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FOREWORD

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

DAFTAR ISI

The Effectiveness of Speed Reading Technique in Improving Students' Reading Comprehension at Fourth Semesters of English Department

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ABSTRACT

The purpose of the study is to know the effectiveness of Speed Reading Technique in improving the Reading Comprehension of the Fourth Semester students of English Department of STKIP PGRI Bangkalan. This study used Quantitative research. The result of reading speed was the experimental group higher than control group using posttest. The conclusion is the English Department students of STKIP PGRI Bangkalan could use Speed Reading Technique in improving reading comprehension.

KEYWORDS:
Reading Technique,
Reading Comprehension,
English Department

Introduction

English is very important to learn because many text books at universities are written in English; it is used in nearly 85% of reference books of science. Students must be active at the University because their activities will help them to achieve the goals. By reading many books, students will get some information and increase their knowledge especially students at English Department. According to Brown (2004, p. 185) reading is a skill that is taken for granted. In foreign language learning, reading is likewise a skill that teachers or lecturers simply expect the students to acquire. The ability in reading is a key to success in students' major discipline.

Siahaan (2008) says that the definition of reading can be variable according to its level of proficiencies. For the classroom activities at school, it is used to learn the formal aspects and principles of a language. Its level of proficiency is to enable the

students to use the language as a tool of communication to both the native speaker and non-native speaker of the language in both spoken and written language. The process of reading involves both the acquisition of the meaning intended by the writer and the readers' own contribution in the form of interpretation, evaluation, and reflection about the meaning. Reading has a lot of meanings based on the scientist or linguist point of view. However, those several means usually connect one into another. According to Kern (2000, p. 112) "Reading is a creative process that is far above mere perception of what is written". Moreover, the readers have completed freedom to interpret text in any way they please. Reading is an intensive process in which the eyes quickly move to assimilate the text. A few of students still confuse and do not understand more about reading and its function. Some students have a problem about the content of texts when they read, so the researcher helps to solve their problem in getting the information and main idea by using speed reading technique.

Speed reading is the act of quickly absorbing written information. The goal is to read quickly by making our eyes movement faster and increase read ing speed but still retain comprehension of the material. By using speed reading technique, students can be easy to quickly identify the main ideas, information of the texts and limited time. When the students read, they are probably not reading it word by word, but they are reading all sentences which are done at a speed three to four times faster than normal reading. The advantages of speed reading, as follows: *First,* the students can look for the important information quickly. *Second,* the students get large information at a faster rate. *Third,* the students also have demonstrated that their comprehension was better at the same time (Noer M, 2009, p. 20-21). It is effective to be done by them especially the Fourth Semester Students of English Department of STKIP PGRI Bangkalan because they had gotten this technique in material of reading course from lecturer and it will be easily to solve their problem in getting information and main idea quickly.

References show that there is a big relationship between reading rate and reading comprehension. Some people read

rapidly and comprehend well, others read slowly and comprehend badly. Thus, there are some reasons to believe that the factors producing slow reading are also involved in lowered comprehension. There is a great disparity between fast and slow readers (Max Banner, 2011). This is especially true when people are reading text in their second language. The following factors slow down reading:

Recognition, as follows**:** a) Limited perceptual span which results in reading word-by-word, b) Faulty eye movements, including inaccuracy in placement on the page and in the rhythm and regularity of movement, c) Slow reaction time to recognize and respond to the material.

Good comprehension depends on whether the students can extract and retain the important ideas that they have read, not on how fast you read them. If the students can do this fast, then their reading speed can be increased. Students often use speed reading when they have lots of materials to read in a limited amount of time (http://42explo-re.com/speedreading.htm). If student's pair fast reading with worrying about comprehension, their reading speed will drop because the mind is occupied with fears and students are not paying attention to the ideas that students are reading. But, if students concentrate on the purpose of reading (locating main ideas and finding answers to their questions), their speed and comprehension should increase. Students concern should be not with how fast and students can get through a chapter alone, but with how quickly they can comprehend the facts and ideas that they need Comprehension. Comprehension during speed reading is easier than during standard reading. This is because the mind is busy to look for meaning, not rereading words and sentences. By using Speed Reading Technique, the students will not only get the information, main idea quickly but also comprehend in reading texts so the lecturer has predicted that this technique is effective to be applied to them.

