
The Effectiveness Of Speed Reading As Technique In Teaching Reading Comprehension Of Tenth Grade At MA. Sunan Cendana Madura

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ABSTRACT

The objective of the research is to know the students' achievement using speed reading technique in teaching reading comprehension. The research is carried out at MA Sunan Cendana Madura. The method non-randomized experimental study and the number of experimental class is 22 and 23 for control class. The researcher uses ANCOVA (Analysis of Covariance). The result shows that the pretest average score of each group is different. The pretest score of experimental group is 61.36 and control group is 44.35. Then, the post-test average score of the experimental group is 87,27 and the control group is 56,52. It is found that the value of F is 33,18. It is found that F critical with df 43 at 0.01 level of significance to 7,08. It means that F value is higher than F critical score. The result of data analysis above shows that: (1) speed reading technique is more effective than the conventional technique on reading comprehension.

Keywords: Teaching Reading Comprehension, Speed Reading

I. INTRODUCTION

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make

inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading

comprehension, including improving one's vocabulary and reading strategies.

The speed reading is use greatly for the rest of life. It will help the students to rise up “deep intelligence” and it will give a great benefit in the end of language studies. The capability of good reading is a technique to change slow, eyes movement while reading; it also changes their low comprehension or understanding in reading.

Speed reading can be an inspiration technique to teach the students whom still low in reading comprehension. Especially for the students' at tenth grade of MA Sunan Cendana Madura which has some problem in their reading ability. based on the observation with the tenth grade of senior high school students in the class , the researcher found that some students dislike to read english lesson and some text that translate by english language because students' feel that english is not important and less to comprehend the text when the teacher explain.

Many students see speed reading as the easy answer to the ever growing pile of texts, reference and resource's papers which “must be read” let's clear up some popular misconception right from the start.” Speed reading is not the definitive answer to the most academic survival problems and even if it were, it certainly is not an easy skill to

obtain or practice (Torppa, Georgiou, Salmi, Eklund, & Lyytinen, 2012).

There are a lot of advantages that will received by students in using of speed reading such as, being able to assimilate all the information in short time. They can finish their work fast (Roy-Charland, Perron, Turgeon, Hoffman, & Chamberland, 2016). Here, it is clear that speed reading can help students to make their reading is better. In fact, the student's score in MA Sunan Cendana Madura are still low especially on tenth grade. The goal of researcher applies of speed reading technique for students to be more understanding and comprehend the material that taught by teacher. And the students will be more quickly comprehend the materials that given by teacher.

Teaching English at tenth grade of senior high school is not easy task. Teacher usually still use speech method in teaching reading comprehension. It can make the students get bored and tired. Therefore, the teachers of senior high school should teach the reading comprehension, through more an effective by using speed reading as technique in teaching reading comprehension. Students are hoped fell more interested and pay more attention to the teacher.

In learning English, students should be able to master four skills of English, they are speaking, reading, writing, and listening.

Speed reading is one of technique to read fastly by two ways, its from scanning and skimming the students be able to spend their time more effective to read some text or many information.

According to the researcher's observation, the students' reading skill of seventh grade students of MA Sunan Cendana Madura which has some problem such as slow in comprehend the text and spend their time too long when the teacher explain. They still have difficulties in understanding the text, so researcher wants to conduct a research with a title the effectiveness speed reading as technique in teaching reading comprehension at seventh grade of MA Sunan Cendana Madura.

II. LITERATURE REVIEW

A. *The Nature of Reading*

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking, but often develops along with them, especially in societies with a highly developed literary tradition (NSW, 2017). Reading can help build vocabulary that helps listening comprehension at the later stages particularly (Share, 2008).

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Babapour, Ahangari, & Ahour, 2019). It makes the

reader get new information accurately and get new knowledge. In this research, definition meaning above make the student understands about the content of the text then they can apply to do assessment.

“Reading is a construction of meaning from text. It is an active, cognitive, and effective process (Liebfreund & Conradi, 2016). When teacher give a kind of the text, student can apply their knowledge based on the knowledge which they accept after read the text” Moreover, reading is the same sort of activity as listening, and the only specific aspect of reading that we need to concern ourselves with as testers is the process of transformation from print to speech (Sheriston, Critten, & Jones, 2016). After reading something we should understand about the context and not only read it. If there is someone who read aloud. It makes us know about the content of the text, so it will help us to understand about the content of text.

The reading comprehension strategy instruction in edge provides adolescents rich and meaningful opportunities to take control of their reading . It shows youth that reading proficiently is not a matter of being innately smart but, in part, a matter of applying appropriate strategies.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a "creative, multifaceted process" dependent upon four language skills: phonology, syntax, semantics, and pragmatics (Tompkins, 2014).

