

THE IMPLEMENTATION OF SPEED READING
IN IMPROVING READING COMPREHENSION ABILITY

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Abstract

This study observed the implementation of speed reading in Improving reading comprehension ability for the third grade students of MTs. Annuriyyah Kaliwining Jember. This study was undertaken in class III comprising 40 students involving a writer and an observer. The research was conducted through a classroom action research (CAR). From this research can be seen that speed reading technique could be used to increase the students reading skills. The use of speed reading technique could be effective if it was supported by the ability of the teacher on planning learning in the classroom involving activities proportionally in the instructional process. Carrying a classroom climate was conducive by adequating learning facilities and infrastructure. The successful application of speed reading technique could be seen from the presence of students' positive response and their active participation in each learning activities.

Keywords: *Reading Comprehension, Speed Reading*

INTRODUCTION

Teaching strategy plays important role of educational program, especially teaching English for reading. In order to keep teaching and learning process running more effective, the teacher often uses technique. It

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is expected that the teacher can transfer the instructional easily. As we know that learning English is different from learning students' mother tongue. According to Suyanto (2001:27) states that one many roles strategy and technique are to attract the students' attention. Here, the role of the teaching strategy is important, because the purposes are to build students' motivation, to know and understand the content of text or passage, to try the students' ability in understanding around what students read, and to build students' skill in following teacher's explanations.

This research observed the implemetation of speed reading to improve reading comprehension for the third grade students of MTs. Annuriyyah Kaliwining Jember. Background of this research is the language as a cornerstone of human communi-cation. Language is also used to share information with the others. English as one of languages has been booming around societies. It supports the government to declare English as the major foreign language in Indonesia that must be learned by all students. English plays an important role to absorb and develop science and technology. English has become the main communications in this era globalization.

In academic field, the students are required to master four skills of English, such as reading, listening, writing and speaking. Each skill cannot be separated, it should be comprehensive. To create a successful learning, the students should learn each skill, including reading skill which is regarded as important. It can be said that reading skill is very useful for academic success. Reading is known as a medium of language learning. This means that every aspect of learning need reading as a largest component. In this case, the ability of gaining information from reading is considered as a process of learning to achieve a better skill. The process of teaching reading by teacher today only emphasizes on the student's ability to read without looking at the effectiveness and efficiency. The ability to read is how someone can understand the messages conveyed in reading some texts properly. The habit of reading will open the horizon of thinking in the face of a problem.

English became one of the dreaded subjects for the students. Their fear of learning English because is actually constituted less able to read and understand the meaning of reading. Based on the interview with the teacher, it is known that from the 40 students only 15 students who can

understand the reading text well and right, the rest tend to be more passive and silent. The application of various techniques in the learning aims to create a fun learning style and give encouraging results.

Reading comprehension can be defined as the level of understanding of a passage or text (Bouchard & Trabasso, 2003). It is a "process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text" (Pardo, 2004, p. 272). The ultimate goal of reading is to understand what has been read (Nation & Angell, 2006).

Beside, reading comprehension is very important for the students of English department, because there are many advantages in studying it. Especially for the students in high school, such as; third grade students of MTs. Annuriyyah Kaliwining Jember who begin to shift from learning to read and reading to learn. When they reached to the next level a reduced amount of time is spent on comprehension skills, and they are expected to understand what they are reading. As a result, many students struggle with reading comprehension.

Speed reading is a teaching technique that prioritizes speed by using eye movements and made no sound. Purpose of speed reading is to obtain information accurately and thoroughly in a short time. Speed reading done with a very high speed usually by read sentence by sentence and paragraph by paragraph not read word by word.

The benefits of speed reading are to sort out and master the essential information quickly (Noer, 2012:20). Therefore, learning reading by using speed reading method would be benefits for the students to know the topic in reading text, find out what the other people opinion, get something that is important, and save time reading.

RESEARCH PROBLEM

As far as the researcher knows, the students of MTs. Putri Annuriyyah still have low ability in the mastery of the four language skill especially in reading comprehension. This evidence was indicated by the unsatisfactory result of the midterm test of English in the first semester of 2015/2016 academic year, which the content of the test was mostly dominated by

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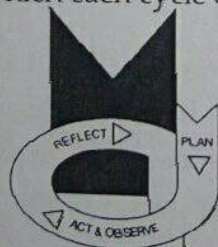
reading comprehension. The second third students' mean score on the summative test only 4.7. From the informal conversation; it was found out whether inadequacy of reading causes trouble for them to understand the reading passages.

As mentioned in the background, the students' primary problem in reading comprehension was they possessed inadequate amount of reading. Therefore, to comprehend their reading ability, the researcher acquaints a new strategy of reading learning, i.e. the students learn reading comprehension through speed reading. Based on a bit explanation above, the researcher formulated the main research problem as follows, "How can the students' reading comprehension ability be developed through speed reading?"

