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Waldetrudis Mbewa

A B S T R A C T

Reading is a necessary skill any student should master before moving forward to learn other competencies in English learning. However, reading skill is not just about the ability to articulate the words. It is also understanding the meaning. This research investigates the correlation between Reading Speed and Reading Comprehension Text of the 12th Grade Students of two Senior High Schools in Nagekeo Regency, namely SMAK Baleriwu Danga (private school) and SMAN 1 Aesesa (public school). It employs a quantitative correlational research design. The respondents were all the third grade students of Language Program as a sample with the total number of 51, 21 from SMAK and 30 for SMAN 1 students. Results showed a strong correlation between reading speed and reading comprehension for SMAK Baleriwu Danga (.877) and SMAN 1 Aesesa (.926). Both schools, therefore, revealed a strong correlation between reading speed and reading comprehension. The implication of study is for teachers, as the main simulators in the teaching learning process, to continue giving more opportunities for students to practice reading to increase reading speed and reading comprehension.

Introduction

Reading is a way to search information which is needed by a reader. Related to this definition, he/she must need some skills for obtaining information. Those skills are skimming and scanning. Besides, a good reader must have a technique that can be used while reading namely speed reading technique. Speed reading technique is a technique used by the reader to get the information faster with better comprehension within limited time. In this definition, there are three important things namely faster information, better comprehension and limited time. It means that all of three parts will go together in speed reading technique. Beside speed, some also must comprehend the text. So, reading comprehension is the ability to read the text and understand it.

As years go by and as texts become even more complex and demanding, comprehension difficulties become increasingly apparent and increasingly detrimental to effective school learning (Cornoldi and Oakhill, 2013). The terms comprehension difficulties as well as increasingly apparent and detrimental are but clear indicators of worsening threats in the field of education in general and learning in particular. Texts comprehension difficulty is truly a challenge to the education stakeholders namely, school administrators, teachers and students per se, and even the parents. In order to address the "text comprehension sickness", it is but urgent to diagnose its possible causes. Among possible determinants of text comprehension is reading speed. Based on classroom observation done by the researcher, the English teachers said that the students' reading speed and students'comprehension text of those schools are still low. The students had difficulties in understanding the text because of their lack of vocabulary. Besides, they are not interested in reading. Therefore, this study is focused on investigating the relationship between students' reading speed and reading comprehension.

Review of Related Literature

Definition of Reading

Reading is decoding and understanding written texts (Cline, Johnstone, & King, 2006). Decoding requires translating the symbols of written system into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. Meanwhile, Richard *et al.*, (2002) explain that reading means perceiving a written text in order to understand its contents which can be done silently. They also add that reading is a particular way in which the readers understand texts, passages, paragraphs, even books and an ability to understand and find out the information presented in the form of written text. Furthermore, Murniasih (2012) states that reading is the activity of understanding the printed matters where the purpose of reading is to understand what the writer tries to express through printed maters. In addition, Grabe and Stoller (2013) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Moreover, Pang *et al.*, (2003:6) state that reading is an understanding of written texts. In understanding written texts, a good reader engages the eyes, ears, mouth, and, of course, the brain to comprehend the meaning of the books. Reading and comprehension are related to each other. The higher reading skills someone has, the easier he/she will understand the texts.

Looking from those definitions, it is clearly stated that reading is a means of communicating information between the writer and the reader. The writer puts his or her ideas or gives information in the written form, and the reader tries to understand the ideas, messages or information that are intended by the writer in the written text.

The Purpose of Reading

The main purpose of reading is to get the idea or information from the written text. The purposes of reading are different among readers as they have different needs of reading a text. Sutz and Weverka (2006:12) say that the purpose of reading is to comprehend what has been read, to learn something new, to see the world from a different perspective, or maybe just get information to pass an exam or prepare for a business meeting. Furthermore, Tarigan (2008) classifies seven purposes on reading namely: 1) Reading for details and fact which is reading to know what is done by the subject of the story. 2) Reading for main ideas refers to reading to know what the text is about. 3) Reading for sequences of organization which means that reading to know each part of the story. 4) Reading for inference means reading to know what the researcher means by his/her story. 5) Reading for classifying is reading to find unusual things. 6) Reading for evaluating is reading to know the value of the story.7) Reading for comparing is reading to compare the way of the story with the life of reader. Moreover, Fachrurrazy (2012) classifies the purpose of reading activities into three parts. They are: 1) Reading for comprehension which means the readers need to comprehend the text quickly. 2) Reading for enjoyment which means the readers read the text just for pleasure without the time pressure. 3) Reading to find the accurate pronunciation which means reading fluently with the correct pronunciation of vocabularies.

