SPEED READING TO IMPROVE STUDENT'S READING SKILL

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ABSTRACT

This study is to find out whether speed reading improves student's reading skill of the eleventh grade students at SMA Negeri 2 Langsa. The population of this research is the entire eleventh grade students at SMAN 2 Langsa. This study used quazy experiment. Test in the form of multiple choices through speed reading was used as instrument of this study. It is found that the result of pre-test and post-test in both experimental and control class is different. In experiment class, the average score of multiple choices test is higher than that of control class. Based on t-test analysis, it was found that the $t_{score}(2,02) > t_{table}(2,71)$. It can be concluded that t_{score} is higher than t_{table} , thus hypothesis is accepted. Meanwhile, in control class, the students' average score of speed test was 135 WPM and improves at least 1832 WPM in experiment class. The students' reading skill of SMAN 2 Langsa in speed test is good. 1 students in experiment class secured A and no student obtained the same grade in control class. 9 students in experiment class got B while only 5 students from control class obtained the same score. It shows that experiment class performs better than that of control class. Thus, teaching reading skill by using speed reading at SMAN 2 Langsa is successfull and proves that speed reading improves students' reading skill.

Keywords

Speed reading, reading skill, teaching, improve

INTRODUCTION

Reading is one of the most basic, necessary, important skills in life; it is the fundamental skill at mankind. Anderson (2015) define reading as the process of constructing meaning from written texts, it is a complex skill requiring the coordination a number of interrelated sources of information. By reading it is possible to expand our tiny world beyond to the universe. Then, Reading also the basic for understanding any subject matter even learning mathematics, science and other subjects are based on the ability to

comprehend each chapter and its instructions. Reading is a must and we read when we open our eyes do our routines and on the way to work until we get home to bed, we read many kinds of reading materials and text everyday such as book, newspapers, advertisements, magazines, posters, etc.

Danny Brassel and Timothy Rasisnsky (2008:15) said that reading is a multi dimensional process that involves the eyes, the ears, the mouth and the most important is the brain. Whereas Henry Guntur Tarigan (1986:7) states that reading is a process that is performed and used by readers to get message, which would be submitted by the author through the medium of words / written language.

Based on the explanation about reading, it can be concluded that reading is a process to convey the message through written language that can give an information to reader.

In fact, the process to convey the message through written language into an information usually fails. Some of the students of eleventh grade students at SMA Negeri 2 Langsa experienced the same problem in reading. They were not able to read correctly and properly. Some students failed to pronounce and spell while reading English text, thus, could not comprehend the text that read. Although they read a short paragraph in 15 – 20 minutes, they still could not understand the text.

Reading engages the eyes, ears, mouth, and brain. Speed reading engages these senses even more than normal reading because use senses and brain power even more efficiently. The following sections what goes on in eyes, ears, mouth, and brain when speed reading.

KBBI (Kamus Besar Bahasa Indonesia) stated that speed reading is rapidity reading and comprehension totality. There are kinds of speed reading, namely: (1). Skimming is the way of speed reading by taking main

idea at opening, middle and ending. This kind reading is applied in reading newspaper and literature, (2). Scanning is the way of speed reading by taking the important information without reading the other. This reading is applied to read newspaper, number telephone and dictionary. Furthermore, Tampubolon mentioned the functions of speed reading are enable the readers to (1) figure out information that needed of read quickly and effective, (2) search study materials, (3) abbreviate time, (4) master information quickly. Thus, Speed reading allows students to read more materials. Speed reading trains the students to focus on important details within the reading materials. Students will begin to retain more of the material that their reading, and also find the time to continue doing the things that were their preventing from reading more in the past” It can be concluded that speed reading is a collection of reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention.

Then the function of speed reading is to find information quickly and minimize the time. Speed reading is used to improve speed and comprehension in reading. By speed reading to students, students are expected to have ability to deal with many kinds of reading texts successfully. Therefore, the purpose of this study is to investigate whether speed reading improves student’s reading skill at the eleventh grade of SMA Negeri 2 Langsa.

