

**THE CORRELATION BETWEEN STUDENTS' READING SPEED AND
READING COMPREHENSION OF 3RD SEMESTER STUDENTS OF
ENGLISH DEPARTMENT OF STAIN GAJAH PUTIH TAKENONG**

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Abstrak

Artikel ini bertujuan untuk mengetahui apakah ada hubungan antara kecepatan membaca siswa dan pemahaman bacaan siswa. Pendekatan penelitian bersifat kuantitatif, dimana penulis menggunakan SPSS untuk menghitung kecepatan membaca siswa dan jumlah jawaban yang benar yang telah mereka jawab. Peserta penelitian adalah 33 mahasiswa semester tiga Jurusan Bahasa Inggris di STAIN Gajah Putih Takengon. Instrumen penelitian adalah tes baca, dimana siswa membaca teks dengan cepat dan peneliti menghitung waktu menggunakan stopwatch, selanjutnya siswa menjawab pertanyaan berdasarkan teks. Sebagai hasil penelitian, penulis menemukan bahwa ada hubungan antara kecepatan membaca dan pemahaman bacaan siswa dimana nilai korelasi Pearson menunjukkan 0,000 atau lebih rendah dari 0,05.

Key words: *Reading Speed* and *Reading Comprehension*.

1. Introduction

Reading is one of skill that must be mastered by the learner in English. By reading, learners could dig and get some information from the reading passage. As Grabe stated "Reading is the process of receiving and interpreting information encoded in language form via the medium print".¹ It means reading is one of the processes to get the information from the printed medium. There are some ways in reading such as reading aloud and reading speed. Speed reading is any of several techniques used to improve one's ability to read quickly. Traditionally, most of

¹William Grabe and Frederica L Stoller, *Teaching and Researching Reading*, (England: Pearson Education, 2000), p. 14.

people tend to read about 200-400 words per minute but speed readers claims to hit around 1000-1700 words per minutes. There are three methods in speed reading they are: Skimming, Scanning and Meta Guiding². Skimming is a process of speed reading that involves visual searching the sentences of a page for clues to meaning. Scanning is the process where one actively looks for information using a mind map (organizing information in a visually hierarchical manner that showcases the interrelatedness of the information for better retrievability). Meta guiding is the visual guiding of the eye using a finger or pointer, such as a pen, in order for the eye to move faster along the length of a passage of text. Talking about speed reading means talking about practice, it tends to reading processes: preview, overview, read, review and recite. A good reading process will lead a good comprehension.

But some experts claim that speed reading avoids comprehension, as Rayner points “You can practice going faster and you probably will, but when you start going too fast you will start losing comprehension. Most speed reading methods involve getting rid of sub-vocalization. Research shows that when you do that and text is difficult, comprehension goes to pieces”³. From his statement, we can conclude that how speed we read will not give influence in our comprehension, moreover if the text is a difficult text.

In contrast, Arvin Vohra, in “Introduction to speed reading and rapid Analytical Reading” claims that grammar based speed reading can lead to

²www.wikipedia.com. accessed on April, 02, 2017, 04.00 am.

³Keith Rayner in “*The Truth about Speed Reading*” by Thorin Klosowski, www.lifehacker.com, accessed on April, 02, 2017, 04.30 am.

simultaneous increase in speed and comprehension⁴. He claims that reading by paying attention the grammatical problem such as clause by clause or phrase by phrase can cause a similar increase in speed and comprehension. It is argued by Buzan, “This speed reading course will help you to read more quickly. It is also help you to understand better. Reading without comprehension is useless.”⁵ It can be assumed that when someone has speed in reading, it will be successive with reading comprehension.

