

IMPLEMENTATION OF THE SPEED READING METHOD AS A MEANS OF FOSTERING INTEREST IN READING SKILLS OF SENIOR HIGH SCHOOL STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan membaca cepat pada peserta didik kelas XI SMA Sains Cahaya Al-Qur'an. Memahami isi bacaan yang dibaca melalui teks yang berganti secara cepat di layar. Melalui teknik membaca cepat yang mereka kuasai, mereka akan menemukan beberapa kata yang sering muncul. Dari beberapa kata yang ditemukan, mereka akan belajar menyimpulkan makna yang terkandung didalam bacaan. Selain itu, penelitian ini juga dilatarbelakangi adanya ketertarikan peneliti terhadap program Gerakan Literasi Sekolah yang diadakan oleh SMA Sains Cahaya Al-Qur'an untuk menumbuhkan minat peserta didik terhadap literasi membaca. Metode yang digunakan yaitu deskriptif dan fenomenologi dengan pendekatan kualitatif. Sumber data diperoleh dari hasil wawancara, observasi, dokumentasi, dan simulasi membaca cepat. Narasumber dalam penelitian ini meliputi guru bahasa Indonesia, koordinator program literasi sekolah, dan peserta didik. Hasil penelitian menunjukkan bahwa kemampuan membaca cepat yang dimiliki peserta didik kelas XI SMA Sains Cahaya Al-Qur'an sudah cukup baik. Namun ada beberapa faktor yang menunjukkan kurangnya minat peserta didik terhadap literasi membaca. Salah satunya adalah faktor psikologis. Maka dalam hal ini, ada beberapa metode membaca cepat yang dapat diterapkan seorang pengajar kepada peserta didik sebagai sarana meningkatkan kecepatan membaca mereka dan juga upaya menumbuhkan minat baca bagi peserta didik.

Kata kunci : *keterampilan membaca, metode membaca cepat, Siswa Sekolah Menengah Atas*

ABSTRACT

This study aims to determine the ability of speed reading in class XI students of Cahaya Al-Qur'an Science High School. Understand the

content of the reading through the text that changes rapidly on the screen. Through the speed reading techniques they master they will find some words that often appear. From some of the words found, they will learn to infer the meaning contained in the reading. In addition, this study was also motivated by the researcher's interest in the School Literacy Movement program held by Cahaya Al-Qur'an Science High School to foster students' interest in reading literacy. The method used is descriptive and phenomenology with a qualitative approach. Data sources were obtained from interviews, observations, documentation, and speed reading simulations. The resource persons in this study include Indonesian language teachers, school literacy program coordinators, and students. The results showed that the speed reading ability of the 11th grade students of Cahaya Al-Qur'an Science High School was quite good. However, there are several factors that show the lack of interest of students in reading literacy. One of them is psychological factors. So in this case, there are several speed reading methods that a teacher can apply to students as a means of increasing their reading speed and also an effort to foster interest in reading for students.

Keywords: *Reading skills, Speed reading method, Senior high school students*

INTRODUCTION

Reading skills are very important to master not only for school children but also important for all members of society. Reading is an activity that we do to obtain new information or expand the knowledge we have, therefore learning reading skills is very important to improve students' reading potential. But as technology advances, being able to read is not enough. At the very least, the abilities we have must be balanced with the times, such as the ability to obtain information quickly and precisely. The information that appears can be obtained quickly, one of which is by speed reading techniques.

Speed reading activities do not mean just reading fast, so that after finishing reading nothing is remembered and understood. The two main things that must be kept in mind in speed reading are the level of speed and a high percentage of reading comprehension. In speed reading not only reading in a short time but we also have to understand the reading.

Speed reading learning is learning that is done to train and maximize the reading potential of students in understanding the content of a reading. In speed reading skills, it is necessary to apply media facilities in the learning process because interesting learning media can increase students' interest in learning. The speed reading simulation carried out by observing the text in the video has a role

that is also very important, namely providing many benefits for speed reading learning. Media text in the video is a media that can help understand the content of the text quickly, increase concentration, and improve the memory of learners. If learning with this method is done continuously, learners will very easily master speed reading techniques and learners' reading potential will increase.