Proficient reading depends on the ability to recognize words quickly and effortlessly (Aziz & Dewi, 2019). It is also determined by an individual's cognitive development (Sheriston et al., 2016), which is "the construction of thought processes". Some people learn through education or instruction and others through direct experiences.

There are specific traits that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well developed language, and the ability to make inferences. Having the skill to monitor comprehension is a factor: "Why is this important?" and "Do I need to read the entire text?" are examples. Lastly, is the ability to be self-correcting to solve comprehension problems as they arise? Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds.

Comprehension levels can now be observed through the use of a fMRI, functional magnetic resonance imaging. fMRIs are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal

activation during narrative levels tests indicating this approach activates situation and spatial processing (Kim et al., 2017).

Reading comprehension and vocabulary are inextricably linked. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary. Most words are learned gradually through a wide variety of environments: television, books, and conversations. Some words are more complex and difficult to learn, such as homonyms, words that have multiple meanings and those with figurative meanings, like idioms, similes, and metaphors.

III. METHOD

The researcher observed the students of tenth grade of MA Sunan Cendana Madura uses quasi-experimental non-randomized pretest and posttest design which is planned and carried out the relevant hypotheses. The researcher achieves the

complete control over potential confounding variables that can be threats to internal validity of this study.

A. Participants

The participants of this research are tenth-grade students of MA Sunan Cendana Madura. Two parallel classes as the samples, X^A and X^B class.

B. Instrument

The instrument are pre-test and post-test based on adjusted topic curriculum. But, before giving the tests, the test validity and reliability are needed. The tryout was done at tenth-grade of MA. Mambaus Sholihin Manyar Gresik.

IV. RESULT AND DISCUSSION

the researcher finds that the average score of each group is different. The pretest score of experimental group is 61,36 and control group is 44,35. From the data analysis, the researcher finds the difference average score between the two groups. The experimental group get 87,27; whereas, the control group get 56,52.

$$\begin{aligned}
 SSt &= \sum X^2 - \frac{(\sum X)^2}{N} \\
 &= 247.000 - \frac{(3220)^2}{45} \\
 &= 247.000 - \frac{10368400}{45}
 \end{aligned}$$

$$= 247.000 - 230408.89 = \frac{5958.1}{45 - 2}$$

$$= 16591.11$$

$$SSb = \frac{5958.1}{43}$$

$$\frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X)^2}{N} = 138.56$$

$$= \left[\frac{1920^2}{22} + \frac{1300^2}{23} \right] - \frac{3220^2}{45}$$

=

$$\left[\frac{3686400}{22} + \frac{1690.000}{23} \right] - \frac{10368400}{45}$$

=

$$[167563.64 + 73478.26] - 230408.89$$

$$= 241041.9 - 230408.89$$

$$= 10633.01$$

$$SSw = SSt - SSb$$

$$= 16591.11 - 10633.01$$

$$= 5958.1$$

$$MSb = \frac{SSb}{K - 1}$$

$$= \frac{10633.01}{2 - 1}$$

$$= \frac{10633.01}{1}$$

$$= 10633.01$$

$$MSw = \frac{SSw}{N - K}$$

$$Dfb = K - 1$$

$$= 2 - 1$$

$$= 1$$

$$Dfw = N - K$$

$$= 45 - 2$$

$$= 43$$

From the result of ANOVA, it was found that the value of sum of squares deviation of each score from the grand mean (SSt) was 16591.11. The sum of squares between groups (SSb) was 10633.01. The sum squares within groups (SSw) was 5958.1. The mean square between groups (MSb) was 10633.01. The mean square within group (MSw) was 138.56.

Then the next step was the analysis of correlation. It was the correlation analysis between covariate data variable and dependent variable for the entire subject (*rt*) and each group (*rk*). The complete analysis was done below:

$$SX_1 = \sqrt{\frac{\sum X_1^2}{n_1} - \bar{X}_1^2}$$

$$= \sqrt{\frac{170.000}{22}} - (87.27)^2$$

$$= \sqrt{\frac{170.000}{22}} - 7616.05$$

$$= \sqrt{7727.27 - 7616.05}$$

$$= \sqrt{111.22}$$

$$= 10.55$$

$$SY_1 = \sqrt{\frac{\sum Y_1^2}{n_1} - \bar{Y}_1^2}$$

$$= \sqrt{\frac{84300}{22}} - (61.36)^2$$

$$= \sqrt{\frac{84300}{22}} - 37650.05$$

$$= \sqrt{3831.82 - 3765.05}$$

$$= \sqrt{66.77}$$

$$= 8.17$$

$$r_1 = \frac{\sum X_1 Y_1 - \bar{X}_1 \bar{Y}_1}{SX_1 \cdot SY_1}$$

$$= \frac{118900 - (87.27) \cdot (61.36)}{22} = \frac{(10.55) \cdot (8.17)}{86.19}$$

