CORRELATION BETWEEN SPEED READING AND READING ACHIEVEMENT IN READING I SUBJECT

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Abstrak

Penelitian ini bertujuan untuk menganalisis hubungan antara kecepatan membaca dan prestasi membaca. Metode kuantitatif dengan desain penelitian korelasi digunakan dalam penelitian ini. Populasinya adalah 47 mahasiswa Pendidikan Bahasa Inggris Universitas Sintuwu Maroso. Diantara mereka itu, diambil 23 mahasiswa sebagai sample secara acak. Dua variabel bebas dikorelasikan, speed reading sebagai variabel X dan prestasi membaca sebagai variabel Y. Teks dan pertanyaan tertulis digunakan dalam pengumpulan datanya yang terdiri dari 40 item. Yang mana 8 pertanyaan untuk tiap teks. Datanya dianalisis menggunakan program SPSS (Statistical Package for the Social Science)18. Temuannya menunjukan bahwa koefisien korelasi (r_{xy}) adalah 0,977, dengan menggunakan derajat kebebasan df = N-2 dan tingkat signifikan 0,05 atau 5%. Dengan membandingkan nilai r-tabel 0, 413 menunjukan bahwa nilai r_{xy} lebih tinggi dari r_t (0,977 > 0,413). Dengan demikian alternative hipotesis (Ha) diterima dan null hipotesis (Ho) ditolak. Jadi, ada korelasi yang signifikan antara kecepatan membaca dan prestasi membaca.

Kata Kunci: *korelasi, speed reading, dan prestasi membaca.*

Reading is vital for academic achievement and very important for functioning successfully as a competent adult in today's society. The ability to read allows us to feel successful, access information, and orient ourselves in the world among competing paradigms. Reading process can increase the readers' vocabulary, improve their spelling, and also help to get information about religion, culture, lifestyle, tradition, even about the universe. Unconsciously, reading forces us to look at words that we might not have seen or heard before.

There are four skills that we need for communication when we are learning a language, namely listening, speaking, reading and writing. When we learn a language, we usually learn to listen for the first time, after that we learn to speak, to read and to write. These are called the four language skills. The four language skills are related to each other in two ways: the direction of communication (input or output), and the method of communication (spoken or written). The direction of comunication or input is called reception and the method of communication or output is called production. Listening and reading are included into the input or reception, while speaking and writing are included into the output or production.

Reading has a very important role in teaching and learning English. If we want to get information about the contents of book,we must read. By reading people can get much information they need for teaching, learning English, or other knowledge. However, it is not a simple task for readers to read fast and have a good understanding of the reading, especially when they are reading English texts. Some people could read faster with less or little understanding but some people read slowly with good understanding, and some of them could read faster with good

understanding. To achieve a good level of speed reading, students need knowledge and techniques. Such as in Reading I subject, students learn how to read quickly and effectively.

The average speed reading of students is between 200 – 250 word per minute. According to Konstant (2003), the average speed reading of student is between 150-300 WPM. It means the students at the average level based on the scoring of Konstant in speed reading, and I assumed that most of my students are on the poor or average level, and only some of them are on the good level based on their score in Reading I subject. It is difficult for the students to read some texts in a short time with a good understanding. It seems that they can read fast but with less understanding.

The general instructional aim of Reading I subject is to meet the students' needs in improving their reading competence and in comprehending various types of reading texts. Most of the topics of discussion talk about what to know before reading, while reading and after reading, with the aim that the students would become smart and critical readers. In every meeting of the Reading I subject, students got the reading material with the exercises or tasks. The problem with my students is they need long time to complete the exercises or tasks assigned because their reading skills are weak. Sometimes the material which should be taught in one meeting becomes two meetings, because the students are not able to do the tasks.

In Reading I subject, the students are not only have been taught the steps before reading, while reading and after reading in order to become critical readers, smart in choosing the reading material, and clever in the use of time, as well as in speed reading, but they are also taught how to use skimming techniques, scanning techniques and find out the main idea of the text.

These techniques are also used in speed reading, with the aim that the students can recall the information or ideas from the texts what they have read. To obtain good results in Reading I subject, students should be able to read effectively. They are suppose to be able to read quickly with a proper understanding, so that they are able to recall and understand the texts they have read. Based on the above explanation, the researcher is interested in finding out whether there is a significant correlation between speed reading and students' learning achievement in Reading I subject.

