1989:30) said that there are some criterias for increasing speed reading that are :

- 1) Make it habit read group of words
- 2) Do not repeat the phrase that has been read
- 3) Do not stop at the beginning of the line or sentence
- 4) Find the key word in sentence
- 5) Ignore the words of tasks that are repetitive
- 6) If the text in the form of small columns use eye movement at down.



g. The Way To Count Of Speed Reading

According to Tambubolon (1987) he said that there are two procedures to determine of speed reading below:

- a) Accounting the total of speed reading, the pattern is :
w.p.m. (speed) = (number of pages read) times (number of words per averagepage), divided by (the number of minutes spent reading).
- b) Accounting the understanding the content of the text.

$$PI = \frac{\text{Score of The Answer}}{\text{Score ideal}} \times 100 \%$$

Score ideal

4. Intermediate Level

Defining a student as intermediate is a very approximate classification of how well they speak English. There is no set definition of what intermediate means, however as a very rough guide students at intermediate level can talk and read about a wide number of subjects using appropriate vocabulary and fairly correct, if basic, grammar. They can confidently use all the main tenses, and are beginning to use phrasal verbs, and modal verbs.

R. Jackendoff (1987) said that intermediate level is intended to apply to all sensory experience, including our experience of language. On the other hand, Prinz Jesse (2005) said that intermediate level plays a distinctive role in information processing. It delivers representations that are coherent but viewpoint specific. These representative are useful for determining what to do here and now.

F. Significance of The Research

The researcher writes two significances in this research. They are theoretically and practically. The theoretically is regarding to the reading area, specially in the reading comprehension. The researcher product is expected to develop the understanding students especially for the reading activity. Furthermore this study is intended to give theoretical information about the important application of speed reading on teaching reading. Practically, the researcher will analyze of speed



reading in one of senior high school at Majalengka which has benefit for teacher to know the ability students in school.

G. Research Method

This subchapter describe the methodology of the research, and it is divided into four subdivisions, namely research setting, source data, population and sample, and techniques Analysis Data. The idea of qualitative research is to purposely the result of the research that will be the best answer the researcher's question.

1. Research setting

The place of this research at SMA Negeri 1 Sumberjaya, Majalengka. The reason from this research is the researcher want to investigate the problem of reading such as: the students has limited vocabulary, less understand and comprehend the content of text, and read a long text slowly. Finally, students always complain of the time allocation which very limited to understand the text and interest in a Senior high school at Majalengka. This research will be arranged at 1st April-30th April 2015.

2. Source data

The samples of one class will be chosen out of a population of twelve grade chosen out of a population. To select students to fill out the test, the purposeful technique will be used. The researcher will identify speed reading and reading comprehension. The expert assert that to identify key informants persons who have some specific knowledge about the topic being investigated (Lodico et.al 2006:140). On the other hand, top three students will be selected from one class of eleventh grade of Senior High School to participate in the study by filling out the interview.



3. Population and sample

Based on the observation, Researcher took the eleventh grade of Senior High School in Sumberjaya, Majalengka. The eleventh grade are much get difficulties in reading comprehension. Then researcher will take one class to be population, every class there are 20 students, so there are 20 students to be population. The researcher will choose students from the list name of student and will choose with the students have odd number. Because the researcher just want to choose ten students.

4. Technique Analysis Data

- a. Providing a text
- b. Sample
- c. Accounted by stopwatch

The learners read a text with the time being recorded by a stopwatch. After exactly one minute the teacher says “Stop!”, and the learners mark where they reached in the text. They then count how many words there are up to that point. Doing this on the same text before and after a speed reading program can be a good way of showing learners how their speed has increased (Iwano, 2004).

- d. Observation

The researcher believe that the data of observation accurately from participant. Observation as a tool of research requires systematic and careful examination of the phenomena being studied. Specifically, researchers who use observation must conduct their research in a way that results in accurate, unbiased, and richly detailed information (Bandura, Grusec, &Menlove, 1966).

The researcher will organize observation once in the eleventh grade in one of Senior High School at Majalengka. And then just took one class of eleventh grade specifically at Science class. The researcher use descriptive field note in the class observation (Lodico et.al 2006:119). Descriptive filed note include when, where, how much time to observe, who participants are, detailed



description of person, detailed interaction, settings observed, and direct quotes. And the activities in reflective field note will contain of observer' thoughts and feeling about what researcher is observing.