REVIEW OF LITERATURE

Speed is quickness of movement: move with great while reading is the receptive written language skill. It is a process transferring information which delivered by a writer. According to Tony Buzan (2010: 150) speed reading is

simple to follow, easy to understand and fun too. Students will find out how fast their speed reading is now and then discover how the students could be reading dramatically faster in no time. The students will not just improve their speed reading, but their concentration and comprehension level will soar too. Speed reading will revolutionize the way they read. Students will save days, weeks even months of their time.

Meanwhile, speed reading is a skill that can be learned by anyone who is willing to use. In this case, speed reading is only valuable if someone understand what is read. Moving the eyes quickly does not make someone as speed reader. Someone needs to increase speed by doing it in a way that ensures increase comprehension, as well, such as increasing visual field. This field is also known as eye span. Besides, Richard Nordquist (2004: 145) views in his book that speed reading is not just reading fast all the time. The technical content of the material, the print size, students' familiarity with the subject and, particularly, their purpose in reading can affect the speed at which students read. The key to speed reading is having the choice to read as fast or as slow as students' wish. Then Dennis Doyle states that speed reading is not magic nor is it a big expensive mystery. Professional speed reading classes simply teach a handful of easy techniques that help a person focus his or her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page.

Rick Tellez (2010: 167) explained that there are three criteria which should be done in speed reading. They are as follows:

1. Average Speed

First, students should measure their *average speed* (AS). The AS measures the number of words can read in a minute, even if students do not

understand nor memorize anything of what they read. To measure students AS choose a page of a book and count the number of words. Then use a timer to measure how long does it take students to read the page. Then divide the number of words by the minutes taken. Students AS is measured in **WordsPer Minute** (WPM).

In measuring speed reading for the beginning level at elementary school or junior high school, speed reading hoped can attain 120 – 150 word per minute (WPM), for senior high school must attain 250 word per minute (WPM). Generally speed reading measured by using formula as follows:

$$\text{Amount WPM} = \frac{\text{Total word reading} \times 60}{\text{Total second for read}}$$

Generally, speed reading measured with amount of word that read per minute, and comprehension measured with percentage good answer about reading of contents.

2. Processing Speed

A good speed reading measure should take into account the **comprehension** of the text, which is measured by the ***processing speed*** (PS). The goal of speed reading is to read fast, but also to understand what is read. Hence, students should read fast, but they should also try to understand everything read. In order to measure **how much students understood the text read**, they should answer some **questions** after the measurement of the AS (drawback: the questions must have been prepared by someone else). The number of questions answered correctly will determine your **percentage of understanding**.

For example, if students answered correctly 7 out of 12 questions, then they PS is $7 \times 100 / 12 = 58\%$

3. Memorizing Speed

Students' **memorizing speed** is the amount of words that can read and comprehending per minute. This number is obtained by multiplying students AS by their PS (in percentage). For example, if students AS was of 600 WPM and their PS was of 75%, their memorizing speed is $600 \times 0.75 = 450$ WPM

As students may expect, the goal with speed reading is to have a very fast *memorizing speed*. Students are required to have a fast *average speed* and a very good *processing speed* to read more texts. Once students know their speed reading, students may want to know **how good or bad their speed is**. There are two kinds of speed reading, namely: Skimming and scanning.

Skimming is the way of speed reading by taking main idea on initial, middle and finish. This kind applied to read newspaper and literature, while Scanning is the way of speed reading by taking the important information without reading that other. This kind applied to read news, number telephone and dictionary.

