**IMPROVING STUDENTS’ READING COMPREHENSION**

**THROUGH SPPED READING TECHNIQUE**

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***ABSTRACT***

*The research aims at finding whether or not the use of Speed Reading Technique can improve reading comprehension of the eleventh grade students of SMA S GKST IMANUEL Palu. The researcher uses pre-experimental research design. The sample of the research is XI IPS 2 that consist of 20 students. In collecting the data, the researcher uses pre-test and post-test. The mean score of the pre-test is 22.32 and the post-test is 67.2. The result of the data analysis shows that the t-counted value (40.12) is greater than the t-table value (1.721) by applying 0.05 level of significance and 20 degrees of freedom (df). In conclusion, Speed Reading Technique can improve students’ reading comprehension.*

*Keywords: Improving; Reading Comprehension; Speed Reading Technique.*

**INTRODUCTION**

Reading is one of the English skills which have some purposes in the teaching and learning process. The first of reading purpose is to get information from written text what the readers read. The second, reading makes the readers increase their knowledge. The third, reading makes people know and understand the written symbols as meaningful information.

Considering the reading purposes above, the students have to improve their reading comprehension. By mastering the reading comprehension, it will become easier for students to understand and to get information from the text or passage that they read. It is not only depending on reading itself, but also it can be integrated with other skills such as speaking and writing skills. Besides that, it also can be integrated with language component such as vocabulary and structure.

However, most of the students have problem in reading comprehension because reading is still regarded as difficult skill especially in reading English text. It may be hard for students to understand and to get information from reading the text. Then, they do not know the meaning of some words that lead them to get difficulties in get the information.

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Besides, the English teacher probably has no strategies and techniques in improving students reading comprehension. The English teacher may only ask the students to read without guiding them to know the meaning.

In SMA S GKST IMANUEL Palu, it was found out that the students have problem in reading. The problems were that the students did not know the meaning and the kinds of the text that they read. Then, they were lack of vocabulary and grammar. Furthermore, the text which the students received was a long text that it makes them get confused with the text. Another problem was that they read the text slowly which made the students had limited time to understand the text and had no chance to analyze the question from the text because they only read in every single word.

There are many techniques to improve reading comprehension, such as reading aloud, silent reading, phrasing, speed reading, and so on. All of the techniques might be useful for students to improve their reading comprehension. The techniques are not only use at school level but also can be applied at university level.

Based on the problem above, speed reading technique is one of the techniques that the researcher applied to improve reading comprehension of the students because speed reading is a technique which attempt to increase fast rates of reading. When students read faster and use their eyes, they do not find problem to understand what does the sentence means because their brain works (Tina Konstant 2003:36).

This technique has been chosen by the researcher because it can help students to understand the text. The other reason is it gives the students a chance to spend long time to read. Through this technique, the researcher wants to help the students to read faster in order to make them usual to read in groups and how to improve students reading comprehension by using speed reading technique.

Speed reading is a teaching technique where students are asked to read a text as fast as they can. First, the researcher stimulated the students by asking question related to the topic. Then, the researcher asks the students to preview the title and read the text silently and independently as fast as they can. After that, the students retell what they had been read from the text and then they did the task. Concerning about the activities of speed reading, the students share the pleasure in the reading and actively participate as they are hearing, discussing, and reading aloud with the researcher.

Based on the explanation above, the researcher formulated a research problem as follows: “Does speed reading technique improve reading comprehension of the eleventh grade students of SMA S GKST IMANUEL Palu?”

**METHOD**

In conducting this research, the researcher used pre-experimental research design where there is only one class to observe. It is designed to prove that speed reading technique is an appropriate technique to improve reading skills of the eleventh grade students of SMA S GKST IMANUEL Palu. The researcher compares the result of pre-test and post-test of the students. The design of this research recommended by Hatch & Farhady’s model (1982:20) as follows:

T1 X T2

Where:

T1 : Pre-test

X : Treatment

T2 : Post-test

Population refers to the whole subject of the research. Gay (1996:112) “Population is the group of the interest to the researcher, the group to which sees or he would like the result of the study to be generally able. The defined population has at least one characteristic that differentiate it from other groups.”The population of the research is the eleventh grade students. They are divided into 3 classes, XI IPA, XI IPS 1 and XII IPS 2. Each class consist of 21 students for XI IPA, 22 students for XI IPS 1 and 21 students for XI IPS 2. The total number of the population is 64 students.

