

CHAPTER I

INTRODUCTION

This chapter outlines the background of the research, the research problem formulation, the research objectives, the scope and limitations of the research, the research hypothesis, the significance of the research, and the definitions of key terms.

A. Background

In the modern era, one of the most prominent characteristics of contemporary life is the rapid growth and dissemination of information, which influences almost every aspect of human activity. Information can be accessed through various means, particularly through the senses of hearing and sight. In addition to these, reading serves as a fundamental medium for acquiring information, knowledge, and insights. As the flow of information continues to increase, individuals are required to develop the ability to read efficiently and at an appropriate speed in order to keep up with the demands of the information age. However, the ability to read quickly must be accompanied by a strong level of comprehension so that the information obtained can be properly understood and utilized.¹

Reading is considered a basic and essential skill in the field of education because it functions as the primary gateway to accessing knowledge and academic information. Through reading, learners are able to expand their understanding, develop critical thinking skills, and gain new perspectives. Reading does not merely involve recognizing written symbols or words, but it requires active engagement from readers in applying various cognitive and linguistic skills to comprehend the meaning of the text. Readers must be able to connect prior knowledge with new information, identify main ideas, and interpret the

¹ Hasna Salsabila Annisa Rahmah, "Improving Speed Reading Skills," *Bima Journal: Center for Language and Literature Education Publications* 2, no. November 2010 (2024): 1-6.

message conveyed by the writer.²

Moreover, reading plays a significant role in both individual development and the mastery of skills needed for success in academic and professional life. Effective reading enables individuals to improve their intellectual abilities, enhance problem-solving skills, and adapt to the continuous changes in society. In the educational context, reading literacy is a crucial component that supports the teaching and learning process. Reading literacy refers to the ability to understand, analyze, and use written information effectively. This skill is fundamental for students, as it helps them follow lessons, comprehend academic materials, and achieve learning objectives. Therefore, developing strong reading literacy is essential for students to succeed in education and to become lifelong learners in the modern information-driven world.³

Reading literacy refers not only to the ability to understand written texts at a literal level, but also to the critical capacity to evaluate the accuracy, relevance, and usefulness of the information presented. This means that readers are expected to go beyond basic comprehension develop higher-order thinking skills when engaging with texts. The ability to comprehend and texts deeply is not an innate skill; rather, it is developed through continuous practice and learning. The more proficient individuals become in understanding what they read, the more structured and logical their thinking processes will be.⁴

² Rosyidah, Umdatur, Ida Bagus, Kade Gunayasa, and Siti Istiningsih. 2021. "Students' Ability to Understand Biographical Texts in Grade V Elementary School." 6:570–74.

³ Nila Sari, Siti Lamusiah, and Sri Maryani, "The Effect of Speed Reading on the Reading Literacy Skills of Junior High School Students" 4 (2024): 350-59.

⁴ Muhammad Iqbal Murtadho et al., "The Role of Digital Literacy in Improving Student Competence in the Digital Age," *Jurnal Studi Pendidikan Islam AL-WIJDÁN* 8, no. 2 (2023): 253–60, <https://doi.org/10.58788/alwijdn.v8i2.2328>.

Reading comprehension involves the ability to understand the content of a text and respond to questions related to how, why, where, and the conclusions drawn from the issues discussed in the text, as explained by Laily⁵. This process requires readers to actively engage with the text, analyze ideas, and connect information to prior knowledge. However, in reality, many students still face significant difficulties in comprehending reading texts, particularly when they are confronted with long and complex materials. Limited reading speed and weak comprehension skills often result in low academic performance and reduced motivation to learn, which can negatively affect students' overall learning outcomes.

