Reading Skill : Correlation Between Reading Speed and Reading Comprehension

Windi[1]; Nasriandi[2]; Syahrir[3];
Windisaing@gmail.com
[1] Ilmu pendidikan Universitas Muhammadiyah Palopo
[2] Ilmu pendidikan   Universitas Muhammadiyah Palopo
[3] Ilmu pendidikan   Universitas Muhammadiyah Palopo

Abstract

This article aims to discover whether there is a relationship between students reading speed and students' reading comprehension. The research approach is quantitative in nature, in which the authors use SPSS 22 to calculate students' reading speed and the number of correct answers they have answered. Research participants were 20 students of class XI IPA 2 Madrasah Aliyah Negeri Palopo. The research instrument was narative text, where students read the text quickly and the researcher counted the time using a stopwatch, then students answered questions based on the text. As a result of the study, the authors found that there is a relationship between reading speed and students' reading comprehension where the Pearson correlation value showed 0.000 or lower than 0.05.

Keywords: *Reading Skill, Reading Speed, Reading Comprehension*

Introduction

Many people all across the world have learned English as a language. English can be used to communicate with people in other countries. The four English language proficiency requirements are hearing, speaking, reading, and writing[1]

Due to the fact that reading is a part of our daily lives, it is one of the language skills that is crucial for learning English. Through reading, people are able to gain a lot of knowledge, facts, pleasure, and troubleshooting. Thus, reading comprehension can significantly impact our lives in a variety of ways, such as how well schools, universities, and other educational institutions are doing.

Every level of English competence, especially reading, is necessary. Reading

is a very important job that humans conduct. Without reading, we won't be able to comprehend what is happening. Strong reading skills are required of all audience members, including students, teachers, and other individuals. We can learn things more rapidly if we have good reading skills. As a result, we won't waste time reading the same stuff more than once.

Barriers to improvements in reading speed can be related to teaching methods such as a lack of vocabulary, lack of knowledge that relates to the strategy of studying new vocabulary, and the inability to use context signals. Additionally, a lack of training in how to teach good reading habits can result in students who read with the purpose of memorization without getting details, a fear of misunderstanding leading to excessive scrutinizing while.

reading [2]and reading word by word instead of scanning (Shari,1998).

Reading is a learning process that involves acquired skills, according to [3]. Nonlinguistic internal and external variables or elements are particularly taken into account in the process and have the potential to influence it both favorably and unfavorably.

Reading comprehension shouldn't be disregarded, even though fast reading should receive greater focus, according to[4]. The environment needs to be altered if someone wants to read quickly in order to achieve reading's objectives and rewards.

The goal of this study is to ascertain whether there is a substantial relationship between student reading speed and comprehension. The researcher in this study did not investigate the more fundamental causes of the wide variations in reading comprehension and speed. Only the relationship between pupils' reading comprehension and speed is taken into account in this study

It is important to remember that students must read a tremendous amount to accomplish their coursework and cannot afford to read slowly[5] .

Literature review

Although reading is typically a lonely, silent activity, occasionally someone will read aloud for the benefit of other listeners or for their own advantage to increase comprehension. Before the creation of divided text in the late middle ages, the ability to read quietly was considered to be fairly exceptional (spaces between words). The ability to read both alphabetic and non-alphabetic scripts depends on a person's verbal IQ, spoken language skills, phonological awareness, rapid automatized naming, and other factors.

Humans engage in reading, which is a highly important activity. We won't be able to understand what information is happening without reading. Students, instructors, and other members of the public all need to have strong reading abilities. With reading skills, we may also learn things quickly. As a result, there won't be any reading of the same information twice, which would be a waste of time.

Because it is necessary in every element of life, both inside and outside of the classroom, reading is one of the abilities that must be learned in order to learn [6]. Reading books and articles, engaging in activities that are normally done outside of

class to get personal fulfillment, and reading manga are a few example

Learning to read, also known as developing reading skills, is the process of acquiring and honing the abilities required to decipher the meaning of written words. A proficient reader describes reading as being easy, effortless, and automatic.

Reading is helpful for learning a language, claims Harmer (2007: 99). The more kids read, the better they become at it, so long as they more-or-less comprehend what they read.

Cline et al. (2006) claim that reading is the process of decoding and comprehending written materials. Decoding entails converting written symbols (including Braille) into the spoken words that they stand for. The goals of reading, the setting, the type of material, and the readers' methods and background knowledge all affect understanding.

Reading comprehension

Reading comprehension refers to the capacity to read, analyze, and comprehend literature. It depends on two interconnected skills: language comprehension and word reading (the ability to interpret the symbols on the page) (being able to understand the meaning of the words and sentences).

