

## Improving Speed Reading Ability Using the Speed Reading Method in Class V SDIT Hamas Stabat

Pradana Chairy Azhar<sup>1</sup>, Azri Ranuwaldy Sugma<sup>2</sup>

<sup>1,2</sup>STKIP Al Maksud Langkat, Stabat, Indonesia

[pradanachairy11@gmail.com](mailto:pradanachairy11@gmail.com)

### Abstract

*This research is classroom action research with the aim of improving students' speed-reading skills. This research is conducted at SDIT Hamas Stabat. The subjects of this study were 20 students of class V SDIT and the object of this research was to improve speed reading skills by using the speed-reading method. This study uses tests, reflections and documentation. The assessment indicator in speed reading is 75 wpm and the success achieved by students is at least 75% of students can read quickly. In the initial test only 4 people who have the ability to read quickly with a percentage of 20% and who do not yet have the ability to read quickly as many as 16 people with a percentage of 80%. In the first cycle there were 11 students who were able to read quickly with a percentage of 55% and those who were still not able to read quickly were 9 students with a percentage of 45%. In the second cycle there was a significant increase with many 17 students who had the ability to read quickly with a percentage of 85% and who had not been able to read quickly as many as 3 people with a percentage of 15%. The speed-reading method can be used by teachers to improve speed reading skills.*

### Keywords

ability; speed reading; Humas Stabat



## I. Introduction

The ability describes the ability and ability of people to understand an ability that has been present since birth, the result of training or application and is used to do something that is intended through action (Widyaningrum, 2019). In the process of life, reading is a very important ability for every human being, especially in every learning process. In every process of learning activities, it is certain that there are reading activities. However, if there are students who have problems reading the learning process will be hampered, if the problem is left unchecked, what happens students will have difficulty absorbing what they are learning because of how students can find out what they are learning while the student does not know what he is reading.

Reading generally involves two skills namely decoding and understanding (Songsiri, 2007, Sulam et al., 2019). Decoding is an isolable ability, which can be taught and assessed in a straightforward manner. While understanding is a complex skill that depends on variations in factors, context. Both the learning factor, the text factor, as well as teaching, all have a role. According to Brassell and Rasinski, reading refers to the ability to understand or create meaning from written texts (Ningsih et al., 2014). In the dictionary that reading words is the ability to test and understand the meaning of words in the text. So, reading is the process of a person in understanding a meaning in the text according to the level of ability possessed. (Syakur, A. et al. 2020).

Reading is a skill that every teacher must master. The success of learning in the classroom is highly dependent on the child's reading ability. Starting from elementary school, children are immediately attached to reading. Begin by reading story books, textbooks or informational texts. Reading is something that is vital in learning at school because reading habits developed from an early age can make children familiar and familiar with books. Students who can read must go through the process of learning to read, not by chance or natural talent in reading. Reading is not something that can be learned by chance or naturally, but a material that is understood personally and periodically which is then integrated and automatically understood. Reading also cannot be learned without seriousness and concentration, reading activities are carried out by anyone and at any time with different reading objects and reading skills are usually learned in school, more specifically than elementary school we must be taught to read. Reading is an activity in language that has an important role in human life, one of which is to find information or knowledge that is needed by humans. Reading is a process aimed at the reader in order to get the message the author wants to convey through the means of words or written language (Dibia & Mas Dewantara, 2015).

According to Rani Rudiah (2021) Speed reading not only improves time performance, but also increases the amount of information that can be absorbed by the reader. This is because readers no longer have the habit of reading word for word Baradja (Dalman, 2013). Speed reading is a skill that must be practiced. Success in mastering and practicing speed reading depends on the attitude, level of seriousness, and readiness to practice.

"Speed Reading is a reading activity that uses speed without neglecting its understanding where in fast reading three things need to be considered, namely: 1) the purpose of reading, 2) the need for reading, 3) reading materials" (Ana. 2013). In line with that, Noer (Ana. 2013) explained "The Speed Reading Method is a fast-reading process by being able to process information at a very high speed". In applying speed reading. The steps for implementing the speed-reading method begin with the basic techniques of speed reading according to Muhammad Noer (2010), such as: 1) recognizing words quickly, 2) reading groups of words, 3) practicing eye movements.

Based on the results of observations and interviews, learning problems faced by class V SDIT HAMAS Stabat in reading is still not optimal because students have difficulty being able to listen and read and students have difficulty when asked to retell what they have read, this happens because many teachers who still use a monotonous method when doing learning so that the development of students in reading is still very reduced, so researchers are interested in conducting research with the title " Improving Speed Reading Ability Using the Speed Reading Method in Class V SDIT Hamas Stabat".