Reading is a fundamental skill that individuals begin to develop from an early age and continue to use throughout their lives, especially within educational contexts. Reading speed varies among individuals and is influenced by educational level and reading experience. In education, effective reading speed, commonly referred to as *effective reading speed* (KEM), is measured based on the number of words read per minute with adequate comprehension. Educational standards indicate that effective reading speed differs according to academic level. At the elementary school level, the standard reading speed ranges from 150 to 250 words per minute, while at the junior high school level it increases to 200–250 words per minute. At the senior high school level, the standard is approximately 250–300 words per minute, and at the university level, students are expected to achieve a reading speed of 300–350 words per minute. These standards highlight the importance of developing both reading speed and comprehension as students progress through higher levels of education. In fact,

⁵ Laily, Idah Faridah. 2014. "The Relationship Between Reading Comprehension Ability and the Ability to Understand Elementary School Math Story Problems." *Eduma: Mathematics Education Learning and Teaching* 3(1). doi: 10.24235/eduma.v3i1.8.

some require 350-400 wpm for college students.⁶ A student should have a reading speed of 350 words per minute to match their educational level(Amalia).⁷

Nevertheless, empirical observations conducted by Syahriandi reveal that many students demonstrate relatively low reading efficiency. The findings show that, on average, students required approximately 25 minutes to read five pages of text containing around 300 words. This indicates that their reading speed was only about 60 words per minute, which is far below the expected standard for higher education students. Such a slow reading rate may hinder students' ability to process academic materials effectively.⁸

Reading constitutes one of the core academic activities undertaken by students as part of their learning responsibilities. According to Siregar, as cited in Siswati, students are constantly required to engage in reading activities for various purposes, including studying course materials, conducting research, writing academic assignments, and participating in classroom discussions. Therefore, inadequate reading speed can significantly affect students' academic performance and their ability to fulfill these academic demands.⁹

The low reading speed observed among students can be attributed to both internal and external factors. External factors include environmental conditions such as an uncondusive learning atmosphere, lack of comfort, and insufficient tranquility during reading activities. These conditions may disrupt concentration and reduce reading effectiveness. On the other

⁶ Gereda, A. (2015). Fast Reading Ability of Students in the Informatics Engineering and Chemistry Education Study Programs at Musamus University. *MAGISTRA: Journal of Teacher Training and Education*, 2(2), 213–225. <https://doi.org/10.35724/magistra.v2i2.335>

⁷ Amalia, F. N. (2017). Reading comprehension skills of students. *Sriwijaya National Language Education Seminar*, 1, 42–54. Indonesia University

⁸ Syahriandi, J. A. (2015). Speed Reading Comprehension of Malikussaleh University Students. *Visioner & Strategis*, 4(2), 1–9.

⁹ Siswati. (2016). Reading Interest among Students (A Descriptive Study of First Semester Psychology Students at UNDIP). Siswati. *Proceedings of the Second ASEAN Psychology and Humanity Seminar*, 610–615. [https://mpsi.umm.ac.id/files/file/610- 615 Siswati.pdf](https://mpsi.umm.ac.id/files/file/610-615%20Siswati.pdf)

hand, internal factors are related to students' reading habits and skills. As stated by Amalia, internal factors include the lack of habituation to speed reading and the absence of effective reading comprehension strategies during the reading process.¹⁰ Moreover, from the initial stages of higher education, students are expected to demonstrate adequate levels of reading speed and reading comprehension in accordance with academic demands. Hermanto asserts that university students should ideally attain an effective reading speed of at least 300 words per minute accompanied by a minimum comprehension level of 50 percent. These standards are considered essential because learning at the university level places a strong emphasis on independent study, critical thinking, and analytical skills.¹¹

Efficient reading ability enables students to process large amounts of academic information within a limited time, which is a common requirement in higher education. Without sufficient reading speed and comprehension, students may experience difficulties in understanding course materials, synthesizing information from various sources, and evaluating complex academic issues. Consequently, limited reading proficiency can negatively affect students' academic performance and hinder their ability to complete assignments, conduct research, and participate actively in academic discussions.¹²

Therefore, developing students' reading efficiency and comprehension skills is a fundamental necessity in higher education. These skills not only support students in achieving academic success but also prepare them to become independent learners who are capable of analyzing problems, making informed judgments, and adapting to the increasing

¹⁰ Amalia, F. N. (2017). Reading comprehension ability of students. Sriwijaya National Language Education Seminar, 1, 42–54. Indonesia University

¹¹ Amalia, F. N. (2017). Reading comprehension skills of students. Sriwijaya National Language Education Seminar, 1, 42–54. Indonesia University

