

The Correlation between Reading Speed and Reading Comprehension of the Tenth Grade Student's at Madrasah Aliyah Alkhairaat Pusat Palu

Rahayu Rahayu^{1*}, Adawiyah Pettalongi² & Saepudin Mashuri³

¹ Islamic Education Management Study Program State Islamic University Datokarama Palu, Indonesia

² State Islamic University Datokarama Palu, Indonesia

³ State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Rahayu E-mail: ayhuka98@gmail.com

ARTICLE INFO

Volume: 2

KEYWORD

Correlation, Reading, Comprehension, Speed

ABSTRACT

Each student has different abilities so they can read at different speeds, some are fast and some are slow. Motivation, focus and word recognition all affect a person's reading speed. Understanding depth of comprehension in reading text is very important in speed reading, and this requires mastery of general techniques appropriate to the content, meaning, and form of reading. Research on reading speed and students' reading comprehension uses quantitative methods in order to be able to explain phenomena numerically and analyze the correlation between variables. Based on the data analysis, it was determined that a significant value for reading speed is $0.193 > 0.05$ and a significant value for reading comprehension is $0.006 < 0.05$. Because reading comprehension data is not normally distributed, the writer used the Shapiro Wilk technique. The correlation coefficient value is 0.742 after using the non parametric test Rank Spearman's rho. The two-tailed sig value is 0.000 $\alpha = 0.05$. It is possible to conclude that there is a correlation between reading speed and reading comprehension.

1. Introduction

Reading is one of the most important things to get information for anyone, especially students in the scope of learning. Language is a reading ability that students must possess to determine whether or not they comprehend what they are understanding. According to Grabe, reading is perhaps the most important skill for second language learning in an academic context. This is part of what will likely increase the number of children around the world learning English as a foreign language. That is, the concept of the reading is understanding ideas, where students or readers will understand the text that has been read by constructing the meaning of the reading.

The importance of reading abilities in students may help them achieve in school by allowing them to receive knowledge from each session and can improve their communication abilities in both their first and second languages. In the process of reading, especially for students, each of them has certain goals such as wanting to quickly graduate from school, wanting to know various kinds of knowledge as provisions for themselves when they finish education, all of which can be achieved by diligently reading and having the ability to understand the reading.

¹Rahayu is a Student Islamic Education Management Study Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 2nd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2023, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

Each student has different abilities therefore can read at various speeds, some are fast and some are slow. Motivation, focus, and word recognition all affect a person's reading speed. Understanding the depth of understanding in reading texts is very important in reading speed, and this requires mastering general techniques that are appropriate to the content, meaning, and form of the reading.

Reading speed is not the same as reading speed all of the time. The most important thing in reading speed is a large willingness, print size, the technical quality of the material, your familiarity with the subject. All of this can affect your reading speed. Readers employ a number of reading strategies to aid in decoding and comprehension readers can use context clues to find out the truth of new vocabulary.

2. Literature Review

2.1 Definition of Reading

Reading is a complex cognitive process that involves decoding symbols to construct or create meaning. It is a method of learning a language, communicating, and exchanging information and ideas. It is a complex interaction between the text and the reader, formed by the reader's prior knowledge, experiences, attitude and language community, which is culturally and socially situated, as is all language. Continuous practice, development, and precision are required in the reading process.

Reading also requires creativity and critical thinking.

Reading is an essential language ability that everyone should learn. Reading is the key to comprehension, and the written word is the most readily accessible set of information. The Longman Dictionary defines reading as "the process of comprehending the meaning of a written language. The most critical thing for readers to remember when reading a letter is that they understand what is written inside it, not how they interpret it.

2.2 Definition of Reading Speed

In every school, there must be different teachers with their respective methods and strategies, but whatever, and no matter how they teach the reading process, they must have the same goal as said by Jennifer are, read to activate and reinforce other skills, reading to become a better reader, read to develop critical thinking skills, and read for enjoyment.

In 1958, Wood began working on a method as the reading speed technique. The method teachers to learn easily while maintaining incredible comprehension. She was concerning incredible comprehension. She was concerned about those readers who could read easily naturally and others who had two force themselves to learn quickly.

2.3 Definition of Reading Comprehension

Comprehending entails the use of techniques that students learn to employ while reading on their own. Several primary comprehension skills are emphasized by teachers. Inferring, assessing, comparing and contrasting, processing, and summarizing are examples of these skills. The desire to comprehend what is being read is referred to as reading comprehension. According to Peter Westwood, reading comprehension is frequently construed as working at levels of difficulty and is referred to as literal, inferential. and basic. In the most basic level (literal), the reader can recognize the factual information found in a passage of text - for example, he or she can inform you the name of the central character what he's doing for a living since that description is stated directly in the text. The inferential stage is the next step in the process.

3. Methodology

In this study the authors identified the comprehension between reading speed and reading comprehension so that this study used a quantitative approach to collect data and explain phenomena using numerical data and then analyzed in general using statistical formulas.

4. Results and Discussion

4.1 Reading Speed

Concerning reading speed, the writer conducted a reading test consisting of 470 words in 7 paragraphs, and each student prepared a stopwatch to record the amount of time spent reading. The stop watch is used while they are reading so that the time students require can be determined, and each student has a different travel time when reading speed. According to field research data, the maximum time students spend reading speed is 470 words, 4 minutes, and a minimum of 1 minute.