SMA Cahaya Al-Qur'an Science High School is a boarding school-based academic with science and Al-Qur'an knowledge to form a generation that is superior, has national insight, and has good character. In accordance with the instructions of the Ministry of Education and Culture in increasing literacy interest in students called the School Literacy Movement (GLS), SMA Sains Cahaya Al-Qur'an implements reading habituation which is carried out every morning for thirty minutes before teaching and learning activities take place. The material related to this habituation is very broad, ranging from material books, novels, newspapers, even students often propose several book titles that they want to read.

SMA Sains Cahaya Al-Qur'an is placed as the object of research where in this case students will be tested for their ability to speed read an alternating text on the screen. In this test, researchers took samples from class XI. The goal is to find out how quickly students are able to understand the meaning of a reading text through the speed reading simulation carried out.

This research uses descriptive and phenomenological methods with a qualitative approach. In this study, the researcher goes directly to the object as an instrument to collect data as processing material and also as a full participant observer to get information about speed reading skills for a means of fostering students' interest in reading at SMA Sains Cahaya Al- Qur'an. The data collection process in this study was carried out by observation, interviews, and documentation.

RESULTS AND DISCUSSION

Reading skills are one of the four types of language skills. Similar to listening activities, both are included in the category of receptive language skills

where in their activities the process of receiving or absorbing a language meaning takes place.

Reading activities can be done in two ways, namely intensive reading and extensive reading. Intensive reading activities are carried out carefully to digest all the things presented in the reading. Regardless of whether someone is fast or not when reading, intensive reading only requires accuracy and thoroughness when reading each paragraph which is composed of several sentences. While extensive reading is a reading activity that is carried out extensively. Unlike intensive reading, the purpose of extensive reading is to find important ideas contained in reading quickly and precisely.

Reading is not an activity that can be seen clearly. Reading is an activity that cannot be said to be simple as many people know today. That is, during the reading process students see text, then their understanding is tested by matching some of the questions given with answers based on the information they find from the text, besides that reading success is also influenced by internal factors and external factors from the reader (Wassid, 2016: 245-247).

In a simpler sense, reading is the process of a person understanding the meaning of language from a writing including several words that form a sentence, and sentences that are arranged into a paragraph containing the author's message. While in a broader sense, reading is the process of analyzing reading by paying attention to aspects of function, value, circumstances, and the impact of reading critically and creatively (Nurhadi, 2016: 2-3).

There are many purposes of reading other than to gain an understanding of reading techniques. It could be reading just to enjoy written works (literature), find information about job vacancies, get information about something (Nurhadi, 2016: 3-4).

According to Rahman (2020), a student or learner needs to master speed reading skills. Speed reading is done in a duration of time at a high speed while still understanding the content of the reading. In addition to the required reading material, speed reading activities must also have a purpose and need to read. Therefore, in speed reading a reader must pay attention to eye movement patterns

and be able to find information through keywords in the reading text that runs horizontally, vertically, or spirally (Inawati, 2018).

Reading speed and comprehension are closely related. So, if someone is able to read the entire text to completion in a fast time but does not understand the meaning contained in the reading, then he is not included in the category of fast readers. The purpose and demand of speed reading is to quickly understand the essence of a reading so that reading will be carried out effectively. In speed reading, there are two things that are highly emphasized in the process, namely fast and precise. The meaning of fast is that a person is able to effectively utilize time to find specific information contained in the text. While precise means that although the reading process is done quickly, the information obtained is correct (Haryadi, No Year).

According to Priyatni (in Harras, et al., 2009: 4.32-4.33), the ability to read quickly has many benefits including expanding knowledge by reading quickly; getting a lot of important information quickly; the potential for other languages is increasing; reading quickly makes it easier for someone to take exams/tests; and one's understanding will increase by reading quickly.

Speed reading is synonymous with extensive reading, therefore there are several techniques in speed reading activities that readers need to know. Speed reading techniques include skimming and scanning. When readers want to know a certain topic from several books, it will be more efficient if readers apply skimming and scanning methods rather than reading several books in detail.

Based on the definition put forward by Haryadi (2008: 157), reading skimming is a technique of exploring reading pages quickly. From this description, Haryadi then revealed a broader meaning of skimming as a process of sweeping reading done to understand or find certain information from reading quickly. The purpose of using skimming techniques in speed reading activities is to get the general idea contained in the discourse, then record all the core or main information and clues obtained from a reading. An important requirement in the skimming technique refers to understanding the key sentence of a text. This will show that the core of each paragraph is usually contained in one sentence and the key sentence is always found at the beginning of each paragraph.

