

P E D A G O N A L

Jurnal Ilmiah Pendidikan

<http://journal.unpak.ac.id/index.php/pedagonal>

SPEED READING: UNIVERSITY EFL STUDENTS' STRATEGIES AND PERCEPTIONS

Poppy Sofia Hidayati

Email :poppy.hidayati@yahoo.com

ABSTRACT

EFL reading classes are often teacher-centered and only focus on direct knowledge transmission, the emphasis is often put on the production of comprehension rather than the processing skills. This research attempts to maximize the students' participation in evaluating the process of reading by using speed reading program, to find out the strategies they use in the reading process, and to know the students' perceptions on speed reading in order to enhance their reading comprehension skill in English. The participants of the study are twenty one students of English Education Study Program of Faculty of Teachers Training and Educational Sciences, in the fifth semester of 2017/2018 academic year. The data were collected from the students' reading graphs, reflection journals, and interview. The major findings of this research are: (1) the average of students' reading rate is below the ideal speed 300 wpm, but the average result of comprehension score is excellent. Both reading rate and reading comprehension show a progress. (2) Most of the students had used cognitive strategies and unconsciously used metacognitive strategies also. (3) Most of the students showed positive perceptions toward the speed reading program, they were also motivated and able to evaluate themselves to develop their reading skill. It can be concluded that at this level, they have acquired some reading skills and strategies, and by evaluating and recognizing their own weaknesses, they have tried to improve themselves to get better.

Keywords: EFL, Case Study, Speed Reading, Strategy, Perception

ABSTRAK

Pengajaran Reading di kelas seringkali teacher-centered dan berfokus pada paparan pengetahuan dari teks yang dibaca saja, penekanan pembelajaran lebih kepada hasil pemahaman daripada proses memahami itu sendiri. Penelitian ini dilakukan untuk memaksimalkan partisipasi siswa dalam mengevaluasi dirinya dengan melalui program Speed Reading, untuk menemukan strategi-strategi yang mereka gunakan dalam proses membaca, dan juga untuk menemukan

persepsi mahasiswa terhadap teknik Speed Reading dalam meningkatkan pemahaman membaca teks berbahasa Inggris. Penelitian ini dilakukan pada 21 mahasiswa semester 5 Pendidikan Bahasa Inggris di Fakultas Keguruan dan Ilmu Pengetahuan tahun akademik 20017/20018. Data diambil dari grafik pencapaian reading rate dan comprehension, jurnal refleksi dan wawancara. Temuan utama dari penelitian ini : (1) Rata-rata kecepatan membaca mahasiswa masih dibawah kecepatan ideal yaitu 300wpm, namun hasil comprehension test mereka cukup tinggi. Baik kecepatan maupun pemahaman menunjukkan suatu kemajuan. (2) Sebagian besar mahasiswa telah menerapkan strategi-strategi kognitif dan meta-kognitif meskipun mereka tidak menyadari bahwa hal tersebut adalah suatu strategi. (3) Sebagian besar mahasiswa menunjukkan persepsi positif terhadap program speed reading ini, mereka termotivasi dan mampu mengevaluasi diri sendiri untuk meningkatkan kemampuan membaca mereka. Dapat disimpulkan bahwa pada level ini mahasiswa telah mengetahui dan menerapkan strategi-strategi membaca, dan dengan mampu mengenali dan mengevaluasi kelemahan dirinya dalam kemampuan membaca, mereka telah mencoba untuk memperbaiki dirinya untuk menjadi lebih baik.

Kata Kunci: EFL, Studi Kasus, Membaca Cepat, Strategi, Persepsi

BACKGROUND OF THE STUDY

Nowadays, the ability to read and understand materials written in English is very important. It is one of the requirements to succeed not only in academic life but also in occupation, as most information and references are written in English. This condition turns out to be one of the major concerns in the development of English teaching in Indonesia, then it is understandable that reading ability should be acquired by Indonesian' students and that the institutions should involve in preparing their graduates to be the efficient readers.