## **II. Research Method**

The method used in this research is the classroom action research method.

### **2.1 Research Subjects and Objects**

In this study, the subjects of the study were fifth grade students of SDIT Hamas Stabat. With the number of students as many as 20 people, consisting of 8 male students and 12 female students.

## 2.2 Data source

### 1. Student

To obtain data on improving speed reading skills with the speed-reading method in the teaching and learning process of 20 students.

### 2. Teacher

To help researchers and see the level of success in improving speed reading skills with the speed-reading method and see student activities in the learning process.

## 2.3 Research Location and Time

This research was conducted in class V SDIT Hamas Stabat and this research was carried out in the second semester. The timing of the research refers to the school's academic calendar, because action research method requires a cycle that requires an effective teaching and learning process.

## 2.4 Research design

In using the classroom action research method this time using 4 stages, namely 1) Planning, 2) Implementation, 3) Observation, and 4) Reflection.

## 2.5 Data Collection Tool

Data collection in this study went through several stages, namely:

### 1. Test

Used to find out data about student learning outcomes

### 2. Observation

Observations made are observations of all learning activities and changes that occur when the action is given.

### 3. Interview

The questions given during the interview were directed to find out the obstacles faced by students during the learning process and the difficulties in completing the assigned tasks.

### 4. Documentation

Using student attendance lists and photos.

## 2.6 Achievement Indicator

The assessment indicator in speed reading is 75 wpm and the success achieved by students is at least 75% of students can read quickly using the speed-reading method.

## 2.7 Data Analysis Techniques

The data analysis technique used is as follows

### 1. Quantitative

Quantitative data is carried out to determine the success or failure of the actions taken in this study. This can be seen from the percentage of the success rate achieved by students. This action is successful if 70% to improve student learning outcomes about the ability to read quickly by using the speed-reading method. The quantitative data formulations are:

$$P = \frac{f}{n} \times 100\%$$

Information:

P = Percentage Number

f = Number of students who experience changes

n = Total number of students

### III. Result and Discussion

#### 3.1 Students' Initial Ability

Before planning the first cycle of action, a pre-test was carried out which aims to determine the students' initial abilities. This pre-test is also to find out the description of the difficulties experienced by students in speed reading. From the initial tests conducted in class V SDIT Hamas Stabat, it was found that the level of speed-reading completeness is as shown in the table below.

To find out the initial condition of the students, the researcher made observations on the teaching carried out by the classroom teacher by observing the teacher teaching and the students' speed-reading ability in the teaching and learning process taking place. This observation needs to be made to find out whether it is true that in class V SDIT Hamas, Stabat need to take action in accordance with what will be investigated by researchers, namely increasing their speed-reading ability.

**Table 1.** Results of the Initial Test

No	No. Respondent	Wpm	Information	
			Not Completed	Completed
1	01	65	Not Completed	
2	02	75		Complete
3	03	77		Complete
4	04	55	Not Completed	
5	05	58	Not Completed	
6	06	54	Not Completed	
7	07	55	Not Completed	
8	08	63	Not Completed	
9	09	60	Not Completed	
10	10	75		Complete
11	11	58	Not Completed	
12	12	56	Not Completed	
13	13	54	Not Completed	
14	14	63	Not Completed	
15	15	64	Not Completed	
16	16	66	Not Completed	
17	17	65	Not Completed	
18	18	67	Not Completed	
19	19	69	Not Completed	
20	20	76		Complete
Total		1275		
Average		63,75		
Complete (percent)				4 (20%)
Not Completed (percent)			16 (80%)	

From table 1 above, it turns out that the pre-test of the practice of speed reading given by the researcher to 20 Class V SDIT Hamas Stabat with an indicator of the inability of students to read quickly well is the number of words per minute (wpm) which can be read less than 75 wpm. With these indicators, students get an average value per wpm of 63.75. The results of students who are able to read quickly are 4 students and those who

are not able to read quickly are 16 students. With this, it can be seen that the percentage of speed-reading ability is  $4/20 \times 100\% = 20\%$  and the percentage that has not been able to read quickly is  $16/20 \times 100\% = 80\%$ . This shows that the level of reading ability classically is still low, so further improvements are made by applying the speed-reading method to increase the speed-reading ability of class V SDIT Hamas Stabat.