Not much different from Haryadi's opinion, the definition of reading skimming proposed by Soedarso (2005: 88) is obtaining important information from the reading, namely the main idea and important description of the reading which is sometimes not only found at the beginning but can also be at the end or even in the middle of the paragraph. Skimming technique does not mean just sweeping the page, but a method that is designed in a structured way to get efficient results; recognize the topic of the text being read; know the thoughts of a person; get the important elements of a reading without the need to read all the way through; know the relationship between parts of the reading; and as a refresher before doing an activity such as exploring material for an exam or before delivering a lecture.

Scanning comes from the English word scan which means "skimming" (Nuriadi, 2008: 104). Soedarso (2005: 89) states that scanning is a reading technique to get information without reading the others: so, directly to the problem being sought, namely specific facts and certain information. Scanning reading is usually done when looking for a phone number, scanning certain vocabulary in a dictionary, looking for an important word in a book, and the like.

In the activity of finding specific information or specific facts, there are several things that need to be considered by a reader, namely; (1) Understand the clues that appear through keywords or key phrases. (2) Interpret specific facts or location of information by knowing the organization of writing and writing structure. (3) Facilitate searches using tables of contents or indexes. (4) Finding information will be easier if there are pictures, illustrations, graphs or tables. (5) The reader moves his eyes systematically and quickly in an S or zigzag pattern. (6) Slow down the reading speed when you find information to make sure it matches what you are looking for.

Furthermore, there are also factors that can slow down scanning reading activities. Riziem Aizid (2011: 95) describes several factors that can slow down scanning reading activities including: 1) Eye gaze that traces word by word, from left to right, 2) reading with sound, 3) reading with a mumbling mouth, 4) using tools as reading guides, both index fingers and tools such as pencils and others, 5) interested in reading slowly the entire text.

Based on the explanation of the understanding of several experts above, it can be concluded that the difference between skimming and scanning reading techniques lies in the method used in understanding the content of reading. In context, the skimming technique seeks to take the main idea or important details located at the beginning, middle, or end of the book. Whereas in the scanning technique, the reading process is carried out directly on the issue being sought to obtain information without the need to read anything else.

After speed reading skills with page sweeping and skimming techniques, there is also the SQ3R technique, which is another reading skill method that has been developed over the past fifty years or so. In intensive and rational reading, the SQ3R method is an excellent method to use. In other terms, this method is good for study purposes. The method, which was introduced by Francis P. Robinson in 1941, has become increasingly well known and is widely used in various learning approaches. Francis P. Robinson himself was a professor of psychology from Ohio University in the United States.

This SQ3R method includes five steps in practice in reading activities, namely; (1) Survey, the activity of examining or identifying the text as a whole; (2) Question, the activity of compiling a list of questions in accordance with the discourse; (3) Read, the activity of actively reading a discourse in order to find answers to the questions that have been arranged; (4) Recall, the activity of recording in the mind all the answers that have been found; (5) Review, the activity of reviewing all answers in order to really understand the content of the reading that has been understood repeatedly.

In essence, the application of the SQ3R method in this reading activity does not require us to reread the entire text, but we only need to review what has been read, check the parts that determine the overall picture of the content of the text, and find some important information that may not be read.

The ability to speed read should be mastered by learners, because in this digital era, the times require a person to be able to obtain information in a very fast time. In addition, the ability to speed read is also very important because it makes it easier for learners to prepare for exams/tests, helping them to handle a series of exam questions that must be answered within a certain time duration.

In this case, the researcher collected data by observing the eleventh grade students of SMA Sains Cahaya Al-Qur'an regarding the speed reading ability that occurred in their learning process. In the speed reading simulation conducted by the researcher to the learners, the 11th grade students of SMA Sains Cahaya AlQur'an are expected to be able to read the text in the video that changes quickly. Then they will pay attention and remember keywords as they will later compose sentences with their own understanding of the content contained in the overall text. It turns out that in practice, the speed reading ability of the 11th grade students of SMA Sains Cahaya Al-Qur'an is quite good. In addition to being able to find words that appear frequently, they are also able to understand and restate the meaning of the text read correctly and precisely.