Sample is a subset of population which selected by the researcher for observation and analysis. Best (1981:8-9): “Sample is a small proportion of a population selected for observation and analysis.” The researcher choosed XI IPS 2 as the sample by applying total sampling because the population of this research is homogenous and the number of the eleventh grade students is limited.

In this research, the variables are divided into dependent variable and dependent variable. The independent variable is speed reading technique and the dependent variable is reading comprehension. The researcher used pre-test and post-test to obtain data in order to measure students reading comprehension. The pre-test was given before the treatment in order to know about their prior knowledge. The classification of the test that the students received was reading passage. The tests are multiple choice test and essay test where multiple choices consist of 10 items and 5 items for essay test. The researcher gave the post-test that has different form with the pre-test in order to measure the students achievement in their reading comprehension after applying the treatment and to know the significance of the treatment whether it is effective or not. The treatment was used to improve the students’ reading comprehension. The researcher conducted treatment for eight meetings. In order to assess the students’ work, the researcher used scoring system as follows.

Table 1. The Scoring System of The Test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Kinds of test | Number of items | Score of each items | Total score |
| 1 | Multiple choice | 10 | 1 | 10 |
| 2 | Essay test | 5 | 3 | 15 |
| Total | | | | 25 |

Table 1 explains about distribution of scoring system of the test. The scoring system consists of multiple choice and essay test. The multiple choices consist of ten items where the score of each item is 1 if the answered is right answer but if not, the score is 0. Thus, if the students can answer the multiple choices correctly, they will get ten points. The essay test consists of five items where the score of each items is 3 if the answered is right answer but if not, the score is 0. Thus, if the students can answer the essay test correctly, they will get fifteen points.

Table 2. The Scoring Rubric of the Essay Test

|  |  |  |
| --- | --- | --- |
| No | Explanation | Score |
| 1 | Correct content, grammar, and spelling | 3 |
| 2 | Correct content and grammar; incorrect spelling | 2 |
| 3 | Incorrect answer | 1 |
| 4 | No answer | 0 |

*Adapted from KTSP 2006*

Table 2 explains about distribution of essay test. The distribution of essay on the test consisted of four parts: the first is if the students answered by using correct content, correct grammar and correct spelling, the score was 3. The second is if the students answered with correct content, correct grammar and incorrect spelling, the score was 2. The third is if the students answered with incorrect answer, the score was 1. The last is if the students did not answer the question, the score was 0.

In technique of data collection, the researcher used two way or step to get the data and to obtain about the score of the students. This way is considered to collect the valid data because this step was conducted directly by researcher himself. This step are pre-test and post-test. The pre-test was given before the treatment in order to know about students’ prior knowledge and the post-test was designed to measure the students’ achievement in their reading comprehension after applying the treatment and to know the significance of the treatment whether it is effective or not. Then, the result of test was analyzed by using statistic computation.

Before the researcher conducted the treatment, the researcher prepared the material related to the topic. The researcher did his treatment to experimental class. The researcher taught experimental in eight meetings. Each meeting took 2 x 40 minutes.

The researcher conducted the treatment to the experimental class and taught them reading comprehension through *Speed Reading Technique* by the following steps:

1. The researcher stimulated the students by asking several questions related to the topic.
2. The researcher introduced the strategy .
3. The researcher asked the students to preview the title. While the students previewing the title, the researcher writes the time in white board.
4. The researcher asked the students to be ready for reading. While the students are reading the text, the researcher checks every ten second.
5. The researcher asked the students who read fastest and retell what they had been read from the text.
6. The researcher gave instruction to the students to do the task.
7. The researcher discussed the answers with the students and recommended them to conclude the material in their own words.
8. The researcher helped the students when they got difficulty in concluding the material.
9. The researcher motivated the student and asks them to make themselves usual to read anything with speed reading in their home.

The researcher counted the raw scores obtained to establish the individual standard score by using the formula proposed by Arikunto (2006:240). Next, the researcher computed the mean score of the students by using the formula proposed by by Arikunto (2006:308). After counting the mean score of both tests, the researcher computed the individual deviation of the students’ score in the experimental class by using the formula proposed by Arikunto (2006:307). Then, after getting the individual deviation of the students, the researcher squared the standard deviation of the students’ scores in the experimental class. The researcher computed it using the formula recommended by Arikunto (2006:312). Finally, after squaring the standard deviation of students’ score, the researcher proved the significance between the mean score of pre-test and post-test. The researcher used the formula as proposed by Arikunto (2006:314) in order to know the value of t-counted.

