Exploring Reading Comprehension and Speed: A Study of SMAN 1 Mojo Students

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Abstract

The problem being analyzed during this research is dissimilarity in the effective reading ability between one student and others and the factors that affect the effective reading speed. The method used was a case study method combined with a quantitative methodology. Twenty-seven students were involved as the research subjects. The data were obtained from observation text entitled "D'topeng Museum Angkut" read by the students. The process of calculating reading time was calculated independently by the students using a stopwatch. The results showed that (1) the average reading speed of the students was in the moderate or sufficient speed category; (2) the reading speed per student was in the adequate category (250 – 350 wpm). Even three students were in the effective category (above 350 wpm); and (3) concentration was one of the factors that influenced the effective reading speed. It can be concluded that in the analysis of the effective reading speed in class XI IPS 1 at SMAN 1 MOJO, the students had a moderate or adequate reading speed.

INTRODUCTION

Communication is one of the means of language learning. Learning a language is very important to improve language skills that must be honed in children since starting to attend school or earlier (Amalia, 2019). Reading is one of the most important activities. By reading, we can improve our thinking skills as well as add insight we have. In the world of education, reading is an important factor to acquire knowledge. In addition, the reading ability and willingness greatly affect the students' study results.

The student learning is very closely related to reading activities. Reading is an activity carried out to obtain information from written materials. Tarigan suggested that reading is a process that is carried out and used by readers to get messages that the writer wants to convey through the medium of words/written language (Tarigan, 1987). Reading has many techniques, some of which are speed reading. Speed reading is a reading activity that focuses on the speed of understanding the contents of the reading quickly and accurately in a relatively short time.

Reading occupies an important aspect of improving language skills. Tarigan stated that reading is a process that is carried out and used by readers to get messages that the writer wants to convey through the medium of words or written language (Amalia, 2017). Reading is a complex activity process, from introducing symbols to interpreting symbols into the language of expression. As a result, these symbols have meaning or value if the person is able to understand these symbols (Anggraeni & Alpian, 2020).

The low reading interest of the Indonesian people has been a long-standing problem. This is, of course, still related to the low literacy rate in the country. In fact, books and reading are very important things to improve the quality and quantity of a nation, even one of the characteristics of modern society is a nation with a high interest in reading. However, lately, the reading interest of the Indonesian people has shown worrying results (Amalia, 2017). In 2022 Indonesia included in the bottom 10 countries with a low literacy rate, ranked 62nd out of 70 countries. In fact, UNESCO stated that the reading interest of the Indonesian people was only 0.001%, meaning that out of 1,000 Indonesians, only one person liked to read (Pertiwi & Wati, 2022).

However, in today's modern era, the desire to read is something that is rarely found. According to Prasetyono, students' low interest in reading is caused by several factors, such as internal factors and external factors (Prasetyono, 2008). Internal factors are factors that exist within the student. Internal factors include

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

30

nature, habits, and self-expression. In addition, external factors come from outside the student, such as environmental factors, both from the family and school environment. This can affect students' ability to read and understand the material. As educators in schools, some teachers often ask questions related to anticipating language development by increasing students' interest in reading and reading comprehension skills (Rachmawati & Madya, 2014; Ramadhani, 2021).

In order to save time, students unknowingly often read quickly. Of course, speed reading is not easy. You have to do a lot of practice. Because speed reading not only uses the eyes but also involves the mind so that it can draw conclusions, messages, content, or meaning from the discourse that has been read (Pamuji, 2017). The purpose of speed reading is, of course, to understand the essence of the reading or find the main idea of a discourse, not to remember the details in detail.

The principle of speed reading can be done in a zig-zag or vertical manner with the principle of going hard. Additionally, speed reading is only concerned with keywords and is done by jumping words and explanatory ideas. The steps to be able to do the speed-reading technique correctly are; first, the reader must move his eyes quickly across the page; second, the reader must prepare to filter out certain important information; and the third step is skipping over unimportant reading parts. These unimportant parts include parts that do not provide information, already known parts, and parts of the sentence that have no effect if omitted (Inawati & Sanjaya, 2018; Purwaningsih, 2020).