For students to learn information from books, magazines, and scientific papers, reading comprehension skills are crucial. The data gathered will be helpful for both their continued education and their future professions [7]. One of the key requirements for students is the ability to read comprehension. For instance, in the first year of study, the emphasis on reading comprehension is placed on providing vocabulary explanations to help students comprehend the entire reading passage. This is followed by providing answers to pertinent questions, either orally or in writing.

One of the most important aspects of reading is comprehension. Appearently ,[8]. Word recognition and word association are the foundations of comprehension, and neither can effectively occur unless the reader is proficient in these two reading skills. Reading and comprehension go hand in hand since understanding what has been read is the intended outcome of the reading activity. Without comprehension, reading is meaningless

By understanding a text, it is able to react to the referred question. According to [9] reading slowly and frequently will make it harder for us to comprehend the material. As a result, delayed reading will also lead to slow com prehension. Regression or repetition will happen if we read too slowly, forcing readers to repeat what they have already read.

The ability to analyze literature, comprehend its meaning, and integrate it with prior knowledge is known as reading comprehension. Understanding the meaning of words, being able to deduce a word's meaning from its context, being able to follow a passage's organization and spot antecedents and references, being able to draw conclusions about a passage's content, being able to pinpoint its main idea, and being able to respond to questions that a passage addresses are all fundamental

abilities needed for effective reading comprehension.

Developing reading fluency requires comprehension because reading quicker is meaningless if little is understood. Reading fluency and comprehension are positively correlated; the higher the fluency, the higher the understanding scores. [6]

Reading speed

According to Fry [5], fast readers can read 350 words per minute, average readers can read 250 words per minute, and slow readers can read only 150 words per minute. A rapid reader is not always an efficient reader, and vice versa, according to Berkoff (1979), nor can it be argued that a slow reader is an inefficient reader

Due to the fact that only proficient readers can rapidly and readily become familiar with the words of a text, reading speed is a crucial component of reading instruction. The act of becoming familiar with the words in the text ought to be automatic and unconscious, accomplished without making an effort. In order to learn words and comprehend meaning effortlessly, swiftly, and precisely, readers need be proficient in encoding (Sa'ad, 2006).

Progress increasingly depends on the capacity to handle expanding amounts of written material, so reading speed is becoming more and more
important. Yet, to meet this need, educators must equip students with the abilities to take in a steady stream of information [2]

[10]. Decoding refers to readers having to rapidly process the lower-level components, such as orthographic, phonological, syntactic and semantic information, and then drawing on background knowledge and making inferences. While reading fluently, readers must process all these components
automatically, which may be difficult for second language (L2) learners, in particular for lowerlevel processing (Grabe, 2009). Automaticity theorists suggest making some components more automatic, which may allow readers to pay more attention to the tasks that need more controlled attention. Given this, narrow reading seems to provide optimal conditions for developing fluency.

Method

Two research resources were used in this quantitative study: the first was readerpro and narrative text. Using a narrative book, Stopwatch measures pupils' reading speed. Reading is the technique of using text to create meaning, according to Johnson (2008:3).

Population and Sample

the population of this research is the ninth grade students of MAN Palopo. There is one class of ninth grade, class (IX A) with population 20 Students.

Technique data collecting

Furthermore, reading speeds can vary between individuals. It is visible in their reading speed test. Reading speed has a level that looks like this, per Edwards et al. Table 1.

Table 1. *Classification reading speed*

No	Reader	Speed W.P.M
1	Slow	50-100
2	Average	100-200
3	Above Average	300-400
4	Excellent	400

Everybody's ability of reading comprehension varies. In order to determine the pupils' level of reading comprehension, there is a classification score for reading comprehension. According to Arikunto (2008), Table 2 can be used to categorize the pupils' reading comprehension.

Table 2. *Classification Reading Comprehension Achievement*

No	Comprehension Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Average
4	40-55	Bad
5	30-39	Very bad

Result

Reading speed and reading comprehension tests are tests to measure how fast students read texts and how well they understand the tests given by the researcher. Reading speed is done by reading the native text by giving 5 minutes to students, where this reading speed is calculated using Quillbot and students read one by one while reading comprehension is done by answering questions 5W+1H consisting of 6 numbers.