Research on reading has shown that reading is a complex cognitive activity that is indispensable for adequate functioning and for obtaining information in contemporary society, to enter the present literate society, students must know how to learn from reading. However, when students enter higher education with the reading demands that are placed upon them, they often select ineffective and inefficient strategies with little strategic intent, those are the fact based on the researcher experience and observation in teaching reading at English education study program of FKIP Universitas Pakuan Bogor. Furthermore students in this study program assume that, when reading English texts, the author's intended meaning lies within the printed words, leaving the reading process as no more than obtaining meaning from the words on the page. They approach reading passively, relying heavily on the bilingual dictionary and spending long hours laboring over sentence-by-sentence translations. Despite all the efforts they make, their reading

comprehension still remains poor. This condition happens because they are not equipped with the ability to comprehend the text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text (McNamara¹). Some readers may understand each word separately, but linking them together into meaningful ideas often doesn't happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text.

The use of effective and efficient reading comprehension strategies might be important in helping readers improve comprehension and learning from text. In addition to effective and efficient, as the researcher observes in her reading class, eight out of ten students would list reading as a frivolous activity in which they have no inclination due to the amount of time it takes them to get through a single book. Students feel the pressure of time as they are faced with lots of homework and required reading. Some others feel that reading is frustrating because they are lack of purpose and concentration. The answer for their problem might lay on how to make the process of reading shorter in time but gain a good comprehension. One of the strategies that can make reading comprehension effective and efficient is by applying speed reading. Speed reading is the act of quickly absorbing written information The goal is to read quickly but still retain comprehension of the material (Konstant²). Speed reading is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved with practice. (McNamara³). The rate at which people read material is not a constant and varies greatly depending on several factors. Students might find it hard to comprehend the text in a limited time, yet it will force them to use some techniques such as skimming, scanning, therefore they will not rely on translating individual words.

A preliminary research conducted by Abdelrahman & Bsharah ⁴(2014) found that there was a significant difference on reading comprehension due to speed reading strategies and that indicated that training was effective for the experimental group which can be due training

¹ McNamara, D. S. 2007. *Reading comprehension strategies*. New Jersey: Lawrence Erlbaum Associates.

² Konstant, T. 2003. *Speed reading*. London: McGraw- Hill.

³ McNamara, D. S. 2007. *Reading comprehension strategies*. New Jersey: Lawrence Erlbaum Associates

⁴ Abdelrahman, M. & Bsharah, M. 2014. *The effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language*. English language Teaching; Vol.7, No 6: ISSN 1916-4742 E-ISSN 1916-4750. Canadian Center of Science and Education

procedures and the instructional activities improved the students' performance on the reading comprehension scale as there were no learning chances for the controlled group. The students who participated in the study showed the motivation and attraction during the training sessions based on speed reading. In line with this, another research conducted by Wardani ⁵(2014) revealed that speed reading and extensive reading activities benefited students by making them aware of using certain strategy to understand the meaning of text quickly, improved their reading fluency, and increase and encourage a positive attitude towards reading fluency.

Therefore the present research attempts to maximize the students' participation in evaluating themselves regarding the process of gaining information by using speed reading strategies, in order to enhance their English reading comprehension skill.

RESEARCH METHODOLOGY

This research described the nature of reading process employed by the respondents when doing the speed reading. As the researcher interested in investigating the process, the method used for this study was qualitative case study research design. As Merriam ⁶ state, a case study is a particularly suitable design if the researcher is interested in process. Thus, the research aimed at exploring, understanding, and analyzing students' use of reading strategies while they are employing speed reading. This design involved collecting data about and from the students by means of reading different types of English texts, answering the comprehension questions, putting the result of the speed and comprehension in the graphs, writing a reflection journal regarding the process of reading and answering the interview. Their graphs, reflection journals, and the result of interview were analyzed to find out how the students read the texts, how the achievement of the comprehension was, and what strategies they used during the reading process. This kind of speed reading process was in line with what Nuttall suggests in improving speed reading by having a speed reading program.

The participants of the study were twenty one students of English Education Study Program of Faculty of Teachers Training and Educational Sciences, in the fifth semester of 2017/2018 academic year. The students were considered as the intermediate students, who had relatively

⁵ Wardani, Sri. 2014. *Using Speed Reading and extensive Reading Activities to Improve Students' reading Fluency*. Jurnal Pendidikan Humaniora, Vol.2 No 3. ISSN 2338-8110

⁶ Merriam, S. B. 1998. *Case study research in education: a qualitative approach*. San Francisco: Jossey-Bass.

sufficient competence in English and have followed reading classes from Reading 1 up to Reading 5.

To collect the data, the researcher asked the students to read five different types of texts in five sessions. Each student read each text in the range of one to six minutes, and comprehension questions to be answered directly after the reading. After checking the correct answer, they put the speed rate (in words per minutes/WPM) and the number of the correct answer into graphs to measure the progress of the activity. Then they wrote a short journal describing the process as reflection to the reading activity which contained their response and difficulties during the reading process.