¹² Amalia, F. N. (2017). Reading comprehension skills of university students. Sriwijaya National Language Education Seminar, 1, 42–54. Indonesia University

demands of academic and professional environments.¹³

All of this is closely related to reading activities. If a student has low reading comprehension and reading speed, it will affect their academic performance because both are basic skills that students need to succeed in college (Andiani).¹⁴ Therefore, efforts need to be made to improve these skills in students who need them. The speed reading method combines reading speed with a better understanding of the material being read. Reading should be in line with how quickly a person understands what they have read. The purpose of speed reading is not to find images and words as quickly as possible, but rather to understand and grasp the meaning of the text optimally. This process also includes efforts to store the information obtained in long-term memory in the brain. Students will develop their reading comprehension skills, which will often involve more learning of a subject (Djuanda).¹⁵

Speed reading can be described as the ability to read efficiently by selecting and focusing only on essential information while minimizing time spent on less relevant details. This technique enables readers to determine which parts of a text require close attention and which sections can be read quickly or skipped. By applying speed reading principles, readers are able to manage their reading time more effectively and avoid unnecessary repetition.

Speed reading also involves training the brain to process written information more rapidly. Readers are encouraged to grasp the content of a text at a glance by improving cognitive processing and eye movement efficiency. As a result, speed reading naturally

¹³ Hermanto, L. R. (2020). Learning styles of new medical students at Muhammadiyah University Palembang before and after undergoing problem-based learning. 1, 18. <http://repository.um-palembang.ac.id/id/eprint/2870/>

¹⁴ Andiani, S. (2017). The relationship between academic achievement and self-regulation strategies in learning among deaf students. *Calyptra*, 6(2), 478–494.

¹⁵ Djuanda, Dadan. 2014. "Literature Learning in Elementary Schools in the Context of the 2013 Curriculum." *Mimbar Sekolah Dasar* 1(2):191–200. doi: 10.17509/mimbar-sd.v1i2.883.

enhances concentration and focus, allowing readers to maintain attention while reading large volumes of text. This technique helps readers become more strategic and purposeful in their reading activities, especially in academic contexts.

Several previous studies have examined the effectiveness of speed reading techniques. Research conducted by Sakinah Hubaib investigated the impact of speed reading on students' reading performance and found that the application of speed reading strategies contributed to improved reading speed and comprehension.¹⁶ Similarly, a study by Dekki Priyatama Novian Agni explored the implementation of speed reading techniques and reported positive effects on students' ability to read more efficiently and understand texts more effectively. These studies provide empirical support for the use of speed reading as an effective approach to enhancing reading skills.¹⁷

Based on research conducted by Mety Toding Bua and Jhevraiyan Mangiri,¹⁸ it was mentioned that students' reading ability during the pandemic was 247.78 words per minute, indicating that the speed reading ability of PGSD FKIP Class of 2019 students was still relatively low due to the pandemic conditions that prevented students from concentrating properly.

Research examining the effectiveness of speed reading techniques has been carried out across various educational levels, demonstrating its potential to enhance students' reading performance. At the university level, a study conducted by Sari and Kaihatu revealed that

¹⁶ Sakinah Hubaib, "Improving Speed Reading Skills Through Skimming and Scanning Techniques," *Jurnal Intelijen* 7, No. 2 (2022): 61-70.

¹⁷ Interest Among Undergraduate Students Majoring in Indonesian Literature, State University of Malang," *Journal Onoma: Education, Language, and Literature* 10, no. 2 (2024): 2314-28, <https://doi.org/10.30605/onoma.v10i2.3754>.

¹⁸ Mety Toding Bua and Jhevraiyan Mangiri, "Reading Comprehension Skills of Students During the Pandemic," *Journal of Basic Education* 6, No. 2 (2023): 529-40, <https://doi.org/10.31949/jee.v6i2.5260>.

speed reading training contributed to improvements in both reading speed and reading comprehension among first-year students at Universitas Pembangunan Jaya. Although the outcomes of the study had not fully reached the reading standards established by the institution, the findings indicate that speed reading has a positive impact on students' reading abilities. The study also suggests that continued and systematic intervention is necessary to further optimize students' reading skills.¹⁹