After testing the reading speed and comprehension of the writer's students calculating the correct answers The author classifies their correct answers into the table below

Table 1:

score of reading speed and correct reading comprehension of student

No.	Nama	Reading speed	Reading Comprehension	score	
				Rs	RC
1	FN	Average	Average	100	65
2	AF	Slow	Bad	50	55
3	BM	Slow	Average	50	65
4	FA	Slow	Bad	60	50
5	ES	Slow	Very Bad	70	35
6	AA	Slow	Bad	50	40

|					
7	A	Slow	Average	50	65
8	MC	Slow	Good	75	75
9	NN	Slow	Bad	50	50
10	PR	Average	Average	225	65
11	ES	Average	Good	136	70
12	MF	Slow	Bad	50	50
13	IT	Average	Bad	200	55
14	R	Average	Bad	150	65
15	W	Above Average	Very Good	300	85
16	B	Above Average	Good	310	75
17	AA	Excellent	Very good	400	95
18	TH	Average	Bad	100	50
19	AF	Average	Average	150	60
20	KN	Slow	Very Bad	50	35

From the table above, it can be seen that the speed range is 5 minutes and the correct answer is between 33.95 points. The faster reading time is 5 minutes, while the slowest & minutes and the highest score is 95 and the lowest score is 33.

Tabel 2:
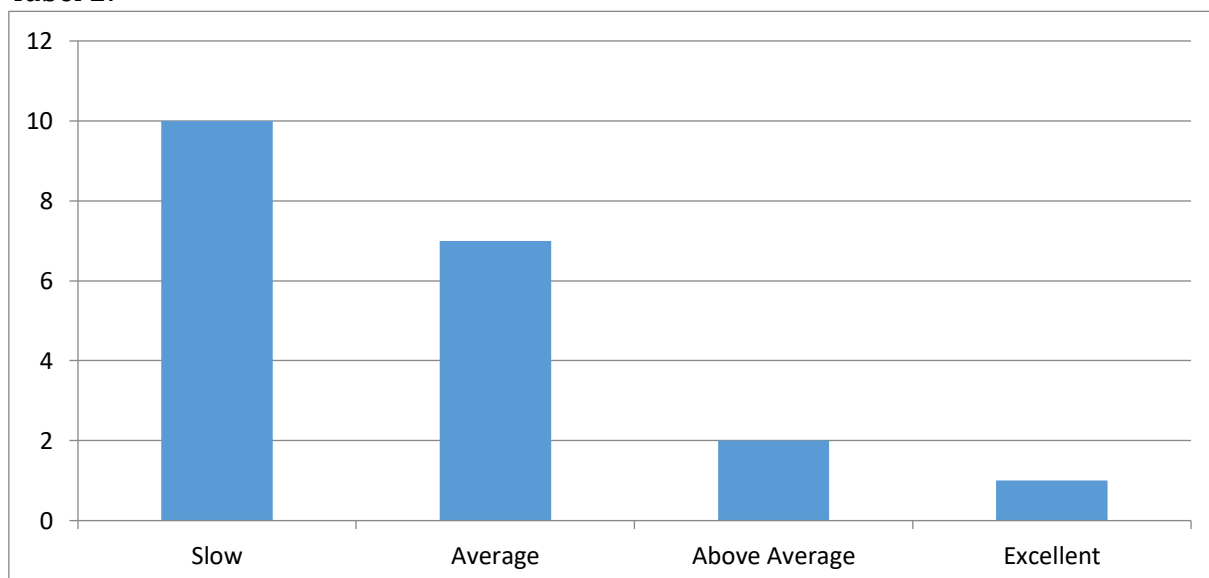
There is only 1 student who is Excellent, there are 2 students who are red Above Average, 7 students are red Average, and there are many students who have slow reading speed vain 10.

Tabel 3:
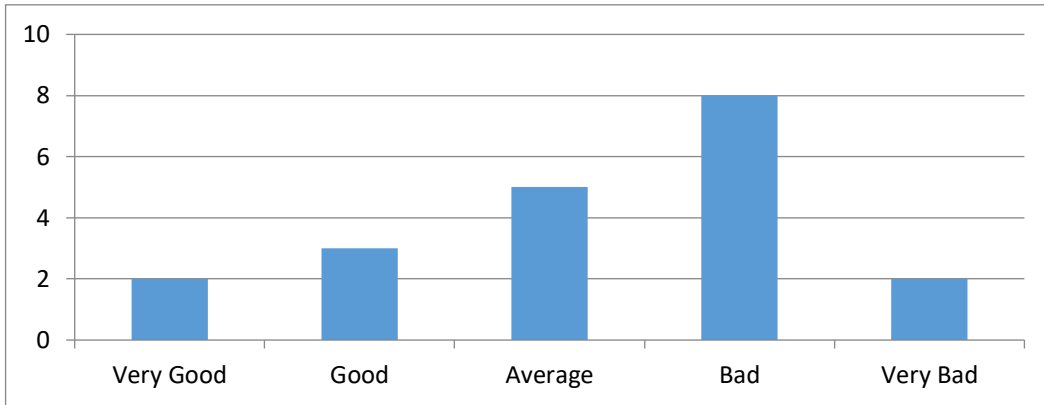
From the table above, there are 2 students whose reading comprehension is very good. and 3 students who have good reading comprehension. 5 students are average, S students have poor reading comprehension, and there are 2 students whose reading comprehension is very bad

　　After getting student scores, the next step is to analyze them in SPSS to find out whether there is a relationship between students' reading speed and reading comprehension with their scores in answering the questions. SPSS 22 results can be seen in the table below.

