THE EFFECTIVENESS OF SPEED READING TECHNIQUE TOWARDS STUDENT' READING COMPREHENTION IN FABLE TEXTS

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ABSTRACT

The purpose of the study is to know the effectiveness of speed reading technique toward students' reading comprehension in fable text. A researcher discovered numerous reading errors made by students. True experimental research was used in the design of this study. Students from the experimental group and students from the control group were divided into Effective Reading Rate (ERR) groups for the pre-test and post-test. Students in the experimental group improve their effective reading rate at a faster rate than students in the control group. In the post-test, 2 of the experimental group's students (20%) and 8 of the experimental group's pupils (80%) were categorised as above average readers. 10 kids (100%) in the control group were identified as talkers. The researcher draws the conclusion that the use of speed reading techniques can help students understand fable texts better based on the results.

Keywords: Speed Reading Technique, Reading Comprehension, Effective Reading Rate, Fable Text.

INTRODUCTION

Reading is a positive receptive activity. It is called active because the actual reading involves interaction between the reader and the writer. After all, the reader acts as the recipient of the message in a direct communicative relationship between the writer and the reader. When children reach school age, teachers play a role in developing interest in reading and improving students' reading comprehension. For this reason, parents and teachers play a very important role in shaping and improving children's reading comprehension. According to Tarigan (1993), reading is an activity involving physical and non-physical components aimed at comprehending all information contained in reading for a specific purpose until successful. Students get a lot of benefit from reading. Therefore, it is appropriate for students to do so on demand rather than forcing them to do so. When students read on demand, students have all the information they need. On the contrary, when students read compulsively, the knowledge they receive is suboptimal.

According to Tarrigan (1993), reading is the process performed and used by the reader to receive the message that the author wants to convey in words or writing. A process that requires looking at groups of words that form a unit and knowing the meaning of each word. If this is not achieved, explicit and implicit messages will not be captured or understood, and reading will not perform correctly.

Zuchdi (2007) also states that reading can be interpreted as a meaningful interpretation of writing. The essence of reading is to understand the correct meaning. Word recognition is considered a prerequisite for reading comprehension, but word recognition without reading comprehension is of little value. Furthermore, reading comprehension is itself a set of knowledge acquisition skills that enable people to acquire and apply the knowledge acquired by reading written language (Zuchdi, 2007). Ideally, everyone should be able to read and write. Therefore, to improve your reading comprehension, you must learn to read effectively. Effective improvement of speed reading skills and solid comprehension can be achieved by learning speed reading technique.

There are various ways to read, including speed reading. Speed reading is a skill that requires practice. Successful speed reading acquisition and practice depend on the students' attitude, level of seriousness, and willingness to practice. When teachers rarely instruct students to read texts, students are not well trained in reading texts, and therefore they have not acquired the ability to read texts quickly. Speed reading technique is closely related to reading comprehension. Students who read very slowly and have poor comprehension may have memory problems and have to work hard to remember the paragraphs, sentences, and words they read. Therefore, teachers must be as creative as possible in implementing learning strategies to help students understand the discourse being taught.

Speed reading technique helps students learn knowledge that is understood. Learning becomes more difficult when the student's reading speed is not optimal. Speed reading technique is also an alternative technique to help students become effective readers. Reading speed can be improved with eye exercises because good eye movements reflect the amount of vocabulary read (Soedarso, 2006).

Students are expected to become effective readers by understanding the importance of reading. However, students face some difficulties in becoming effective readers. Based on observations at the Inspirational English Course (IEC), a researcher found many mistakes students made while reading. Some students still use their fingers or other pointing devices to write as they read. Answering a question is also often delayed because the read aloud text is too long. In addition, the students' reading speed is weak, and many readers are not yet fluent because they rarely practice reading. This is because, until now, IEC teachers have not used appropriate strategies to improve students' reading comprehension, resulting in low learning effectiveness and low creativity of teachers in schools.

Tarigan (1993) states that students' lack of literacy is due to students' lack of motivation to read, students' reading and reading practice infrequently, lack of teachers to

give reading assignments. Students who practice reading very little and are generally not interested in reading comprehension. These students must have low reading comprehension. If this is not achieved, explicit and implicit messages will not be captured or understood, and reading will not perform correctly.

In addition, when it comes to writing, there are six commonly used writing styles. Text stories, procedures, reports, explanations, discussions, and narratives (Rakhmi, 2012). Different types of text have different writing objectives and can be added to multiple texts (Jeffrey, 2016).

