THE APPLICATION OF SPEED READING TECHNIQUE IN READING ACTIVITY FOR STUDENTS OF SENIOR HIGH SCHOOL 1 KLUET SELATAN

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Abstract

The study aims to observe the application of speed-reading techniques to improve reading skills for students in SMAN 1 Kluet Selatan. The research took place through Classroom Action Research (CAR) in class XII-IPA 1, which consisted of 27 students and involved a researcher (as a teacher) and an observer. The results of this study indicated that the use of speed reading techniques can improve students' reading skills. The technique application was confirmed to be effective if supported by the teacher's ability to plan the lesson in the classroom. It included proportional activities in the teaching and learning process and a conducive classroom atmosphere created by providing learning facilities and infrastructure. The success of applying the speed reading technique was confirmed by the appearance of positive student responses and their active participation in each learning activity.

Keywords: *speed reading technique, reading activity, reading ability*

INTRODUCTION

English has been widely used as the basis of modern human communication. One can express ideas, feelings, emotions, suggestions, and thoughts through English to be understood by other people globally. English is also used to share information with others, not to mention it is one of the languages that has developed rapidly in society.

Schools have adopted English to become a compulsory subject taught at the high school level. Furthermore, the government has established English as the main foreign language studied by all high school students in Indonesia (Kemdikbud, 2018). In academics, students are required to master four English skills, namely reading, writing, listening, and speaking. Each skill must be taught comprehensively instead of separately. To be successful in mastering the language, students must learn every skill, including reading skills. In other words, reading skills are very beneficial for academic success.

Reading is also known as a language learning medium. It means that reading is one of the most components of learning processes and aspects. In this case, the ability to get information from reading is considered a learning process to achieve better skills (Tarigan, 2011). Reading skills is how a person can understand the message conveyed in reading a text well (Mulyasa, 2003). However, the process of learning reading by teachers currently only emphasizes students' reading ability without looking at their effectiveness and efficiency.

In reality, many students fear to learn reading skills. They are afraid of being asked to read because they are considered "unable" to read and understand the meaning of reading. Based

on interviews with class teachers at SMAN 1 Kluet Selatan, only 15 out of 27 students could understand reading texts correctly. In addition, students tended to be passive and quiet in the reading activities. Therefore, various techniques to learn reading is highly recommended to create a fun learning style and provide encouraging learning outcomes. One of the techniques in reading is speed reading.

Speed reading prioritizes pace by using eye movements and not making sounds. As stated by Sutz and Waverka (2009), speed reading includes seeing the words, identifying and recognizing the words, as well as understanding the meaning of words faster and in silence. The purpose of speed reading is to obtain accurate and comprehensive information in a short time (Soedarso, 2006; Wainwright, 2006). Speed reading requires a very high pace, usually by reading sentence by sentence and paragraph by paragraph, not reading word by word (Sutz & Waverka, 2009). The benefit of speed reading is that it sorts out and masters important information quickly. Therefore, learning to read with the speed reading method will be beneficial for students to find out topics in reading texts, find out other people's opinions, get something important, and save reading time (Hidayati, 2019).

This study aims to observe the application of speed reading to improve reading comprehension in high school students. It is because reading comprehension in class is still low. The teacher also still used unsuitable methods that only one-way interaction occurs.

METHOD

The research was conducted through Classroom Action Research (CAR) to diagnose and solve problems in the classroom. Classroom Action Research concerns the actions to solve existing problems (Arikunto, 2005). This study was to determine SMAN 1 Kluet Selatan students' learning outcomes during the learning process in using the speed reading technique. The learning success was determined from the test results, questionnaires, observations, and student activeness in class. It was conducted at SMAN 1 Kluet Selatan class XII IPA. The subjects of this study were one English teacher and 27 students in an English class.

The instruments of this research were learning tools, learning tests, observation checklists, and student responses to questionnaires. The data collection techniques used observation techniques, mechanical tests, and questionnaire techniques. The data analysis technique in this study was descriptive quantitative by using percentages to describe the data obtained in determining the criteria for learning success.

The planning stage begins with reflection and analysis of student learning outcomes, identifying problems, analyzing problems, and finding alternative solutions (Kemmis & Taggart, 1988; Mulyana, 2007; Stringer, 1996; Wibawa, 2003). After the results were obtained, the following steps were taken: (1) Improving the lesson plans – to overcome learning problems to improve the quality of the process and student learning outcomes; (2) Preparing exercises for students that contain tasks to see student learning outcomes; (3) Making data collection instruments, namely the observation checklist used to observe activities during the learning process; (4) Determining the criteria for success or achievement improvement. In this study, improvements were approved if the test results reach 85% of all students with the criteria of minimum learning mastery *(Kriteria Ketuntasan Minimal [KKM])* of 75.

At the implementation stage, the implementation of the lesson plans was carried out with the following activity stages: (1) The teacher explained how to read using speed reading techniques and conveyed important aspects that must be obeyed by teachers and students; (2) The teacher asked students to practice speed reading and discussed their difficulties; (3) The teacher distributed exercise sheets to students to measure their reading comprehension; and (4) the teacher concluded that the material studied.

The next stage was observing. Observations were performed to determine the learning process using speed reading techniques. It was to get the descriptive data to support the data of students' score.

At the reflection stage, reflection was carried out with colleagues to carry out activities based on the results achieved in each cycle. The results of the reflection were then used as the basis for efforts to improve the learning in the next cycle. Reflection is based on the data obtained during the learning process occurs.