To find out the strategies and the perception of students toward the speed reading and comprehension ability, the data was strengthened by giving some students a stimulated recall interview, as stated by Mackey & Gass⁷ Stimulated Recall can be viewed as a subset of introspective research methods which accesses participants' reflection on mental processes and has its origins in philosophy and psychology. In this study, stimulated recall interview was used to find out how the students' approach and apply the reading strategies and what kind of problem they might have during the process of reading.

There were three sets of instruments used in this study: a set of English texts completed with the comprehension questions, a set of students' reading journals and graphs recording the process of reading, and a set of interview questions to record how the students' approach the text and what perceptions they have about speed reading.

RESEARCH FINDINGS

The Students' Achievement on Reading Speed and Reading Comprehension

The average results of students' reading rate and reading comprehension from five texts can be seen in Table 3.

Table 3. The students' reading rate and reading comprehension

Average Score	Text 1	Text 2	Text 3	Text 4	Text 5

⁷ Mackey, A., & Gass, S.M. 2005. *Second language research: methodology and design*. Mahwah New Jersey: Lawrence Erlbaum Associates Inc.

Reading rate	111.95 wpm	127.14 wpm	141.23 wpm	148.24 wpm	174.05 wpm
Reading comprehension	58.33 %	60.12 %	72.02%	60.12 %	84.52%

Based on Table 3, it can be seen that in the first practice for text 1, the average of students' reading rate and reading comprehension did not achieve the standard for the efficient readers. The first text consist only 500 words and 8 comprehension questions, although there were some students achieved more than 150 wpm, but on average 111.95 wpm it was still relatively low achievement. The general view of the adequate comprehension score stated that 70 percent is enough, although the expectation was more than 70%. It can be seen that here in the first text, the average score of students' reading comprehension 58.33% was far below the expectation.

The second practice for text 2, the students were given a 525 words text and 8 comprehension questions. The results show that on average, students' reading rate was 127.14 and reading comprehension was 60.12%. Although they were still below the standard, it had a progress both in rate and comprehension. The third practice for text 3, the students' performed better - they were given a 766 text and 8 comprehension questions- by achieving on average rate 148.24 wpm and 72.02% for reading comprehension. On the next fourth practice for text 4, the students were given a longer text consist of 925 words and 8 comprehension questions. The results for the reading rate on average had a progress by achieving 148.24 wpm but it did not in line with the progress on the reading comprehension score, which only achieved 60.12%. The last practice for the text 5, students were given a 996 words text and 8 comprehension questions. On average the reading rate achieved 174.05 wpm and the reading comprehension also got an excellent achievement by having 84.52%.Based on the results of students' reading rate and reading comprehension, although the average rate cannot achieve the ideal speed 300 wpm, the sign of the students' improvement was seen both on the improvement of the students' reading speed and also the reading comprehension.

Students' Reflective Reading Journal and Interview

After reading the text and answering the comprehension questions, the students' put the result of their achievement in the chart, and shortly after that they wrote a reading journal reflecting the process of their reading. The students came to the class without good experiences of speed

reading. They did not know exactly about speed reading; they had heard ‘speed reading or reading faster’, but had not got the rate of the word per minute. They also rarely had experiences in doing comprehension questions without looking back at the text. In the previous reading practices, they demonstrated their usual habit in reading, which it seemed that they did not think about the purpose of reading. It was stated from the findings in the interview, which were taken randomly from 10 students.

Having short discussion about speed reading program then, they began to think about the techniques and strategies in reading to be more effective and efficient. The texts for the program covered four exposition texts and one biography text. The number of the words started from 500 words and increased into 996 words at the fifth text. The comprehension questions covered the students’ ability in finding the ideas, getting the details, inferencing, predicting, identifying exceptions, referring to the passages, and locating references.

