The Effectivenes Of Speed Reading Technique In Narrative Text To Improve Students' Reading Ability

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Abstract

This study discusses whether teaching students at Muhammadiyah Boarding School Palopo's ninth grade how to read faster while reading narrative texts. The purpose of this study is to determine whether teaching students at Muhammadiyah Boarding School Palopo how to read quickly will improve their reading skills. This study employed classroom action research (CAR), which was divided into two meetings per cycle. There were 16 ninth-grade participants in the study. Tests and observation sheets were the research instrument. IBM SPPS 20 was used to evaluate the data. Planning, action, observation, and reflection were the four techniques used in this study's two cycles. The result of this research suggest that, students in Muhammadiyah Boarding School Palopo's ninth grade can improve their reading skills by using speed reading techniques when reading narrative texts. The majority of the post-test II results were better than the pre-test. The results of the students' pre-test can be used to demonstrate this. With an average score of 49.37, none of the students achieved the minimal completeness standard (KKM). Meanwhile, in the first cycle, two students achieved the minimum completeness criteria (KKM) with an average score of 65.62. In the test second cycle, 16 students reached the minimum completeness criteria (KKM) and exceeded the minimum completeness criteria with an average score of 89.37.

Keywords: Narrative Text; Reading Ability; Speed Reading

Introduction

The proper technique is necessary for reading abilities. In this situation,

students need the teacher's help to develop their reading skills. As a facilitator, the teacher must develop and select the appropriate strategy to support students in enhancing their reading ability. Understanding printed text is referred to as reading ability. According to (Grabe & L.Stoller, 2013) reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading not complete without comprehending and interpreting text. Reading comprehension is crucial since it allows one to apply reading strategies to understand a text. Tries to make it easier for a reader to identify a text's main idea or purpose.

Reading provides the reader with a variety of knowledge and information. English-language books and other reading materials are available to readers. Readers no longer just receive information when they analyze English reading texts; they also completely comprehend the subject matter or text they are reading. Aulia (2017) the ability to read offers up new worlds and opportunities for both children and adults. It enables us to learn new things, enjoy literature, and perform everyday tasks that are essential to modern life, such as reading newspapers, evaluating opportunities, following directions, using maps, and many other things. For students to be interested in reading, teachers must discover the correct approach. To create favorable situations and conditions for teaching and learning, teachers must be creative. To increase their students' reading ability, teachers must implement engaging and effective methods.

To make reading easier for students and to use in the teaching and learning process in the classroom, there are two reading techniques that must be known., namely skimming and scanning. Intan (2018) stated that skimming can help the students to find the key words that permit them to infer the general sense of a text to interpret text faster and advance the reading process. They were skimming its surface to get a general idea of what it is about, similarly to how we could scan a film review to see what the movie is about and what the reviewer thought of it, or how we may scan a report fast to get a sense of the subject and the report's conclusions. This ability means they will become bogged down and might be unable to identify the overall idea because they are focusing too hard on the details. Maxwell in Intan (2018) states with this scanning, the students look for specific information within a text such as dates, names, places, among others and to defined as the ability to locate specific facts and details quickly, is regarded as a desirable reading skill and is taught in most development reading courses. For specific details that they are searching (for example, when we quickly scan an article looking for a name or other data or look for a phone number or what's on TV at a specific time). They are not required

to read every word and line; on the contrary, this may prohibit them from successfully scanning. With this ability, they are not required to read every word and line; on the contrary, it may prevent them from successfully scanning.