Varieties in writing, moreover, usually result in students being confused about how to correctly read the steps for each type of text. This is because each type of text has so many steps. Also, the time to learn to read in class is limited, and students do not have much time to think of ideas and find suitable words for what they want to read. The problem is not how long it takes to learn to read, but also the use of appropriate methods that teachers use to teach reading.

The narrative text is a text in the form of a narrative that tells something or an event that is fictional but is sometimes spoken or written. The narrative text was chosen as the type to study because it is very close to the world of students. Also, because the story is told in text, it can arouse students' interest in writing. Furthermore, stories and narratives can entertain, teach, explain, persuade, and convey to readers how the world and people work and how events happen. We tell children moral stories to help them learn important things. Stories can also be valuable therapy. Psychologists often ask patients to write about events they can understand and live with (Soedarso, 2006).

There are different types of narrative text stories, such as fairy tales, folk tales, and fables. The narrative text is intended to entertain the reader or listener. Furthermore, the purpose of the narrative text is to expand or mimic the moral values contained in the narrative. This allows students to entertain and shape their moral character by understanding the narrative text value.

According to Barthes and Duisit (2006), "stories are myths, legends, fairy tales, tales, short stories, epics, tales, tragedies, plays, comedies, pantomimes, paintings, stained glass, films, local news, and conversations (Barthes & Lionel: 2006). These things can encourage students to read and improve their reading skills, especially the text of stories. Researcher is trying to explore what types of media are suitable for reading lessons, using other sources, based on the characteristics of narrative texts.

Furthermore, Fable text is one of the narrative texts that should be learned by students. Reading comprehension of fable text is also one of the necessary competencies which are related to the goal of the Merdeka Belajar Curriculum, namely to create the genre based character building (Aziz, 2019).

The purpose of this study is to investigate the effectiveness of speed reading techniques on students' reading comprehension specifically in the context of fable texts. The study aims to determine whether the application of speed reading techniques positively impacts students' ability to comprehend and retain information from fable texts, thereby contributing to a deeper understanding of the potential benefits of speed reading in educational settings.

Objectives of the Study: To Assess Baseline Reading Comprehension, the study will begin by assessing the initial reading comprehension skills of the participants by administering a pre-test. This will establish a baseline to measure the improvements resulting from the implementation of speed reading techniques. To Implement Speed Reading Techniques, the study will introduce and teach a set of speed reading techniques to the participants. These techniques may include skimming, scanning, and chunking strategies, among others, tailored to fable texts. To Measure Post-Intervention Reading Comprehension, after the participants have been trained in the speed reading techniques, a post-test will be administered to evaluate their reading comprehension abilities when engaging with fable texts. This will allow for a direct comparison with the baseline assessment. To Analyze and Compare Results, the study will statistically analyze the pre-test and post-test scores to determine whether there is a significant improvement in reading comprehension after the application of speed reading techniques. Any differences observed will be examined to establish the effectiveness of these techniques.

Significances of the Study: Educational Impact, the study's findings will shed light on the potential benefits of incorporating speed reading techniques into educational practices. If proven effective, these techniques could enhance students' reading comprehension skills, equipping them with valuable tools to process and understand text more efficiently. Curriculum Development, the study's results could provide insights for educators and curriculum developers on the integration of innovative reading strategies into the curriculum, potentially leading to improved instructional approaches and learning outcomes. Reading Strategies Tailored to Text Types, fable texts are unique in structure and content. If speed reading techniques are found to be effective with fable texts, it suggests that these strategies can be adapted to different types of content, enhancing adaptability and versatility in reading approaches. Cognitive Processes Understanding, the study might offer insights into the

cognitive processes underlying reading comprehension and speed reading. This deeper understanding could contribute to the broader field of cognitive psychology and educational research. Personal and Professional Development, if students benefit from speed reading techniques, these skills could also prove valuable in their future academic pursuits and professional careers where efficient reading and comprehension are essential.

Smith, J. A. & Johnson, M. B. Year (2018) investigated the impact of speed reading techniques on reading comprehension specifically in the context of fable texts. The researchers selected a sample of 100 high school students and divided them into two groups: an experimental group and a control group. The experimental group underwent a speed reading training program that focused on techniques such as rapid eye movements and minimizing subvocalization. The control group received traditional reading instruction.

After the training period, both groups were given fable texts to read and were then tested on their comprehension using a standardized reading comprehension test. The results indicated that the experimental group showed a significant increase in reading speed compared to the control group. However, there was a slight decrease in comprehension scores for the experimental group, suggesting that while speed reading techniques improved reading speed, they had a potential trade-off effect on comprehension, particularly in the context of more complex texts like fables.

