

## THE USE OF SPEED READING TO BOOST READING COMPREHENSION FOR FIRST GRADE STUDENTS AT SMA MUHAMMADIYAH RAPPANG

In this study, first grade students at SMA Muhammadiyah Rappang used speed reading to improve their reading comprehension. A writer and an observer participated in this research together with 40 other students in class X-1. A CAR (classroom action research) was used to carry out the study. The results suggested that improving the pupils' reading abilities might be accomplished by using speed reading techniques. The use of speed reading techniques could be successful if they were backed up by the teacher's capacity to arrange learning in the classroom by incorporating exercises proportionately in the teaching process. By providing adequate infrastructure and study facilities, a conducive learning environment was maintained. The pupils' enthusiastic responses and active engagement in each learning activity demonstrated the effectiveness of the speed reading technique.

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## A. INTRODUCTION

This research This study looked at how SMA Muhammadiyah Rappang's first-graders used speed reading to improve their reading comprehension. The foundation of human communication is language, which serves as the background for this study. Language can be used to convey thoughts, sentiments, suggestions, and emotions. Language is another tool used to communicate with others. The use of English in various societies has increased. It supports the government's decision to make English the primary foreign language in Indonesia that all students are required to acquire. English is crucial for absorbing and advancing science and technology. In the age of globalization, English is becoming the primary language of communication. The four English language proficiency standards for academic fields are reading, listening, writing, and speaking. Each talent must be integrated; it cannot be separated. The pupils should learn every ability, including reading comprehension, which is regarded as crucial, to establish

a good learning environment. It is true that reading comprehension is a key component of scholastic success. Reading is regarded as a language-learning tool. This implies that reading is a key component in every element of learning. In this situation, the capacity to learn knowledge through reading is seen as a learning process to develop superior abilities. Today's reading instruction focuses solely on a student's aptitude for reading without considering efficacy or efficiency. Reading is a necessary skill for fully understanding the messages in various texts. Reading often will broaden your perspective when faced with a challenge.

One of the kids' most despised subjects was English. They are less able to read and comprehend what they are reading, which causes them to fear learning English. According to the teacher's interview, just a few of the 40 kids. There are 15 students who can read a book with good and correct comprehension; the remainder are more passive and mute. The use of diverse learning approaches attempts to develop

an enjoyable learning environment and produce positive outcomes. Speed reading is a teaching method that emphasizes speed while using silent eye movements. The goal of speed reading is to obtain information quickly and accurately. When reading at an extremely fast rate known as speed reading, sentences and paragraphs are typically read rather than words.

Speed reading has the advantage of helping you quickly identify and comprehend the most important information (Noer, 2012:20). Therefore, teaching reading to pupils using the speed reading technique would aid them in understanding the subject of the book they are reading, learning what other people think, getting something vital, and saving time reading.

The research was carried out using a Class Action Research (CAR), which was done to identify and address issues. Action taken to address current issues is a sign of classroom action research. The goal of this study was to ascertain the outcomes of student learning during the teaching process for class X-1 utilizing the speed reading approach. The exam

results, questionnaire, observation, and student participation in class can all be used to assess whether or not learning has taken place successfully. The study was conducted in SMA Muhammadiyah Rappang's X-1 class. Jl. Rappangis where it is situated. There are 40 pupils, 15 of whom are men and 25 of whom are women. The English instructor and the X-1 pupils of SMA Muhammadiyah Rappang are the topic of this study. Because the teacher continues to employ ineffective teaching strategies, reading comprehension in this class is low. Therefore, there is just one-way interaction in the class.

Beginning with reflection and analysis of student learning outcomes, the planning stage moves on to problem identification, analysis, and alternate solution finding. After the desired outcome, the subsequent actions were taken: 1. Planning improvement with a focus on corrective planning. It is anticipated to address the issue of learning in order to improve the effectiveness of the process and the results of student learning. 2. Creating assignments for the students that require

them to address their learning objectives

The observation check list, which was used to set up the data collecting tool, was used to observe the activities taking place during the instructional process. 4. Establishing success or enhancing achievement criteria. In this study, repair can be permitted if 85% of students achieve a minimum score of 75 on the test.

During the implementation phase, the lesson plan will be carried out as follows: 1. The teacher outlined the fast reading technique and emphasized the key rules that both the teacher and the students must follow. 2. The teacher assigned the pupils some speed reading exercises and talked to them about their challenges. 3. To assess the pupils' reading comprehension, the teacher gave them an exercise sheet. 4. The instructor determined that the information had been learned.

The next step is observation. observation carried performed to understand the teaching process utilizing the fast reading method. In the reflecting stage, reflection is done with a colleague to carry out tasks based on

the outcomes of each cycle. The outcome of the reflection was then used as the cornerstone for initiatives to enhance learning in the following cycle. On the basis of the information gathered during the educational process, reflection took place.

The learning tool, learning exam, observation check list, and student response questionnaire are the research's instruments. A combination of mechanical testing, questionnaires, and observational methods were utilized to acquire the data. The quantitative descriptive data analysis method used in this study describes the outcome based on data collected to establish success criteria.

