

The Influence of Speed-Reading Strategy Trough Student Reading Ability At SMA Swasta Kemala Bhayangkari 2 Rantauprapat

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Abstract

The problem in this research contents is about speed reading strategy though students reading Ability. The objective of this research is to know the students' achievement and difficulties in learning the speed reading. The subject of research is the students SMA Swasta BhayangKari dengan total number of students 30. The object research is to know the influence of speed-reading strategy though the research instrument that had been used is the test. They are pretest and posttest. Based on the result, the result of pretest and post test shown the significant improvement. From the test, the students' scores were obtained and they were score based on a list of criteria in evaluating the studentss writing product in teaching of data collection, reading use teaching and learning process by observation and giving test. A researcher has to observe all events or activities during the research

Key word: speed Reading Strategis, though student, Ability

INTRODUCTION

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills.

Language is used for communication . It operates in a speech community or culture. In addition , it is essentially human, although possibly not limited to human. It is acquired by all people in much the same way, both language in the world. One of them is English. English is an International Language, and it is very important nowadays. It is the language of globalization, international communication, commerce and trade. English is a global language, which is spoken by more people in the world. Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will be easier to get more information and knowledge. Millions of people today want to improve their command of English, and the opportunities to learn it is provided in many different ways such as formal or informal insruction, studying abroad , the media and internet.

According to Ramelan (1992:2-3) stated that “ English as an International language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fieldd, for example : in tourism, business,science and technology, etc. Condering the importance of English, people from various non-English speaking countries including Indonesian learn English.

Having proficiency in English, people will be able to face this over changing world easily. So, it is not suprising if the number of people who are interested in learning English is getting increased from time to time. In Indonesian, English is taught as compulsory subject in Junior high School and Senior high school and Universities or institutes for several terms.

Communication is a social event that can occur anywhere without knowing the place and time (Darwanto, 2007:1) Language as the tools of communication has an important role to reveral an intention of someone else. People will be able to express their thought and feeling through communication.

English teacher should be able to motivate the learners in learning this foreign language. Hummer (1993:3) states motivation means a kind of drive that encourages somebody to pursue a

course action. It should be done by every English teacher in order that the students are interested to learn this language. English teacher must be able to manage the teaching by using certain method in teaching – learning process, so that the students will like it without boring and despair.

Mastering a language means practicing the four skills of English very well. For example; someone wants to explain how and why the rain happens. The problem is how she gets the knowledge, or how she attains the understanding. The answer is, of course, through reading and listening.

“Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business of “making sense of the world” (Eskey, 1996)”.

They involve four skills (KBK Bahasa Inggris, 2004:7). The following are the curriculum objectives for the first year of senior high school:

a. Listening

This skill is not taught separately but implied in reading and speaking.

b. Speaking

This skill is basically an ability to use simple oral English to communicate.

c. Reading

The teacher trains the students to read and comprehend various types of reading material. While reading, they will also learn new vocabulary items and structure.

d. Writing

The teacher trains the students to write sentences, paragraphs, and simple short stories.

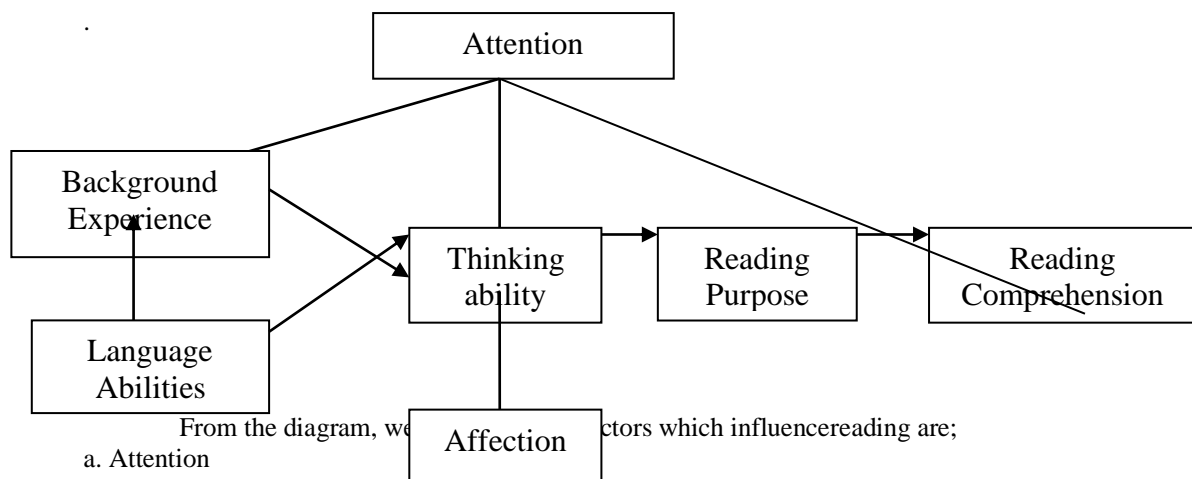
In this final project, the writer discusses students’ The influence of speed reading strategy through student reading ability at SMA Swasta Kemala Bhayangkari 2 Rantauprapat. Reading something should be easy to understand and enjoyed.

