A Correlative Study of Reading Speed and Reading Comprehension of the Second Year Students of SMP Islam Sultan Fattah Salatiga in the Academic Year of 2007/2008

Inna Naili Izzatul Laila
English Department of Educational Faculty
State Institute for Islamic Studies
(STAIN)Salatiga
innanaili@gmail.com

Abstract

This study is conducted to find out the profile of students' speed reading skill and the students' reading comprehension, as well as to prove if there is significant correlation between the students' skill in reading speed and reading comprehension of students of SMP Islam Sultan Fattah Salatiga in the academic year of 2007/2008. The writer applies random sampling technique to take the sample (40) from the total of population of 81 students. Furthermore, the profile of students' reading speed skill in the text comprehension is observed through applying reading speed limited by time. From such a test, the writer knows how many words produced by students every minute. The students' reading comprehension, in addition, can be seen from the result of the answered of questions. The data is analyzed using correlative statistics. From the result, the writer finds that there is no correlation between reading speed and reading comprehension of the students. It is shown from the result $r_0=0,027$ and $r_t=0,312$ in the level of significance 5%. Then, there are many factors that influence reading speed and the comprehension as children weakness of vocabularies and the lack of concentration in reading.
Keywords: *Reading Speed, Reading Comprehension*

Abstrak
Studi ini dilakukan untuk mendeskripsikan kemampuan siswa dalam membaca cepat dan pemahaman dalam membaca, serta mencari hubungan yang signifikan antara kemampuan siswa dalam membaca cepat dan memahami bacaan siswa SMP Islam Sultan Fattah Salatiga tahun akademik 2007/2008. Penulis menggunakan teknik *random sampling* untuk menentukan sampel (40) dari total populasi 81 siswa. Lebih jauh lagi, kemampuan siswa dalam membaca cepat diukur melalui tes membaca cepat yang dibatasi oleh waktu. Dari tes tersebut, peneliti dapat mengetahui berapa banyak kata yang diproduksi oleh siswa setiap menit. Di samping itu,

pemahaman siswa terhadap bacaan dapat dilihat dari hasil dari pertanyaan-pertanyaan yang dijawab oleh siswa. Data dianalisis menggunakan formula statistik korelatif. Dari hasil tersebut, peneliti menemukan bahwa tidak ada hubungan yang significant antara kecepatan siswa dalam membaca dengan pemahaman terhadap bacaan. Hal itu terlihat dari hasil $r_0=0,027$ dan $r_t=0,312$ di level signifikansi 5%. Selain itu, ada banyak factor yang mempengaruhi kecepatan membaca dan pemahaman seperti kurangnya kosakata dan konsentrasi saat membaca.

Kata Kunci: *Kecepatan Membaca, Pemahaman dalam Membaca*

Introduction

Reading is one of the language skills that should be emphasized in teaching and learning English. It is an ability to comprehend, not simply recognize letters, forms, and symbols. Without comprehending, reading maybe useless. According to Carrein and Eisterhold (1991), comprehending the text is an interactive process between the reader's background knowledge and the text itself.

Furthermore, there are many factors influencing students' ability of reading comprehension; one of them is reading speed. Skill in speed reading is interesting to those who continually read a great deal of material in a short time, for sure with comprehension. A skillful speed reader is able to understand the meaning of sentence at glance, the average reader usually reads 200 to 250 words per minute. However, a skillful speed reader may read over 6000 words per minute.

To improve the students' ability to comprehend the reading text accompanied by speed reading, therefore, teachers have to help the students increase their ability in efficient reading habits. To support such an aim, the writer is encouraged to conduct a research dealing with reading speed and reading comprehension as well as it significance correlation of both items. This study aims to answer the following research questions.

1. How far is the students' speed reading in the second years of SMP Islam Sultan Fattah in the academic year 2007/2008?

2. How far is the students' reading comprehension skill of the second years of SMP Islam Sultan Fattah in the academic year 2007/2008?

3. Is there any significant correlation between the students' reading speed and reading comprehension of the second years of SMP Islam Sultan Fattah in the academic year 2007/2008?