The results showed that the 11th grade students of SMA Sains Cahaya AlQur'an gave a good response to the speed reading simulation conducted. This is because the “desire to read fast” has grown by itself without them realizing it, a sense of wanting to know the extent of their speed reading ability is the goal of instilling students' interest in reading and literacy activities. So that the percentage of learners' success in understanding the content of the reading is not too prioritized at the beginning of the speed reading exercise.

In the speed reading simulation conducted, it succeeded in fostering the interest of the students of SMA Sains Cahaya Al-Qur'an to know more deeply about the nature of speed reading and also the techniques in speed reading, to eventually be applied in reading novels or so on.

The speed reading skills mastered by students of SMA Sains Cahaya AlQur'an are influenced by their reading habits at school. Through the literacy book provided by the teacher for each student, it is expected that they can copy back what they read and then write it in a reading journal. This activity is one of the efforts to shape the character of students who are accustomed to reading and writing and is also one of the literacy activities held every morning for 30 minutes, precisely before the KBM starts.

The existence of the School Literacy program held by SMA Sains Cahaya Al-Qur'an is very helpful for students' progress in fostering interest in reading and improving their reading skills. The School Literacy Movement is a derivative

program from the Ministry of Education and Culture aimed at character education for students, and of course each school has varied activities in supporting these efforts.

In an effort to shape student character, teachers and staff at SMA Sains Cahaya Al-Qur'an have several types of activities implemented such as: 1) novel reading activities, 2) journalism training, 3) reading aloud skills, 4) literacy books for each student, 5) digital literacy, 6) resume activities from a show/watch, and 7) reading activities in pairs. In reading activities in pairs, it is expected that one student is able to record what is heard from his friend who reads the text aloud. In addition to sharpening students' reading skills, this also aims to improve students' listening skills and writing skills.

The enthusiasm of the students varies, but most of them are more interested in reading novels than knowledge books. This proves that the pressure they experience in learning is indeed quite heavy. Sometimes they want to refresh their brains by reading novels according to the genre they like. But not a few of them also show boredom during reading activities. This is an obstacle for teachers in the process of learning reading skills in students. Psychological factors experienced by students such as lack of interest in reading, lack of motivation or enthusiasm for reading, and the difficulty of students in understanding the content of reading are demands for teachers on how they can provide more efficient reading skills learning for students.

To minimize the boredom experienced by students, teachers have effective learning methods to apply to students. In addition to face-to-face learning, sometimes with a game that will require students to read a book to go to the next level. There is also a demonstration system, where students have to find information about a topic or issue by reading a book, then they go around to other groups with the aim of finding information from one topic/issue to another. This game is also called window shopping project which is one of the differentiated learning methods with kinesthetic learning style.

The many learning modifications used by teachers at SMA Sains Cahaya Al-Qur'an have a positive impact on students in relation to literacy, one of which is in students' speed reading skills. The speed reading techniques they master

are very helpful in completing a reading. This can slowly foster students' enthusiasm to seek more insight and knowledge through reading activities.

CONCLUSION

This research is a descriptive qualitative research and phenomenology that aims to describe the skill of speed reading and its influence in fostering students' interest in reading at Cahaya Al-Qur'an Science High School. Data were obtained through direct observation and interview activities at SMA Sains Cahaya Al-Qur'an.

Based on the recorded data, it can be concluded that the speed reading skills of the 11th grade students of SMA Sains Cahaya Al-Qur'an are quite good. In addition to knowing the words that often appear, they are also able to understand and retell the meaning of the text to read correctly and precisely. This activity is one of the efforts to increase students' interest in reading which is also one of the literacy activities held every morning for 30 minutes, precisely before the KBM starts. In an effort to shape student character, teachers and staff at SMA Sains Cahaya Al-Qur'an have several types of activities implemented such as novel reading activities, journalistic training, reading aloud skills, literacy books as a handbook for each student, digital literacy, resume activities from a show/watch, and reading in pairs.

Obstacles in this speed reading activity include some students being more interested in reading novels than knowledge books. Therefore, to minimize the boredom experienced by students, SMA Sains Cahaya Al-Qur'an teachers have effective learning methods to apply to students. In addition to face-to-face learning, sometimes with a game that will require students to read books to go to the next level, there is also a demonstration system and so on.

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