Method

This article uses T-test that consists of Pre-Test, Treatment and Post-Test, so this is Quantitative research. In conducting this experimental it took two groups, the experimental group and the control group. Both of those classes received different treatment, and then "one-tail test" used because the it concerning one of two groups and the researcher uses T-table is 0,05 or 5% = 2,093. If T- value is greater or higher than T-table it means the hypothesis is received but if T- value is lower than T-table it means the hypothesis is rejected.

This research tries to describe the student's ability in comprehending English Reading at English Department of STKIP PGRI Bangkalan. The design to conduct the experiment can be illustrated as follows:

Table 7 Pre-test and Post-test

Group	Pre- test	Treatment	Post- test
A	Y_1	X	Y_2
B	Y_2	-	Y_2

Where: A: The experimental group that was taught reading technique.
B: The control group that was not taught reading technique.
Y1: The pre-test administered before the experimental treatment.
Y2: The post-test administered after the experimental treatment.
X: The independent variable or treatment.

The pre-test gave to the students in order to know their previous reading comprehension before being given the treatment. It is very important that an appropriate testing method be chosen and includes a listing of measures or instrument to be used in gathering the data. It must be locate appropriate test, scales, and other tools required to measure the variable and must assess the reliability and validity of this operation. So it could know about the test, if the result of the test suitable with the criteria and test consistent.

Population and Sample

According to Susanto (2002, p. 12) defines that" Population is a group of persons or things we wish to study; it is the sum total of all the units of analysis". Susanto also defines that sample is a group of persons or things we really study (Ibid, 2002, p. 13). According to Borg and Call (1983) said that the target population, they me an all the members of real or hypothetical set of people, event, or object to which we wish to the generalize result of our research.

The population of study is the Fourth Semesters of English Departement of STKIP PGRI Bangkalan in academic year 2016-2017 that have 120 students consist of three classes.

Sample is a part of population that will be researched. Sunarto has stated, "Sample is a part of population that is taken with the correct technique and procedure" (Arikunto). The number of students is 120; they are divided into three classes. The researcher uses Random sampling technique because they had gotten the same material of reading course in the class or homogeneous and this case, the researcher takes the sample that C class consists of 40 students namely 20 students is control group and 20 students is experimental group Variables

Variable is term used in quantitative research. Sunarto (Mustain, 2008) states that "Variable is a concept or factor which has value or singular attribute. Variable become focus of research, so the researcher has to know the function and position of the variables".

Validity

The test can be called a valid test if it measures internal knowledge or measures what should be measured or if the result of the test suitable with the criteria or in other words it has parallelism between the result of the test and the criterion. Validity is degree to which a test measures what it is supposed to measure (Gay, 1981). In this case the multiple choice type was implemented by the reason that this type of test was appropriate

to be used by considering its beneficial characteristic. This type of test required the students to comprehend the content of the reading text and they could improve their reading comprehension. It used to compare with the result if the test in the students reading score. The researcher used the formula below (Arikunto, 2001, p. 170).

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

rxy : the coefficient of correlation between the two variables.

ΣX : total of pre- test

ΣY : total of post- test

X^2 : quadrant of pre- test

Y^2 : quadrant of post- test

Reliability

Is the extent to which the tool can measure something it measure consistently (Ary, 1979), in order word tests reliability means the test consistent (Tucman, 1979).

There were some procedures to establish the reliability of the test:

1. Making tabulation of testiest' scores
2. Measuring the mean of the testiest' scores
3. Measuring the standard deviation by the formula below:

$$r_{11} = \frac{2 \times r_{1/21/2}}{1 + r_{1/21/2}}$$

Where: r_{11} : Instrument reliability

$r_{1/21/2}$: r_{xy} (correlation of index)

Data collection

In relation to the problems, which had been formulated before, the data was collected through pre- test and post- test in order to know the differences of students' reading comprehension

between two groups which experimental group was applied with treatment and control group without it.

In data collection, first, test is Pre-Test that was held by the researcher on April 7th, 2017. Because it was based on the statements of problem in previous chapter in order that the researcher knows the Result of number of words. The researcher gave text in order that the texts had to be read by the students, then the researcher made a rate calculation by using Stop watch to calculate rate and the words in the texts consist of 550 words. The result of Pre- test in Reading Speed had connection with students' ability in getting the number of words by using Word per minutes. Second, test is Post-Test that was held by the researcher on April 24th, 2017, after the researcher did *the treatment* to read the texts. After that the researcher calculated number of word and the researcher knew about the Result of post-test in Reading Speed.