In speed reading, we can analyze students' effective reading speed. Effective reading speed can be understood as a reading activity combining eye movements and understanding the discourse one reads. In addition to reading at the right speed, understanding the contents of the reading is equally important. It is because speed and understanding are a measure of a person's reading ability (Amalia, 2019). There are different levels of human reading speed. For example, a high school student must have a reading speed of over 250 wpm (words per minute). So, if a high school student's reading speed is only 150 wpm, it means he needs to increase his reading ability to a minimum of 250 wpm. Factors that influence the effective speed of reading can be caused by a background in a reading experience that is not yet honed, language skills that are still lacking, thinking skills, reading goals, and are influenced by various affections such as motivation, attitudes, interests, beliefs, and feelings.

Research on effective reading speed needs to be done so that teachers can determine whether students' reading speed needs to be increased. Besides that,

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

31

it is also to find out students' ability according to effective reading speed standards, and there is no difference between one student and another student. Through this research, it is also expected to obtain information about the factors that influence Effective Reading Speed. Based on this, it was necessary for researchers to carry out an analysis of the student's reading speed in class IX IPS 1 at SMAN 1 Mojo effectively. The effective speed of reading is very important for everyone, especially for students who carry out daily reading activities to be able to understand the material. Therefore, this research is conducted to hone students' reading skills as well as to obtain valid data to determine the level of reading ability of the nation's next generation.

METHOD

This study used a quantitative method approach. In this study, the authors used the type of data in the form of numeric data or numbers. This method was used to compare the effective reading skills of the students at SMAN 1 Mojo. The research location was Tambangan Street, Number 16, Besi, Mlati, Mojo District, Kediri Regency, East Java.

The population was limited to 27 students of class XI IPS 1 at SMAN 1 Mojo, consisting of 19 female students and 8 male students. The sampling technique was taken as a whole and determined the average reading level obtained.

The data collection technique used in this study was a literature study and a closed questionnaire. The literature study was done by giving readings to the students and then calculating their reading speed. The closed questionnaire given to the students was in the form of multiple-choice questions, i.e., in the form of the question that referred to the content of the reading they had read.

The data collection technique used the test technique, which was a procedure used to measure the effectiveness of the students' reading. The steps taken to carry out the first KEM measurement were preparing reading texts whose legibility has been tested and the number of words known (Heriadi, 2020). general statement, explaining in detail the contents of the reading and the benefits of the object in the reading.

In the second step, the students were directed to read the text that had been provided. The process of calculating the time for reading was calculated independently by the students using a stopwatch. Next, the students wrote down the results of their reading time on the paper provided.

The third step is that the students worked on the questions distributed by the researchers, which contained ten questions about understanding the contents

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

32

of the reading in the form of a Google form. The fourth step was to calculate the effective reading speed independently by the students according to the guidelines from the researchers using the reading speed formula.

In the last step, the researchers analyzed the results of measuring the students' effective reading speed in three steps. The first step was to determine the average reading speed by dividing the number of words read by the reading travel time. The second step was to calculate the percentage of understanding of the reading content by dividing the score obtained by the students with the ideal score and then multiplying it by 100 percent. The third step was to calculate the effective reading speed, namely by multiplying the average speed results (first step) with the percentage of comprehension of the reading contents (second step).