Table 4. The Reading Process

The Process of reading	Number of Student				
	Text 1	Text 2	Text 3	Text 4	Text 5
Having background knowledge of the text	*				
• Yes	7	18	8	10	12
• No	12		6	8	
The use of reading strategies and approach to the text					
• Skimming	4	3	4	4	6
• Scanning		4	4	3	4
• Previewing	1	2	2	1	
• Read slowly	5	4	5	3	1
• Read twice	6	4	2	1	
• Re-read only some sentences	8	2			2
• Finding the main idea		2	2		
Difficulty level of text					
• Easy	1	5	8	4	9
• Medium	3	5	3	4	1
• Hard				1	
Interest and Motivation					
• Yes	5	3	7	8	13
• No	5	3	1	3	

Table 5. Students' difficulties in reading

Students' difficulties in reading	Number of Student				
	Text 1	Text 2	Text 3	Text 4	Text 5
Vocabulary mastery					
• Familiar words	4	3	7	9	9
• Unfamiliar words	8	15	7	6	
Comprehension activity					
• Difficulties in memorizing some points	2	2	1	5	4
• Difficulties in understanding the context	2	2	4	2	
Reading habit					
• Subvocalization	1	1			
• Moving lips	2			1	1
• Turning head	1				1
• Point out the line with pencil	2			1	
• Translating the words				1	
Time, Place and Situation					
• Comfortable	2	8	4	5	7
• Uncomfortable	5	3	6	7	

*Note: Not all the students wrote the complete response so the total number of each point does not always represent the total number of students

Students' Perception of Speed Reading Related to Comprehension Ability

To keep the students' awareness of their own progress, in their journal they also write reflection and perception about speed reading and comprehension activity. Most of them showed positive perceptions toward the program and able to evaluate themselves to develop their reading skill. The students' reflection and perception which were taken from their journals can be seen in the following boxes;

Box 1.

Text 1
<ul style="list-style-type: none"> • Speed reading will be easy for texts with familiar words • Speed reading does not support understanding • Speed reading helps to get more understanding • Speed reading helps to keep focus • Speed reading helps to memorize important points unconsciously • Speed reading has no effect on answering the questions • Reading faster makes some vocabulary lose its meaning • Comprehension is better by reading slowly • Having more interest in reading will improve reading skill

- Speed reading practice motivated and challenge the reader to improve reading skill
- It is confusing whether to keep the speed or gaining more comprehension
- Speed reading is fun

Box 2.

Text 2

- Speed reading challenges us to do better
- Read too fast worsen comprehension and miss some information
- Speed reading needs quiet situation to be able to focus
- Speed reading unconsciously helps to memorize some points
- Background knowledge and interest to the text are important in speed reading practice
- Speed reading influenced by vocabulary difficulty
- Speed reading practice proves that it is not impossible to be able to read faster and get better score
- Speed reading practice motivates us to be a good reader
- Speed reading develops understanding
- Speed reading saves time
- Speed reading doesn't help understanding because we need more time to get the points

Box 3.

Text 3

- Speed reading practice helps us to know our skill in reading and to read better
- Speed reading motivates us to focus more
- Speed reading helps to understand the text with unfamiliar words
- Speed reading practice develops vocabulary mastery and comprehension
- Speed reading makes our reading get better
- Speed reading influenced by vocabulary difficulties
- Having interest in the text will influences reading speed and comprehension
- Having good vocabulary mastery can make us more focus
- Read to fast worsen understanding and so reading carefully raise understanding

Box 4

Text 4

- Speed reading is not suitable for long texts
- Increasing number of words in the text makes speed slow down
- Speed reading practice helps us to know our skill in reading longer text
- Continuing practice of speed reading can develop reading skill
- Speed reading increases reading ability

- Uninteresting text decreases speed and comprehension
- Interesting text is easier and faster to comprehend

Box 5

Text 5

- Having background knowledge and interest in the text will influences reading speed and comprehension
- Speed reading influenced by vocabulary difficulties
- Speed reading improves comprehension and reading ability
- Having background knowledge helps speed and comprehension
- Interesting text helps comprehension and speed
- Speed reading practice helps us to know our skill in reading and to read better
- Using skimming helps speed and understanding easily
- Interesting text helps us to focus more

The students' reflection and perception which were taken from the excerpt of their interview can be seen in the following,

S-6

“I know now that although I read fast I can understand and answer the questions because I can be more concentrate on my reading.”

Speed reading helps to concentrate

S-3

“Speed reading helps us to know our skill in reading, practice us to be more focus, finding unfamiliar words by using some strategies and it increase our concentration.”

Helps to focus and concentration, finding unfamiliar words

S-4

“I think by speed reading I know the proper techniques for the text and so I can understand easier and able to answer questions.”

Knowing the proper reading techniques

S-2

“Speed reading helps me understand the text because in speed reading we use some strategies like skimming and scanning, so now I can use those techniques as my habit in reading.”