Based on the explanation above, the researcher can conclude that the relationship between the purpose of reading and reading comprehension is very significant. The readers who have the same purpose can achieve the goal in their different achievement. The purpose of reading is very important because it will influence the process of reading and reading comprehension.

McDonald (2012) stated that there are four main types of reading techniques namely:1) Skimming is the process of reading to get the main idea of text and is sometimes referred to as gist reading. 2) Scanning is reading technique used to find specific information quickly or it

involves getting reader's eyes to quickly scuttle across sentence and is used to get just a simple piece of information. 3) Extensive reading involves reading longer text usually for someone's pleasure. 4) Intensive reading is reading short text to extract specific information or approaching the text under the close guidance of the reader; this is more on accuracy activity involving reading for detail. Related to the types of reading techniques above, the researcher concludes that the readers will do reading speed accurately and reading comprehension correctly by knowing those types of reading techniques. Those types of reading are very important for the readers in mastering reading skills.

The Importance of Speed Reading

Speed reading technique is very important for the readers to grasp the meaning of the text within limited time. Buzan (2004) states that there are some advantages of speed reading technique such as to improve reading speed, to improve and maintain comprehension, to increase understanding of the function of eyes and brain and to save the time. Thus, speed reading is a good technique that has many advantages while reading process. In reading process, a speed reader needs eyes fixation more quickly than the slow readers do to see the text and also needs brain to absorb the information quickly. They must work together and it cannot be separated. Sutz and Weverka (2006:12–13) define the important of speed reading actually increases reading comprehension because the readers read several words at a time in speed reading. The readers also could pick up the meaning of words in context.

Based on the explanation above, the researcher concludes that reading speed is not only reading in a limited time, but the main purpose of reading speed itself is to comprehend reading materials better by pushing the capability of a reader's brain to maximum. While someone speeds their reading, they will also push their brain to think harder than when they slow down their reading. To maximize the readers' brain, they also push their brain to think hard and logically in comprehend reading text.

Assessing Reading Speed

Reading speed can be assessed by the time and words read per minutes. According to Sutz &Weverka (2006:77–82), the readers can find out reading speed by some ways:1) Using a clock, watch, or stopwatch, while he/she is reading the texts. Meanwhile, Noer (2012) states that people use a stopwatch to calculate reading speed. Besides, Daiek and Anter (2002) add that the lecturer should set students' words acquisition per minute.

Due to this research, the researcher would like to assess students' reading speed by some indicators such as reading time and words read per minute (WPM). Reading time will be assessed when students read the passage or text, and words read per minute will be assessed by formula: words read divided by students reading time in minutes or (Words read ÷ reading time in minutes =WPM). It is stated by Sutz &Weverka (2006).

Beside speed, according to Blachowich *et al*. (2008), assessment reading comprehension focuses on what is important in reading. They also state that teachers have to assess comprehension for many different purposes. Those different purposes are a general understanding of text, developing an interpretation of text, and examining content and structure of text. Meanwhile, Djiwandono (2008:116) states that there are three abilities to comprehend reading text. These three abilities are basic abilities, intermediate abilities and advance abilities. 1) In basic abilities, the students understand the real context of words, know the organization of text, know the main ideas in the text, and able to answer the question on implicitly/explicitly stated information. 2) In intermediate abilities, the students are able to answer the questions by different words, and inference the content of text. 3) In advance abilities, the students know the expression of words, and understand a written text as the writer's mean.

Based on the three abilities stated by Djiwandono (2008), in this research the researcher focused only on basics and intermediates abilities. The reason was those abilities are suitable to the materials in senior high school curriculum.

Relationship of Reading Speed and Text Comprehension

Reading speed and reading comprehension are related to each other. The relation is when someone reads a text, he or she memorizes the content of the text or what we called is understanding. He understands the text in his mind. The process of memorizing a situation model is called the "comprehension process". Kintsch and van Dijk (1983) assume that readers of a text build three different mental representations of the text: a verbatim representation of the text, a semantic representation that describes the meaning of the text and a situational representation of the situation to which the text refers. The propositional representation consists initially of a list of propositions that are derived from the text. After having read a complete sentence, this list of propositions is transformed into a network of propositions. If the text is coherent, all nodes of the network are connected to each other. Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.

