



Utilizing Speed Reading Technique for Students' Ability in Comprehending Text

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INTRODUCTION

Along with the development of science and technology, more information is stored in the books. At all levels of education, the ability to read is a priority scale that must be mastered

by every student (Akhiruddin, et al, 2019; Nurhikmah, et al, 2021). Through reading activities students will get a variety of information that had never been obtained before. The more students read, the more information they receive (Sasabone, et al,

2022). Therefore, reading is an activity carried out by a person to explore various information from the text, both information in the form of writing and from the combination diagram image itself (Rizkoh et al., 2014). Many benefits are obtained by students from reading activities. Therefore, it is appropriate for students to do it on the basis of need, not because of coercion. If students read on the basis of need, then students will get all the information they want. On the other hand, if students read on the basis of coercion, the information they get will not be optimal. Reading language study is a reading activity carried out to find out the languages used by the author in conveying an idea. The language used by the author may vary, through literary means and certain symbols (Sujarwo, et al, 2022; Wongso, 2022).

There are several types of reading such as Voice Reading, scanning, scimming and others, but researchers are interested in choosing one type of reading, namely speed reading. The term speed reading comes from two terms, namely speed and reading. The speed with which our eyes are traveling along the route of the written page has serious and even surprising consequences about the way the words are giving meaning. The speed, with which we read something, must serve our ability to remember it more permanently.

At a normal for the readers average speed of 150-250 words per minute (Tsvetkova, 2017). Because speed in this context is specific to the task of reading, it may need to be considered separately from measures of rapid automatized naming (Layes et al., 2015). While reading is a process carried out and used by readers to get the message to be conveyed by the author through the medium of words or written language (Tarigan, 2013); (Leloup et al., 2021); (Sirait & Hutauruk, 2020); (Sujarwo; Sukmawati;Yahrif, 2019); (Walipah et al., 2020). Most think that reading is nothing more than putting information into brain, it is part of our everyday lives. Written language plays a crucial role when humans intend to share information and acquire new knowledge (Andreessen et al., 2021). In reality, though, reading is a complex activity that involves a type of database and an active

frame of reference (Safa Sami Abdulgabar, 2014). A process that requires that the group of words that constitute a unit will be involved in a cyclical view, the meaning of individual words will be known (Dingler et al., 2015). Reading is one of the most important ways to access knowledge (Zhang, L., Zhang, L., 2017), which is often stored in the form of text in books, articles, and Websites (Rau et al., 2018).

Reading activity is also an active receptive language activity. It is said to be active because in reading activities there is actually an interaction between the reader and the writer (Pamuji, 2019). Tarigan (2013:9-10) suggests that the purpose of reading is as follows: 1. Reading to obtain details or facts (reading for details or facts). 2. Reading to get the main ideas (reading for main ideas), 3. Reading to find out the order or arrangement, story organization (reading for sequence or organization), 4. Reading to conclude, reading inference (reading for inference), 5 Reading to classify, reading to classify (reading to classify), 6. Reading assessing, reading evaluation (reading to evaluate), 7. Reading to comparing or contrasting (reading to compare or contrast) (Tarigan, 2013).

Moreover, reading speed has been the focus of many reading courses, in which the instructors used different techniques to help learners improve their speed. In a speed reading course in the L2, through practice learners' word recognition can become faster, giving them more time to concentrate on comprehending (Yen, 2012).

For students, reading does not only play a role in mastering the field of study being studied. However, reading also plays a role in knowing various kinds of advances in science and technology that continue to develop. Through reading, advances in science and technology can be known and understood before being applied. Reading activities need to be trained from an early age, starting from children recognizing letters. Make reading activities a necessity and become a fun thing for students. Reading can be done anywhere and anytime as long as there is desire, enthusiasm and motivation from students. If

this is realized, it is hoped that reading can become an inseparable part of life like a slogan that says no day without reading. Of course, this requires perseverance and continuous practice to practice reading skills, especially the reading speed you want to achieve. Reading ability is reading speed and understanding the overall content of reading speed reading is reading carefully to find information accurately.

Several researchers have reported that speed reading can develop students' autonomy, expand English Proficiency, benefit students in providing them with an opportunity to evaluate their level of knowledge, increase students' confidence in their ability in reading comprehension and reading rate, and improve students' memory and has better focus. This is the most logical and acceptable reason why this strategy can improve the students' reading fluency (Wardani, 2014). This study in line with the result of study stated that the implementation of speed reading technique was effective to improve students' comprehension achievement (Rizkoh et al., 2014). Also this study is supported by Rayner et al. of research results conveyed that there is a trade-off between speed and accuracy in reading, as there is in all forms of behavior. Increasing the speed with which you encounter words, therefore, has consequences for how well you understand and remember the text (Rayner et al., 2016). From the results of the study, that speed reading is more effective and efficient to enhance reading fluency, teachers can adopt or modify the strategy designed by the researcher in this study to fix their classroom problems.