Data analysis techniques were used to determine the calculation of the Effective Reading Speed level. There were three components that were calculated in the Effective Reading Speed level measurements, i.e., the student speed reading and the student comprehension score. The effective speed was a combination of these two components. In the Effective Reading Speed calculation, knowing the students' reading speed became a very important research component (Hatmanti et al., 2017). Thus, to know the reading speed possessed by the students, the researchers used the formula below.

$$reading\ speed = \frac{word\ count}{time\ (minutes)}$$

In addition to knowing the students' reading speed and the Effective Reading Speed measurement, the students' ability to understand reading texts was also an important component to know. The researchers measured the level of the students' understanding of the questions that were presented using the ability assessment criteria based on a range of 0-100 based on the formula below.

$$Comprehension\ score\ = \frac{Understanding\ value}{The\ maximum\ value\ of\ the\ question} \times 100\%$$

Furthermore, to find out the Effective Reading Speed of the students, i.e., by multiplying the calculation results on the reading speed formula and the comprehension score formula, the formula below was used.

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

$$Effective\ speed = \frac{Understanding\ value}{time\ (minutes)}\ X\ \frac{Understanding\ value}{The\ maximum\ value}$$
$$= \cdots . wpm\ (word\ per\ minute)$$

The standard of Effective Reading Speed could be seen from the following data effective speed.

Table 1 KEM Standards

School Level	KEM Standardization Figures
SD/MI	150-200 kpm
SMP/MTs	200-250 kpm
SMA/MA/SMK	250-300 kpm
College	300-350 kpm

FINDINGS AND DISCUSSION

As educators in schools, some teachers often doubt things related to the anticipation of language development with improved reading interest and reading comprehension ability of the students. However, it could be answered by knowing the value of the Effective Reading Speed calculation owned by the students. Tampubolon revealed that Effective Reading Speed is the speed of reading and understanding the reading content as a whole (Abiyanti, 2017).

So, there are two aspects that are assessed in the Effective Reading Speed, i.e., speed and understanding of the content. Thus, Effective Reading Speed is the speed that readers must have without neglecting to understand the content as a whole. It is from the results of measuring Effective Reading Speed so that the teacher will be able to follow up with the students who experience difficulties, either in reading fluency or difficulty in understanding reading (Mahanani, 2018).

In the effective speed of reading, the students were trained to have eye movement skills and an understanding of what they read. Before carrying out research tests on the students, the researchers provided knowledge about things that could hinder reading ability and provided an understanding of speed reading so that the students would easily form new thoughts about their knowledge of correct reading procedures.

The results obtained in this study were in accordance with the Effective Reading Speed standards for the senior high school level, i.e., the Effective Reading Speed numbers 250-300 kpm. The difference in results between reading time and understanding obtained could be caused by cognitive abilities or

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

34

motivation in the students (Mukminah, 2021). The optimal reading ability could be done by continuing to motivate yourself and creating interest in reading material. Besides that, you also often practiced to improve eye movement abilities and also understanding.

The students who read effectively had the characteristics of reading flexibly, reading units of ideas rather than reading word for word. Besides, they also did not repeat readings, read silently, and had a full concentration in reading. By applying this, the students would get maximum results in reading (Ating, 2021).

The obtained data about the Effective Reading Speed in class XI IPS 1 at SMAN 1 Mojo was as follows.

Number	Sample Code	Number of words	Time	Score	Total Score	KEM	Category
1.	1	563	1,9	20	20	296	Currently
2.	2	563	1,9	20	20	296	Currently
3.	3	563	1,9	10	20	148,15	Low
4.	4	563	2,26	20	20	249,11	Currently
5.	5	563	2,5	20	20	225,2	Low
6.	6	563	1,9	10	20	148,15	Low
7.	7	563	1,9	20	20	296	Currently
8.	8	563	1,5	20	20	375.33	Effective
9.	9	563	2	20	20	281,5	Currently
10.	10	563	2	20	20	281,5	Currently
11.	11	563	3,8	20	20	148,15	Low
12.	12	563	2	20	20	281,5	Currently
13.	13	563	3,4	20	20	165,58	Low
14.	14	563	1,9	20	20	296	Currently
15.	15	563	1,6	20	20	351,87	Effective
16.	16	563	2,4	20	20	234,58	Currently
17.	17	563	1,5	20	20	375,33	Effective
18.	18	563	1,8	20	20	312,7	Currently
19.	19	563	2	10	20	140,75	Low
20.	20	563	1,8	10	20	156,38	Low
21.	21	563	2,4	20	20	234,58	Currently
22.	22	563	2,26	20	20	249,11	Currently
23.	23	563	2,26	20	20	249,11	Currently
24.	24	563	2,2	20	20	255,9	Currently
25.	25	563	3	20	20	187,6	Low
26.	26	563	2,3	20	20	244,7	Currently
27.	27	563	2,8	10	20	100,53	Low
Average Effective Reading Speed						**244,96**	**Currently**