### 3.2 Cycle I

In the first cycle, the researcher gave action through learning by applying the speed-reading method in the first cycle, then the researcher repeated the speed-reading practice test with an indicator of 75 wpm which showed an increase classically. These results can be seen in the table below:

**Table 2.** Earning Results in Cycle I

No	No. Respondent	Wpm	Information	
			Not Completed	Completed
1	01	75		Completed
2	02	78		Completed
3	03	80		Completed
4	04	66	Not Completed	
5	05	67	Not Completed	
6	06	65	Not Completed	
7	07	63	Not Completed	
8	08	75		Completed
9	09	66	Not Completed	
10	10	78		Completed
11	11	64	Not Completed	
12	12	66	Not Completed	
13	13	69	Not Completed	
14	14	71	Not Completed	
15	15	70	Not Completed	
16	16	75		Completed
17	17	72	Not Completed	
18	18	76		Completed
19	19	75		Completed
20	20	79		Completed
Total		1430		
Average		71,5		
Completed (percent)				9 (45%)
Not Completed (percent)			11 (55%)	

In Table 2 above, the average value is 71.8. There was an increase in the initial average of 7.75. It is known that students who have the ability to read quickly also increase to 11 students with a percentage of classical completeness that is  $11/20 \times 100\% = 55\%$  and those who have not been able to read quickly are 9 students with a percentage of  $9/20 \times 100\% = 45\%$ . This shows that there is a difference in the percentage between the initial test and the test in the first cycle of 35%. However, the level of classical completeness has not reached the expected indicators, so learning is carried out again by improving learning steps that are considered ineffective.

### 3.3 Reflection Cycle I

Based on the results of the implementation carried out in the first cycle, the researchers reflected on all activities in the first cycle with the following results:

- a. In the first cycle the percentage level of classical completeness of students is still considered low so it is necessary to make improvements by implementing the second cycle.
- b. In the first cycle the researcher has not reached the desired indicator.
- c. In the first cycle, the students did not fully understand the speed reading method.

### 3.4 Cycle II

The researcher again carried out learning by applying the speed-reading method in the classroom with the hope of increasing speed-reading skills. The implementation of the actions in the second cycle is almost the same as the implementation of the first cycle, except that there are several things that are added in this activity such as increasing examples of speed reading with the speed-reading method and then maximizing the process of learning to read quickly with the speed-reading method. After giving the action in cycle II, the reading practice test was carried out again with an indicator of 75 wpm with results.

**Table 3.** Earning Results in Cycle I

No	No. Respondent	Wpm	Information	
			Not Completed	Completed
1	01	79		Completed
2	02	82		Completed
3	03	84		Completed
4	04	76		Completed
5	05	77		Completed
6	06	75		Completed
7	07	68	Not Completed	
8	08	78		Completed
9	09	75		Completed
10	10	83		Completed
11	11	70	Not Completed	
12	12	73	Not Completed	
13	13	77		Completed
14	14	75		Completed
15	15	76		Completed
16	16	79		Completed
17	17	77		Completed
18	18	80		Completed
19	19	78		Completed
20	20	84		Completed
Total		1546		
Average		77,3		
Completed (percent)				17 (85%)
Not Completed (percent)			3(15%)	



The average value in the second cycle was 77.3, there was a significant increase in the average from the initial test results of 13.55. It is known that students who have the ability to read quickly are 17 students with a classical percentage of  $17/20 \times 100\% = 85\%$  and students who are not able to read fast are 3 students with a percentage of  $3/20 \times 100\% = 15\%$ . This shows an increase in the speed-reading ability of Class V SDIT Hamas Stabat by using the speed-reading method.

### 3.5 Reflection Cycle II

Based on the results of the implementation of the second cycle, the results obtained are that:

- a. The percentage of classical completeness is increasing until it reaches 85%
- b. Researchers have applied the speed reading method well according to the stages.
- c. Student activity is increasing, this can be seen from the activeness of students in speed reading.

## IV. Conclusion

Based on the research that has been carried out, it can be concluded as follows:

- a. In the initial test with the implementation before using the speed-reading method, the speed-reading ability in Class V SDIT Hamas, Stabat was only 4 people who had the ability to read quickly with a percentage of 20% and those who did not have the ability to read quickly as many as 16 people with a percentage of 80%.
- b. After the speed-reading method was implemented in the first cycle, there was an increase in reading ability in Class V SDIT Hamas, Stabat many as 11 students who were able to read quickly with a percentage of 55% and those who were still unable to read quickly were 9 students with a percentage of 45%.
- c. After the improvement in the first cycle of action, in the second cycle there was a significant increase with many 17 students who had the ability to read quickly with a percentage of 85% and those who had not been able to read quickly as many as 3 people with a percentage of 15%.
- d. From the increase in classical completeness obtained by students, it can be concluded that the use of the speed-reading method can improve reading skills in Class V SDIT Hamas, Stabat.

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