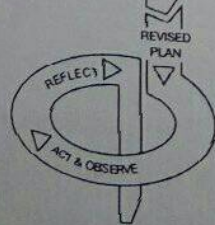
RESEARCH DESIGN

The research method conducted was a classroom action research. It means a research which is conducted in a classroom to increase the quality of learning teaching practices. the major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring settings, primarily using methods common to qualitative research such as observing, recording events and behaviors. It can also be defined as an action that is done to solve an identified problem in the classroom. This classroom action will design in two cycles. By spiral model presented by Kemmis and Mc. Taggart (2000:595) in which each cycle consist of three stages.

Cycle 1



Cycle 2



Source : Kemmis and Mc. Taggart (2000:595)

Picture 3.1 Spiral Model

Classroom Action Research can be seen in the presence of action to resolve existing problems. The purpose of this research was to determine the results of student learning during the instructional process using speed reading technique for third grade students. The successful learning can be determined based on the test results, questionnaire, observation, and student activities in the class.

Furthermore, the implementation of classroom action research should follow certain procedures. Kemmis and Taggart (2000) state that the procedures for carrying out action research consists of four developmental phases, namely, planning, implementing, observing the effects of action, and reflecting. Action Research is the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

The action research frame work is most appropriate for participants who recognize the existence of shortcomings in their educational activities and who would like to adopt some initial stances in regard to the problem, formulate a plan, carry out an intervention, evaluate the outcomes and develop further strategies in an interactive fashion. In short, action research is characterized by those constraints and strength given a research methodology intended to be a workable technique for working classroom teachers. The essentials of action research design are considered by Elliott (1992) as the following characteristic cycle:

Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventional strategy. (The Reconnaissance & general Plan.) Then the interventional is carried out. (The Action in Action Research) During and around the time of the intervention, pertinent observations are collected in various forms. (Monitoring the implementation by Observation) The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (or implement able solution for) the problem is achieved (Reflection and Revision).

The protocol is integrative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with

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conceptualizing and particularizing the problem and moving through several interventions and evaluations.

The research was done in the MTs. Annuriyyah Kaliwining Jember, focus on third grade students. It is located in Jl. Darmawangsa 124 Kaliwining Rambipuji Jember. Number of students are 40, all or them are female. This school also known as MTs. Putri Annuriyyah, it is caused by this school only serves education for female student. The subjects of this research are the English teacher and third grade students of MTs. Annuriyyah Kaliwining Jember. Reading comprehension in this class is low because the teacher still uses methods that are less appropriate. So, in the class occurs only one way interaction.

In the planning stage begins with a reflection and analysis of student learning outcomes, identify problems, analyze problems and find alternative solutions. After the result obtained, so was done the following steps: 1. Planning improvement which focused on the planning of remedial. It is expected to tackle the problem of learning in order to increase process quality and student learning outcomes. 2. Preparing exercise to the students that contains the tasks that need to resolved students learning outcomes. 3. Setting up the data collection instrument, namely observation check list was used to observed the activities during the instructional process occurs. 4. Determining criteria for success or improving achievement. In this research, repair can approved if test result was reached 85% of all students with a minimum score is 75.

In the implementing stage, the implementation of lesson plan as follows: 1. Teacher explained how to read using speed reading technique and said the important aspects that must be obeyed by the teacher and students. 2. Teacher asked the students to practice speed reading and discussed their difficulties. 3. Teacher distributed exercise sheet to the students to measure their reading comprehension. 4. Teacher concluded that the material has been studied. Next stage is observing. Observation carried out to know the instructional process using speed reading technique. In the reflecting stage, reflection carried out with colleague to conduct activities based on the result that have been achieved in each cycle. Then, the result of the reflection was used as the basic for efforts to

improve learning in the next cycle. Reflection based on the data obtained during the instructional process occurred.

The instruments of this research are learning tool, learning test, observation check list, and student response questionnaire. To collect data was used observation technique, mechanical test, and questionnaire technique. Data analysis technique in this research is quantitative descriptive which describe the result based on data obtained to determine the criteria of success.

FINDING AND DISCUSSION

Finding of this research in the first cycle there are 17 students (42,5%) are actively participate in the instructional process through speed reading technique. On the other hand, the number of passive reader shows 23 students (57,5%). From the data obtained, it can be concluded that the number of passive readers is bigger than active readers. The result of speed reading test obtained that none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 7 students get score "Good" (17,5%), 15 students get score "Fair" (37,5%), 12 students get score "Poor" (30%), and 5 students get score "Very Poor" (12,5%). The result of reading comprehension test obtained that none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 12 students get score "Good" (30%), 10 students get score "Fair" (25%), 10 students get score "Poor" (25%), and 7 students get score "Very Poor" (17,5%).