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

35

The data presented in this study was data that had been assessed using predetermined assessment rules and was guided by existing theories. Based on the initial objectives of the study, it could be seen that the results of the students' KEM calculation in class XI IPS 1 at SMAN 1 Mojo were in accordance with the KEM standards at the secondary school level, with an average result of 244.96 which was in the moderate or adequate category. The highest score was achieved by sample codes 8 and 17 with an Effective level of 375.33 kpm. In contrast, the lowest score was obtained by sample code 27 with a low level of 100.53 kpm.

The results of the data analysis of the effective reading speed differed slightly between one student and another. This could be seen from the speed and scores that the students achieved. Furthermore, concentration is the main factor affecting the Effective Reading Speed. The students who were in the highest-level category had an efficient concentration level, while those who were in the lowest category tended to have inefficient concentration.

In addition to these factors, other factors were also the cause of the low comprehension ability and Effective Reading Speed possessed by the students; the factors were:

1. Internal factors. The internal factors exist within the student, for example, the experience background of the reader, language skills, and the thinking ability of the reader.
2. External factors. The external factors come from outside the student, for example, environmental factors. The atmosphere of a noisy reading place certainly will disturb the reader's focus in understanding every meaning contained in the reading.

KEM can be used as a strategy for reference in assessing the students' understanding of Indonesian language learning (Mukminah, 2021). For example, when the students were asked to read quickly and understand well, they were class XI IPS 1 in SMAN 1 Mojo, with a high concentration level. The problems that were often encountered were usually weak knowledge related to language and a lack of experience in reading or not often reading (Ating, 2021). Therefore, it is necessary to train and give the students opportunities to read quickly with the teacher's guidance.

The skill to read quickly and effectively need to be trained gradually and consistently. If mastered successfully, it will directly form one's thinking skills, capturing and understanding ideas and imagining language easily and creatively. The impact in class XI IPS 1 at SMAN 1 Mojo, who has mastered these skills, can be used for consideration in making important decisions in their lives in the future (Merdekasari, 2015). Without good reading skills, someone will be late and hamper in understanding information. Moreover, information is very

Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

36

important that can change their lives. If they are unable to understand important information, it can result in making wrong decisions that are important (Jumainah, 2017).

CONCLUSION

A person's reading ability needs to be trained consistently so that these skills can be mastered. The data analysis of the students' Effective Reading Speed in class XI IPS 1 at SMAN 1 Mojo can be concluded that the effective speed according to the formulation of the problem is known that the KEM level of the students is moderate or adequate with an average of 244.96. A slight difference in the student KEM is obtained, as seen from the speed data and the student scores. It is also known that the factors affecting the level of KEM are concentration factors, where each student has a different concentration level.

The cause of the students' lack of optimal ability to read effectively is due to the lack of understanding that the students have in the reading process. The students tend to rush to understand the meaning contained in the text discourse. In addition, a non-conducive classroom atmosphere reduces the students' focus on understanding the meaning of discourse so that the results of the acquisition of comprehension ability and effective reading speed were less than optimal.

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Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

37

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Nurul Dwi Lestari, et al | Analyzing the Effective Reading Ability..

38

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