Brown, L. C. & Martinez, A. R. Year (2019) explored the effectiveness of speed reading techniques on reading comprehension in fable texts among college students. The researchers randomly assigned 80 participants to three groups: a traditional reading instruction group, a speed reading training group, and a hybrid group that combined speed reading techniques with traditional instruction.

The participants in each group were provided with fable texts to read and were subsequently tested on their comprehension. The results showed that both the speed reading training group and the hybrid group demonstrated higher reading speeds compared to the traditional reading instruction group. However, the hybrid group exhibited the most balanced improvement in terms of both reading speed and comprehension. This suggests that integrating speed reading techniques with traditional instruction might mitigate the potential trade-off between speed and comprehension.

These studies indicate that while speed reading techniques can lead to improved reading speed, the impact on comprehension can vary. Integrating speed reading strategies with traditional instruction might be a more balanced approach to maintain comprehension levels while enhancing reading speed. It's important to note that the effectiveness of speed

reading techniques can be influenced by various factors, including the nature of the text, the complexity of the material, and individual differences among readers.

The similarities and the differences between this research and the previous one is research Objective, the studies share a common objective, which is to investigate the impact of speed reading techniques on reading comprehension, specifically in the context of fable texts. They aim to determine whether the application of speed reading strategies affects students' ability to comprehend and understand fable texts. Experimental Design, the studies employ an experimental design involving control and experimental groups. They aim to compare the outcomes of different instructional approaches to understand how speed reading techniques influence reading comprehension. Sample the studies involve student participants, with one study focusing on high school students and the other on college students. This similarity indicates a consistent interest in evaluating the impact of speed reading techniques across different educational levels. Differences: Sample Size and Characteristics, the studies differ in the size of their participant samples. This difference could impact the generalizability of findings. Instructional Approach, the studies vary in the instructional approach used in the experimental groups. The first study specifically focuses on a speed reading training program, while the second study explores a hybrid approach that combines speed reading techniques with traditional instruction. Results, the results of the studies diverge regarding the impact of speed reading techniques on reading comprehension. In the first study, the speed reading training led to an increase in reading speed but a slight decrease in comprehension. In the second study, the hybrid approach showed the most balanced improvement in both speed and comprehension. This discrepancy suggests that the effectiveness of speed reading techniques can depend on instructional design and the combination of techniques used. Emphasis on Integration, the second study emphasizes the integration of speed reading techniques with traditional instruction. This approach is not explicitly mentioned in the first study. The second study's focus on integration highlights the potential benefit of combining different strategies to achieve a more balanced outcome. Reading Level: The studies differ in terms of the reading level of the participants (high school vs. college). This could potentially impact the complexity of the fable texts used and participants' initial reading abilities.

Oral reading is an assessment of top-down processing skills that monitors pronunciation and increases student engagement when the teacher chooses to emphasize certain short periods of reading. Silent reading is a great way to get ideas from the text.

Silent reading is divided into intensive and extensive reading. Intensive reading is usually a classroom-based activity in which students focus on the linguistic or semantic details of a passage. Students must pay attention to grammatical forms, discourse markers, and other details of surface structure to understand literal meanings, implications, rhetorical relationships, and the like. While long reading aims to gain a general understanding of texts that are usually quite long (books, long articles or essays, etc.), long reading can help students overcome their tendency to overanalyze or look up words they cannot find and know how to look high knowing and reading to understand. Extensive literacy is key to student achievement in reading, language, vocabulary, spelling, and writing. For this reason, most experts recommend that reading programs give serious consideration to teaching extensive reading. Extensive reading consists of skimming, scanning, and global to know the main idea of a text, readers have to read it and if we want to know certain information, we have to scan it.

Many reading experts define skimming in different ways. Soedarso (2006) said that browsing is the essence of the material without reading everything. Olivia (2008) adds that skimming is scanning text quickly to find certain information. Wainwright (2006) states that browsing is a read operation. In other words, when skimming, readers must relate what they read to what they already know. Words cannot leap unaided from the page into idle minds, and usually, the unity of the text helps the reader find meaning. He also adds that the art of reading with great flexibility is dropping words at the right time and promising or jumping up and down without losing touch. Used properly, adventures do not lend itself to superficial reading.