To prove these two arguments, the writer conducted a research to find out whether any correlation between students speed reading with their comprehension. The writer wanted to know whether students of non-native English have a good comprehension in a good speed reading.

a. Reading Speed

Speed reading is seeing, decoding, silent reading, comprehending the words and concentrating. When people read with right speed, their comprehension usually reduce, therefore when people speed their reading they have to know when to slow down and speed up reading. It means that reading speed is also the ability of the reader to manage their skill in reading, because they have to know when to fast and slow down their reading. Konstant stated that speed reading is not reading words faster than what you did before. It is about being able to read at a speed appropriate for the material you are reading. It means that speed reading can be flexible depends on the material that you are reading. Mcnamara stated in his journal that speed reading does not allow thereader to adequately understand the reading materials. A distinction should

⁴Arvin Vohra, ‘*Introduction to Speed Reading and rapid Analytical Reading*’ (2013) www.wikipedia.com. accessed on April, 02, 2017, 04.00 am.

⁵Tony Buzan., *The Speed Reading Book*. London: BBC Worldwide Limited. 2003

be made between speed-reading, which assumes that normal comprehension is maintained, and scanning and skimming which accept a considerable decline of comprehension. In the other hand, Wainwright stated that speed reading is reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically. Based on that statement, there are some techniques that must be practiced while trying to rapid reading text.

Same with Wainwright, Buzan also stated in his book that speed reading is utterly pointless if you do not understand or cannot remember what you read. All speed-reading methods recognize that and use so-called comprehension test to check that you actually have understood and retrain what you have read, to make certain that your comprehension keeps pace with your growing speed. It means that what we call “speed reading” is not only speed but also require comprehension. Speed reading without comprehension is utterly pointless. Based on the explanation above the writer concludes that speed reading is a method of reading rapidly at a significant speed by assimilating several words or phrases at a glance by using reading techniques.

b. Reading Comprehension

Reading comprehension based on Golden Wainwright, “The complex process which takes part of useful of good and poor ability”.⁶ In other word, reading comprehension is the ability of the reader to understand the text and comprehend the implicit and explicit meaning of the text. In addition, Jeremy Harmer states “Reading comprehension is not stopping for every word, not

⁶Golden Wainwright, *Speed Reading Better Recalling*, (Jakarta: PT. Gramedia, 2007), p. 42.

analyzing everything that the reader or speaker includes in the text”.⁷ It means that readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details.

Next, as had been explained above, reading is one of the important skills in learning language besides listening, writing, and speaking. “The main goal of reading is comprehension”.⁸ It means people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Then, to get comprehension a reader have a wide range capacities and abilities, the reader can extract and construct a meaning from a text and the reading activities have to related each other. Finally, as students know that reading comprehension is very important, cause comprehension is the process by which a person understanding the meaning of the written or spoken language. In conclusion, reading comprehension is the ability of the reader to understand of the text and comprehend the meaning of the text.

From the explanation above, the researcher concludes that in considering the reader, students include all the capacities, abilities, knowledge, and experiences that a person bring to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, students include the purposes, the processes, and consequences associated with the act of reading.

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2003), p. 202.

⁸David Nunan, *Op. Cit.*, p. 68.

2. Method

The approach of the study is quantitative research, where the result of the research will be calculated by using SPSS. This study is aimed to see the correlation between students' speed reading with their comprehension in reading a text. This study was conducted in STAIN Gajah Putih Takengon. Students of 3rd semester of English Education Department were the subject of the study. There is only one class which consists of 33 students. The data were collected on Wednesday, September 21, 2016.

Reading test is used as the instrument of collecting data. The writer asked the students to read as quickly as they can and the writer counted the time by using stopwatch. After finishing their reading, every student said 'finished' and the writer said the time. Next, the students were asked to answer 10 questions based on text they have read. In answering the questions, the students were not permitted to refer to passage they have read. They also were not permitted to open the dictionary.

To test the validity of the instrument, the writer used content validity where the writer asked the experts to analyze whether the instrument was proper or not. Hartoyo stated, Content Validity means in testing the content should use format familiar to the students. The content should fit to the students' level such elementary school students got the lower level of difficulty than junior high school students'. The writer used inter-rater reliability to test the reliability of the instrument and to recheck the data collection's results.

