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The Application Of Speed Reading To Increase Reading Comprehension For The First Grade Students Of Mas Al- Amin North Labuhanbatu

**Syifa Fadhilah Hamid,
Universitas Islam Syekhyusuf, Indonesia**

ABSTRACT

This research observed the application of speed reading to increase reading comprehension for the first grade students of MAS Al-Amin Kampung Pajak. This research was undertaken in class X-1 comprising 40 students involving a writer and an observer. The research was conducted through a classroom action research (CAR). The result showed 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.

Key Words: Reading Comprehension, Speed Reading

INTRODUCTION

This research observed the application of speed reading to increase reading comprehension for the first grade students of MAS Al-Amin Kampung Pajak. Background of this research is the language as a cornerstone of human communication. Someone can express ideas, feelings, emotions, suggestions, and thoughts through language. 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 the era of 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 with good 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. 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. The research was conducted through a Class Action Research (CAR), because CAR was done to diagnosing and solving problems. 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 class X-1. The successful learning can be determined based on the test results, questionnaire, observation, and student activities in the class. The research was done in the MAS Al-Amin Kampung Pajak class X-1. It is located in Jl. Siwalan Panji Buduran. Number of students are 40, consist of 15 male and 25 female. The subjects of this research are the English teacher and students of MAS Al-Amin Kampung Pajak class X-1. 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:

- 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.
- Preparing exercise to the students that contains the tasks that need to resolved students learning outcomes.
- Setting up the data collection instrument, namely observation check list was used to observed the activites during the instructional process occurs.
- 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:

- Teacher explained how to read using speed reading technique and said the important aspects that must be obeyed by the teacher and students.
- Teacher asked the students to practice speed reading and discussed their difficulties.
- Teacher distributed exercise sheet to the students to measure their reading comprehension.
- 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. This research instruments 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.

FINDINGS 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. 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 as much as 17 students (42,5%) are active following the instructional

process. While the majority of students, or as much as 23 students (57,5%) 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%), 15 students get score "Fair" (37,5%), 12 students get score "Poor" (30%), and 5 students get score "Very Poor"(12,5%). In the other words, the application of speed reading in the first cycle was said fail because there are 17 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 3 students could not reached KKM. In speed reading test, none of the students get score "Excellent", 1 student gets score "Very Good" (2,5%), 8 students get score "Good" (20%), 28 students get score "Fair" (70%), 3 students get score "Poor" (7,5%) 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%), 18 students get score "Good" (45%), 18 students get score "Fair" (45%), none of the students get score "Poor" and "Very Poor". Improvement of learning activity in the first cycle and second cycle can be seen in the table below.

CONCLUSIONS

Speed reading can increase reading comprehension for the students of MAS Al-Amin Kampung Pajak class X-1. It can be proven through evaluation test with class average in the first cycle is 68,6 increased to be 78,4 in the second cycle. The application of speed

reading in the first cycle was said fail because there are 17 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 application of speed reading was said successful because only there are 3 students could not reached KKM. Speed reading can also incese the students activity in the instructional process.

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