The researcher will join the class when the students learn speed reading then observe and gathering information about the process of teaching speed reading. The researcher will observe how is the process of teaching speed reading in class. See appendix 1.

e. Test

According to H.Douglas Brown (2003) A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. In the research correlation, test is very important, because by the test we know the quality of students' on comprehend the contents of text, we can analysis data after test, we can know the students' score, and we can concluding the data. So, by the test, researcher will get much information to complete the research. About the test, researcher will make some question for students. Basedon syllabus of eleventh grade in Senior High School, atest which using in this research is an objective test for (multiple choice). In multiple choice there are four answers alternative (a, b, c and d) and the score of technique, per-score in right answer is one point and if wrong is zero. The organizer of test with three times, in the total 30 questions in type of multiple choices. The result of the test so find in validity, reliabilities, different of energy, and difficult in answer and paper of test will be saving to Appendix 2.

f.Ranking

g. Interview

The main technique in collecting data in this research is indepth interview. Interviews enable participants-be they interviewers or interviewees-to discuss their interpretations of the world in which they live, and to express how they regard situation from their own point of view (Louis cohen, et al 2005:267). Furthermore, Louis explained the collecting data as follows :



- to evaluate or asses a person in some respect;
- to select or promote an employee;
- to effect therapeutic chnage, as in the psychiatric interview;
- to test or develop hyphotheses;
- to gather data, as in surveys or experimental situations;
- to sample respondents' opinions, as in doorstep interviews.

The researcher will follow Lodico et al that to be good interview (2006:121). First, the researcher will ask the questions which have been prepared to start the discussion and ask additional question about students responses. The researcher will give 5 questions in the interview and for the teacher will give 8 questions. See at the appendix 3.

h. Questionnaire

In this research, the researcher will make 10 items of questionnaire to students. Sample of 20 students who are in eleventh grade will be chosen out of a population of 20, there are 11 females and 9 males. Sugiyono (2008:199) states that questionnaire is suitable to be used if respondents have large number. See appendix 4.

a. Data analysis

The researcher follow Lodico et al (2006:301) that how the way to analyze data. Here there are some steps :

- a) The resercher will prepare the data collected from test and interview. From the interview there is transcriptions. And from test there is result pf students' ability skill in reading faster a text.
- b) The researcher reads and reviews all data to get understanding to be investigated.
- c) Then the researcher will do coding of the data into several categories to avoid losing the data or incompatible data according the respondets.



- d) The researcher will construct the description of people, places, and activities in detailed description. All data will be collected to build synthesizes then review the data to examine synthesizes.
- e) The researcher will report the data findings as a conclusion in end of this research.

H. Literature Review

To strengthen this research, the researcher took from studies which have been conducted in the area of reading class. It is involved the implementation of Speed Reading strategy in the classroom Jokar Zahra(2011) about *the relationship between the arrangement of constituents and reading speed*. The result that the role of constituent arrangement on reading speed was considered. In particular, it has been argued that changing constituent arrangement can make reading speed faster and easier. The results of this study examined that arrangement of the constituents can make a text easier or more difficult and make a reader read a text faster or slower.

On other hand, Rizkoh Fusthaathul (2014) about *the implementation of speed reading technique to improve comprehension achievement*. The researcher draws the conclusion as finding of the research. The researcher found that the implementation of speed reading technique can give influence to the students in teaching reading. This technique also can build the students' reading habit to read in speed rate (reading in group of word). As the result, the students are able to save their time and increase reading rates to become more rapid and fluent readers along with improvement of comprehension. Therefore, it can be concluded that speed reading technique significantly improves students' achievement in reading comprehension. Nation Paul (2009) about *Reading Faster*. It has been suggested that reading too slowly at speeds of much less than 100 words per minute can have negative effects on comprehension. Anyone who has learned to read another script knows the phenomenon of slowly sounding out the script and then having to go back and read the sentence again more fluently to see what it means.