**FINDINGS**

The researcher presents the implementation of speed reading technique in teaching and learning process of reading. This technique was applied to improve the students’ reading comprehension of the eleventh grade of SMA S GKST IMANUEL Palu in recount and narrative text.

In this research, the researcher much concerned with data presentation and analysis. The researcher calculated the result of the both test (pre-test and post-test) and deviation score of experimental class. In collecting the data, the researcher used pret-test; The pre-test was given before the treatment in order to know about the students prior knowledge. The pre-test consist of ten items of multiple choice and 5 items of essay test which the researcher conducted by himself. The researcher conducted pre-test on Wednesday, September 28th 2016. The results of the individual score of pre-test can be seen in the table following table:

Table 3. The Result of Pre-Test of Experimental Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Initials Name | Obtained Scores | | Raw | Standard Score |
| Multiple Choice | Essay |
| 1 | Ama | 6 | 2 | 8 | 32 |
| 2 | Ant | 4 | 3 | 7 | 28 |
| 3 | Arm | 3 | 4 | 7 | 28 |
| 4 | Del | 5 | 2 | 7 | 28 |
| 5 | Edw | 3 | 1 | 4 | 16 |
| 6 | Est | 5 | 0 | 5 | 20 |
| 7 | Fey | 5 | 0 | 5 | 20 |
| 8 | Ivi | 4 | 0 | 4 | 16 |
| 9 | Kri | 6 | 2 | 8 | 32 |
| 10 | Mac | 5 | 2 | 7 | 28 |
| 11 | Nen | 7 | 3 | 10 | 40 |
| 12 | Rei | 7 | 6 | 13 | 52 |
| 13 | Ren | 4 | 0 | 4 | 16 |
| 14 | Sar | 6 | 0 | 6 | 24 |
| 15 | Sit | 2 | 2 | 4 | 16 |
| 16 | Ste | 5 | 5 | 10 | 40 |
| 17 | Vic | 4 | 0 | 4 | 16 |
| 18 | Yab | 7 | 0 | 7 | 28 |
| 19 | Yoh | 6 | 2 | 8 | 32 |
| 20 | Yol | 5 | 3 | 8 | 32 |
| 21 | Yus | 4 | 3 | 7 | 28 |
| Total Score | | |  | | 558 |

*Note: The researcher took the three letters of the students’ name*

After counting the students’ grade, the researcher computed the mean score of the experimental class in pre-test. The result of pre-test in experimetal class can be seen that the highest score is 52 and the lowest score is 16. All of the students were not passed in pre-test because they did not get the standard score (75) from that school. They cannot passed the test because most of the students get difficult to answer the essay test. It showed that the students lack of vocabulary and they don’t accustom to do the essay test through reading. After calculating the total score, the researcher computed the mean score of pre-test in experimental class. It was 22.32.

To know the effectiveness of the treatment, the researcher conducted the post-test for the experimental class in order to conclude the students’ reading comprehension were increased or not and how speed reading can improve the students’ reading comprehension. The researcher conducted post-test on October, 28th. 2016. The researcher used the formula to calculate the students’ score on the post-test. The results of the individual score of post-test can be seen in the following table:

Table 4. The Result of Post-Test of Experimental Class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Initials Name | Obtained Scores | | Raw | Standard Score |
| Multiple Choice | Essay |
| 1 | Ama | 10 | 14 | 24 | 96 |
| 2 | Ant | 8 | 12 | 20 | 80 |
| 3 | Arm | 4 | 15 | 19 | 76 |
| 4 | Del | 7 | 14 | 21 | 84 |
| 5 | Edw | 7 | 15 | 22 | 88 |
| 6 | Est | 7 | 13 | 20 | 80 |
| 7 | Fey | 9 | 14 | 23 | 92 |
| 8 | Ivi | 8 | 15 | 23 | 92 |
| 9 | Kri | 9 | 12 | 21 | 84 |
| 10 | Mac | 7 | 7 | 14 | 56 |
| 11 | Nen | 9 | 14 | 23 | 92 |
| 12 | Rei | 9 | 15 | 24 | 96 |
| 13 | Ren | 9 | 14 | 23 | 92 |
| 14 | Sar | 8 | 14 | 22 | 88 |
| 15 | Sit | 9 | 14 | 23 | 92 |
| 16 | Ste | 6 | 14 | 20 | 80 |
| 17 | Vic | 6 | 6 | 12 | 48 |
| 18 | Yab | 5 | 8 | 13 | 52 |
| 19 | Yoh | 6 | 14 | 20 | 80 |
| 20 | Yol | 6 | 9 | 15 | 60 |
| 21 | Yus | 8 | 10 | 18 | 72 |
| Total Score | | |  | | 1680 |