Speed reading is also to regulate reading skills because we have to know when the reader should slow down and speed up reading. The speed reading is use greatly for the rest of life. It will help the students to rise up "deep intelligence" and it will give a great benefit in the end of language studies (Lailatul, 2019). A technique to improving slow eye movements while reading, and also low comprehension or understanding in reading, is good reading ability. Reading comprehension and speed reading must cooperate, and students must learn both how to read more quickly and how to comprehend what they are reading. Speed reading is mainly the kind that priorities speed, which does not leave an understanding of an aspect of reading (Dekky, 2020). Speed reading is not a type of reading that focuses on a large amount of reading in a short time but so that students in a short time can read fluently and understand well and carefully. It is most important for the reader to grasp the basic ideas quickly and be able to grasp the smaller ones. The main idea in a passage is usually found in the main sentence. The purpose of speed reading is to obtain accurate and comprehensive information in a short time (Soedarso in Suhalida 2021). Speed reading requires a very high pace, usually by reading sentence by sentence and paragraph by paragraph, not reading word by word (Sutz & Waverka in Suhalida 2021). The benefit of speed reading is that it sorts out and masters important information quickly. Therefore, learning to read with the speed reading method will be beneficial for students to find out topics in reading texts, find out other people's opinions, get something important, and save reading time (Hidayati, 2019).

Reading media is written text and one of them is narrative text. A narrative text is a piece of writing created to tell a story (Syara, 2019). The narrative text is a collection of real and fictional events that are meant to entertain readers or viewers. Narrative text arranges actions, thoughts, and interactions between characters into a plot pattern. Narrative describes a story to be interesting so that the reader responds to events in the reader's life as if they belonged to the reader. Narrative text can be done as a written or spoken text where the reader is called the narrator (Rizky, 2019). The narrative text has many types. Some of the types are fairy tales, horror stories, fables, legends, folk tales, short stories.

Method

This was Classroom Action Research. Classroom Action Research is a tool for in-

service training, where teachers implement new techniques and approaches and develop their analytical skills. It also acts as a tool for problem-solving in the classroom. The subjects of this research were students in the Ninth Grade of Muhammadiyah Boarding School Palopo consists of 16 students.

Results

This research uses classroom action research. Two cycles have been carried out in this research. Each cycle has two meetings, and each cycle consists of planning, action, observation, and reflection as Cohen in Santi 2019 stated that the general process of conducting action research was briefly introduced as a four-stages procedures (1) Planning stage; (2) action stage (i.e. implementing the plan); (3) Observation stage, (evaluation and self-evaluation); (4) Critical and self-critical reflection.

Cycle I

In **planning stage** students gave observation sheets to observe situations and condition activities during the teaching and learning process. In **action stage** two meetings were held. In first meeting the researcher explains the meaning of speed reading, the purpose of speed reading, namely, the main idea sentence at the beginning of the paragraph (main sentence), the main idea sentence at the end of the sentence (closing sentence), the main idea is in the first sentence or the last sentence, and the idea main paragraphs are spread across paragraphs. And then explained the techniques for speed reading. For the second meeting, the researcher explains the steps in speed reading. The researcher explains the meaning of the narrative text and the structure of the narrative text and distributed the narrative text to the students and directed them to read the narrative text within 1.5 minutes. After reading the text, the students were asked to come forward to explain the information they got from the reading text they had read. After second meeting researcher gave post-test 1 to students to measure students reading ability through speed reading by using narrative text. The test given is in the form of a narrative text, then students are instructed to read the text for 1 minute using speed reading techniques, after which students were asked to answer 10 numbered multiple choice questions provided by the researcher. After all students completed test in cycle I, the researcher closed the class. The test results of 16 student are two students scored 80, seven students scored 70, five students scored 60, and two students scored 50. Based on the data above, it can be seen that there was a slight increase in the results from test before implementation of cycle to test in cycle I, there were two students who achieved the minimum level of completeness criteria (KKM), but there were still