Using skimming and scanning

S-8 “It needs focus to understand the text, read in limited time helps us stay focus and no time consuming.”	Help to focus No time consuming
S-1 “Speed reading improves our understanding and challenges us to be more focus and concentrate.”	Improves understanding To be more focus and concentration
S-10 “Getting more information, did not waste the time, getting better comprehension because we can be more focus.”	Can be more focus Did not waste the time
S-7 “Having more focus and concentration, able to apply skimming and scanning, avoid time consuming.”	Can be more focus and concentrate Apply skimming and scanning No time consuming
S-9 “I have never done speed reading before; when I do speed reading I can finish my novels and my readings faster and I can get the point.”	Can read faster and get the points
S-5 “Limited time for reading only makes me nervous but good situation will make me read fast, by implementing the reading techniques I think it can help understanding too.”	Implement reading techniques

DISCUSSION

Based on the findings, the students had a progress on both reading rate and comprehension. Although it was not significant but the increasing of reading rate showed a sign of improvement, and it was also followed by the increasing number of correct answer for each comprehension test that follow. From five times practice, the students’ highest average rate was 174.05 wpm and the highest rate achieved by an individual was 222 wpm. According to Carver in Anderson⁸, if the readers read slower than 300 wpm, they are not reading; they might be memorizing and learning.

⁸ Anderson, NI. 1999. *Exploring second language reading*. Toronto: Heinle & Heinle Publishers.

Thus, they cannot be categorized as an efficient reader yet, because in this rate they were assumed as rehearsing fact by memorizing and remembering idea by learning the text only. The efficient reader is defined by Carver as ‘rauding’, it was the condition where the reader can also integrate sentences into a good comprehension. However, speed was worthless unless the reader understand what he read, so the achievement of the comprehension should be taken into consideration. The results of the students’ comprehension scores showed an excellent achievement, the students’ highest average score was 84.52% while the highest score achieved by some individuals were 100%. This comprehension score achievement was far above the general view which stated that having 70% score was enough. Being not an efficient reader yet, the findings of this study show that the students were at least able to comprehend the texts well. They just needed some more practices to develop their ability, ability to not only learning the text by memorizing and remembering the sentences but also by integrating sentences into a good comprehension. Therefore they could achieve better speed along with an excellent comprehension.

The results of the comprehension surprised the students, as at the beginning most of them admitted that they did not have a good habit in reading; they had no particular interest and motivation to read non-fiction texts both in reading Bahasa Indonesia and English. Most of them also had some difficulties in reading English text. As can be seen from the excerpts of their journal:

Student (S)

S-9

“I usually read books in Bahasa Indonesia, so it is just the matter of reading habit. I should start to read more books in English. Lack of vocabulary also influences my reading time”.

Reading habit
Lack of vocabulary

S-21

“Speed reading is actually influenced by my reading habit, I am lazy and have no interest in reading such non-fiction texts”

Lazy to read
Have no interest in non-fiction texts

S-7

“I think the vocabularies are not really difficult, but I think the sentences are confusing, maybe because I lack of background knowledge of the text”.

Confusing sentences
Lack of background knowledge

S-9

“At the beginning I thought my brain wouldn’t remember anything from the text (due to read faster than usual), but that was wrong. As soon as I read the questions, some important words from the text are just entering my head. However, I still think that 6 minutes is too long for speed reading”.

Memory capability
Reading faster than usual

S-7
“I know now that with speed reading, I still can answer the comprehension questions well”.

Able to answer comprehension questions

S-2
“I read this text shorter in time than the previous texts but surprisingly I got better score!”.

Shorter time
Better score

S-13
“I read this text (titled J.K Rowling) faster than usual but I can answer the questions correctly”.

Faster than usual
Answer questions correctly

By practicing this speed reading program they started to think and motivated themselves to develop their ability. To help students overcome various difficulties associated with comprehension, it is important for them to be able to adjust reading strategies. Most of the students did not realize that reading strategy was needed, moreover when they had to read in limited time, they thought that applying reading strategies will only slower their speed.