Furthermore Tampubolon mentions that the function of speed reading are (1) to figure out information that needed of read quickly and effective, (2) to search study materials, (3) to abbreviate time, (4) to master information quickly. According to Alwiyah Abdurrahman (2007: 266-268), there are four kinds of speed reading: regular, skimming, scanning and warp speed. Kinds of regular is way of reading that relative slow, reading line by line. Then skimming is the technique use when want to rapidly identify the main idea or ideas in the passage. For example, most people do not read every word of the

newspaper. Instead, they quickly look at the headlines, flip through the pages and stop only when something catches their eye that they want to read in more depth. At a rate of three to four times faster than their normal rate of speed, people often skim when they have a lot of material to read in a limited amount of time and want to know where they should concentrate their attention. Next scanning is the technique use when want to find a particular letter, word, symbol, etc., or if they are looking for a specific book chapter or section. Someone do not read the text, simply move eyes quickly over the material, searching for the item want; as soon as they find it, they are stop. The students are do not have any comprehension of the material, but they understand when they begin that all they want is the item they have selected; anything else is superfluous. If you need to understand the material, they will have to go back and read it from the beginning. And then warp speed is technique of reading quickly that higher and with high understanding.

RESEARCH METHOD

This study applied quasy experimental design by giving pre-test and post-test. Experimental study was choosen to analyze the effect of the treatment in a controlled context. In this study, the samples divided into two classes. They are experimental and control class. The experimental class was taught by using speed reading in teaching reading skill. Meanwhile, the control class was taught without using speed reading. There are two variables in this study; independent and dependent variable. The independent variable is teaching speed reading, while the dependent variable is reading skill. The population of the study is the eleventh grade students of SMAN 2 Langsa. The sample was not determined randomly since this study used quasy experimenta study. XI IPA 3 was picked up as the experimental class

consisting of 22 students and XI IPA 2 consisting of 22 students as the control class.

The assessment rubric to measure speed reading, the amount of word that read per minute and comprehension about read of contents is presented in the following table:

Table I
Speed reading range

Level of performance	Speed reading
Very good	201 - ... WPM
Good	151 – 200 WPM
Fair	101 – 150 WPM
Less	60 – 100 WPM
Very Less	Below 59

FINDING AND DISCUSSION

After conducting the research, it is found that the result of pre-test and post-test in experimental class as follows:

Table II
Students' speed reading

Letter Grade	Qualification	Score range	Freq. in experiment class	Freq. in control class
A	Very good	201 - ... WPM	1	-

B	Good	151 – 200 WPM	9	5
C	Fair	101 – 150 WPM	12	2
D	Less	50 – 100 WPM	-	15

From the table above, it shows that the students' reading skill of SMA N 2 Langsa in speed test is good. The table shows that 1 student from experiment class secures A, while no student from control achieves the same grade. 9 students from experiment class obtained B and only 5 students got the same mark in control class. 12 students from experiment class get C and only 2 students fall to the same category. The majority of the students in control class secure D while no student from experimental class falls into this category. It is very obvious that experimental class is better than that of control class. After finding the sum of students in both experiment and control class, the mean of students' reading speed test in both experimental and control class was compared.

Table III
Students' score of both experimental and control class

Respondent	Students' Score	
	Experiment class	Control class
1	67 WPM	76 WPM
2	151 WPM	90 WPM
3	87 WPM	99 WPM
4.	153 WPM	181WPM
5.	63 WPM	160WPM
6.	42 WPM	59 WPM

7.	95 WPM	68 WPM
8.	95 WPM	69 WPM
9.	164 WPM	172 WPM
10.	-	59 WPM
11.	54 WPM	57 WPM
12.	161 WPM	167 WPM
13.	84 WPM	60 WPM
14.	90 WPM	121 WPM
15.	163 WPM	65 WPM
16.	186 WPM	78 WPM
17.	158 WPM	59 WPM
18.	74 WPM	-
19.	158 WPM	73 WPM
20.	225 WPM	160 WPM
21.	151 WPM	102 WPM
22.	99 WPM	95 WPM
<i>Amount</i>	2520 WPM	2070 WPM
<i>Average</i>	114. 5 WPM	1035 WPM

Based on the table above, the average score of students' speed test in post test is 114.5 in experiment class. It is better than the average score of post test 1035 in control class. This shows that the mean score of students in experiment class is better than that of control class, but the difference is not significant. When comparing the mean score of multiple choices and speed

reading test in both experiment and control class, it showed that the average score of students in experiment class was 76 and 62 for control class.