Definition of Reading

Many definitions and explanations of reading have been formulated, some complementary to another, others contradictory. According to Edithia (1988), reading is the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of the interaction between perception of graphic symbols that represent language and the reader's language skill, cognitive skill, and the knowledge of the world. Rivers (1981) states that reading is the most important activity in a language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. Meanwhile, Martha Dallman (1977) defines reading as a verbal process interrelated to thinking and with all other communication abilities such as listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by author. Furthermore, Mahmoud (1992) conveys that reading is the ability to comprehend, not simply to recognize letters, forms, and symbols.

The Purpose of Reading

Dealing with the purpose of reading, Mahmoud (1992) points out that reading has many goals. Some of them are:

1. Reading for specific information is a common form of reading used to discover specific or limited information.

2. Reading for application is used to accomplish a special task.

3. Reading for pleasure and entertainment includes reading popular magazines, newspaper, novels, and other similar materials.

4. Reading for ides; this type of reading requires paying special attention to main ideas and concepts and the nature of the presented information. The reader's skills through major topics, headings, illustrations and conclusions in order to obtain a general idea of the content. Reading for specific ides is enhanced, through familiarity with the overall knowledge of the subject.

5. Reading for understanding; it requires comprehension of the relationship between the information introduced and overall knowledge of the subject. Then, it requires understanding in the relationship of topics to sentences, paragraphs, and the main ideas. The reader must observe the association between facts, data, and other details.

The Method of Reading

Mahmoud (1992) elaborates the six methods to fulfilling the purpose of reading. They are:

1. Previewing

2. Skimming and scanning

3. Reading for study

4. Critical reading

5. Reading for critical evaluation, which can be undertaken in two stages, namely introductory and intensive stage.

6. Speed reading

Speed Reading

Speed reading is a collection of reading methods which attempt to increase rates of reading without greatly reducing comprehension or retention. It is characterized by analyzing trade-offs between measurement of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved with practice.

Kinds of Speed Reading

In applying this method, an efficient reader varies his speed based on the material requirement (Raygor et.all, 1981) that is distinguished into four major rates of reading i.e.:

1. Skimming rate

   It is used to find reference, to locate new material, to answer a specific question, or to get the general idea of a selection passage.

2. Very rapid reading rate

   It is important to review familiar material, to get reading a light novel or fast-moving short story for its plot.

3. Rapid rate

It is used in fiction, characterization, mood, sensory imagery, or anticipation of outcome, or in nonfictional text. It is also employed to find the main idea, make generalization, or sequence.

4. Average rate

It is applied in the more complex fiction for characterization and plot analysis, nonfiction of mode rate difficulty to notice the detail, to grasp the relationship between main ideas, or to distinguish between fact and opinion.

5. Slow rate

It is used to master content, including detail, to read highly factual material, to evaluate quality and literary merit, or to solve a problem of the directions.

Reading Comprehension

Edithia (1988) states that reading comprehension most likely occurs when students are reading what they want to read. Or at least when they see some reasons to do so. Comprehension itself is a construction process because if involves all of the elements of the reading process, working together. It is the rason of purpose for reading.

Research Methodology

it is a quantitative research that consists of two variables i.e. the reading speed as independent variable (X) and the reading comprehension as dependent variable (Y). The writer uses test and documentation as data collection method and correlative study as technique of data analysis that is formulated as follows.

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{\sum X^2 - \frac{(\sum X)^2}{N}\right\}\left\{\sum Y^2 - \frac{(\sum Y)^2}{N}\right\}}}$$

In which,

r	:	Correlation coefficient of variable X and Y
$\sum XY$	:	The sum of the product multiplying the reading speed test score and reading comprehension test scores
$\sum X$	:	The sum of the reading speed test scores
$\sum Y$	:	The sum of the reading comprehension test scores
$\sum X^2$	:	The sum of square reading speed test scores
N	:	Total number of respondent

The subject of the research is the second year students of SMP Islam Sultan Fattah Salatiga in the Academic Year of 2007/2008 that consists of 81 students. To determine the sample, the writer use random sampling technique. Derived from such a technique of sample, the writer examines 40 students for the sake of the study.