Findings from the students ‘journals and interview showed that most of the students did not think the reading strategies when they got a text, they used to see the title and just read it. Most of them said they read slowly and even re-read the whole passage to measure the understanding for difficult texts, but when it came to the easier and interesting texts they read it once and faster. Some students applied skimming, scanning, and previewing, although they said they applied it not to the whole passage. Thus, it can be concluded that the students actually had used some cognitive strategies by applying some techniques while they read, and as they involved in thinking about their own reading process, doing the self-monitoring and self-evaluation, it meant that they used metacognitive strategies. Below were some excerpts from the students’ journal:

S-6
“This passage (Wikipedia) is familiar for me, because I’m a Wikipedia user. However, I do not

Read word-by-word

use any strategies in reading this passage. I still read word-by word”

S-14

“I didn’t use any strategies because I thought all of the sentences in the text are important to be read carefully.”

Read carefully all sentences

S-20

“I read first paragraph to get the main idea after that I read the last paragraph also to get the main idea, and then I read all of the paragraph to get more information. I read the text twice to measure my understanding.”

Previewing the main ideas

Read twice

S-10

“I read the text slowly and repeatedly. It makes me easy to memorize and understand the meaning of the text. I ignored the words that I don’t know its meaning.”

Read slowly and repeatedly

Ignored unfamiliar words

S-8

“I read the text twice, first, I read the whole text, and then I do skimming and scanning for important parts.”

Read twice

Skimming, scanning

S-9

“I found this text is understandable, maybe because I have interest in something related to ‘internet’. Although the text consists of many paragraphs, I read fast and still get the points.”

Interest on text

Read fast, get the points

In this research, most of the students had positive responses about speed reading program. In general, they said that speed reading practice helped them to know their skill in reading, motivated and challenged them to read better and to improve their reading skill. Similarly, Chang⁹ (2010) who also carried out a study on speed reading and students’ perceptions, found the positive feedbacks which said that the timed reading activity not only improved students’ reading skills, but also brought unexpected gains, including obtaining more knowledge and feeling confident. However, there were some differences between this research to what had been done previously by

⁹ Chang. 2010. *The Effect of a timed reading activity on EFL learners: speed, comprehension, and perceptions*. Reading in a Foreign Language, 22(2), 284-303

Chang; the researcher used a 13-week timed reading activity which was integrated into a normal curriculum with the aim of improving students' reading rate. The respondents were 84 college students divided into an experimental and a control group. The test instruments involved pretests and posttests on reading speed and comprehension. Quantitative data result showed that students doing the timed reading activity increased their reading speed on average by 29 words per minute (25%) and comprehension by 63 (4%). As for the perception, the researcher gained the data from the anonymous final written report of students from the experimental group. They were asked to limit their perception on the benefit of speed reading, difficulties that encountered and suggestions for future program.

The positive responses as mentioned above resulted from the students' ability in recognizing their own capabilities. By keeping the graphs and journal, the students in this research urged to beat their own records and trying to improve their own performance. Some perceptions of speed reading were as follows;

S-12 "Speed reading makes me know my reading ability in many words and long passages."	To know reading ability
S-15 "When we do speed reading to the text that we have known before (having background knowledge), it can help us to understand more."	Background knowledge helps understanding
S-4 "Having background knowledge and interest in the text will influence reading speed and comprehension."	Background knowledge and interest influence speed and comprehension
S-3 "Speed reading motivated me to improve my skill in reading."	Motivated to improve reading skill
S-21 "I think speed reading is good, because it is challenging and makes me feel that I should do better."	Speed reading is challenging
S-20 "Reading fast can make us more focus."	Make us more focus

However, it was not always work for everyone; some other students cannot get the benefit of the speed reading practice, they said that speed reading only worsen their comprehension and made them missing some points,

S-13

“I missed some points because I read too fast.”

Missed some points

S-15

“Too many words in the text can slower my speed to get accurate information”

Speed influence accurate information

S-5

“Reading too fast only worsen my performance because the faster I read the more inaccurate my understanding is, so I could say that reading anything fast negatively affects my reading comprehension.”

Reading too fast worsen understanding

S-10

“Reading faster makes me lost many vocabularies, so it makes me hard to understand and answer the questions. However, reading faster is more fun.”

Lost vocabularies

Hard to understand

S-21

“Reading too fast makes me confused and makes me need to re-read some sentences.”

Confused and need to re-read some sentences

This might happen because they were not getting used to read on purpose and they had no motivation on developing their skill. Motivation deserves a good deal of attention as a factor in successful reading development. Sometimes the problems are not clear whether reading handicap causes or it is caused by emotional problems. Intelligence, however, is the result of increasing ability to coordinate action and motivation, so for the students who were able to recognize and wrote in their journals about their limitations and difficulties in reading, it means that they were increasing their motivation to do better It was important to give the students more actions then, by giving them more practices and involving them into more advanced reading programs.

