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THE USE OF SPEED READING TO IMPROVE FIRST-GRADE STUDENTS AT SMK PUSPA BANGSA BANYUWANGI'S COMPREHENSION OF READING

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ABSTRACT

This study examined how SMK Puspa Bangsa Banyuwangi first-graders used speed reading to improve their reading comprehension. This study was conducted in class X-1, which included 40 students, with the help of a writer and an observer. A classroom action research project (CAR) was used to carry out the research. The outcome demonstrated that the students' reading abilities might be improved by using the speed reading strategy. If the teacher has the ability to arrange learning in the classroom by engaging activities proportionately in the teaching process, the use of speed reading techniques might be successful. By providing enough study facilities and infrastructure, a conducive learning environment was maintained. The presence of students' positive responses and their active engagement in each learning activity demonstrated the speed reading technique's effectiveness.

Keywords: *Reading Comprehension, Speed Reading*

INTRODUCTION

This study examined how SMK Puspa Bangsa Banyuwangi first-graders used speed reading to improve their reading comprehension. The foundation of human communication is language, which serves as the background for this study. Language can be used to convey thoughts, sentiments, suggestions, and emotions. Language is another tool used to communicate with others. The use of English in various societies has increased. It supports the government's decision to make English the primary foreign language in Indonesia that all students are required to acquire. English is crucial for absorbing and advancing science and technology. In the age of globalization, English is becoming the primary language of communication. The four English language proficiency standards for academic fields are reading, listening, writing, and speaking. Each talent must be integrated; it cannot be separated. The students should learn every ability, including reading comprehension, which is regarded as crucial, to establish a good learning environment. It is true that reading comprehension is a key component of scholastic success. Reading is regarded as a language-learning tool. This implies that reading is a key component in every element of learning. In this situation, the capacity to learn knowledge through reading is seen as a learning process

to develop superior abilities. Today's reading instruction focuses solely on a student's aptitude for reading without considering efficacy or efficiency. Reading is a necessary skill for fully understanding the messages in various texts. Reading often broaden your perspective when faced with a challenge.

One of The students most despised subjects was English. They are less able to read and comprehend what they are reading, which causes them to fear learning English. According to the teacher's interview, only 15 of the 40 kids can read aloud with good and correct comprehension; the others tend to be more submissive and mute. The use of diverse learning approaches attempts to develop an enjoyable learning environment and produce positive outcomes. Speed reading is a teaching method that emphasizes speed while using silent eye movements. The goal of speed reading is to obtain information quickly and accurately. When reading at an extremely fast rate known as speed reading, sentences and paragraphs are typically read rather than words.

Speed reading has the advantage of helping you quickly identify and comprehend the most important information (Noer, 2012:20). Therefore, teaching reading to students using the speed reading technique would aid them in understanding the subject of the book they are reading, learning what other people think, getting something vital, and saving time reading.

The research was carried out using a Class Action Research (CAR), which was done to identify and address issues. Action taken to address current issues is a sign of classroom action research. The goal of this study was to ascertain the outcomes of student learning during the teaching process for class X-1 utilizing the speed reading approach. The exam results, questionnaire, observation, and student participation in class can all be used to assess whether or not learning has taken place successfully. The study was conducted in class X-1 at SMK Puspa Bangsa Banyuwangi. There are 40 students, 15 of whom are men and 25 of whom are women. The English teacher and class X-1 students of SMK Puspa Bangsa Banyuwangi are the study's subjects. Because the teacher continues to employ ineffective teaching strategies, reading comprehension in this class is low. Therefore, there is just one-way interaction in the class.

Beginning with reflection and analysis of student learning outcomes, the planning stage moves on to problem identification, analysis, and alternate solution finding. After the desired outcome, the subsequent actions were taken: 1. Planning improvement with a focus on corrective planning. It is anticipated to address the issue of learning in order to improve the effectiveness of the process and the results of student learning. 2. Creating assignments for the students that require them to address their learning objectives. 3. The activities that take place during the instructional process were observed using the observation check list, which was set up as a data gathering tool. 4. Establishing success or enhancing achievement

criteria. In this study, repair can be permitted if 85% of students achieve a minimum score of 75 on the test.

During the implementation phase, the lesson plan carried out as follows: 1. The teacher outlined the fast reading technique and emphasized the key rules that both the teacher and the students must follow. 2. The teacher assigned The students some speed reading exercises and talked to them about their challenges. 3. To assess the students' reading comprehension, the teacher gave them an exercise sheet. 4. The instructor determined that the information had been learned.

The next step is observation. observation carried performed to understand the teaching process utilizing the fast reading method. In the reflecting stage, reflection is done with a colleague to carry out tasks based on the outcomes of each cycle. The outcome of the reflection was then used as the cornerstone for initiatives to enhance learning in the following cycle. On the basis of the information gathered during the educational process, reflection took place.

The learning tool, learning exam, observation check list, and student response questionnaire are the research's instruments. A combination of mechanical testing, questionnaires, and observational methods were utilized to acquire the data. The quantitative descriptive data analysis method used in this study describes the outcome based on data collected to establish success criteria.