many students who did not reach the minimum level of completeness criteria (KKM). The results of the **observation** activities of researcher at the first meeting on the preliminary aspects of the teacher's activities get an appropriate assessment and a very precise rating scale. This means that in the learning process, the first meeting of the teacher or researcher conducts all activities according to and very precisely. In the core activity, there is an appropriate and inappropriate rating scale. Namely, at this stage, the teacher or researcher has carried out several activities well in the results of the observation sheet of student activities in the learning process. In active activities, students get a rating scale of 2 and 3 with appropriate and inappropriate information, meaning that in student activities who get a score of 2, students are not actively asking things that are not clear. Cycle I for two meetings by providing material in the learning process. Observations were made to see teacher activities and student activities in learning activities. The results of these observations are useful when reflecting on what actions researcher need to take with collaborators or teachers to produce good learning and significant value in the next cycle. The results of observations of teacher or researcher activities at the second meeting on the preliminary aspects of teacher activities carrying out all activities are very appropriate. In the core activity, there are two aspects, namely the absence of teacher activities that do not convey the goals to be achieved. Then in the closing activity, there are several activities that are not appropriate for teachers or researchers, namely not providing motivation to students before ending the learning process. Furthermore, the results of observing activities on students are in the active aspect of student activities where students begin to actively ask things that are not clear. In the activity of paying attention to students, all aspects observed get a rating scale of 2 or not appropriate, which means students are not calm in class, not focused, then got a value of 3 while at this meeting, the students were enthusiastic. Discipline gets a rating scale of 3 and 2, meaning that student attendance is appropriate, and there are some students who do not come on time. The **reflection stage** is carried out to find out the shortcomings or problems contained in the first cycle. In the first cycle, the condition of the learning process is still not good, and students are still less active in the learning process. In fact, the researcher found several weaknesses in cycle 1, namely students did not understand the contents of the reading due to students' lack of knowledge of vocabulary, so cycle II was needed to correct weaknesses or problems found in cycle I. From the research data in cycle I, it showed that there was a slight increase in the results from pretest to posttest I, but there were still many students who did not reach the minimum level of completeness

criteria (KKM). From the results of the first cycle, the researcher concluded that this research should be continued in the second cycle to correct the errors or problems encountered in the first cycle by giving students some vocabulary related to the readings they would read in the second cycle and the researcher made the students more active by making question and answer sessions and evaluate students related to the learning that has been given.

Cycle II

Planning stage in cycle II based on the activities in the first cycle, the second cycle process was focused on the problems found in the first cycle. There were several weaknesses in the first cycle, namely students did not understand the contents of the reading because of the students' lack of knowledge about vocabulary. Activities in cycle II were a repetition of activities in cycle I by making improvements to the weaknesses or deficiencies that occurred in cycle I. **Action stage** consist of two meetings. In first meeting the researcher gives two choices of reading narrative texts where students will choose for themselves which narrative text they want to read. After that students were asked to read the narrative text by speed reading within 1.5 minutes after that students were asked to retell the information they got from reading the narrative text they had read. Before that, the researcher wrote down some of the vocabulary contained in the readings they read. After all students retell the information they get in the reading, the researcher and students discuss together about the information contained in the reading that has been given. In second meeting the researcher reviewed the material on speed reading and narrative text and provided opportunities for students to ask unclear questions about the material being taught. Then the researcher gives two choices of reading narrative texts where students will choose for themselves which narrative text they want to read. After that students were asked to read the narrative text by speed reading within 1.5 minutes after that students were asked to retell the information they got from reading the narrative text they had read. And then the researcher re-evaluated the students about the material that had been taught by holding a question and answer session. After second meeting researcher gave post-test II, which was carried out in cycle II. The type of test given to post-test II is the same as the type of test given to post-test I, namely multiple choice questions consisting of 10 numbers. In post II, students are given two narrative texts followed by several multiple choice questions. In this meeting, the value obtained by students greatly increased compared to the value of students at the time of pre-test and post I. The post-test results of 16 student are the highest student score is 100, and the lowest score is 80. Five students scored 100, five students scored 90, and six students scored 60. Based on the data it can be