This was in line with what Nuttal¹⁰ states, that the relationship between reading speed and comprehension is complex, but they are certainly linked; a slow reader is likely to read with poor understanding, the beginning of a paragraph may be forgotten by the time he has struggled to the end of the text. But, still according to Nuttal, it is not clear which is cause and which is effect: do people read quickly because they understand easily, or do they understand easily because of the speed at which they read. Each might be influences the other. However, Nuttal also indicates that there is strong relationship between speed and interest or enjoyment; presumably because motivation pushes on to get to the end of the story as quickly as possible. The findings in this study proved this theory; in the fifth practice, the students were given a text titled ‘J.K Rowling’, and all of the students achieved their best results on speed and comprehension, although the text is the longest one. It suggests that students will improve their speed more easily on material that is readily comprehensible and of interest to them. Below were some excerpts of what students said about text 5.

S-5

“It’s weird that this text has the most words (longest) but I felt like I took only a minute to read it. This time I think I used skimming technique since it is easy to read. I am also a fan of Harry Potter so I was very motivated in reading it and answering the questions easily.”

Use skimming

Motivated to read

Able to answer questions easily

S-21

“I have known the life story of J.K Rowling before, so I read the passage without difficulty. After I read the passage, it makes me enjoy reading.”

Background knowledge

Easy and enjoy the reading

S-4

“I love reading this kind of text. I can memorize everything in it easier than the previous texts although this is the longest one. I think kind of text has a role in speed and understanding.”

Can memorize everything in the text easily

Type of text influence in speed and comprehension

¹⁰ Nuttal, C. 1996. *Teaching reading skills in a foreign language*. Oxford: Heinemann. p.54

CONCLUSION

The present research has investigated the strategies that the students used in the process of reading in a limited time and the students' perception of speed reading related to their comprehension ability. Findings from the students' reading rate and reading comprehension shows that although the average rate cannot achieve the ideal speed 300 wpm, the sign of the students' improvement was seen both on the improvement of the students' reading speed and also the reading comprehension. The rate and the comprehension score was increasing from text 1 to text 5, the highest average rate was 174.05 wpm and the highest average score was 84.52%. There was a tendency that the students were still worried of not able to understand the text and answer the comprehension questions, so they tend to read the text carefully and slowly. They also realized that they still had difficulties in unfamiliar vocabularies; some of them also realized that when they were reading they did many things which made their speed slow, such as sub-vocalizing, moving lips, regression, unfocused, etc. The difficulty also occurred on the level of ideas; whereas the students should able to draw correct conclusion and generalize the ideas from the text. The students still relied on memorizing the ideas rather than to draw conclusion and understanding. However, they were trying to comprehend the text by involving their existing background knowledge. It can be seen from the findings of this study that background knowledge of the text and the interest to the topic influenced the students' motivation and achievement of both reading rate and comprehension. All of the students were actively and enthusiastically participated in the process. The students' journal reflection showed that most of them had positive perceptions toward the speed reading program, in general they said that speed reading had motivated them to improve their reading skill, to be more focus and concentrate in gaining more comprehension. Although there were also some students who had negative perception to speed reading due to the inability to get ideas in such limited time, yet, all of them said that if they did this practice continuously, speed reading practice can help them to get better comprehension and develop their reading skills. Thus, continuing practices is much needed.