In this Treatment, it was done twice times namely on April 14th, and 21st 2017. During the treatment, it was applied to the experimental group by using reading speed method and the control was taught as usual without receiving any treatment as follows: First, the reading text was presented in this study were adapted from the selected text- book. Seconds, the students started to read the texts but the words in the texts consist of 550 words. Third, researcher used stop watch to know timing in minutes. Fourth, the researcher calcu lated rate in word per minutes (WPM). After students had gotten a treatment, would get post- test on April 24th 2017.

In reading comprehension, the pre- test was administered to the experimental group and the control group with the same test on April 7th 2017. The first, the researcher gave 20 items, the time about 20 minutes to the students in order to answer the questions in the texts, the items are selected from published one. It used multiple choice tests in measuring the object comprehension. Second, the students submitted on the result of the test. Third, the researcher had given student's score.

In this Treatment, it would be given to the experimental group by using reading speed methods on April14th and 21ist 2017. In reading comprehension self, the first, the researcher

gave 20 items, the time about 20 minutes to the students in order to answer the questions in the texts, the items were selected from published one. It used multiple choice tests in measuring the object comprehension. The second, the students submitted on the result of the test. Third, the researcher had given student's score. After they had gotten treatments, they would get post- test on April 24th 2017.

Data analysis

In data analysis, it was divided into two the result of speed readings that is Reading Speed and Reading Comprehension. In reading speed, the researcher would show about calculation rate in Word per Minutes and Reading compre hension the researcher could illustrate the research hypothesis by using formula T- test (dependent).

$$\text{T- tes} = \frac{D}{SXD}$$

Where: T = Test (dependent)
       D = Deviation
       SD = Standard Deviation of the differences
       SxD = Standard Error of the mean for the difference

Result and Discussion

The researcher obtained the data during the time. The aim of this research is to know The Effectiveness of Speed Reading Technique in improving students' reading comprehension at Fourth Semester Students of English Department of STKIP PGRI Bangkalan 2016/ 2017 which consists of 120 students, this research got the Pre-Test and Post-Test in reading speed and reading comprehension, so this is Quantitative design. The researcher had done the treatment and this research used "one tail test" because the in this article concerned one of two groups and the researcher used T-table was 0, 05 or 5% = 2, 093. So the researcher separated the students' score between 2 groups they were 20 students in experimental and 20 students were in control group.

In calculation Result of number of words in Reading Speed, the researcher used test which the test self-consisted of two tests that is Pre- test and Post- test.

The first test is Pre-Test that was held by the researcher on April 7th, 2017, because it was based on the statements of problem in previous chapter in order that the researcher knows the Result of number of words. The researcher gave text in order that the texts had to be read by the students, then the researcher made a rate calculation. The words in the texts consisted of 550 words and in reading speed minimal 150 WPM. The result of Pre-test in Reading Speed had connection with students' ability in getting the number of words by using Word per minutes. The result of Pre- test self-had shown that 20 students in control group in getting the number of words was a lower, because the researcher calculated number of words that 8 students had gotten the score minimal 100 WPM and the totally 2059 WPM or 102,95 of Mean. In experimental Group were 8 students who had gotten minimal 100 WPM and the totally 2159 WPM or 107, 95 of Mean. If the researcher connected the Result of Pre-test with the table of convection from Gordon Wainwright that indeed the students should get Minimal 150 WPM, in fact they had gotten a lower.

The second test is Post-Test that was held on April 24th 2017. The treatment to read the texts. Then calculated number of words in reading speed, to get the result of post- test. If it would be compare between Pre-test and Post-test that 20 students had gotten higher than 150 Wpm, it means that they had gotten the total number of words was 30102 Wpm or 1505 of Mean in reading speed.

Table 8 the total number of words in Post-test

Group	Total number of students (N)	The total number of words in WPM	Mean
Control	20	2059	102,95
Experimental	20	30102	1505

In reading comprehension, the rese archer gave 20 Questions in multiple choice by choosing one correct answer from 3 options about 20 minutes and the result of students' score can be seen at the table. From the result of score in Pre- test and Post-test in reading comprehension.

Table 9 the result of means score in pre- test and post-test of control and experimental groups

Group	Total number of student (N)	Scores	Mean
Control	20	843	42,15
Experimental	20	1395	69,75

The table above showed that the sum of the students' post-test score was 843 for the control group and 1395 for the experimental group. The mean of the post-test scores of the control group was 42, 15 and the experimental group one was 69, 75. It was clearly seen that the mean of the experimental group post- test was higher than the mean of the control group, so that T-test is 8, 4 Critical value at 0,05 and the level of significant is 2,093. Because T-value is higher than Critical value, therefore, Alternative Hypothesis is accepted and Null hypothesis is rejected, T   2,093 = 8,4   2,093, it meant that Alternative Hypothesis (Hi) was accepted and Noll Hypothesis (Ho) was rejected.