seen that all student scores reached the level of completeness minimum (KKM). **Observation** stage of teacher activities and student activities using an instrument in the form of an observation sheet. At this stage, the collaborator is an observer in the learning process activities from the first and second meetings in cycle II. Collaborators observe every action of teachers and students. During the learning process, the researcher, as a teacher and observed aspects of introductions, core activities, and closing activities during the learning process, while the collaborator observed students with the observed aspects were activity, attention, discipline, and tasks during learning.The results of observing student activities are aspects observed in student activities, student attention, discipline, and assignments that receive an appropriate and very appropriate rating scale. This means that there is an increase in the activity of the learning process in students at the first meeting of cycle II. The results of observing teacher activities at the second meeting were at the initial aspect of the assessment scale, which was very appropriate on the core activities of appropriate teacher activities. This means that the researcher at this stage further refines the learning process. At the same time, the results of observing student activities in the learning process from student activities, student attention, discipline, and assignments received an appropriate and very appropriate rating scale. This means that students also improve their learning process more than in the first cycle meeting. In **reflection stage** researcher reflect to determine the extent of success in this cycle. Based on the observation data of the learning process in cycle II, the students were already active in the learning process, especially in asking about what they did not know. Then in cycle II the level of students' understanding of the reading they had read greatly increased, most of the students experienced a significant increase. Research data in cycle II showed that the teaching and learning process was successful and all students achieved the minimum level of completeness criteria. The problems contained in the first cycle have been resolved in the second cycle, therefore researchers do not need to do a new cycle. Based on the research data above, the researcher concludes that the implementation of speed reading in narrative text is effective to improve students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. Based on the results of student tests from the pre-test, post-test I, and post-test II, the researcher analyzed and calculated all the processes of increasing student scores, and this research was stopped until cycle II.

The comparison of Students' scores of Test Before Doing the Cycle, Test in Cycle I, and Test in Cycle II

No.	Name	Pre-test	Post Test I	Post Test II
1	S1	50	70	100
2	S2	50	60	80
3	S3	60	70	90
4	S4	70	80	100
5	S5	40	60	90
6	S6	60	80	100
7	S7	30	50	80
8	S8	70	70	100
9	S9	50	70	80
10	S10	40	60	90
11	S11	50	50	80
12	S12	40	70	90
13	S13	30	60	80
14	S14	40	60	90
15	S15	60	70	100
16	S16	50	70	80
Mean		**49**	**65**	**89**

Based on the table above, it is known that the average score before the CAR was only 49, and none of the students reached the minimum level of completeness criteria (KKM). Test in cycle I, the average score was 65, and the number of students who passed the minimum level of completeness criteria was two students. While in test in cycle II, 30 students passed the minimum level of completeness criteria (KKM), and the average score was 89.
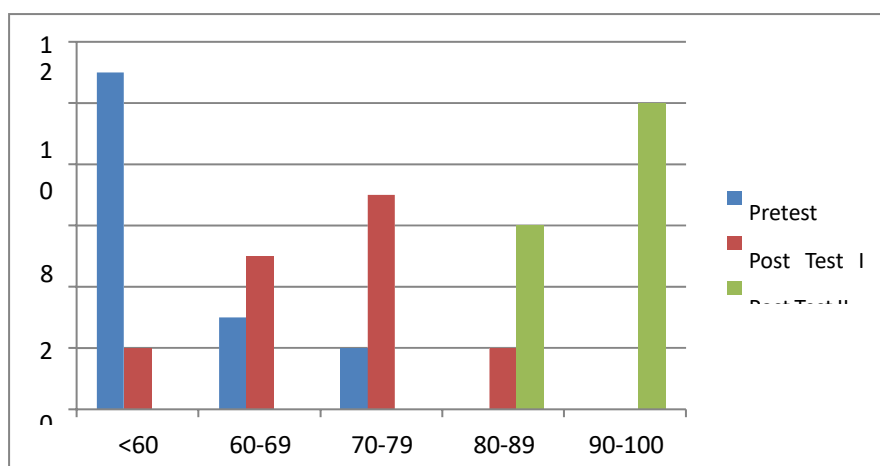
The comparison of students' mean scores in Test Before doing cycle, Testin I, and Test in Cycle II