Dealing with reading comprehension, reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. In other words, reading comprehension is called as a reading comprehension only if the readers are able to comprehend the meaning of the text. Furthermore, Chair (2001) states that reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written text. Pang E.S *et al*., (2003) also state that comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. According to Blachowicz *et al*., (2008), comprehension is skillful and strategic. This means that to understand the reading text, a good reader must have skill and strategy to do that.

Moreover, Landi (2009:701) states that reading comprehension is a complex process that requires the coordination of bottom up word level skills and top down meaning processing skills. Since it is a complex activity, the researcher thinks that readers or students should have the strategy to comprehend the reading text easily. This reason is very crucial especially for those who want to continue their study into the higher level. In terms of academic purposes, the researcher has an idea that reading comprehension is a very important skill for the learners in order to be successful in any educational level. The prerequirements of reading comprehension skill will increase as students attain higher grades in which they should be able to comprehend more complex material.

From the ideas above, the researcher concludes that reading comprehension is the power to get an idea or meaning from a written text, understand the text according to prior knowledge, and interpret the reading text in accordance with the readers' needs and purpose.

Objectives of the Study

The aims of the study are:
1. To find out reading speed and reading comprehension of the 12th grade students of Senior High Schools in Nagekeo Regency in Academic Year 2016–2017.

2. To determine the correlation between reading speed and reading comprehension of the 12th grade students of Senior High Schools in Nagekeo Regency in Academic Year 2016–2017.

Method

The method used in this research is quantitative research method. The research is conducted to the the third grade students of Language Program of two senior high schools namely SMAK Baleriwu Danga and SMAN I Aesesa with the total number is 51 students. The first school consisted of 21 students—15 girls and 6 boys, and the second school consisted of 30 students—22 girls and 8 boys. This research started on January 2nd to 9th for SMAK Baleriwu Danga and January 18th until 26th 2017 for SMAN 1 Aesesa. The data collection technique used in this research were Test of Reading Speed and Test of Reading Comprehension. Reading speed test was used to know students' reading time, and students' words read per minute. Meanwhile, reading comprehension test was used to know student's comprehension of the text. In speed reading test, the researcher used two topics which were taken from Look Ahead an English Course for Senior High School Students Year XII by Sudarwati *et al*., (2007:68). The first topic was "The Sign of Four" which was the main test. This topic consisted of 487 words. Meanwhile, the other topic is "The Black Cat" that used only as introductory explanation or an exercise about how the students do the main test. The test was an essay test form. In reading comprehension test, the researcher provided ten questions. The questions of reading comprehension test were taken from speed reading text.

This study used some steps. For speed reading test, the researcher informed the students that they read one text aloud and the number of words read will be counted.The students came in front of the class one by one and read the text. When the student read the text, the researcher recorded their reading speed by using a stopwatch. The researcher pointed to the first word of the passage, asked the student to begin, and started using the stopwatch. The researcher stopped the stopwatch when the student finished read the last word of the passage. While in reading comprehension test, the students did the test after completing speed reading. The students answered the questions without revisiting the text.

In analyzing the data, the researcher provided score of students' reading speed and students' reading comprehension. The researcher calculated the correlation coefficient between X variable (reading speed) and Y variable (reading comprehension) by using Person Product Moment for each school. Those processes of analyzing data weere based on the formula below.

1. Students' Words Per Minute (WPM)
   Words Per Minutes = Words Read ÷ Reading Time in Minutes *or*

   $$\frac{\text{Number of Words in Passage}}{\text{Reading Time (in seconds)}} \text{ X } 60 = \text{Words Per Minute}$$
   Sutz & Weverka (2006:76).

2. Students' Reading Comprehension
   According to Dhanga (2014:18), the students' reading comprehension test scores will be analyzed using scoring rubrics with the range is 0-1. The highest score for each question is 1 and the lowest score is 0. The maximum score here was 10 since there are 10 questions. Then, the students' comprehension score was calculated using the following formula: total obtained score divided by maximum score times one hundred.

   $$\text{Students' Reading Comprehension Score} = \frac{\text{Total Obtained Score}}{\text{Maximum Score}}$$

   After that, the researcher calculated students' reading comprehension by using the formula: Words read per minutes (WPM) rate × comprehension percentage score (as decimal).