REFERENCES

- Abdelrahman, M. and Bsharah, M. 2014. *The effect of speed reading strategies on developing reading comprehension among the 2nd secondary students in English language*. English Language Teaching ISSN 1916-4742 E-ISSN 1916-4750 ; Vol.7, No. 6. Canadian Center of Science and Education.
- Alderson, J.C. 2000. *Assessing reading*. London: Cambridge University Press
- Anderson, Nl. 1999. *Exploring second language reading*. Toronto: Heinle & Heinle Publishers.
- Buzan, T. 2003. *The speed reading book*. London: BBC Worldwide Limited.
- Chang, A. 2010. *The effect of a timed reading activity on EFL learners: speed, comprehension, and perceptions*. Reading in a Foreign Language, Vol. 22, No. 2 284-303
- Dyson, Mary. and Haselgrove, Mark. 2000. *The effects of reading speed and reading patterns on the understanding of text read from screen*. Journal of Research in Reading, ISSN 0141-0423: Vol. 23, Issue 2
- De Debat, E. 2006. *Applying current approaches to the teaching of reading*. A Journal in English Teaching Forum Volume 44 Number 1. USA.
- Fazal, S. Majoka, M. Irumjabeen. Khan, M. 2015. *Impact of speed reading intervention on students' learning second language*. Proceedings of ISER 6th International Conference, Sydney, Australia. ISBN 978-93-85465-99-4
- Harmer, J. 2007. *How to Teach English*. London : Pearson Education Limited.
- Hung, Shao-Ting. 2009. *Promoting Self-assessment Strategies: An Electronic Portfolio Approach*.Asian EFL Journal. Accessed on June 2009.
- Grellet, F. 2010. *Developing reading skill*. Cambridge: Cambridge University Press.
- Guthrie, J.T; Wigfield, A; Perencevich, K.C. 2004. *Motivating reading comprehension*. New Jersey: Lawrence Erlbaum Associates, Inc.Publishers.
- Iser, W. 1980. *The act of reading: Theory of aesthetic response*. London: The John Hopkins University Press, Ltd.
- Konstant, T. 2003. *Speed reading*. London: McGraw- Hill.
- Langan, J. 2002. *Reading and study skills*. New York: McGraw- Hill.
- Mackey, A. & Gass, S.M. 2005. *Second language research: methodology and design*. Mahwah New Jersey: Lawrence Erlbaum Associates Inc.
- McNamara, D. S. 2007. *Reading comprehension strategies*. New Jersey: Lawrence Erlbaum Associates.
- McNeil, J.D. 1987. *Reading comprehension: New directions for classroom practices*. Glenview, IL: Scott, Foresman & Company.

- Merriam, S. B. 1998. *Case study research in education: a qualitative approach*. San Francisco: Jossey-Bass.
- Mikulecky, B and Jeffries, L. 2005. *Reading Power*. Pearson Education, Inc. 10 Bank Street, White Plains, NY
- Mikulecky, B and Jeffries, L. 2007. *Advanced Reading Power*. Pearson Education, Inc. 10 Bank Street, White Plains, NY
- Miyata, H. Minagawa-Kawai, Y. Watanabe, S. sasaki, T. Ueda, K. 2012. *Reading Speed, Comprehension and eye movements while reading Japanese novels: evidence from untrained readers and cases of speed-reading trainees*. PLoS ONE: Vol. 7. Issue 5
- Nation, I.S.P. 2009. *Teaching ESL/EFL reading and writing*. New York :Routledge
- Nuttal, C. 1996. *Teaching reading skills in a foreign language*. Oxford: Heinemann.
- O'Malley, J.M and A.U Chamot. 1990. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J.M, and L.Valdez-Pierce. 1996. *Authentic assessment for English language learners*. White Plains, NY: Addison-Wesley Publishing Company.
- Seabra, A. Dias, N. Mecca, T. Macedo, E. 2017. *Contribution of word reading speed to reading comprehension in Brazilian children: does speed matter to the comprehension model?.* Frontiers in Psychology. Vol. 8, Article 630
- Soedarso. *Speed reading – Sistem membaca cepat dan efektif*. Jakarta: Gramedia Pustaka Utama, 1988.
- Suparman, U. 2009. *Qualitative research for language teaching and learning*. Bandung: Arfino Raya Publisher.
- Underwood, P. Myskow, G. Hattori, T. 2012. *The effect of speed reading instruction on Japanese high school students' English reading comprehension and vocabulary development*. Journal of International Education Research: Vol. 8, No. 1
- Wardani, S. 2014. *Using speed reading and extensive reading activities to improve students' reading fluency*. Jurnal Pendidikan Humaniora. ISSN 2338-8110. Vol. 2, No. 3
- Wigfield, A & Guthrie, John T. 2004. *Motivating reading comprehension*. Lawrence Erlbaum Associates, Inc. New Jersey

Author :

Poppy Sofia Hidayati, was born in Bandung on November 9th 1977. She lives in Villa Bogor Indah 5, Sukaraja Kab Bogor. Her formal education background is in SDN Saluyu 1 Bandung, SMPN 16 Bandung, SMAN 2 Sukabumi, Bachelor Degree of English Education Study Program Yogyakarta State University (UNY) and Magister of English Education University of Muhammadiyah Prof.Dr. Hamka Jakarta.