Discussion

To find the students' reading speed, the writer uses reading sppd tes that is limited by time. From this test, the writer observes how many words produced by students every minute. The students' reading comprehension, moreover, can be seen from the result of the answered questions that follow the text. There ten items and four choices for each questions. For each correct answer, then, the writer will give ten points. Table 1 represents the result of the reading speed.

Table 1

The Result of Reading Speed *(X)*

No	Name	The Score
1	Nofi Fatmawati Putri	84
2	Siti Zumrotun	101
3	Rizka Rahmawati	119
4	Winda Listyaningtyas	140
5	Mutik Atul Khusniyah	94
6	Henny Octoviana	92
7	Ika	105
8	Lia Octavia	98
9	Nafiatun	146
10	Siti Nurjanah	119
11	Anna Setyani	138
12	Istianah	144
13	Eko Sadono	103
14	Agus Aslimin	93
15	Aulia Rizqillah	124
16	Arifin	95
17	Heru Hermawan	90
18	Iskandar	106
19	Ariyanto	163
20	Tofan	144
21	Ahmad Luqman	87
22	Arifatul Khuzaimah	94
23	Teguh Prasetyo	71
24	Fitri Fatonah	98
25	Afandi	90
26	Setyowati	152
27	Ihya'udin	81
28	Rubiyanto	91
29	Melda Dwi Vaulalina	123
30	Suwandi	101
31	Uswatun Khasanah	93
32	Vivin	93
33	Poniah	124
34	Intan Puspita Sari	124

35	Solekhah Puji Lestari	86
36	Sulastri	71
37	Nur Azizah	129
38	Alfi Nikmah	86
39	Siti Rusmiati	115
40	Putri Nuryanti	114

In this step, the writer determines the measurement for result of reading speed. To determine the interval, the writer uses formula:

$$i = \frac{(Ba - Bb) + 1}{4}$$

$$i = \frac{(163 - 71) + 1}{4}$$

$$i = 23,25$$

$$i = 23$$

Note:

i = *interval*

Ba = *highest score*

Bb = *lowest score*

The percentage distribution of reading speed of the subject of the study can be seen in the table 2.

Table 2

The Percentage Distribution of Reading Speed

No	Score	Sample	Percentage	Criteria
1	140-163	6	15%	Excellent
2	117-139	8	20%	Good
3	94-116	12	30%	Fair
4	71-93	14	35%	Poor
	Total	40	100%	

In order to obtain the result of the students' reading speed, the writer uses formula:

$$P = \frac{\sum X}{N.100} \times 100\%$$

$$P = \frac{4321}{40.100} \times 100\%$$

$$P = 108,025$$

In which:

P: The score obtained

∑X: The sum of score *X*

N: Sample

Meanwhile, the students' reading comprehension is shown on the following table.

Table 3

The Result of Reading Comprehension (Y)

No	Name	The Score
1	Nofi Fatmawati Putri	50
2	Siti Zumrotun	40
3	Rizka Rahmawati	30
4	Winda Listyaningtyas	30
5	Mutik Atul Khusniyah	60
6	Henny Octoviana	50
7	Ika	50
8	Lia Octavia	60
9	Nafiatun	60
10	Siti Nurjanah	40
11	Anna Setyani	50
12	Istianah	60
13	Eko Sadono	50
14	Agus Aslimin	40
15	Aulia Rizqillah	50
16	Arifin	50
17	Heru Hermawan	50
18	Iskandar	50
19	Ariyanto	30

20	Tofan	50
21	Ahmad Luqman	30
22	Arifatul Khuzaimah	50
23	Teguh Prasetyo	40
24	Fitri Fatonah	40
25	Afandi	40
26	Setyowati	70
27	Ihya'udin	30
28	Rubiyanto	40
29	Melda Dwi Vaulalina	50
30	Suwandi	40
31	Uswatun Khasanah	40
32	Vivin	60
33	Poniah	30
34	Intan Puspita Sari	30
35	Solekhah Puji Lestari	50
36	Sulastri	50
37	Nur Azizah	30
38	Alfi Nikmah	50
39	Siti Rusmiati	40
40	Putri Nuryanti	50

In this research, the writer also classifies the result of reading comprehension as described as follows.

$$i = \frac{(Ba - Bb) + 1}{4}$$

$$i = \frac{(70 - 30) + 1}{4}$$

$$i = 10,25$$

$$i = 10$$

Note:

i = interval

Ba = highest score

Bb = lowest score

The percentage of students' reading comprehension is shown on the following table.

