

THE EFFECT OF READING STRATEGIES AND SPEED READING ON STUDENTS' READING COMPREHENSION SKILL IN HIGHER EDUCATION

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Abstract

The purpose of this research is to determine the effect of reading strategy and speed reading on students reading comprehension skill. The population were 4996 students. Further, 370 students were selected using the technique *proportional stratified random sampling*. The instrument of this study were a Likert scale questionnaire and reading comprehension. The data obtained have been analyzed by simple regressions and multiple regressions. The result was the effects reading strategies and speed reading on reading is and positive and significance in reading comprehensions skill. The results of this study show that (1) there is a effect contribution to the reading strategies toward reading comprehension skills by 24,2% (sig. 0,000), (2) there is a contribution of the speed reading toward reading comprehension skills by 30,7% (sig. 0,000, and (3) there is a contribution of the reading strategies and speed reading on the students' reading comprehension skills by 18,85% (sig. 0,000).

Keywords: Reading Strategies, Speed Reading, and Reading Comprehension Skill

Introduction

Reading comprehensions skill is a active activity. From a psycholinguistic point of view, the reading process encompasses many activities that start with the first apprehension of printed features by the reader's eye to the production of textual comprehension. For successful comprehension to occur, the reader extracts and integrates various pieces of information from the text and interprets this information by combining it with his or her background knowledge (Koda, 2005). The interaction between the reader and the text may be described not only in terms of process or system but also in transactional terms, where the act of reading may be viewed as an event or as a holistic act, as defined by Rosenblatt (1994), in which the cognitive, metacognitive, affective and social dimensions have fused. Thus, reading can be thought of as a highly dynamic and complex process, in which many factors—such as the reader's background knowledge, personal factors, strategic processes, task demands, speed reading and the reading context—influence comprehension (Anderson, 1999; Grabe, 2009; Grabe & Stoller, 2002; Koda, 2005; Wilkinson & Son, 2011).

Reading comprehension skill is really important for students to obtain information from the books, the magazines, and scientific articles. The information obtained will be useful not only for their future careers (Ahmadi et al., 2013; Papatga & Ersoy, 2016) but also for their further educations. Reading comprehension is one of the main necessities of students. For example, In the first year of study, reading comprehension is stressed on the explanation of vocabulary in order to help students understand the whole reading passage and will be followed by answering the related questions in spoken or written forms.

furthermore, reading comprehensions skill plays an important role in the process of learning a language and it must be accentuated in different parts of the process. Generally, the debility of the reading comprehensions skill to efficaciously read the written texts may be ascribes to an assortment of reasons. Factors like unique elements within the written text, absence of enough familiarity with the content and the schemata of the target language text, incapability of reading strategy learners' in in comprehending the texts, shortage of adequate speed reading, obscure vocabularies, sophisticated sentence.

The reality is beyond the expectation since most students are unfamiliar with the reading strategy or they do not have any reading skill. The data from Central Bureau of Statistic in 2012 showed that most Indonesians do not prefer to read as informative sources. They tend to prefer television and the radio as the source of information. The tension to get the information from reading has decreased since 2003 to 6.05% as if it was compared to get information through watching television which gained 6.74%. In 2012, the data showed that only 17.66% of Indonesians read while 91.68% of them watched television and 18.57% of them listened to the radio. In line with this fact, the finding of Program of International Student Assessment (PISA) team of Ministry of Education in 2011 showed the habit of 15-year-old children in Indonesia (Junior High and Senior High School levels) was very apprehensive. For literal of read, in 2000 Indonesia was in

39th of 41 countries, in 2003 it was in 39th of 40 countries, in 2006 it was in 48th of 56 countries and in 2009 it was in 57th of 65 countries (PISA, 2015).

Based on research on early grade reading skills (Early Grade Reading Assessment), many children are fluent in reading, but lack understanding of the meaning of the text being read. This is evidenced by 15,941 students in seven provinces sampled, their reading comprehension is still below 80 percent on average. The ability to understand reading will affect the absorption of students during learning. Students will also find it difficult to develop other skills that can often only be obtained by reading (Jamaruddin, quoted from a press release received by Okezone on Monday (10/17/2016) (Wurinanda, 2016).

Methods

Quantitative research based on descriptive correlational design was used in this study, i.e. to assess the relationship between reading strategies(X1), speed reading(X2) and students’ reading comprehension skill (Y). The instruments used were scale speed reading, scale reading Frequencies and reading comprehension test. The population of this study was 4996 student and 370 of them were taken as the sample by using proportional stratified random sampling technique. The data were attained in padang state university the following procedures: (a) preparing questionnaires for speed reading and reading frequencies and a reading comprehension test; (b) providing the explanation about the questionnaire and how to fill them; (c) distributing the instruments and inviting students to fill them; and (d) collecting the data. Data were analyzed using descriptive statistic simple regression and multiple regressions analyses.