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	16	30	70	49.37	12.365
Post Test I	16	50	80	65.62	8.920
Post Test II	16	80	100		8.539
Valid N (Listwise)	16				

Based on table above, it can be seen that the comparison between test before doing cycle, test in cyle I, test in cycle II is the standard deviation of the test before doing cycle, which is 12,365, test in cycle I is 8,920, and test in cyle II is 8,539. Then the mean score of the students' test before doing cycle was 49.37, test in cycle I was 65.62, and test in cycle II was 89.37. Based on the statement above, the test in cycle II scores were higher than the test before doing cycle and test in cycle I scores. That is, the student's reading ability increased significantly through speed reading using narrative text. Therefore, the study was stopped until cycle II.

Chart comparison of student scores in the test before doing test in cycle I, and test in cycle II

Based on the comparison chart of student test scores in the test before doing cycle, test in cycle I, and test in cycle II, it can be concluded that in the test before doing cycle of a total of 16 students, none of the students achieved the minimum passing criteria score. Test in cycle I, it can be concluded that only 12.5% of students achieve the minimum passing criteria (KKM). Then students who are not able to achieve the minimum completeness criteria (KKM) 87.5%. Test in cycle II, it can be said that 100% of students achieved the minimum completeness criteria (KKM). The conclusion is that all the ninth grade students of Muhammadiyah Boarding School have achieved the minimum criteria for completeness criteria (KKM), and it can be said that this classroom action research was successful, and there was no continuation in the next cycle. This means that the implementation speed reading technique in narrative text effective to improve students Reading Ability in the Ninth Grade of Muhammadiyah Boarding School through test.

Discussion

The results of the research conducted in two cycles showed that the implementation

of speed reading techniques in narrative text was effective in improving students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. This success is shown in cycle II where researcher and collaborator can overcome the problems that occur in cycle I, namely students are less active in the learning process and students do not understand the content of the reading due to lack of knowledge of students about vocabulary so that students find it difficult to find information in reading. To overcome the problems found in the first cycle, the researcher and collaborator made improvements in the second cycle by giving students a more interesting narrative text reading then students were given some vocabulary contained in the reading so that students were easy to understand the reading that had been given making it easier for students to get information in a reading and researcher make students more active by holding question and answer sessions and evaluating students regarding the material that has been given. In this case, student scores experienced a significant increase as indicated by student learning outcomes through tests. Based on the analysis of student evaluations in the pre-test, the highest score obtained by students was 70, the lowest score was 30, and the average was 49.37. Then in test in cycle I, the highest score obtained by students was 80, and the lowest score was 50, with an average of 65.62. In cycle II there was an increase in student test results. In cycle II the researcher found that the test results of the students who obtained the highest score were 100, while the lowest score was 80, and the average score was 89.37 and in cycle II all students achieved the minimum mastery level.

Conclusion

The implementation of speed reading in narrative text is effective in improving students' reading ability at Ninth Grade of Muhammadiyah Boarding School Palopo. This can be seen from the comparison of students' scores on the test before doing cycle, test in cycle I, and test in cycle II. The students' test before doing the cycle and test in cycle I scores have not reached the minimum level of completeness (KKM), while in test in cycle II all students have reached the minimum level of completeness (KKM) of 75. It can be said that from the test before doing the cycle, test in cycle I, and test in cycle II the difference is very significant. Based on this statement, it can be concluded that students exceed the minimum level of completeness (KKM) because they are comprised of efficient teaching methods, are capable of resolving issues, and can effectively motivate students to enhance their reading abilities through speed reading narrative text.

Recommendations for Future Research

Future researcher expected to be able to develop the implementation of speed reading technique in narrative text by applying them to other materials as techniques or strategies in learning in order to achieve the expected goals and can be used as references.

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