FINDING AND DISCUSSION

According to the results of this study, 17 students (42,5%) used speed reading to actively participate in class during the first cycle. The number of passive readers, however, reveals 23 students (57,5%). The information gained leads to the conclusion that there are more passive readers than active readers. No student received a score of "Excellent" on the speed reading test, while one student had a score of "Very Good" (2,5%), seven students received scores of "Good" (17,5%), fifteen students received scores of "Fair" (37,5%), twelve students received scores of "Poor" (30%), and five students received scores of "Very Poor" (12,5%). None of the students received a score of "Excellent" on the reading comprehension test, while one student received a score of "Very Good" (2,5%), 12 students received a score of "Good" (30%), 10 students received a score of "Fair" (25%), 10 students received a score of "Poor" (25%), and 7 students received a score of "Very Poor" (17%).

Based on the aforementioned information, it can be concluded that the application of speed reading in the first cycle was unsuccessful because 17 students did not meet the KKM (minimum completion requirement). It is a concern, and finding a solution is necessary to raise the standard of instruction.

This failure, in the observer's opinion, results from learning media that have not been ideal, effective, and efficient. According to the observer, the usage of media throughout the learning phase is crucial. The students should be given a special strengthening substance at

this point. However, the observer also noted that because they are unfamiliar with fast reading techniques and the teacher's attention span, student behavior in class tends to be disorganized.

The fundamentals of action are observations and recommendations from the observer. In this instance, it was determined to enhance the plan in the following cycle. It was anticipated that creating an improvement plan for the second cycle would improve student learning outcomes.

The students had the chance to practice reading exercises utilizing the speed reading method throughout the implementation phase. To learn effectively, the students should read a few texts in a short amount of time. After that, analysis was conducted to determine the cycle's success. The data analysis revealed a remarkable improvement, with 37 students (92,5%) able to reach KKM and only 3 students (7,5%) still unable to do so. From these findings, it can be inferred that speed reading techniques could help the student who was having trouble reading and comprehending the content. It is clear that using a speed reading strategy could encourage students to actively participate in class. This demonstrates that the second cycle of the class action study was concluded after the application of fast reading was met with good feedback from the students.

According to data analysis and assessment results from the first cycle, as many as 17 students (42,5%) actively participate in learning after receiving instruction. While 23 students (57%) or the majority of students are passive. The students' scores didn't yield any noteworthy results. No student receives a score of "Excellent" on the speed reading test, while 1 student receives a score of "Very Good" (2,5%), 7 students receive a score of "Good" (17,5%), 15 students receive a score of "Fair" (37,5%), 12 students receive a score of "Poor" (30%), and 5 students receive a score of "Very Poor" (12,5%). In other words, the usage of speed reading was deemed unsuccessful in the first cycle since 17 students were unable to reach KKM, but it was successful in the second cycle.

The teacher began to make some repairs to the first cycle's flaws in the second cycle. The first cycle's shortcomings included fewer relevant learning materials, students who were unfamiliar with the speed reading method, and a teacher who didn't pay as much attention to the time constraints for each phase. It is necessary for second cycle improvement. The instructor then used Power Point to fix it. The students appeared enthusiastic and engaged during the teaching process.

The usage of speed reading was deemed successful based on the data analysis and assessment procedure in the second cycle because just 3 students failed to meet KKM. None of the students receive a score of "Excellent" on the speed reading test, while 1 student receives a score of "Very Good" (2,5%), 8 students receive a score of "Good" (20%), 28 students receive a score of "Fair" (70%), 3 students receive a score of "Poor" (7,5%), and none of the students receive a score of "Very Poor". None of the students receive a score of

"Excellent" on the reading comprehension test, but 4 students receive a score of "Very Good" (10%), 18 students receive a score of "Good" (45%), 18 students receive a score of "Fair" (45%), and none of the students receive a score of "Poor" and "Very Poor".

The table below shows how learning activity improved during the first and second cycles. The application of speed reading grew significantly in the second cycle, as can be seen from the data above, but that outcome did not feel satisfactory. The table below shows how test results have improved over each cycle.

The aforementioned statistics allow it to be determined that the research's objective has been accomplished. In other words, using speed reading techniques can help students read more quickly and understand the information they are reading. Additionally, speed reading might boost students' participation in class activities.

CONCLUSION

For The students at SMK Puspa Bangsa class X-1, speed reading can improve reading comprehension. Evaluation tests can be used to demonstrate this, with the class average rising from 68,6 in the first cycle to 78,4 in the second. Because 17 children were unable to reach KKM in the first cycle, the application of speed reading was deemed unsuccessful. This has improved in the second cycle. Using Power Point, the teacher fixed it. The students appeared enthusiastic and engaged during the teaching process.

The usage of speed reading was deemed successful based on the data analysis and assessment procedure in the second cycle because only 3 students were unable to meet KKM. Additionally, speed reading can increase student engagement in the learning process.

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