Based on the information that the researcher obtained from the Indonesian teacher, he said that there had never been any research on speed reading. Until now it is not known whether students are able to read fast well or not. And the teacher is also about speed reading, complaints about the low-speed reading ability at the junior high school (SMP) level, cannot be said to be the negligence of the teacher at the school in question. However, this must be returned to the ability to read when students were still children. The role of parents is more dominant in shaping children's reading

skills. When children enter school age, then the teacher has a role in developing interest in reading, then can improve students' reading skills. S

That's what makes the writer interested in conducting research to find out how the students' speed-reading ability in junior high school is. This research is expected to be useful for students, Indonesian language teachers, parents and writers themselves, especially in forming and improving speed reading skills in order to form a reading culture in society with good expectations.

METHOD

This research used a type of descriptive research, descriptive research is research conducted to determine the value of independent variables, either one or more (independent) variables without making comparisons or connecting with other variables (Bogdan & DeVault, 2016)(Creswell, 2012), (Hardani et al., 2020), (Kumar, 2011),(Leavy, 2017), (Sugiyono, 2010), (Suryana, 2010). Descriptive research in this study is intended to get an overview of students' speed-reading abilities based on facts that appear as they are, so the research design is used as a reference in conducting research starting from problem formulation to drawing conclusions. The research instrument used was a reading test in the form of a reading text description of approximately 250 words per minute. The variable observed in this study is the students' ability to read quickly. This variable is expected to provide data about students' abilities.

The number of populations was 288 students. The sampling technique used in this study was a random sampling technique. The number of samples in this study was 10% of the number of seventh grade students of SMP Negeri 35 Makassar. Determination of the proportion of the sample was guided by the opinion expressed that if the research subject was less than 100 people, it is better to take all of them so that the study was a population study, if the subject was large it was taken between 10%-25% (Sugiyono, 2010), (Suryana, 2010). This research data was

obtained by giving a test in the form of a reading text sheet totaling 250 words per minute. Each reading that was read calculated based on the number of words in the text that had been successfully given the lowest score of 75. The form of the instrument used to collect data in this study. There were two, namely test and non-test instruments.

The test instrument was used to reveal data about students' speed-reading ability. To determine the level of students' ability to read quickly, a measuring instrument in the form of a test is needed. There are several tests carried out in this study, namely reading speed test, comprehension test, and calculating effective reading speed. The time taken by students in reading is then measured to determine reading speed. Reading speed is obtained from the number of words read per reading time in one minute. In addition to the reading speed test, a reading comprehension test was also carried out. The form of the test used to obtain data on the level of students' understanding of the content of the reading is a question-answer test. KEM is obtained through the formula, namely the number of words read per reading travel time in one-minute times the test weight score that can be answered correctly with the ideal score or maximum score. Then the value of the effective reading speed will be obtained in units of words per minute. Indicators of success in this study if the learning process is able to reach 85% of the number of students who got the KKM score, which a score was over 75.

RESULTS AND DISCUSSION

This research is oriented towards the achievement of objectives through the discussion of existing problems. Therefore,

this research requires data as a means to solve problems. In explaining the results of this study, the researchers described systematically based on the formulation of the problem in this study. The technique used to manage the data was descriptive statistical technique.

To describe the level of ability of class VIII students of SMP Negeri 8 Makassar, especially class VII, they were given a reading test in the form of a reading text sheet totaling 250 words per minute as research material. The test was given to all eighth-grade students of SMP Negeri 35 Makassar with a total of 36 students. Data on student tests show that the level of ability of grade VIII students of SMP Negeri 35 Makassar was different in terms of speed-reading ability.

The data shown in the table above shows that among the 36 students, no one managed to get a score of 100 as the highest score used in this study. However, the highest score achieved by students was 90, which was achieved by 2 students, then followed by a score of 80 and only 1 student, a score of 75 was achieved by 16 students, then a score of 70 was achieved by 4 students, a score of 65 was achieved by 5 students, a score of 60 was achieved by 4 students then the score of 55 was achieved by 2 students, the value of 50 was achieved by 1 student and the value of 45 was achieved by 1 student.

From the tabulation results obtained above, the percentage of students who managed to score 75 and above can be calculated using the formula. Students who score 75 and over. The results of the data analysis above can be seen in the following table:

Table 1. Table: Percentage of students based on the results of the score

Number	Score	Number	Percentage (%)
1	75 and above	20 Students	55.55%
2	Under 75	16 Students	44.44%
Total		36 Students	100%

The data shown in the table above shows that of the 36 students who managed to score 75 and above there were only 20 students

or only 55.55% in percentage, while the number of students who scored 75 and below

or below the standard was still a lot, namely 16 students or 44.44.%.