The average students read between 150 or 250 words per minute on fiction and non-technical materials. A "good" reading speed is around 500 to 700 words per minute, but some people can read 1000 words per minute or more on these materials. So Speed reading can help those who want to digest a large amount of information in a short amount of time. According to Francoise Grellet (1981, p. 5) the technique in teaching of speed reading usually employs as follows:

Scanning, students only try to locate specific information and often students do not even follow the linearity of the passage to do. In the words, students simply let our eyes wander over the text until to find what are looking for, whether it become a place, a kind of food, or a less specific piece of information. *Scanning*, is

strategy used by all readers to find relevant information in a text. *Skimming*, is a process of speed reading that involves visually searching the sentences of a page for clues to meaning (Duggan & Payne, 2009). For some people, this comes naturally, and usually cannot be acquired by practice. Skimming is usually seen more in adults than in children. Extensive reading (reading speed). Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Intensive reading. Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

When the students had understood about this technique so it made easily to used or applied. By comparing the result of Pre-test and Post- test in reading speed and reading comprehension were different because there was treatment, it was done twice times namely on April 14th, and 21st 2017.

During the treatment, it was applied to the experimental group by using reading speed method and the con-trol was taught as usual without receiving any treatment. The treatment can be implicated in Reading Speed, as follows: First, the reading text was presented in this study were adapted from the selected text-book. Seconds, the students started to read the texts but the words in the texts consisted of 550 words. Third, researcher used stop watch to know timing in minutes. Fourth, the researcher calculated rate in word per minutes (WPM). The treatment can be implicated in Reading Comprehension, as follows: first, first, the research-er gave 20 items, the time about 20 mi-nutes to the students in order to answer the questions in the texts; the items are selected from published one. It used multiple choice tests in measuring the object comprehension. Second, the students submitted on the result of the test. Third, the researcher had given student's score.

After students had gotten a treatment, would get post-test on April 24th 2017; it made difference to both of them. Following to conversion table reading speed from Gordon Wain-right, in Reading speed, the result of number of words that had gotten higher than 150 Wpm, the total number of words per minutes was 30102 Wpm or 1505 of Means for 20 students. In Reading

Comprehension, according to Grabe and Staller (2002) also delivered that reading for general comprehension refers to ability to understand information in the text and interpret it appropriately and correctly. However, reading comprehension abilities are quite complex and difference in numerous ways depending on the tasks, motivation, goals and language abilities. And good comprehension depends on whether you can extract and retain the important ideas that you've read, not on how fast you read them.

If you can do this fast, then your reading speed can be increased (Rie Busten, 2011). If you pair fast-reading with worrying about comprehension, your reading speed will drop because the mind is occupied with your fears, hence, you will not be paying attention to the ideas you are reading. After the student had understood that reading comprehension was important to be applied in getting information and main idea, so they had joined the test. In getting student's reading comprehension, the result of test, it was better. T-value is higher than Critical value or T- test is 8, 4 Critical value at 0, 05 and the level of significant is 2,093. The Alternative hypothesis is accepted and Null hypothesis is rejected as follows: T 2,093 = 8, 4 2,093. From explanation above that teaching by using Speed Reading Technique can be implicated in the college or university because there is the effectiveness to improve students' reading comprehension especially for the Fourth Semester Students of English Department of STKIP PGRI Bangkalan.

Conclusion

In Speed reading Technique, the rate of Speed Reading for fourth semester students were better than before because they had gotten this technique by using steps, as follows: 1) The text is given in order that the texts must be read by the students, 2) A rate calculation made using Stop watch, 3) Than it calculated rate and the words in the texts consist of 550 words. The result of Pre-test and Post-test in Reading Speed that had connection with students' ability in getting the number of words by using Word per minutes. Almost everybody will be creative. The conclusion by comparing the result of Pre-test and Post-test in reading

comprehension was better. T-value is higher than Critical value or *T-test is 8, 4 Critical value at 0, 05 and the level of significant is 2,093. The Alternative hypothesis is accepted and Null hypothesis is rejected as follows: T >2,093 =8, 4 > 2, 093.* The hypothesis on the result of research finding and discussion so the fourth semester students of English Department of STKIP PGRI Bangkalan could use Speed Reading Technique in improving students' reading comprehension to get information and main idea effectively.

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