Finding and Discussion

Finding

Before conducting the data analysis process, it needs to conduct the normality test where the results are as follows:

Table 1. Test results normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X1	0.099	370	0.200	0.972	150	0.071
Y	0.132	370	0.076	0.946	150	0.065
X2	0.126	370	0.108	0.951	150	0.080

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After normality test conducted, it shows that the data normally distributed. Then, the test simple regression and multiple regressions were carried out as follows:

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig.
1	0.492 ^a	0.242	0.238	7.619	0.000
2	0.554 ^b	0.307	0.301	7.300	0.000
3	0.434 ^c	0.188	0.184	7.882	0.000

a. Predictors: (Constant), X1

b. Predictors: (Constant), X2

c. Predictors: (Constant), X1 and X2

The test of hypothesis was to examine the contribution of reading strategies and speed reading toward students’ reading comprehension skill. In the first step, the the contribution of reading strategies toward students’ reading comprehension skill. The R-Square value is the degree of variation of the dependent variable, which can be predicted by the independent variable. Consequently, the analysis revealed reading strategies explained 24,2% variance in students’ reading comprehension skill ($R^2= 0.242$). From this results in the table is statistically significant (Sig = 0.000). In the second step, the analysis showed that speed reading was able to predict 30,7% variance in students’ reading comprehension skill($R^2= 0.307$).From this results in the table is statistically significant (Sig = 0.000). In the third step, the analysis showed that reading

strategies and speed reading were able to predict 18.8% variance in students' reading comprehension skill ($R^2 = 0.188$). From this results in the table is statistically significant (Sig = 0.000).

Discussion

The regression analysis result showed there was the significant relationship between reading strategies to students' reading comprehension skill. There was obtained based on a series of data analysis showed that the contribution of the reading strategies to the students' reading comprehension skills is 24,2%. That was, the value of reading strategies was one of the factors that contribute to the reading comprehension skills of students or in other words the value of reading strategies could predict the high level of students reading comprehension skills. A study to investigate the reading strategies of Turkish EFL students in Turkish and English and the possible effects of reading instruction on reading in Turkish and English. The results indicated that strategy instruction had a positive effect on both Turkish and English reading strategies and reading comprehension in English (Salataci and Akyel, 2002). The results of Zafarani's research (2014) and Koch & Spo (2017) also show that the use of various strategies in reading could make a meaningful contribution in understanding reading. Likewise, Mokhtari's research (2002), which revealed an effective reading strategy would result in better reading comprehension. Furthermore, the results of Muijselaar's research (2014) which shows that predictors of reading strategies can improve reading comprehension skills. furthermore, the scanning or skimming of material on screen has become a frequent activity with using a range of questions types, comprehensions was measured after reading from screen at both a normal and fast speed reading. Analysis of the scrolling movements showed that the overall time spent pausing between movements was the best prediction of comprehension (Dyon and Haselgrove, 2000). The regression analysis result showed there was the significant relationship between speed reading to students' reading comprehension skill. Chang (2010) carried out a study to develop reading fluency. The researcher used a 13-week timed reading activity was integrated into a normal curriculum with the aim of improving students' reading rates. Participants were 84 college students divided into an experimental and a control group. The test instruments involved pretests and posttests on speed reading and comprehension. Results showed that students doing the timed reading activity increased their speed reading on average by 29 words per minute (25%) and comprehension by 63 (4%). Students who did the timed reading activity became confident in their reading. The research findings of Zafarani and Kabgani (2014) also showed that the use of various strategies in reading gave a meaningful contribution to understanding the text. It is in line with Quinn, Nation, & Millet (2007). Mokhtari & Sheorey (2002) and Marzban & Akbarnejad (2013). who stated that effective speed reading will accomplish a better understanding of reading. Another finding was from Nation (2005) showed that the predictors of speed reading are able to improve reading comprehension.

The regression analysis result showed there were the significant relationship between reading strategies and speed reading toward students' reading comprehension skill. In other words, strategies and speed could predict reading comprehensions skill (Cho, K. S., & Kim, H. J., 2004; Chung, M., & Nation, I.S.P., 2006; Beglar, D., Hunt, A., & Kite, Y., 2012). This research also support that speed reading speed was possitively affect comprehension (Tran & Nation, 2014). These claims confirm that reading strategies and speed reading are united as one element in reading comprehensions skill (Wainwright, 2007).

Conclusion and Recommendation

Based on research findings and discussion, there are several conclusions to take, as the following: (1) The reading strategies contributed significance and positively to the students' comprehension reading skill which is 24,2% ($R^2 = 0.242$ and the significance of 0.000). (2) The speed reading contributed significance toward the students' reading comprehension skills of 33.1% ($R^2 = 0.307$, and the significance of 0.000). That was, reading frequencies contributed directly to reading comprehension skills. Therefore, the better the reading frequencies, the better the reading comprehension skills of the students; (3) The reading strategies speed reading together contributed significance toward the students' reading comprehension skills of 33.2% ($R^2 = 0.188$, and the significance of 0.000). That was, the reading strategies and speed reading together contributed directly to the comprehension reading skill. Therefore, the higher the speed reading will be the better the reading comprehension skill of the students.

This study presents a pedagogical implication for speed reading practice. The researcher noticed that the speed reading procedure employed in the current study made it obvious who were the fast readers and who the slow readers in the class. Therefore, some of the learners may have felt stigmatized. Timed repeated reading can be a more learner friendly way to promote speed reading

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