*Note: The researcher took the three letters of the students’ name*

Next, the researcher counted the computation of the post-test mean score of the experimental class. From the post-test result of the experimental class above, it can be seen that the highest score is 96 and the lowest score is 48. It indicated that almost the students passed the test and got the higher score than in pre-test, although four students did not get the standard score. After calculating the total score, the researcher computed the mean score of post-test in experimental class. It was 67.2.

After getting the mean score of pre-test and post-test, the researcher continued to count the mean deviation and square deviation to know the significance difference of the students score between pre-test and post-test. The researcher got the deviation of the pre-test and post-test in experimental class which can be seen in the following table:

Table 5. Deviation Score of Pre-Test and Post-Test

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Initials Name | Standard Scores | | Deviation (d) | (d2) |
| Pre-test | Post-test |
| 1 | Ama | 32 | 96 | 64 | 4096 |
| 2 | Ant | 28 | 80 | 52 | 2704 |
| 3 | Arm | 28 | 76 | 48 | 2304 |
| 4 | Del | 28 | 84 | 56 | 3136 |
| 5 | Edw | 16 | 88 | 72 | 5184 |
| 6 | Est | 20 | 80 | 60 | 3600 |
| 7 | Fey | 20 | 92 | 72 | 5184 |
| 8 | Ivi | 16 | 92 | 76 | 5776 |
| 9 | Kri | 32 | 84 | 52 | 2704 |
| 10 | Mac | 28 | 56 | 28 | 784 |
| 11 | Nen | 40 | 92 | 52 | 2704 |
| 12 | Rei | 52 | 96 | 44 | 1936 |
| 13 | Ren | 16 | 92 | 76 | 5776 |
| 14 | Sar | 24 | 88 | 64 | 4096 |
| 15 | Sit | 16 | 92 | 76 | 5776 |
| 16 | Ste | 40 | 80 | 40 | 1600 |
| 17 | Vic | 16 | 48 | 32 | 1024 |
| 18 | Yab | 28 | 52 | 24 | 576 |
| 19 | Yoh | 32 | 80 | 48 | 2304 |
| 20 | Yol | 32 | 60 | 28 | 784 |
| 21 | Yus | 28 | 72 | 44 | 1936 |
| Total Score | | 558 | 1680 | 1108 | 63984 |

*Note: The researcher took the three letters of the students’ name*

The standard deviation of both test was 52.76. Then the researcher calculated the mean square deviation which was 5523.81. Thus, The result of the data analysis showed that the the t-counted value was 40.12 by applying 0.05 level of significance with the degree freedom (df) 21 (N-1 = 21-1= 20). It is found out that the t-counted value (40.12) is greater than t-table value (1.721).

Based on the data analysis above, the researcher concluded that the research hypothesis is accepted and support the research hypothesis that the use of speed reading technique can improve the students reading comprehension of eleventh grade students of SMA S GKST IMANUEL Palu.

**DISCUSSION**

In this research, the researcher focused on the use of speed reading technique to improve students’ literal comprehension. The researcher found out that there was a difference by teaching reading comprehension using speed reading technique. The difference is the students asked by the teacher to find out the main idea of the text and try to retell what they got from reading the text. When the researcher did the preliminary observation, the researcher found out that the students had problems in reading especially understanding an English text; therefore, they were not able to find the main idea of the text. Furthermore, they read the text slowly which made them had limited time to understand the text and had no chance to analyze the question from the text because they only read in every single word. It occurs because the students did the task carelessly. And sometimes the teacher rarely gives related words to the students about the reading text.

At the beginning of the research, the researcher conducted a pre-test in the experimental class which was narrative text where the amount of the words in the text was more than 250 words and the researcher provides multiple choice and essay test from the reading text. The pre-test was given to the students in order to know their prior knowledge about reading. The researcher asked the students to read the text as fast as they can with three minutes length of time. Then, after they have finished read the text with provided time, they have to do the task without looking back at the passage. By looking at the result of the test and data analysis which is presented previously, it is found out that the result of pre-test mean score is 22.32. It indicates that there are no students could pass this test because they did not achieve the standard score at that school which is 75. They did not understand about the text and the task that the students need to answer.