Other hand, Hamdan Basim Ibrahim Kana'an and Ahlullah Siddiqu (2014) about *the effect of expansion of vision span on reading speed: a case study of efl major students at king khalid university*. The results of this study lead to a number of conclusions. First, the average reading speed of EFL undergraduate students of King Khalid University is 75 wpm with approximately 70% comprehension, whereas Jordan (1997, p. 17) considers a reading speed of less than 200 wpm as slow, about 250 wpm as average and above 300 wpm as fast. Second, there is a substantial increase of 39 percent in the average reading speed of the subjects of this study as a result of the training in expansion of the vision span using reading speed drills developed by Cutler (1993). Third, the expansion of vision span has no negative effect on the comprehension score. Finally, the outcomes and results of this study are applicable not only to the context of undergraduate students of King Khalid University, Saudi Arabia, but also to other contexts and levels where English is used as a foreign language.

Based on the review of studies above, the researcher knows that there are some studies areas of reading but there is no research which conducted in the use speed reading technique for reading comprehension. It is the different of the current research from the previous research which have been conducted in the past. Because this technique is important in teaching reading to help student to read faster, full concentration in reading activity and can set the time in reading.



CHAPTER V

A. Conclusion

After analyzing and classifying the data from the observation, questionnaire and interview, finally the researcher has been able to draw a conclusion about The Application of Speed Reading at Intermediate are as follows:

1. By giving some steps of speed reading firstly in the beginning about the application of speed reading at intermediate level, the researcher is helped for knowing the application of speed reading at SMAN 1 Sumberjaya.
2. By giving some questions about feeling in learning process of speed reading, the researcher has classified based on speed reading at intermediate level.
 - a) Students' feeling towards teaching and learning using speed reading in general: students like speed reading because they ever follow teaching and learning in Indonesia subject. With that experience, make them feel comfortable in class of speed reading.
 - b) Students' feeling towards the process of teaching and learning speed reading: they get comprehension of text when follow learning process of speed reading.
 - c) Students' difficulties in learning using speed reading: students feel difficult about time so fast, the content of text is difficult and unfamiliar word in a text.
 - d) Students' feeling towards their comprehension in learning using speed reading: they feel comprehension when learning of speed reading. Because they can get the purpose in text such as plot, characters, and place in a text.
 - e) Students' motivation in learning using speed reading: they feel helped when learning speed reading because they can read many books in fast time.



3. By classifying the application of speed reading, the result to overcome of difficulties in speed reading that there are three parts such as the process of teaching speed reading and the students' response toward it, difficulties, disadvantages in teaching using speed reading technique and the last is the result, usefulness, critics and suggestions of teaching using speed reading technique. From that data researcher finds the problems of speed reading like students feel difficult to understand a text or words, seldom to bring dictionary and lazy to read a book or text in their daily activity. So, the solution to overcome the difficulties of speed reading students have to bring dictionary so that know the meaning each word or sentences and always habit to read many books.

B. Suggestion

The suggestions are for the teacher. It is suggested that teacher able to use this thesis as guider and the way when she/he wants to teach student. With this thesis teacher can apply the steps of speed reading as the technique to make students' read the text quickly.

For the students, the result of study can be used as reference to know the ability of speed reading while they read a long text and understanding what they read. Because speed reading able to help students in reading activity when they read many book or text.

For the further research, researcher hopes that to consider the steps of speed reading in many other theories to make perfect in teaching learning process. And this thesis has less in area of test, instrument and time. So, researcher hopes for next research have to consider the time because in this thesis just two times in teaching and learning process of speed reading. By design qualitative research the researcher hopes developed by further research with experiment to make know the effectiveness of this technique.



C. Implication

The implication of this thesis is about speed reading that has been done by the researcher and contains the application of speed reading. It is for the reader who reads this thesis can get some steps in learning of speed reading. In this thesis also, the researcher can get many sciences and theories about the application of speed reading at intermediate level. The benefits of this thesis are the reader can apply the steps of speed reading when the reader wants to read a long text or newspaper to make the content of that text. And also with speed reading technique many people will find it easy to get the point of a long text.

This thesis product is expected to develop the people's understanding in speed reading technique especially for area of education because we everyday always find the text especially for students and collegian which do reading activity.

This thesis is proposed for students who would like to analyze one of reading book to get the point of the text. And make efficient time when she/he wants to read..



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