Similar findings have been reported in studies conducted at the elementary school level. Research by Aprilia, Djuanda, and Karlina investigated the application of the speed reading method in biographical texts among fifth-grade elementary school students. The results showed that the use of speed reading techniques had a significant positive effect on improving both students' reading speed and their comprehension of the texts. This indicates that speed reading can be effectively implemented even at an early stage of education.²⁰

These findings are supported by the study conducted by Nikmaturohmah, Misdalina, and Hermansyah, who applied the speed reading method to fifth-grade students at SD Negeri 31 Palembang. Their research demonstrated a notable improvement in students' reading comprehension skills after the treatment was administered. Collectively, these studies provide strong empirical evidence that speed reading techniques are effective in enhancing reading speed and comprehension across different educational levels, reinforcing the relevance of applying speed reading strategies in diverse learning contexts.²¹

¹⁹ Sari, A.P., & Kaihatu, V.A.M. "The Effect of Speed Reading Training on Improving Students' Reading Comprehension Skills." *Sebatik* 27, no. 1 (2023): 303–310. <https://jurnal.wicida.ac.id/index.php/sebatik/article/view/2169>

²⁰ Aprilia, D., Djuanda, D., & Karlina, D. A. "The Effectiveness of the Speed Reading Method in Improving Reading Comprehension Skills in Biography Texts for Grade V." *Jurnal Educatio FKIP UNMA* 10, no. 3 (2024). <https://ejournal.unma.ac.id/index.php/educatio/article/view/9242>

²¹ Nikmaturohmah, Misdalina, & Hermansyah. "The Application of the Speed Reading Method on Reading Skills in Indonesian Language Learning for Fifth Grade Students at SD Negeri 31 Palembang." *Didaktik: Jurnal Ilmiah PGSD STKIP Subang* 9, no. 3 (2023): 1370–1383. <https://journal.stkipsubang.ac.id/index.php/didaktik/article/view/1451>

Furthermore, Rahmah and Salsabila emphasize in their study that speed reading does not only focus on speed, but also on reading comprehension. They found that various factors such as vocalization, regression, subvocalization, and lip movements can hinder the effectiveness of speed reading, so specific strategies need to be applied to overcome these obstacles.²² Similar findings are reinforced by Soedarso²³ (cited in Rahmah & Salsabila), who explains that successful speed reading requires the skill to reduce bad habits that slow down the reading process.

In summary, numerous previous studies have consistently demonstrated that speed reading techniques are effective in enhancing students' reading skills at different educational levels. Despite these positive findings, most existing research tends to concentrate on elementary school students or students in the early stages of higher education. Consequently, studies that specifically examine mid-semester university students, particularly those enrolled in English Education programs, remain limited and require further exploration.

This gap in the literature presents an opportunity to improve the reading learning process through the application of appropriate instructional approaches. By integrating various speed reading techniques, comprehension exercises, and strategies aimed at increasing efficiency in processing academic texts, students can be better equipped to develop both their reading speed and comprehension skills. Such approaches are particularly relevant in higher education, where students are expected to read and analyze complex academic materials independently.

Based on the gaps identified in previous studies, the researcher was motivated to

²² Rahmah, A., & Salsabila, H. "Improving Speed Reading Skills." *Jurnal Bima: Center for Publication of Language and Literature Education* 2, no. 1 (2024): 169–175. <https://journal.aripi.or.id/index.php/Bima/article/view/566>

²³ Soedarso. *Speed Reading: A System for Fast and Effective Reading*. Jakarta: Gramedia Pustaka Utama, 2005.

conduct further research using different research subjects, specifically third- and fourth-semester students, with a primary focus on third-semester students at Sayyid Ali Rahmatullah UIN Tulungagung. The selection of third-semester students was based on the fact that they are enrolled in a reading comprehension course, which makes them an appropriate population for investigating reading-related issues.

In addition, the researcher's interest in conducting this study was influenced by the issue of students' low reading interest. Low reading interest among students can be attributed to various factors, including internal factors such as motivation and reading habits, as well as external factors such as learning environment and instructional methods. Therefore, this study seeks to address these challenges by examining the effectiveness of speed reading techniques as a strategy to improve students' reading skills and engagement with academic texts.