The findings showed that students' reading speed and comprehension differed. The slowest reading speed is 121 words per minute, and the fastest is 235 words per minute. According to the study's findings, ten students were classified as having poor reading skills, while twenty others were classified as having normal reading skills. The lowest possible score for the

The Correlation between Reading Speed and Reading Comprehension of the Tenth Grade Student's at Madrasah Aliyah Alkhairaat Pusat Palu
 comprehension test is 40, and the highest possible score is 100. There are 11 students who have a perfect score of 100, 11 students who have a score of 80, 6 students who have a score of 60, and 2 students who have a score of 40. According to the table above, the N (number of respondents) is 30. The smallest students' speed score (minimum) is 121 words per minute, and the largest students' comprehension score (maximum) is 235 words per minute, based on these 30 respondents. The difference between the minimum and maximum values is 114, which is the value range. And the total value is 5153, which is the sum of the speed scores of 30 students. The mean value of 30 respondents was 171.77, the median value was 171.50, and the mode was 147, with a standard deviation of 34.612.

4.2 Reading Comprehension

The writer used the test instrument to conduct multiple-choice questions to students to assess their reading comprehension. The story of Timun Mas is the subject of the discussion. To calculate each student's value and the multiplied by a constant number.

The N (number of respondents) in the table above is 30. Based on these 30 respondents, the smallest student's (minimum) score is 40, and the largest student's (maximum) score is 100. The difference between the minimum and maximum values is 60, which is the value range. As a result, the sum value is 2290, which is the sum of the speed scores of 30 students (respondents). The writer discovered that the average value or mean of 30 respondents is 76,33, the median is 80,00, and the most commonly found mode or score is 80 with a standard deviation of 18,659.

4.3 The Result of Data Analysis

The normality test was used to determine whether or not the data from the reading speed test and reading comprehension were normally distributed. According to the data, the df (degree of freedom) value for speed is 30 and comprehension is 30. It means that the number of sample data is less than 50, implying that the Shapiro Wilk technique must be used to detect data normality in this study.

According to the best of normality, a significant value for speed data is 0.193, while a significant value for comprehension is 0.006. One of the two significant values has a comprehension value that does not exceed the Alpha value (0.05). It can be concluded that the data is not normally distributed, so writer used non parametric tests such as Rank Spearman's rho. This is the result of non parametrik test

Rank Spearman's Rho

		Speed Value Rating	Comprehension Value Rating
Spearman's rho	Speed Value Rating	Correlation Coefficient	1,000
		Sig. (2-tailed)	.742**
		N	30
	Comprehension Value Rating	Correlation Coefficient	.742**
		Sig. (2-tailed)	,000
		N	30

5. Conclusion

From several studies, what the researchers have mentioned previously is that there are some differences in research results regarding the comprehension between reading speed and reading comprehension, including that there is a comprehension between the two variables reading speed and reading comprehension, and there are studies that prove that there is no comprehension between reading speed and reading comprehension, so the authors interested in proving this also at MA

Aliyah Alkhairaat hammer center. Based on the results of the research conducted by the author, there is a comprehension between the two variables reading speed and reading comprehension.

Based on the data analysis, it was determined that a significant value for reading speed is $0.193 > 0.05$ and a significant value for reading comprehension is $0.006 < 0.05$. Because reading comprehension data is not normally distributed, the writer used the Shapiro Wilk technique. The correlation coefficient value is 0.742 after using the non parametric test Rank Spearman's rho. The two-tailed sig value is 0.000 $\alpha = 0.05$. It is possible to conclude that there is a strong comprehension between reading speed and reading comprehension.

References

- Goodman, K (1988). The Reading Process. In Carrel, Devine, and Eskey 1988, 11-12.
- Jack C. Richard & Richard Schmidt. (2010). Longman Dictionary of Language Teaching and Applied Linguistics (Edinburgh: Pearson Publisher), 483.
- Johnson, David w. and Roger T. Johnson, 1980. Cooperative Learning: Improving University instruction by basing practice on validated theory. University of Minnesota Twin Cities.
- Nunan, David. Designing Tasks for the Communicative Classroom. Journal of National Centre for English Language Teaching and Research Macquarie University, Sydney.
- Nuttall, C. (1982). Teaching reading skills in a foreign language. London: Richard Clay Ltd, Bungay, Suffolkp.
- Michael, Everson E. "Speed and comprehension in reading Chinese: Romanization vs. characters revisited." Journal of the Chinese Language Teachers Association 23.2, 1988.
- Peter Weswood, What is Reading Comprehension, accessed om Wednesday, April 7th 2021 at 10.00 am.
- Seidenberg, Mark. Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It. Basic Books. 2017. ISBN 978-0465080656.
- S.S Nuriadi. (2008). Teknik Jitu Menjadi Pembaca Terampil (Yogyakarta: Pustaka Pelajar), p.149.
- Woods, Mary Lyn. and Alden J. Moe, Analytical Reading Inventory 8th Edition, accessed from <https://www.sedl.org/reading/framework/assessment.html>, Monday 1st April 2021 at 02.00 p.m.