Tabel 4:

Descriptive statistic
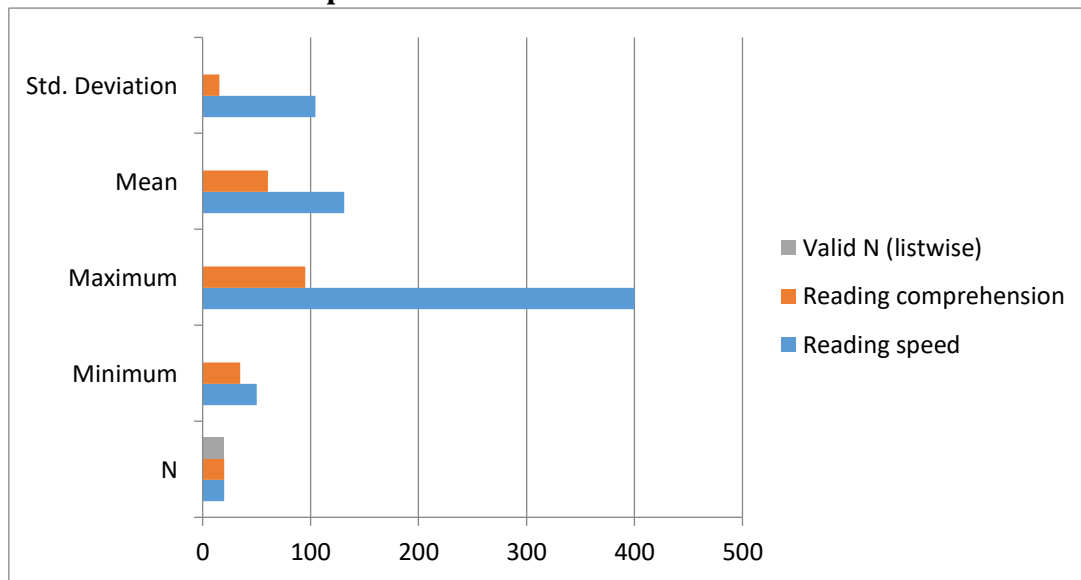
Based on the results of the descriptive test above, we can describe the data obtained by the researcher is:

1. reading speed, from these data it can be described that the minimum value is 50 while the maximum value is 400 and the average value is 131.30. standard deviation data is 104,391

2. reading comprehension of the data is described that the minimum value is 35. while the maximum is 95, and the average value is 60.25, the standard deviation dt is 15.608

Table 5:

Correlation between reading speed and reading comprehension
Correlations

		Reading speed	Reading comprehension
Reading Speed	Pearson correlation	1	743**
	Sig.(2-tailed)		.000
	N	20	20
Reading Comperehension	Pearson correlation	.743**	1
	Sig.(2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation above illustrates the relationship between reading speed and students' reading comprehension. It can be seen that the significance value between reading speed and reading comprehension is 0.000 0.005. As is well known. the null hypothesis is rejected if the significant value is less than 0.05 so (Ho) can be rejected and (Ha) can be accepted while the correlation coefficient is 1-0.743 > 0.4438 which shows that there is a correlation between two strong variables. This means that there is a significant relationship between reading speed and students' reading comprehension. Another way to see the correlation is from the star symbol in the output. From the output it can be seen that the correlation score of the person that is related between each variable is marked with an asterisk which means correlation significant difference between the two variables.

Discussion

Reading speed and reading comprehension tests are tests for measuring how fast students read the text and how much they understand the test given by the researcher Reading speed is done by reading narrative text by giving 5 minutes to students and students reading one by one while reading comprehension is done by answering Sw questions consisting of 6 number.
The outcome of the regression analysis revealed a substantial correlation between students' reading comprehension abilities and speed reading. Chang (2010) conducted research to increase reading fluency.
Also, this study supports the idea that comprehension may be negatively

impacted by reading quickly. These assertions attest to the fact that reading comprehension skills include both speed reading and re ading techniques (Wainwright, 2007).