$$= \frac{5404.55 - 5354.89}{86.19}$$

$$= \frac{49.66}{86.19}$$

$$= 0.58$$

$$2. SX_2 = \sqrt{\frac{\sum X_2^2}{n_2} - \bar{X}_2^2}$$

$$= \sqrt{\frac{77000}{23}} - (3194.51)^2$$

$$= \sqrt{\frac{77000}{23}} - 3194.51$$

$$= \sqrt{3347.83 - 3194.51}$$

$$= \sqrt{153.32}$$

$$= 12.32$$

$$SY_2 = \sqrt{\frac{\sum Y_2^2}{n_2} - \bar{Y}_2^2}$$

$$= \sqrt{\frac{49200}{23}} - (44.35)^2$$

$$= \sqrt{\frac{49200}{23}} - 1966.92$$

$$= \sqrt{2139.13 - 1966.92}$$

$$= \sqrt{172.21}$$

$$= 13.12$$

$$r_2 = \frac{\sum X_2 Y_2 - \bar{X}_2 \bar{Y}_2}{SX_2 \cdot SY_2}$$

$$\begin{aligned}
&= \frac{\frac{59600}{23} - (56.52).(44.35)}{(12.38).(13.12)} \\
&= \frac{2591.30 - 2506.67}{162.43} \\
&= \frac{84.64}{162.43}
\end{aligned}$$

$$\begin{aligned}
&= 0.52 \\
\text{SX} &= \sqrt{\frac{\sum X^2}{N} - \bar{X}^2} \\
&= \sqrt{\frac{247.000}{45} - (71.56)^2} \\
&= \sqrt{\frac{247.000}{45} - 5120.83}
\end{aligned}$$

$$\begin{aligned}
&= \sqrt{5488189 - 5120.83} \\
&= \sqrt{368.06 - 5120.83} \\
&= 19.18
\end{aligned}$$

$$\begin{aligned}
\text{SY} &= \sqrt{\frac{\sum Y^2}{N} - \bar{Y}^2} \\
&= \sqrt{\frac{133500}{45} - (52.67)^2} \\
&= \sqrt{\frac{133500}{45} - 2774.13} \\
&= \sqrt{2966.67 - 2774.13} \\
&= \sqrt{192.54}
\end{aligned}$$

$$\begin{aligned}
&= 13.88 \\
r_t &= \frac{\frac{\sum XY}{N} - \bar{X}\bar{Y}}{SX.SY} \\
&= \frac{\frac{178500}{45} - (71.56).(52.67)}{(19.18).(13.88)}
\end{aligned}$$

$$\begin{aligned}
&= \frac{\frac{178500}{45} - 3769.07}{266.22} \\
&= \frac{3966.67 - 3769.07}{266.22} \\
&= \frac{197.6}{266.22} \\
&= 0.74
\end{aligned}$$

The result showed that the value of (rt) was 0.74, the value of (rk) which was grouped in ($r1$) was 0.58 and ($r2$) was 0.52.

Then the researcher put in the values of SSt, SSw, SSb, MSw, and MSb from ANNOVA by losing the influence of covariate variable on dependent variable with the following calculation:

$$\begin{aligned}
\text{SS}^t &= \text{SSt} (1-rt^2) \\
&= 16591.11(1- 0.74^2) \\
&= 16591.11 (1-0.55) \\
&= (16591.11). (0.45) \\
&= 7465.99 \\
\text{SS}^w &= \text{SSw} (1-rw^2)
\end{aligned}$$

$$Rw = \frac{r1 + r2}{2} = \frac{0.58 + 0.52}{2} = \frac{1.1}{2} = 0.55$$

$$= \frac{3295.32}{99.30} = 33.18$$

$$SS^w = 5958.1(1 - 0.55^2)$$

$$= 5958.1(1 - 0.30)$$

$$= (5958.1) \cdot (0.7)$$

$$= 4170.67$$

$$SS^b = SS^t - SS^w$$

$$= 7465.99 - 4170.67$$

$$= 3295.32$$

$$MS^b = \frac{SS^b}{k - 1}$$

$$= \frac{3295.32}{2}$$

$$= 1647.66$$

$$MS^w = \frac{SS^w}{N - k - 1}$$

$$= \frac{4170.67}{42}$$

$$= 99.30$$

$$F = \frac{MS^b}{MS^w}$$

The findings were that the value of SS^t was 7465.99, the value of SS^w was 4170.67, the value of SS^b was 3295.32, the value of MS^w was 99.30, and the value of MS^b was 3295.32.