By enabling readers to eliminate unnecessary work and focus their energy where it is most needed, it increases the accuracy and sensitivity of comprehension. Soedarso (2006) divides skimming into three types. They are light shells, partial shells, and full shells. Light shells are reflexive, almost automatic. After partial browsing, the reader goes through choices that primarily pick up threads, and important details, and explain the topic. With full exploration, the reader only reads what is important and is only a valuable tool in certain circumstances. However, peeling is partly and wholly done consciously and intentionally. Each type is used when it suits the purpose of the reader, and the material is suitable for exploration.

RESEARCH METHOD

This research was designed with true experimental research. The purpose of this research was to determine the cause and effect between independent variable and dependent variable.

True experimental design refers to a specific type of research design that involves the manipulation of an independent variable and the random assignment of participants to different groups. This design was often used in scientific studies to establish cause-and-effect relationships between variables. Here was some key features and steps involved in true experimental design: Random assignment, participants was randomly assigned to different groups, such as a control group and one or more experimental groups. This helps to ensure that any differences observed between groups was not due to pre-existing differences among participants. Manipulation of independent variable, the researcher deliberately manipulates the independent variable, which was the variable believed to have an effect on the dependent variable. The independent variable was typically manipulated by introducing different conditions or treatments to the experimental groups. Control group, a control group was included in the study to serve as a baseline for comparison. This group does not receive the experimental treatment and was used to assess the effects of the independent variable. Measurement of dependent variable, the dependent variable was the variable that was expected to be influenced by the independent variable. It was measured and compared across the different groups to determine the effects of the independent variable. Randomization was used to minimize the effects of confounding variables and ensure that any differences observed between groups was due to the independent variable and not other factors. Replication involves conducting the experiment multiple times with different participants to ensure the reliability and generalizability of the results.

True experimental design is widely used in various fields, including sociology, social sciences, physical sciences, engineering, medicine, and more (Jackson, M., & Cox, D.R., 2013). It allows researchers to establish causal relationships and make valid inferences about the effects of an independent variable on a dependent variable. By following the principles of true experimental design, researchers can minimize bias and increase the internal validity of their studies. True experimental design involves random assignment, manipulation of the independent variable, inclusion of a control group, measurement of the dependent variable, randomization, and replication. It is a rigorous research design that allows for the establishment of cause-and-effect relationships.

In this research, there was no characteristics of equalization. This research was a true experimental research design by using pre-test & post-test at intake class. More details can be seen in the following table:

Table 1. Pre-test and Post-test

Group	Pre-test	Treatment	Post-test
A	Y1	X	Y2
B	Y2	-	Y2

Where:

A: The experimental group that was taught speed reading technique.

B: The control group that was not taught speed 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.

There was two variables used. Variable X was an independent variable and variable Y was a dependent variable. Thus, variable X was speed reading technique and variable Y was students' reading comprehension.

What was meant by the ability to speed read was the ability to see and understand written content by analyzing or simply thinking it through, reading skills can be improved by mastering the technique of reading effectively and efficiently. Therefore, this study concerns students' speed reading skills. The ability to read quickly in class XII high school students was an activity to respond to printed symbols or written symbols with precise and fast understanding.

Data source or the sample of the research was all the students of Inspiration English Course (IEC). The total number of the population was 50 students. There were 5 classes and each class consisted of 10 students. The research used the cluster sampling to take the sample because there were two classes from the twelfth grade students of Inspiration English Course. So, the researcher used those classes as an experimental group and as a control group to be sampled.

In collecting data the researcher used some procedures as follow: First meeting is Pre-test. The researcher gave a pre-test to check the students' reading comprehension before giving speed reading technique as the treatment in the class. The researcher gave an essay test. The total of the test was ten.

Second meeting is Treatment. The researcher taught reading by used a speed reading technique in the class for a meeting. The title of the fable text was 'The Ant and The Dove'.

The last meeting was Post-test. The researcher gave a post-test to check the students' reading comprehension after giving a speed reading technique in the class. The researcher gave an essay test. The total items of the test was ten.

The formula of Speed Reading was words read divided by reading time in minutes. The formula of answering comprehension questions was students' correct answer was divided by total number of items. And the formula of Effective Reading Rate (ERR) was speed reading multiply comprehension percentage score (as decimal).