RESULT AND DISCUSSIONS

The results of this study found that in the cycle I, only ten (10) students (37.03%) actively participated in the learning process through speed reading techniques. On the other hand, the number of passive readers shows seventeen (17) students (62.96%). From the data obtained, it could be concluded that the number of passive readers was higher than the active one.

The results of the reading test that measured reading speed and comprehension in the cycle I showed that there was only one student who scored "Very Good" (3.7%), there were four (4) students who scored "Good" (14.81%), 16 students scored "Enough" (59.25%), three (3) students scored "Poor" (11.11%), and three (3) students scored "Very Bad" (11.11%). The table below presents the results of the cycle I assessment.

Table 1. The students' score of cycle I

#	Test Results	Number of Students
1	A (85-100)	1
2	B (75-84)	4
3	C (65-74)	16
4	D (55-64)	3
5	E (<54)	3
	Total	**27**

Based on the table above, the implementation of speed reading in cycle I could therefore be said to have failed because 22 students had not achieved the KKM. For this problem, it needed a solution to improve the quality of the learning process and results.

According to the observer, the failure had occurred because the learning media was not optimal, effective, and efficient. The observer agreed that the use of media was essential in the learning stage. At this stage, students should experience proper reinforcement material. On the other hand, observers also commented that students' activities in class tend to be undisciplined because they were not familiar with speed reading techniques, and the teacher paid less attention to time allocation.

Comments and suggestions from observers were the basis of corrective actions for cycle II. In this case, it needed to improve the lesson plan in cycle II. The preparation and improvement of the lesson plans in the cycle II were expected to improve the student learning outcomes. The improvements were made especially on teaching media using powerpoint. The use of powerpoint media in teaching and learning could be effective because it provided encouragement and support both to teacher and students by facilitating the structuring of teaching materials (Jones, 2003). That is why this media used in the cycle II.

At the implementation stage of cycle II, students were allowed to do reading exercises using speed reading techniques. Students had to read several texts in a limited time to achieve an effective learning experience. After that, reflection was performed to find out the success of this cycle. The analysis of reading test data in cycle II to measure reading speed and

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comprehension revealed that four (4) students got "Very Good" (14.81%), 20 students got "Good" (74.07%), three (3) students got "Enough" (11.11%). No students scored "Poor" and "Very Bad". The results of the cycle II of assessment are as in the table below.

Table 1. The students' score of cycle II

#	Test Results	Number of Students
1	A (85-100)	4
2	B (75-84)	20
3	C (65-74)	3
4	D (55-64)	0
5	E (<54)	0
	Total	**27**

Based on the table above, there is a significant increase, namely as many as 24 students (88.88%) who reached the KKM and only three (3) students (11.11%) who failed. In terms of learning activeness, all students (27 students) were active in learning. The three students who did not reach the KKM were due to their low vocabulary skills. From these results, it could be concluded that the speed reading technique could help students to read and understand texts. In addition, the speed reading technique could make students participate actively in the learning process. This proved that the application of speed reading in the exercise in cycle II received a positive response from students. These results are in line with the theory presented by experts such as Soedarso (2006); Hidayati (2019); Sutz and Waverka (2009); and Wainwright (2006) that speed reading has the benefit of quickly mastering important information, knowing the topic, knowing the author's opinion, and saving reading time. The cycle II was closed as the end of the classroom action research cycle.

In summary, the application of speed-reading in cycle 1 was categorized to have failed because 20 students could not reach the KKM. There was an increase in the cycle II, with 24 students having achieved the KKM. In the cycle II, the teacher also began to improve from the weaknesses in the cycle I. The weaknesses found in the cycle I were: the less relevant learning media, the students were not being familiar with the speed reading technique, and the limitation of time allocation at each stage that the teacher had not paid attention to. Those are the basis for improvement in cycle II. Then the teacher fixed it by using teaching media, namely powerpoint. The students were enthusiastic during the learning process. The comparison data of students who achieved the KKM and the level of student activity in learning in cycle I and cycle II can be seen in the following table.

Table 3. Number of students achieving KKM and level of students' activity in learning

	Not Achieving KKM	Achieving KKM	Inactive in Learning	Active in Learning
Cycle I	22 (81.48%)	5 (18.51%)	17 (62.9%)	10 (37.03%)
Cycle II	3 (11.11%)	24 (88.88%)	0	27 (100 %)

The table above shows that the implementation of speed reading in the cycle II experienced a significant increase, although the results were not satisfactory. The KKM value increased from 18.51% in the cycle I to 88.88% in the cycle II. Meanwhile, students' activeness had increased from 37.03% in the cycle I to 100% in the cycle II. We could conclude that the purpose of this research has been achieved by successfully improving students' reading learning outcomes. In other words, the application of speed reading techniques could improve students'

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ability to read quickly and understand reading texts. In addition, speed reading could also increase student activity in the learning process.

CONCLUSION

Reading speed could improve reading comprehension for students from class XII of SMAN 1 Kluet Selatan. As proof of the improvements, the evaluation test with the average KKM grade in the cycle I is 68.6 had increased to 78.4 in the cycle II. The implementation of speed reading in the cycle I was considered to fail since 22 students had not reached the KKM. They experienced an increase in the cycle II with only three (3) students who failed to achieve the KKM. That means 24 students reached the KKM. In the cycle II, the teacher had improved the learning process with powerpoint as a teaching medium. The students also were enthusiastic during the learning process. Therefore, the application of the speed reading technique were said to be successful in increasing students' reading scores. Speed reading could also increase student activity in the learning process.

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