Therefore, through speed reading, the researcher would like to find out the students’ learning problems, to know the students’ achievement and difficulties in learning the speed reading. Based on the background above, the writer chooses this title because speed reading is very important in English especially in reading ability.

Theoretical Framework

Reading Process

In the process of reading, there are some factors which influence reading comprehension. A diagram drawn below is used to show how these factors influence reading comprehension. A diagram drawn below is used to show how these factors influence reading.



Attention is an activity whereas the reader tries to pay attention on what the reader is reading.

b. Background Experience

In the writer opinions, reading is actually the activity of relating something we don't know to something we have already known. Therefore, the previous experience of the reader is very important in anticipating the author's message. Heilman says that previous language experience is probably most important as it relates to the specific task called reading (Heilman, 1991: 50).

This idea is confirmed by Harris who says that the ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts and his knowledge of how language works (Harris, 1996:32). So, good readers must have the ability to relate the text to their own background knowledge efficiently.

Take for example, a child who often experiences to go to the zoo and observes the animals there will have better comprehension when they come to reading a passage about zoo compared to those who have never done such a thing. Comprehension, then is personal. The achievement won't be the same for all the students although they are taught in the same class, by the same teacher, using the same material and techniques.

c. Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. When a child learns to read, at the same time he learns a language. If his knowledge about the language is good, it is assumed that his reading will be good too. The language abilities of a student in using a language. It includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

d. Thinking Abilities

Thinking ability refers to the students' ability to link their new experience with their previous experience. Burn says, reading is a thinking process (Burn, 1994: 10).

Readers should think in the act of recognizing words. Teachers in class can develop the students' ability in thinking by giving them appropriate questions to comprehend. The question should be good enough so that the students are not asked to quote parts of the passage only but they must be concerned with the main ideas and understand the purpose of the author.

e. Reading purposes

Grellet (1991) mentions two main purposes for reading comprehension are:

- (i) Reading for pleasure
- (ii) Reading for information (in order to find out something or in order to do something with the information obtained).

It is important to judge the purpose of reading because it will influence us in choosing the technique. Kustaryo, in his book, *Reading Technique for College students*, says reading techniques play an important role in understanding reading materials' (Kustaryo, 1998: 3).

Speed Reading is Seeing

First and foremost, speed reading is seeing; the first step in reading anything is seeing the words. But how do you see words on the page when you read? Prior to 1920 or so, researchers and educators believed that people read one word at a time. To read, they thought, you moved your eyes left to right across the page, taking in one word after the other. Under this theory, fast readers were people who could identify and recognize the words faster.

However, all but beginning readers have the ability to see and read more than one word at a time. As you move your eyes left to right across the page, you jump ahead in fits and starts, taking in anywhere between one and five words at a time in quick glances.

1. You read several words in a single glance.

Unless you're encountering words you don't know or haven't read before, you don't read words one at a time.

2. You expand your vision so that you can read and understand many words in a single glance.

A very good speed reader can read, see, and process 10 to 14 words in a single eye fixation.

3. You expand your vision to read vertically as well as horizontally on the page.

As well as taking in more than one word on a line of text, speed readers can also, in a single glance, read and understand words on two or three different lines. Check out Chapter 6 for more on expanding your reading vision, and head to Chapter 15 for some exercises that help you do just that.

Speed Reading Technique

Skimming

Skimming allows you to quickly recover enough information from the material to determine if it is of interest to you. It also helps you eliminate those areas of the text that are not very relevant to the information that you are interested in. You can then go back and re-read the sections that are of relevance. By learning how to skim across a page you will greatly improve upon vocalization since there is simply not enough time for you to pronounce the words as you skim across them. Also, by helping to eliminate the filler and irrelevant material it helps to increase your overall reading speed very significantly.

Skimming: This is reading a text or a passage quickly to get a general idea. Learners do not need to read every word when skimming, so teachers set this as a timed task and to encourage speed. It can be through looking at the title, introduction, and any diagram and sub-titles. Skimming is useful in three different situations. In the pre-reading, reviewing and in the reading process. Different literary methodologists agreed about steps which can be followed in skimming.

- 1) Read the title
- 2) Read the introduction or the first paragraph
- 3) Read the first sentence of every other paragraph
- 4) Read any headings and sub-headings
- 5) Notice any pictures, charts, or graphs
- 6) Notice any italicized or bold face word or phrases
- 7) Read the summary or last paragraph.