Table IV
The students' score of multiple choices test

No. of Respondents	Experiment Class	No. of Respondents	Control Class
1.	90	1.	65
2.	80	2.	60
3.	95	3.	75
4.	85	4.	40
5.	90	5.	60
6.	50	6.	20
7.	45	7.	20
8.	85	8.	85
9.	95	9.	95
10.	85	10.	-
11.	75	11.	25
12.	95	12.	45
13.	20	13.	75
14.	90	14.	80
15.	95	15.	25
16.	35	16.	80
17.	95	17.	90
18.	-	18.	90
19.	95	19.	80

20.	95	20.	95
21.	90	21.	80
22.	95	22.	80
$\sum x^2 = 1680$ $Nx = 22$ $Mx = 76$		$\sum x^2 = 1380$ $Nx = 22$ $My = 62$	

From the table above the $\sum x^2 = 1680$; $\sum y^2 = 1380$; $Mx = 76$; $My = 62$; While Nx and Ny is 22.

$$t = \frac{76 - 62}{\left[\frac{1680 + 1380}{22 + 22 - 2} \right] \left[\frac{1 + 1}{22 + 22} \right]} = 4,729$$

After getting t-test result, then it was consulted to the critical score of t_{table} to check whether the difference is significant or not. For 5% and 1% with $df = (n_x + n_y) - 2 = (22 + 22) - 2 = 42$ it was found $t_{table(2,02)(2,71)}$. Because of $t_{score} > t_{table}$, so it is concluded that there is significant difference between the experiment and control class. It means that experiment class is better than control class after the treatment.

Since the obtained t_{score} is higher than the critical score on the table, the difference is statistically significant. Therefore, based on the computation there is a significant difference between the teaching reading skill by using speed reading and the teaching reading skill without speed reading for the eleventh grade students of SMA Negeri 2 Langsa.

In post-test, students' skill was higher than pre-test. Post-test was conducted after the treatment. From the result of post-test, it was known that students faced it easier in speed reading. It is because they were known the way to speed reading and controlled the time in reading. Then students' skill was in higher level when the researcher asks them to reading one text in two paragraphs by using speed test for 1 minute. They also easier in answer multiple choices test. It can be seen based on the result of students' average score in pre-test and post-test in multiple choices and speed test. In pre-test, the students got average score 22.95. But, when post-test the students improved be 76 in experiment class. The students got average score 26,60 in pre-test, but it is improved into 62 when post-test in control class for multiple choices test. Whereas, in speed test the students got average score 83, 27 WPM and improved be 114, 5 WPM when post-test of experiment class. Then the students' average score was 975 WPM and improved into 1035 WPM when post-test in control class. Based on the result of pre-test and post-test can conclude that teaching students' reading skill by using speed reading technique was better than without speed reading (conventional method) because in speed reading technique the students demanded to controlling time in reading, more focus and comprehend read quickly. So that, in the same time the students can read the materials that students want.

CONCLUSION AND SUGGESTION

Speed reading improves reading skill at the eleventh grade of SMA Negeri 2 Langsa. It is proven by the result of the students' average score in experiment and control class when pre-test and post-test were administered. In experiment class, the pre-test average score is 22,95, then when post-test increases at least 76. Meanwhile, in control class of pre-test, the average score

26,60 and increases at least 62 when post-test. Then students' highest score is 90 in control class and 95 in experiment class. Then students' total score in experiment class is 1680 while control class secures 1380. Based on the result of experiment and control class, it is concluded that post-test score is better than pre-test score. The researcher also found that the result of analysis data of the sum of t-test that $t_{\text{score } (2,02)} > t_{\text{table } (2,71)}$. Since t_{score} is bigger than t_{table} , which is meant that speed reading improves the students' reading skill.

Since the study reveals the effectiveness of speed reading towards the reading performance of the students, it is suggested that the teachers use this strategy in teaching reading.

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