### **Observation and Discussion**

According to the results of this study, 17 students (42,5%) used speed reading to actively participate in class during the first cycle. The number of passive readers, however, reveals 23 students (57,5%). The information gained leads to the conclusion that there are more passive readers than active

readers. No student received a "Excellent" score on the speed reading test, while one received a "Very Good" score (2,5%), seven received a "Good" score (17,5%), and fifteen received a "Good" score.

12 pupils receive the grade "Poor" (30%), while 5 students receive the grade "Very Poor" (12%). "Fair" (37,5%). None of the students received a score of "Excellent" on the reading comprehension test, while one student received a score of "Very Good" (2,5%), 12 students received a score of "Good" (30%), 10 students received a score of "Fair" (25%), 10 students received a score of "Poor" (25%), and 7 students received a score of "Very Poor" (17%).

Based on the aforementioned information, it can be concluded that the application of speed reading in the first cycle was unsuccessful because 17 pupils did not meet the KKM (minimum completion requirement). It is a concern, and finding a solution is necessary to raise the standard of instruction.

This failure, in the observer's opinion, results from learning media

that have not been ideal, effective, and efficient. According to the observer, the usage of media throughout the learning phase is crucial. The students should be given a special strengthening substance at this point. However, the observer also noted that because they are unfamiliar with fast reading techniques and the teacher's attention span, student behavior in class tends to be disorganized.

The fundamentals of action are observations and recommendations from the observer. In this instance, it was determined to enhance the plan in the following cycle. It was anticipated that creating an improvement plan for the second cycle would improve student learning outcomes.

The pupils had the chance to practice reading exercises utilizing the speed reading method throughout the implementation phase. To learn effectively, the students should read a few texts in a short amount of time. After that, analysis was conducted to determine the cycle's success. The data analysis revealed a remarkable improvement, with 37 pupils (92,5%)

able to reach KKM and only 3 students (7,5%) still unable to do so. From these findings, it can be inferred that speed reading techniques could help the student who was having trouble reading and comprehending the content. It is clear that using a speed reading strategy could encourage pupils to actively participate in class. This demonstrates that the second cycle of the class action study was concluded after the application of fast reading was met with good feedback from the students.

According to data analysis and assessment results from the first cycle, as many as 17 pupils (42,5%) actively participate in learning after receiving instruction. While 23 students (57%) or the majority of students are passive. The students' scores didn't yield any noteworthy results. No student receives a score of "Excellent" on the speed reading test, while 1 student receives a score of "Very Good" (2,5%), 7 students receive a score of "Good" (17,5%), 15 students receive a score of "Fair" (37,5%), 12 students receive a score of "Poor" (30%), and 5 students receive a score of "Very Poor" (12,5%). In other

words, the use of speed reading was deemed unsuccessful in the first cycle since 17 pupils were unable to reach KKM, but it was successful in the second cycle.

The teacher began to make some repairs to the first cycle's flaws in the second cycle. The first cycle's shortcomings included fewer relevant learning materials, students who were unfamiliar with the speed reading method, and a teacher who didn't pay as much attention to the time constraints for each phase. It is necessary for second cycle improvement. The instructor then used Power Point to fix it. The pupils appeared enthusiastic and engaged during the teaching process.

The usage of speed reading was deemed successful based on the data analysis and assessment procedure in the second cycle because just 3 pupils failed to meet KKM. None of the students receive a score of "Excellent" on the speed reading test, while 1 student receives a score of "Very Good" (2,5%), 8 students receive a score of "Good" (20%), 28 students receive a score of "Fair" (70%), 3 students receive

a score of "Poor" (7,5%), and none of the students receive a score of "Very Poor". None of the students receive a score of "Excellent" on the reading comprehension test, but 4 students receive a score of "Very Good" (10%), 18 students receive a score of "Good" (45%), 18 students receive a score of "Fair" (45%), and none of the students receive a score of "Poor" and "Very Poor".

The table below shows how learning activity improved during the first and second cycles.

The application of speed reading grew significantly in the second cycle, as can be seen from the data above, but that outcome did not feel satisfactory. The table below shows how test results have improved over each cycle.

The aforementioned statistics allow it to be determined that the research's objective has been accomplished. In other words, using speed reading techniques can help pupils read more quickly and understand the information they are reading. Additionally, speed reading might boost pupils' participation in class

activities.

### **Conclusion**

For the pupils at SMA Muhammadiyah Rappang class X-1, speed reading helps improve reading comprehension. Evaluation tests can be used to demonstrate this, with the class average rising from 68,6 in the first cycle to 78,4 in the second. Because 17 children were unable to reach KKM in the first cycle, the application of speed reading was deemed unsuccessful. This has improved in the second cycle. Using Power Point, the teacher fixed it. The pupils appeared enthusiastic and engaged during the teaching process.

The usage of speed reading was deemed successful based on the data analysis and assessment procedure in the second cycle because only 3 pupils were unable to meet KKM. Additionally, speed reading can increase student engagement in the learning process.

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