Maxwell (1999:140) defines skimming as getting the main idea or gist of a selection quickly in a written text where the students develop powers of inference through systematic practice which encourages them to anticipate the content of a text.

Similarly (Allen, 1997:120) points out that the skimming technique is a useful tool to help students extract from the text key words that permit them to infer the general sense of a text, which lets them interpret a text faster and advance in the reading process.

Skimming is a useful skill to be applied in reading (Nuttal.Christine, 1992:34). William says that skimming is the ability to read a text quickly in order to find the general idea or the gist of the text (William, 1996:45). One reading type, by exploring the reading text quickly; in order the reader can take the main ideas.

A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences.

There are many reasons of skimming reading:

- (i) To find a piece of special information in the paragraph, quotation or reference.
- (ii) To take the main idea and the important items from the text quickly.
- (iii) To make the usage of time exactly, because the reader is very busy and has no time.

By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

Scanning

Scanning is the ability to read a text quickly in order to find specific information (William, 1996:45). Scanning means a technique of looking in a careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning.

In other words, the writer can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc

According to Maxwell (1990:45) scanning, which is defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most developmental reading courses.

Scanning is reading quickly to search for specific information. You may not realise it, but you are already good at scanning. You scan, for example, when checking a TV guide or a phone book. Scanning may allow you to 'read' up to 1,500 words a minute.

One reason to scan an academic text that you have found while researching is to locate key terms as a means to assess the text's relevance.

THE RESEARCH METHOD

The research will be conducted to the second year students at SMA Swasta Kemala Bhayangkari Rantauprapat in Academic year 2016/2017, which located on Jl. Cik Ditiro Rantauprapat. This place is chosen because near with the researcher's house and make the researchers easier to carry on the research, also it does not need much time and finance. The research will be conducted from September s/d Nopember. 2019 Sax (1999:80) states: 'A Population refreshes to the aggregate of all interest to the research " it means that the population is the total number or object that should be observed in research."

Population is the total number of units of a quantity (amount) and the specific characteristics established by researchers to be learned and conclusions drawn. In this study, the population was students in the class XISMA Swasta Kemala Bhayangkari-2 Rantauprapat which consist of class XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4, XI IPA 1, XI IPA 2, XI IPA 3 Total 350 people. Arikunto (2006:107) stated : "If the population is too large, the sample can be taken out between 10% - 15% or 20% - 25% or it depends on the researchers ability based on the time available, energy, expense and finance he can afford; the scope of the researcher area and the risk the research must forfeit."

In the research the researcher will take one class is XI grade and consist of 30 students.

Data Collecting

In teaching of data collection, reading use teaching and learning process by observation and giving test. A researcher has to observe all events or activities during the research. Research observes the situation in class during lesson, response, and attitude of students when they are given explanation and doing task.

According to Marshall (1995) Evaluation as cited by Sugiono (2012:310) through observation, the researcher learns about behavior and the meaning attached to those behavior. Then the test is used to find out what the problem in student in learning English. The text instrument using to measure ability and achievement the researcher gave the same kind of test for both the experimental group and the control group. the research instrument used by the researcher in collection data are

1. Pre test

The researcher did pre test when the teacher for the first time entered the class. It aimed to know the students ability in material of reading which given to the experiment group and control group, this test is given before experiment was run.

2. Post test

Post test as given to the experimental group and control group. The test was given in order to know the effectiveness of teaching english text using Speed reading Strategy .the post test was given to the experiment group and control group after receive treatment.

RESEARCH RESULT AND DISCUSSION

The final step in the process of curriculum development is evaluation. Evaluation is a systematic process intended to collect the information of the students' achievement. Giving the test, the evaluation wants to know. It will determine how far the students' have developed their potential ability in reaching the teaching and learning activity.

Another important feature of evaluation is that it may show the strength or weakness of students' skill in mastering one subject. In order to know the skill of the second grade of students' at SMA SWASTA KEMALA BHAYANGKARI-2 RANTAUPRAPAT, the writer held pre-test. It was held at the first meeting before the teaching learning.

The final post-test was given at the last meeting in order for the students to be successful in the post-test, the writer reminded them about the criteria that would be scored. Knowing the criteria of the test was important to the students, so that they would prepare themselves more seriously and would know what that should do in the test. From the test, the students' scores were obtained and they were score based on a list of criteria in evaluating the students' writing product can be seen in the following table.

Conclusion

Based on the explanation of the obtained data in the field research and the description in the previous chapter, the writer would like to draw some conclusions as follows :

1. Students' achievement in reading ability before applying speed reading strategy is failed. The students' mean score of pre-test 40 which is categorized as failed and bad.
2. Students' achievement in reading ability after applying speed reading strategy is good. It is shown by the students' score in post-test is better than pre-test. The students' mean 70 which is categorized as average good and enough.

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