Regarding to the result of pre-test score, the researcher assumes that the students have some difficulties to answer the questions. First, they read the text slowly that makes them take 5-10 minutes for only reading the passage. It happened because they do not accustom to read the text quickly. Second, they got difficulties in finding main idea of the text. The last is they lack of vocabulary and less knowing of it.

To solve the problem, the researcher applied speed reading technique as a technique to teach the students and to improve students reading comprehension. The researcher chooses this technique because speed reading technique is a technique which attempt to increase fast rates of reading. It means, the students have to use their eyes to read faster. When the students can read a text as quick as they can, they will find the important things from reading the text without read entirely and looking back at the text. There are several problems that the students faced when they did this technique such as lack of vocabulary, lack of reading awareness and lack of confident. So, in order to overcome the problem, the researcher provides many words that related to the text and makes the task that suitable with the students’ ability.

After giving the pre-test, the researcher did treatment to the experimental class. The treatment was conduct for eight meetings. At the first meeting, the students did not get a significant improvement in their reading recount text especially to comprehend of the text, because they do not accustom to read the text quickly and they feel strange and confuse. Based on that problem, in the second meeting, the researcher started to discuss what were their problems in teaching reading. The researcher asked some students about their problems in reading. After that the researcher explained the best way to comprehend the text by finding the point of each paragraph that they have been read and write down all of the point to avoid the students forgot about the main point.

In the treatment, the researcher explained what speed reading is to the students and then asked the students to read the text as fast as they can and retell about the text that the students already read. For each meeting, the researcher gave the students different topic based on the syllabus that the English teacher had conducted in the school. It aimed at improving their reading comprehension through speed reading technique.

After the students got the treatment, the researcher gave post-test. The post-test that the researcher delivered to the students is different form than the pre-test but the level of the difficulty is still same with the pre-test. In the post-test, the researcher found that the result of post-test mean score is 67.2, and almost the students get the higher score than in the pre-test, and even there are two students can reach the highest score which is 96 in the contrary there are four students did not reach the standard score. They got the score that less than 75. It makes them did not passed the test.

Moreover, this technique giving big contribution and makes students learn more about how to improve their reading comprehension, especially in literal comprehension which involves the idea and fact that are directly stated in the printed pages. Through this technique the students are able to comprehend the literal comprehension of the text. Not only improve their reading comprehension, but also makes them increase their vocabulary where before they have lack of vocabulary. On the other hand, the technique that the researcher uses is effective and provides significant effect to improve students reading comprehension.

**CONCLUSIONS AND SUGGESTIONS**

Reading comprehension can be improved through speed reading technique. The researcher concludes it from the result of the test which the researcher have already done in his research. The result indicates that the post-test (67.2) which is higher after the researcher gave the treatment to the students than the mean score in pre-test (22.32) before the researcher gave the treatment itself. After the researcher conducted the treatment, it found that almost the students achieve the standard score (75) in post-test. Not only could see from the result, but also could be seen from how the students read the passage. When the students read the passage, we can see that the students are more enjoyable in learning reading and comprehend the text easily after the researcher gave the treatment. In addition, the result of data analysis proved that the t-counted value (40.12) is greater than t-table value (1.721). It showed that speed reading technique can improve students reading comprehension of the eleventh grade students of SMA S GKST IMANUEL Palu.

Based on the conclusion above, the researcher would like to give some suggestions for the teacher, the students and other researcher. First, during the teaching reading in classroom, the teacher should apply an interesting technique that makes the students understand the material given and either enjoys the learning process. One of the techniques that the teacher might be used is speed reading technique. This technique makes the students accustom to read in speed rate and train them to answer question quickly. Second, the researcher expects the students can learn more about reading, because reading is still regarded as a difficult skill especially in reading English text. With this technique, the researcher wants to motivate the students to read English text even the text is very unfamiliar and long. Last, the researcher expect the next writer use this research wisely and honestly as a source or reference for further investigation without taking a shortcut to finish their research. And the researcher also expects this research can help another researcher to find a new method or technique for teaching reading comprehension and to finish their skripsi.

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