                                                              Sutz &Weverka (2006).

3. The correlation between X variable and Y variable was assessed by the formula below:

$$r_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\}}\sqrt{\{n\sum y_i^2 - (\sum y_i)^2\}}}$$

Where: **rxy** = Correlation product moment
n = Number of students
Σx = Sum of X score
Σy = Sum of Y score
Σxy = Sum of product of X and Y scores for each student
Arikunto (2010:338).

In order to interpret the relationship among study variables, the process was guided by the following categorization as suggested by Asaad (2008):

Computed *r*	Descriptive Interpretation
+/- 1.00	Perfect correlation
Between +/- 0.75—+/- 0.99	High correlation
Between +/- 0.51—+/- 0.74	Moderately high correlation
Between +/- 0.31—+/- 0.50	Moderately low correlation
Between +/- 0.01—+/- 0.30	Low correlation
0.00	No correlation

Results and Discussion

Students' scores were taken by means of oral test and written test. Oral test was used to get students' reading speed score while students' reading comprehension score are obtained through written test. There are ten essay questions for reading comprehension that cover stated and implied information.

To be more accurate, the researcher used Statistical Analysis System (SAS) program for analyzing data. Firstly, the researcher provided the calculation of students' reading speed and students' reading comprehension for both schools—SMAK and SMAN 1 Aesesa

Table 1. Scores of Reading Speed and Reading Comprehension

| No | SMAK | | No | SMAN 1 Aesesa | |
	Reading Speed	Reading comprehension		Reading Speed	Reading Comprehension
	X	Y		X	Y
1	146	117	1	159	127
2	117	70	2	216	205
3	140	84	3	137	89
4	141	92	4	200	170
5	159	127	5	116	41
6	138	90	6	161	129
7	148	89	7	141	127
8	150	128	8	171	128
9	149	112	9	121	79
10	154	116	10	120	54
11	201	181	11	189	170
12	150	98	12	223	212

13	156	78	13	191	153
14	144	130	14	206	196
15	150	90	15	198	188
16	159	143	16	158	95
17	108	43	17	227	170
18	113	34	18	151	121
19	160	128	19	158	134
20	147	118	20	151	45
21	154	116	21	161	137
Avrg	147	104	22	231	231
			23	201	181
			24	154	139
			25	122	55
			26	122	49
			27	244	244
			28	121	97
			29	239	203
			30	211	158
			Avrg	173	138

For SMAK, result showed student number 11 as the fastest reader. She just spent 2 minutes 42 seconds to read the text of 487 words. She got the score 201 for reading speed. She also got the highest score (181) for reading comprehension. It showed that the higher the reading speed the better the reading comprehension is. Meanwhile, the student with the lowest was number 17. He spent 4 minutes and 50 seconds to read 487 words. He only got 108 of reading speed while reading comprehension was 43. It revealed the lower the reading speed the lower the reading comprehension is. The findings also showed that the average reading speed of SMAK was 147 which means that the speed was lower than normal reading speed. The same case happened on reading comprehension. The average score was 104 or 70% of the ideal score of reading comprehension.

For SMAN 1 Aesesa, the student number 27 read the text more quickly than the other students. He was able to read 487 words in just 2 minutes. His score was 244 for both reading speed and reading comprehension. Meanwhile, student number 5 of SMAN 1 Aesesa read the text slowly and he only got a score of 116 for reading speed and 41 for reading comprehension. He spent 4 minutes and 20 seconds for reading 487 words. Just like the two students mentioned in SMAK, it can be argued that in the data for SMAN 1 Aesesa suggested a student with faster reading speed also has a higher reading comprehension.