Although many studies on speed reading have been conducted, there are still some inaccurate research results. The purpose of this study is to improve the quality and effectiveness of the learning process of reading comprehension at the , specifically by describing students' reading practices and improving the effectiveness of student reading learning outcomes through speed reading techniques. Based on the above background, this study is entitled "The Effectiveness Of Using Speed Reading Technique On The 3th Semester Students Reading Comprehension At English Education Deparment At Uin Sayyid Ali Rahmatullah Tulungagung".

B. Statement Research Problem

Is there any significant difference in the use of speed reading technique on the reading comprehension of third semester students of the English Study Program at UIN Sayyid Ali Rahmatullah Tulungagung?

C. Research Objectives

The objective of this research is to find out whether there is a significant difference in the reading comprehension achievement between third semester students of the English Study Program at UIN Sayyid Ali Rahmatullah Tulungagung who are taught using the speed reading technique and those who are taught using conventional reading instruction.

D. Research Hypothesis

Before determining the hypothesis results, the researcher proposes an interpretation (observation) using the following procedure:

1. Null Hypothesis (H_0) :

There is no significant difference in the reading comprehension achievement of third semester students of the English Study Program at UIN Sayyid Ali Rahmatullah Tulungagung between those who are taught using the speed reading technique and those who are taught using conventional reading techniques.

2. Alternative Hypothesis (H_1) :

There is a significant difference in the reading comprehension achievement of third semester students of the English Study Program at UIN Sayyid Ali Rahmatullah Tulungagung between those who are taught using the speed reading technique and those who are taught using conventional reading techniques.

E. Significance of Research

Researchers hope this study will provide practical contributions

1. for teachers

This research can be used as a consideration in choosing reading learning strategies, particularly the use of speed reading techniques, so that students can improve their reading speed and comprehension.

2. For students

This study can provide direct experience in applying speed reading techniques so that they are motivated to improve effective and efficient reading skills.

3. For future researchers

This study can be used as a reference for developing further studies on speed reading skills, whether with different subjects, additional variables, or broader approaches.

F. Scope and Limitations of the Research

This study is limited to third-semester students of the English Education Study Program at UIN Sayyid Ali Rahmatullah Tulungagung. The focus of the study is on reading comprehension through the application of speed reading techniques. Other factors such as motivation and learning environment are not discussed in depth.

G. Definition of Key Terms

To avoid misunderstandings in the terms and topics in this study, researchers need to define the key terms used in this study.

1. Reading Comprehension

In general, reading comprehension can be understood as a cognitive process that involves readers in constructing meaning from the text they read. This process does not stop at recognizing words or sentences separately, but emphasizes a comprehensive understanding of the entire text. Thus, reading comprehension aims

to help readers grasp the main ideas, the relationships between ideas, and the meaning contained in the text comprehensively (Woolley).²⁴

2. Reading Techniques

Reading is an activity to obtain information, knowledge, or absorb new experiences conveyed by the author. Several theories or understandings of reading put forward by experts show that reading is an activity that requires skill. Therefore, it is not surprising that linguists propose several reading methods or techniques such as scanning, skimming, intensive reading, extensive reading, or SQ3R.²⁵

3. Speed Reading

Speed reading is the activity of responding to symbols, both printed and written, with accurate and rapid comprehension. This activity does not involve reading word by word, but rather reading sentences or paragraphs.²⁶ By having fast reading skills, we can absorb information quickly and accurately, improve understanding, learning methods, and efficiency, eliminate reading and telegraph barriers, find ideas quickly, read with urgency, read critically, compare, evaluate skimming and scanning, and improve concentration.²⁷

²⁴ Woolley, Gary. *Reading Comprehension: Assisting Children with Learning Difficulties*. Dordrecht: Springer, 2011.

²⁵ Grabe, W., & Stoller, FL (2011). *Teaching and Researching Reading* (2nd edition). Routledge.

²⁶ Ahmad, *Techniques and Methods of Speed Reading* (Yogyakarta: A+PLUS BOOKS, 2021).

²⁷ Kholis Nurfalah, M. Azdi, and Septy Nurfadhillah, "Analysis of the Use of Speed Reading Methods in Improving the Reading Skills of Indonesian Language Students in Grade V at Dangdeur 1 Public Elementary School, Jayanti District, Tangerang Regency," *Pendas: Journal of Elementary Education* 8, No. 2 (2023): 3059-70.