The results showed that the speed-reading ability was still very low of class VIII students of SMP Negeri 35 Makassar. Based on the students' scores, there were only 2 students who managed to get a score of 90 while the number of students who scored below the standard 75 was still half, namely 17 of the 36 students as respondents. From the acquisition of the overall score of these students, it can be calculated that the average value was only 70. The results of the examination of respondents' answers to the material were clear that most students had difficulty understanding the reading speed of 250 words per minute, while the part that had been understood by students in speed reading only reaches 160 words to 192 words per minute.

Based on the results of the data processing above, the value was obtained when compared with the minimum standard that must be achieved by students to be categorized as having good abilities, it is clear that the ability of class VIII students of SMP Negeri 35 Makassar in fast reading is still very lacking because it can be categorized already have good abilities, then at least 85% of all respondent students who score 75 and above. The results obtained show that only 55.55% achieve a score of 75. This was very much different from the minimum requirements.

The results of the study were supported by several previous research results, such as based on observations and interviews with Indonesian language teachers who teach class VII H of SMP Negeri 1 Gemuh, the speed-reading skills of seventh grade students are still low. This can be seen from the students' scores which are still below the standard of completeness set by the school. In accordance with the information obtained from the teacher of Indonesian language and literature subjects who stated that students had difficulty in reading fast because of a lack of interest in reading. Students had difficulty in doing speed reading activities, lack of motivation to be able to read fast (Hangga Aria Adhi Pratama, 2015). The results of this study are supported

by research results which state that the results of this measurement indicate the speed of reading words per minute for class VIII students of MTS SKB 3 Menteri Bingkat, that is, 30 respondents are under 180 words per minute. While the ability to understand the contents of the reading is only 6 respondents whose reading comprehension is above 70%, 13 respondents whose understanding is 80%, and 6 respondents whose comprehension is 60%. The results of this measurement conclude that there are no students who have the ability to read fast in MTS SKB 3 Menteri Bingkat (Kamalasari, 2012). Then to revealing correlations between speed, comprehension and eye movements in reading Japanese contemporary novels by untrained readers, we describe cases of speed-reading trainees regarding relationships between these variables. The trainees overall tended to show poor performance influenced by the speed-accuracy trade-off, although this trade-off may be reduced in the case of at least one high-level expert (Miyata et al., 2012).

The results of study differ from the results of other studies which state that speed reading techniques can be applied to improve reading speed and readers' comprehension rate. Many of the pre-service Turkish teachers who find their reading speed enough or who do not find it enough also see speed reading as a need. A few of the participants stated that they had a high concentration level when reading. Participants claimed that speed reading would improve their exam performance, save time, and benefit from professional and personal development (Fakhrudin et al., 2021). The results showed an increase in the learning process to be more conducive and test results of 19% of the average value in the first cycle of 66 to 85 in the second cycle. This increase was followed by changes in student behavior in a more positive direction, covering five characters, namely student attention, response, responsibility, how students responded, and note-taking activities (Emy Purwanitaningrum, 2013). Furthermore, the researchers found that the implementation of speed-reading technique can give influence to the students in teaching reading. This technique can also 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 (Rizkoh et al., 2014).

Thus, the ability of class VIII students of SMP Negeri 35 Makassar in speed reading is still very lacking due to the students' teaching and learning process is still less active. This happens because most of the students still do not dare to increase the speed of reading, besides that students also lack practice in reading the speed of 250 words per minute of the material being taught, even the lack of supporting facilities in the teaching and learning process such as textbooks is also one of the problems.

CONCLUSION AND RECOMMENDATION

Based on the results of data analysis on the acquisition of student scores, it can be concluded that the speed-reading ability is still very lacking or still below the standard of class VIII students of SMP Negeri 35 Makassar. This is evident from the results of the study which show that only 17 students managed to score above 75 or 55.55% of the 36 respondents, while the minimum standard for categorizing that students were able to read quickly was 85% of all students. The results of this study indicate that the percentage of students' learning in class VIII SMP Negeri 35 Makassar in Indonesian subjects of 250 words per minute speed reading is still very low.

Therefore, the researchers would like to give advice so that students pay serious attention to every material conveyed by the teacher, besides that students are expected to ask the teacher if there is something that they do not understand, the teacher presents each subject matter that is in the context of reading and applies it in an integrated manner. From the four aspects, namely listening, listening, reading and writing and the school should support this effort by paying attention to facilities that can review such as increasing the number of book collections in the library.

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