Based on the data above, the application of speed reading in the first cycle can be said fail because there are 17 students has not reached KKM (minimum completeness criteria). It is a problem and finding a solution should be sought in order to improve the quality of learning.

According the observer's opinion, this failure occurs because of learning media has not been optimal, effective and efficient. The observer said that the used of media is very important in the learning phase. At this stage, the students should be given a specific reinforcement material. On the other hand, the observer also commented that the students' activities in the class tend to undiscipline because they are not familiar with speed reading technique and time allocation less noticed by the teacher.

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Comments and suggestions from the observer are the basic of action. In this case, it was decided to improve plan in the second cycle. Preparing improvement plan in the second cycle was expected can increase quality of student learning achievement.

In the implementing stage, the students were given the opportunity to do reading exercise using speed reading technique. The students should read some texts in limited time to get effective learning. After that, reflection was done to know the succesful of this cycle. From the data analysis was shown a significant increase, there are 37 students (92,5%) could reached KKM and only 3 students (7,5%) still could not reached KKM. These results can be concluded that speed reading technique could solve the student's problem in reading and understanding the text. It can be seen that speed reading technique could made the students participate actively in the instructional process. This proves that the application of speed reading in the second cycle was received a student's positive response and this cycle was closed the class action research that has been carried out.

Based on the data analysis and assessment process in the first cycle, the result shown that 15 students (37,5%) are active following the instructional process. While the majority of students, or 25 students (62,5%) are passive. Score was obtained by the students were not shown significant result. In speed reading test, it can be seen that none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 7 students get score "Good" (17,5%), 17 students get score "Fair" (42,5%), 10 students get score "Poor" (25%), and 5 students get score "Very Poor" (12,5%). In the other words, the application of speed reading in the first cycle was catagorized fail because there are 15 students could not reached KKM and that is improved in the second cycle.

In the second cycle, the teacher started to do some repair of the weaknesses in the first cycle. Weaknesses were found in the first cycle are learning media that are less relevant, the students are not familiar with the speed reading technique, restrictions on the time allocation in each phase less noticed by the teacher. It is a basic to improvement in the second cycle. Then, the teacher repaired it by using power point. The students seem excited and enthusiast while the instructional process occurred.

Based on the data analysis and assessment process in the second cycle, the application of speed reading was said successful because there are only 4 students could not reached KKM as the score target in this research. In speed reading test, none of the students get score "Excellent", 2 student gets score "Very Good" (5%), 7 students get score "Good" (17,5%), 26 students get score "Fair" (65%), 5 students get score "Poor" (12,5%) and none of the students get score "Very Poor". In reading comprehension test, none of the students get score "Excellent", 4 students get score "Very Good" (10%), 21 students get score "Good" (52,5%), 15 students get score "Fair" (37,5%), none of the students get score "Poor" and "Very Poor".

Table 4.1 Improvement of learning activity in the first cycle based on speed reading test.

Test	Category	Number of Student	Percentage (%)
Speed Reading	Excellent	0	0
	Very Good	1	2,5
	Good	7	17,5
	Fair	17	42,5
	Poor	10	25
	Very Poor	5	12,5

Table 4.2 Improvement of learning activity in the second cycle based on speed reading and reading comprehension test.

Test	Category	Number of Student	Percentage (%)
Speed Reading	Excellent	0	0
	Very Good	2	5
	Good	7	17,5
	Fair	27	67,5
	Poor	4	10
	Very Poor	0	0
Reading Comprehension	Excellent	0	0
	Very Good	4	10
	Good	21	52,5
	Fair	15	37,5
	Poor	0	0
	Very Poor	0	0

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From the data above, it can be seen that the application of speed reading in the second cycle was increased significant, although that result has not felt satisfied.

According to the data above, it can be concluded that the goal of this research has been achieved success. In the other words, the application of speed reading technique can increase students' ability to read fast and comprehend the reading text. Speed reading can also increase the students' activity in the instructional process.

CONCLUSION

Speed reading can improve reading comprehension for the third grade students of MTs. Annuriyyah Kaliwining Jember. It can be proven through evaluation test with class average in the first cycle is 68,9 increased to be 79,5 in the second cycle. The application of speed reading in the first cycle was said fail because there are 15 students could not reached KKM and that is improved in the second cycle. The teacher repaired it by using power point. The students seem excited and enthusiast while the instructional process occurred.

Based on the data analysis and assessment process in the second cycle, the implementation of speed reading was catagorized successful because only there are 4 students could not reached the target yet. Finally, the writer or researcher concludes that speed reading is able to use as strategy to improve the students reading ability in the instructional process.

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