Table 4

The Percentage Distribution of Reading Comprehension

No	Score	Sample	Percentage	Criteria
1	60-69	6	15%	Excellent
2	50-59	16	40%	Good
3	40-49	10	25%	Fair
4	30-39	8	20%	Poor
	Total	40	100%	

To measure the result of the students' reading comprehension, the writer uses the formula:

$$P = \frac{\sum X}{N.100} \times 100\%$$
$$P = \frac{1810}{40.100} \times 100\%$$
$$P = 45,25$$

In which:

P: The score obtained

$\sum Y:$ The sum of score *Y*

N: Sample

Correlation Analysis

To measure the correlation between reading speed and reading comprehension, the writer employs the following formula.

$$r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{\sum X^2 - \frac{(\sum X)^2}{N}\right\}\left\{\sum Y^2 - \frac{(\sum Y)^2}{N}\right\}}}$$

Furthermore, the result is shown in the following table.

Table 5

The Computation of Coefficient *X* and *Y*

No	X	Y	X	Y	XY
1	84	50	7056	2500	4200
2	101	40	10201	1600	4040
3	119	30	14161	900	3570
4	140	30	19600	900	4200
5	94	60	8836	3600	5640
6	92	50	8464	2500	4600
7	105	50	11025	2500	5250
8	98	60	9604	3600	5880
9	146	60	21316	3600	8760
10	119	40	14161	1600	4760
11	138	50	19044	2500	6900
12	144	60	20736	3600	8640
13	103	50	10609	2500	5150
14	93	40	8649	1600	3720
15	124	50	15376	2500	6200
16	95	50	9025	2500	4750
17	90	50	8100	2500	4500
18	106	50	11236	2500	5300
19	163	30	26569	900	4890
20	144	50	20736	2500	7200
21	87	30	7569	900	2610
22	94	50	8836	2500	4700
23	71	40	5041	1600	2840
24	98	40	9604	1600	3920
25	90	40	8100	1600	3600
26	152	70	23104	4900	10640
27	81	30	6561	900	2430
28	91	40	8281	1600	3640
29	123	50	15129	2500	6150
30	101	40	10201	1600	4040
31	93	40	8649	1600	3720
32	93	60	8649	3600	5580
33	124	30	15376	900	3720

34	124	30	15376	900	3720
35	86	50	7396	2500	4300
36	71	50	5041	2500	3550
37	129	30	16641	900	3870
38	86	50	7396	2500	4300
39	115	40	13225	1600	4600
40	114	50	12996	2500	5700
	4321	1810	487675	86100	195780

From the result above, the r_0 = 0,0272 and the r_t= 0,312. On the 5% signification degree, r_0 < r_t. It means that H$_0$ is received where there is no correlation between reading speed and reading comprehension.

Based on the result of the speed reading test, the writer finds that there are 8 students that still need a lot of time for understanding the passage. This problem happens because the students feel insecure when they came across with many unknown words, so it influenced the students' speed in reading. Meanwhile, there are 10 students classified into fair criteria since they have reasonable vocabulary.

Rate of reading is not the primary goal in reading, but abilities and needs. An excellent reader usually has ability to apply reading strategy. The have not only a good vocabulary mastery but also high concentration when they face the text. A poor reader, in other side, has the lack of inellcetual maturity to bring meaning to the printed material. He tends to decode even familiar word slowly. Some of them have the binocular or fusion difficulties. They also have inadequate comprehension ability. Most of the poor readers make too many regressions.

Conclusion

From the analysis conducted, the speed reading of the second year of students of SMP Islam Sultan Fattah Salatiga in the academic year 2007/2008 is poor.

However, their reading comprehension are good. Meanwhile, there is no correlation between reading speed and reading comprehension of the students. It happens because the students still require time to comprehend the passage.

References

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