According to Baderin Sari (2017), there are many ways for students to have good reading comprehension skills, such as associations skills, which involve the ability to understand one word with another to form a new meaning, conception abilities, which involve the ability to understand abstract concepts in concrete forms, perceptual abilities, where students have the ability to give opinions on an event, syntactic abilities, which involve the ability to understand the arrangement of words in sentences, and semantic abilities, where students have the ability to understand the meaning of words.

Students' reading comprehension is greatly influenced by reading speed. Students that can read texts quickly and comprehend them accurately are referred to as fast readers (Hemowo, In Hidayat 2012:8).

In this research   from the **table 1**, it can be seen that the speed range is 5 minutes and the correct answer is between 33.95 points. The faster reading time is 5 minutes, while the slowest & minutes and the highest score is 95 and the lowest score is 33. high and low.

And **table 2,** there is only 1 student who is Excellent, there are 2 students who are red Above Average, 7 students are red Average, and there are many students who have slow reading spee dvain 10.

From the **table 3**, there are 2 students whose reading comprehension is very good. and 3 students who have good reading comprehension. 5 students are average, S students have poor reading comprehension, and there are 2 students whose reading comprehension is very bad

Acknowledgement

Conclusion

After knowing the students' scores in SPSS 22, it can be found that there is a significant correlation between reading speed and students' reading comprehension where the personal correlation value shows 0.00 which is lower than 0.05. It can be concluded that these results have answered the question of students' reading speed and reading comprehension whether there is a relationship between them The statement of [11] is also debated which states that reading speed will help someone understand the reading text.

References

Carin AA, Sund R., Lahkar BK. No Covariance Structure Analysis of Health-Related Indices for the Elderly at Home, Focusing on Subjective Feelings of Health Title. *J Control Release.* 2018;11(2):430-439.

Alarfaj A, Alshumaimeri Y. The effect of a suggested training program on reading speed and comprehension of Saudi female university students. *Procedia - Soc Behav Sci.* 2012;31(2011):612-628. doi:10.1016/j.sbspro.2011.12.114

Muttaqin MZ. IMPROVING STUDENTS TOEFL SCORE IN READING BY USING READING COMPREHENSION APPLICATION. :1-8.

Longlong L, Xiongkui H, Jianli S, et al. Yi Yong Yong 1 ，He Xiong-kyu 1 ※ ，Song Jianli1 ，Liu Yang 1 ，Wang Zhi. 2017;2(February):56-63.

Sackstein S, Spark L, Jenkins A. Are e-books effective tools for learning? Reading speed and comprehension: Ipad®i vs. paper. *South African J Educ.* 2015;35(4):1-14. doi:10.15700/saje.v35n4a1202

Ekasari IN. The correlation of reading speed and reading comprehension in xreading. *… English Lang Teach Indones ….* 2021;09(03):51-57. https://ejournal.unesa.ac.id/index.php/retain/article/view/41358%0Ahttps://ejournal.unesa.ac.id/index.php/retain/article/view/41358/37458

Ekasiwi, A., & Bram, B. (2022). Exploring Euphemisms in Bridgerton: Diamond of the First Water. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(1), 240-248. doi:https://doi.org/10.24256/ideas.v10i1.2599

Amir A. the Effect of Reading Strategies and Speed Reading on Students ' Reading. *Adv Soc Sci Educ Humanit Res.* 2019;301(Icla 2018):409-412.

Seabra AG, Dias NM, Mecca T, Macedo EC. Contribution of word reading speed to reading comprehension in Brazilian Children: Does speed matter to the comprehension model? *Front Psychol.* 2017;8(APR):1-7. doi:10.3389/fpsyg.2017.00630

Afiyah F Al. The Correlation Student Reading Speed and Reading Comprehension Achievement of The Tenth-Grade Students in Indonesia. *J VARIDIKA.* 2022;33(2):165-174. doi:10.23917/varidika.v33i2.16428

Alfatihah, A., Ismayanti, D., Syam, A., & Santaria, R. (2022). Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(1), 152-165. doi:https://doi.org/10.24256/ideas.v10i1.2555

Millett S. Narrow Reading: Effects on EFL Learners' Reading Speed, Comprehension, and Perceptions. *Read a Foreign Lang (Honolulu, HI).* 2017;29(1):1-19.

Masruddin, M., & Nasriandi, N. (2022). Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text. *IDEAS: Journal on*

English Language Teaching and Learning, Linguistics and Literature, 10(1), 1094-1100. doi:https://doi.org/10.24256/ideas.v10i1.3024
Moshinsky M. No Titleيليب. *Nucl Phys*. 1959;13(1):104-116.