Descriptive quantitative is the technique used in analyzing the data. Instrument of the test is a reading passage, the title of the text is "How to Write a Resume" by Jerrold G. Simon. There are two steps in this study, they are: data

collection and data analyzing. To collect the data, the writer asked the students to read the text quickly. While the students were reading the text, the writer counted the time by using stop watch. Each student would say “finished”, and the writer said the time. After that, the students were asked to answer 10 questions related to the text. After collecting data, then the writer analyzed it, students’ time in reading speed and the number of correct answers is calculated by using SPSS. It is done to see whether there is a correlation between students’ reading speed and their comprehension.

3. Findings and Discussion

After testing the students’ reading speed and calculating the correct answer they have chosen, the writer classify their speed in reading and their correct answer into a table as shown below:

Table 1:

The calculation of students’ Speed Reading and Correct Answer

No.	Students’ Initial	Speed Reading (Minute)	Correct Answer
1	ABR	8	5
2	AHM	9	4
3	AR	5	9
4	DR	7	7
5	FL	6	7
6	FT	7	5
7	GT	8	7
8	HB	9	5
9	HF	8	5
10	HY	9	5
11	HR	6	8

12	IFS	7	7
13	IS	6	5
14	IR	7	6
15	IT	7	5
16	LS	6	8
17	MT	8	5
18	ML	8	6
19	MN	7	5
20	NS	6	7
21	NV	8	5
22	PFL	6	8
23	RW	7	6
24	RD	8	5
25	RJT	7	5
26	SJ	9	4
27	SW	8	5
28	SN	8	6
29	SM	7	5
30	SF	6	7
31	UB	7	6
32	WS	8	5
33	ZZ	8	4

From the table above, it can be seen that the range of the speed is between 5 to 9 minutes and the correct answer is between 4-9 numbers. The faster time to read is 5 Minutes and the longest is 9 minutes. The higher score is 9 and the lowest score is 4. To see the range of reading speed and correct answer, the writer has calculated them in a table as shown below:

Table 2

The range of Reading Speed

No.	Reading Speed	Number of Students
1	5	1
2	6	7
3	7	10
4	8	11
5	9	4
Total Number		33

There is only 1 student who read fastest, 5 minutes. There are 7 students read the text in 6 minutes. About 10 students have the reading speed 7 minutes. A lot of students have 8 minutes in reading speed and 4 students got the longest, 9 minutes speed.

Table 3

The range of Correct Answer

No.	Number of Correct Answer	Number of Students
1	4	3
2	5	15
3	6	5
4	7	6
5	8	3
6	9	1
Total Number		33

The table shows that almost a half of students got 5 score in answering the questions. There are 6 students got 7, 5 students got 6, 3 students got 4 and there is only one students got 9.

After having the students score, the next step is analyzing it into SPSS in order to know the whether there is correlation between students' reading speed and

their score in answering the question. The result of the SPSS can be shown as follow:

Table 4

The Correlation Between Students' Reading Speed And Reading Comprehension

Correlations

		Reading speed	Reading compre.
Reading speed	Pearson Correlation	1	-.748**
	Sig. (2-tailed)		.000
	N	33	33
Reading compre.	Pearson Correlation	-.748**	1
	Sig. (2-tailed)	.000	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

The table above describe about the correlation between students' reading speed and students' reading comprehension. It can be seen that the score of the significance between reading speed and reading comprehension is $0,000 < 0,05$. It means that there is a significant correlation between students reading speed and students' reading comprehension. Another way to see the correlation is from the stars' symbol in the output. From the output, it can be seen that the score of Pearson Correlation which is related between each variable has stars' symbol, it means there a significant correlation between two variables.

4. Conclusion

After calculating the students' score in SPSS, it can be found that there is a significant correlation between students' reading speed and students' reading comprehension where the score of Pearson Correlation shows 0,000 or lower than 0,05. It can be concluded that, this result has answered the question "Is there any correlation between students' reading speed and reading comprehension?". It is also argued Vohra and Buzan statements which claimed that Reading Speed will help someone in comprehending the reading text.

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