The last step was testing the hypothesis. From several calculations above, it was found out that the value of F was 33.18. After checking out in the table, it was found that F critical with df 44 at 0.01 level of significance was 7.08. It means that F value was higher than F critical. The analysis of covariance with pretest as covariate was listed below:

Table 1 Summary of ANCOVA with pretest as covariate

Source of Variance	SS ^w	Df	M S ^w	F	Level of significance

Between group	3295.3	1	3295.3	33.18	0.01
Within group	4170.6	43	99.30		
Total	7465.99				

Based on what had been stated above, the researcher concluded that there was a significant difference on students' English reading comprehension taught by using speed reading technique and those taught by using conventional teaching. It means that the null hypothesis was rejected and the research hypothesis was accepted.

From the explanation above, it could be said that teaching English using speed reading technique is more effective than using conventional teaching.

Discussion

In this section, the researcher discussed further about the research findings. In correlation with the research problem. The finding showed that there was a significant difference on the English reading comprehension between students who were taught by using speed reading technique and

who were taught by using conventional teaching. There were several interpretative reasons to explain this matter.

First, it might be related to the students' initial differences in the two groups. Those were the differences on the students' ability based on the pretest scores. It was obviously known that both groups had distinctive ability that an experimental group had better knowledge than the control group. It was proven from the result of pretest average scores stating the experimental group got higher result than the control group.

Another reason was the difference procedure in teaching learning process the Experimental group used student-centered approach and the Control group focused on the teacher-centered approach. During the process of the study, the researcher knew that the students in the Experimental group were enthusiastic to study more about English, they tried to build their self-confidence. The researcher provided chance for student to get involved in learning process, and then managed their activities and controlled them. It was related to one of the procedure of speed reading technique which the students involved in the discussion in a group to find and share the problem in the lesson that was considered difficult by them.

On the other hand, the procedures in the control group were assumed as boring and uninteresting. Some of the students were bored, talking and joking with their friend, sleepy, lazy, playing their pens, and they were lost their concentration when the learning and teaching were processing. it caused their main attention was directed on the explanation of the teacher. Unfortunately, the students could not develop and pervade their learning interest in learning English reading. Those happened because their activities were controlled and dictated by the teacher. So, they could not improve their learning activities well.

The classroom activities were adapted to the learning process. In this study, the learning material was taken from the student's handbook (LKS) and other sources. The activity of the Experimental group was based on the other sources that were interesting to discuss. One of the interesting activities of the Experimental group was that they were given authentic material from the teacher. In this case the students were gave a text which made based on students' hand book. The teacher introduced the narrative text. Then, the teacher broke up the text and the teacher dialed the text with new language. Then, the teacher applied the skimming and scanning to the text. So, the students were ordered to

ask and answer the topic about the text. Next, the teacher divided students into four groups. There, the teacher asked two students of each group to read and translate the text in front of the class speedily and they had to understand it well. After it, the teacher asked other groups to submit some questions to the presenting group. The last, the students concluded the material that had been discussed

While in the control group, the learning processes were referred to the handbook. In the learning process, the students were focused on the topics on their handbook and directed toward the explanation of the teacher. May some of them more dominant and participative in the learning process, but most of them were passive in the learning activitiest that were given.

Stanley (1994) said that Speed reading is very good technique, whether young or old and regardless of our profession, being able to read and comprehend as quickly as possible is an incredibly useful skill. Like any other competence however the reading improves with the practice.

The finding showed that both group had significant difference. It could be said that experimental group was better than control group. The fact was known from the materials and activities used in experimental

group that support students interest to learn more about English reading. Meanwhile. It was really different from the activities of control group that could not effective because the activities was dominated on the teacher modeling and drilling.

Finally, teaching English reading by using speed reading technique is more effective as interested activities, because speed reading technique is a multipurpose and simple technique to improve students' reading comprehension. It also made students active and cooperative with their friends to find the problem solutions. So that, they can increase their reading ability well.

V. CONCLUSION

Based on the data analysis, the research finding is concluded that speed reading technique is more effective than the conventional technique to teach reading comprehension for the students of tenth grade of MA Sunan Cendana Madura.

Then, Although this research was finished successfully, but there are some deficiencies of this research which become the evaluation for the researcher, they are as follows:

1. The reference books which the researcher got was too limited. So, the theoretical review of this research was felt far of a perfect paper.

2. The treatments of teaching reading comprehension was also felt less because the limited time which the researcher got.

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