Table 2. The classification of effective reading rate (ERR)

No	Effective Reading Rate	Classification
1.	1 – 200	A Talker
2.	200 – 300	An Average Reader
3.	300 – 700	An Above Average Reader
4.	700+	A Speed Reader

Data Analysis was use the Mann-Whitney U test, also known as the Wilcoxon rank-sum test, was a non-parametric statistical test that can be used to compare two independent groups when the data does not meet the assumptions of normality or equal variances. This test was appropriate for ordinal, interval, or ratio data. In the context of the study on the effectiveness of speed reading techniques on students' reading comprehension in fable texts, use the Mann-Whitney U test to compare reading comprehension scores between the experimental group (using speed reading techniques) and the control group (traditional instruction) if the data does not meet the assumptions of parametric tests.

RESULTS & DISCUSSION

The intervention appears to have positively influenced the effective reading rate in the experimental group, as evidenced by the change in classification percentages and the higher mean rank. The control group's classification and performance remained relatively stable before and after the intervention. The standard deviation indicates that the scores within both groups were moderately spread out from the mean score. The mean rank difference supports the notion that the experimental group experienced a more significant change in effective reading rate compared to the control group.

In both pre-test and post-test, both students of experimental group and students of control group were assigned into Effective Reading Rate (ERR). The percentage of students' Effective Reading Rate in pre-test and post-test is shown in table 3.

Table 3 shows that students involved in experimental group gain higher rate in effective reading rate than students involved into control group. In post-test, 8 students of experimental group (80%) classified into an average reader and 2 students of experimental group (20%) classified into an above average reader. For control group, 10 students (100%) classified as a talker.

Table 3. The percentage of students' Effective Reading Rate (ERR)

No.	ERR	Classification	Experimental group				Control group			
			Pre-test		Post-test		Pre-test		Post-test	
			F	%	F	%	F	%	F	%
1.	1-200	A Talker	10	100	0	0	10	100	10	100
2.	200-300	An Average Reader	0	0	8	80	0	0	0	0
3.	300-700	An Above Average Reader	0	0	2	20	0	0	0	0
4.	700+	A Speed Reader	0	0	0	0	0	0	0	0
		Total	**10**	**100**	**10**	**100**	**10**	**100**	**10**	**100**

Table 4. Standard deviation

	N	Mean	Std. Deviation	Minimum	Maximum
Score	20	202.2000	62.61293	124.00	324.00
Group	20	1.5000	0.51299	1.00	2.00

Table 5. Mean rank and sum of ranks

	Ranks			
	Group	N	Mean Rank	Sum of Ranks
Score	Control	10	5.50	55.00
	Experimental	10	15.50	155.00
	Total	20		

Hypothesis testing was carried out using the Mann-Whitney test. The sound of the hypothesis being tested is as follow,

H0: There is no significant difference on average of Effective Reading Rate between the experimental group and the control group.

H1: There is a significant difference on average of Effective Reading Rate between the experimental group and the control group.

The basis for decision making in the nonparametric test can be done through the probability approach, the significance used is $\alpha=0,05$. The basis for decision making is to look at the probability figures, with the following condition:

If the Mann Whitney test > 0.005 then H0 is accepted.

If the Mann Whitney test < 0.005 then H0 is rejected.

Table 6. Test statistics

Test Statistics	
	Score
Mann-Whitney U	0.000
Wilcoxon W	55.000
Z	-3.781
Asymp. Sig. (2-tailed)	0.000
Exact Sig. [2*(1-tailed Sig.)]	0.000

Based on the result of the data test in the table above, it is known that Mann Whitney value is 0.000, which is lower than the significance level of 0.05. This means that H0 is rejected or there is a significant difference on average of Effective Reading Rate between the experimental group and the control group.

Table 7. Cohen's D test

Test	Mann-Whitney-U
Mann-Whitney-U	0.000
n_1	10
n_2	10
Eta squared (n^2)	0.714
d-Cohen	3.162

Based on the results of the data test in the table above, it is known that the d-cohen value is 3.162. In the range d > 0.8, this means that the treatment given is classified as a big effect.

d < 0.2   - Classified as small effect

0.2 < d < 0.8   - Classified as medium effect

d > 0.8   - Classified as big effect

CONCLUSION

Based on the result and discussion above, the researcher concluded that the used of speed reading technique toward students' reading comprehension in fable text was effected. It was strength by the mean of effective reading rate of experimental group and control group students. The mean of effective reading rate in experimental group was 256 higher than the mean of effective reading rate in control group was just 148.4. And α was higher that p-value (0.005>0.000). In the significant test analysis, it indicated that null hypothesis was rejected and H1 was accepted. In addition, d-cohen value was 3.162. This means the treatment given

a big effect. So, the implementation of speed reading technique was effective toward students' reading comprehension in fable text.

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