To find out the level of correlation between the reading speed and reading comprehension, the following calculation is made by means of SAS application. The result of both variables (variable X and Y) cover the amount of students, the total score, the average, the highest, the lowest, the standard deviation score of both variables. This program also provides Coefficient of Pearson Product Moment correlation for school A and school B as can be seen as follows:

Table 2. Correlation of Reading Speed and Reading Comprehension of school SMAK

Obs	Y	X
1	117	146
2	70	117
3	84	140
4	92	141
5	127	159
6	90	138
7	89	148
8	128	150
9	112	149
10	116	154
11	181	201
12	98	150
13	78	156
14	130	144
15	90	150
16	143	159
17	43	108
18	34	113
19	128	160
20	118	147
21	116	154

The CORR Procedure		
1 With Variables: x		
1 Variables: y		
Simple Statistics		
Variable N Mean	Std Dev Sum Minimum Maximum	
x 21 146.85714	19.15277 3084 108.00000 201.00000	
y 21 104.00000	33.29715 2184 34.00000 181.00000	
Pearson Correlation Coefficients, N = 21		
Prob > |r| under H0: Rho=0		
	y	
	x 0.87709	
<.0001		

The previous table shows that the total score of students' reading speed is 3084, while the highest score is 201, the lowest score is 108 and the average score is 147. Meanwhile, the total score of students' reading comprehension is 2180, the highest score is 181, the lowest score is 34 and the average score is 104.

The above table shows correlation coefficient obtained is .877. If that correlation coefficient .877 (r *count* .877) is referred to the r *table,* it gave a significant level of 1% and an equivalent of .548. The r value was bigger than r-table value (.877 > .548). It means that there is strong correlation between the two variables, with the significance level of 1%. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means that students' reading speed has something to do with reading comprehension.

Table 4. Correlation of reading speed and reading comprehension of SMAN 1 Aesesa

Obs	y	x
1	127	159
2	205	216
3	89	137
4	170	200
5	41	116
6	129	161
7	127	141
8	128	171
9	79	121
10	54	120
11	170	189
12	212	223
13	153	191
14	196	206
15	188	198
16	95	158
17	170	227
18	121	151
19	134	158
20	45	151
21	137	161
22	231	231
23	181	201
24	139	154
25	55	122
26	49	122
27	244	244
28	97	121
29	203	239
30	158	211

The CORR Procedure

1 With Variables: x

1 Variables: y

Simple Statistics

Variable N Mean	Std Dev Sum Minimum	Maximum
x 30 173.33333	40.05542 5200 116.00000	244.00000
y 30 137.56667	57.39920 4127 41.00000	244.00000

Pearson Correlation Coefficients, N = 30

Prob > |r| under H0: Rho=0

	y
x	0.92637
<.0001	

Based on the calculation above, it can be seen that total score of students' reading speed is 5200, while the highest score is 244, the lowest score is 116 and the average is 173. Meanwhile, the total score of students' reading comprehension is 4127, while the highest score is 244, the lowest score is 41 and the average is 138. Correlation coefficient obtained in SMAN 1 Aesesa is 0.926 which means there is strong correlation between the two variables, with the significance level of 1%.

The above table shows correlation coefficient obtained is .926. If that correlation coefficient .926 (r *count* .926) is referred to the r *table,* it gave a significant level of 1% and an equivalent of .462. The r value was bigger than r-table value (.926 > . 462). It means that there is strong correlation between the two variables, with the significance level of 1%. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. The findings suggest that students' reading speed has a strong relationship with reading comprehension.

The results of both schools affirmed few studies that venture into the relationship between reading speed and reading comprehension. Bell (2001) found that those subjects with extensive reading had achieved higher performance in reading comprehension. In another study by Dyson & Haselgrove (2001), reading speed in the screen of a computer could affect comprehension, but if scrolling pattern is established it produces better comprehension. However, some studies refuted this claim saying that reading speed does not have an advantage of improving reading comprehension (Lai, George, Schwanenflugel & Kuhn, 2014; O'Connor, 2017; Wallt, O'Brien, Haussman, Kloos & Lyby, 2014). Nevertheless, the result of this study contributes to the debate whether there is indeed a relationship between reading speed and reading comprehension.

Conclusion

In conclusion, there is a high correlation between students' reading speed and students' reading comprehension in both schools. This shows that both variables for each school are strongly correlated. Based on the result provided, it is recommended that English teachers, as the main simulators in the teaching learning process, to continue giving more opportunities for students to practice reading to increase reading speed and reading comprehension. Besides, students are expected to increase their speed in reading in order to improve their reading comprehension. Improving reading speed techniques, students will increase their brain ability to understand and comprehend texts to the maximum level.

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