METHOD

The design of this study is correlational research. The researcher observed the correlation of two independent variables; speed reading and reading achievement. This research used two variables. She obtained scores from two variables for each subject. To get the final scores, she used the pairs of scores to calculate a correlation of coefficient.

This research is categorized as linear correlation such as a simplest kind of correlation to be found between the two sets of scores or variables. The correlation between two sets of measures of variables can be positive or negative. It is positive when an increase corresponds to an increase in the other. It is negative when increase corresponds to decrease and decrease corresponds with increase. Its population were students of Sintuwu Maroso University, second semester in the academic years 2014/2015. There are two classes,classes A and B for Reading I subject with the number of students are 47, but for this research only 23 students from class A was sellected as an example. The researcher applied cluster random sampling in selecting the two classes. Cluster random sampling is a technique of selecting the sample randomly based on

the group. The researcher was sellecting grade reading one, because the lesson plans are appropriate with the techniques in speed reading such as skimming and scanning.

To collect the data needed, the researcher used some texts and written questions, as instrument. Every text has different questions according to the content of text. Students have one until 5 minutes to read the text and then they must answer the questions without looking back at the content of the text. For the first step, students only got text with the content 0 – 150 words. In the second step, students got text with the content 150 – 300 words. At the third step the students got text content with 300 – 500 words for one minute, at the fourth step with 500 – 750 words, and finally the last step with 750 – 1000 words or more.

The data obtain from the result of calculating the level of students' speed reading was measured by scoring rubric from Konstant tables' and wainwright Effective Reading Rate. The result of the students' reading achievement was measured by scoring rubric of reading achievement. To find out the correlation between speed reading and reading achievement, the students' score on reading achievement and their score from speed reading was analyzed using "Pearson's Coefficient Correlation" formula. It was used to find coefficient of correlation of the two variables. However, in this study the researcher analyzed the correlation by using computer program SPSS *(Statistical Package for the Social Science)* 18.

FINDING AND DISCUSSION

The analysis in this research is intended to find out the students' speed reading score, the students' reading achievement and the significant correlation between speed reading and reading achievement of the students. To find out the speed reading score or Effective Reading Rate (ERR), the calculation is: Speed Reading (Words per minute) x Questions Score %. Example:250x70%= 175 wpm. The formula to calculate the reading achievement of the students in speed reading is: The number of correct answer divided by total number of questions multiplied by 100. Examples 8:8x100 = 100 or 7:8x100 = 87,5, and results of the scores obtained by the students in Speed Reading and Reading achievement, are shown in the following tables.

Table 1. Score and Level of Speed Reading step 1

NO	Name	Speed Reading Score	Reading Achievement score	Classification of Correlation	Speed Reading Levels'
1.	AF	30	25	Very strong	Poor
2.	ES	75	50	Strong	Average
3.	EB	75	50	Strong	Average
4.	EL	30	25	Very strong	Poor
5.	FA	75	50	Strong	Average
6.	IP	15	12.5	Very strong	Poor
7.	MRG	75	50	Strong	Average
8.	MAP	75	50	Strong	Average
9.	MYG	90	62.5	Strong enough	Good
10.	MK	75	50	Strong	Average

11.	MW	75	50	Strong	Average
12.	NW	90	62.5	Strong enough	Good
13.	NL	90	62.5	Strong enough	Good
14.	NNU	75	50	Strong	Average
15.	RWB	105	75	Very strong	Good
16.	RA	75	50	Strong	Average
17.	SWK	90	62.5	Strong enough	Good
18.	SW	90	62.5	Strong enough	Good
19.	UD	90	62.5	Strong enough	Good
20.	UI	60	37.5	Very strong	Poor
21.	YM	90	62.5	Strong enough	Good
22.	YF	30	25	Very strong	Poor
23.	ZN	90	62.5	Strong enough	Good

The table 4.1, indicates that from the 23 students, at the step 1 in speed reading of the students, 1 student got 15 wpm, 3 students got 30, 1 students got 60, 9 students got 75, and 8 student got 90 wpm, and 1 student got 105 wpm. While in reading achievement, 1 student got 12.5 score, 3 students got 25, 1 student got 37.5, 9 students got 50, 8 students got 62.5, and 1 student got 75 score. The classification of correlation in step 1 are, strong enough, strong and very strong. While in speed reading levels', 5 students on the poor level, 9 students on the average level, 9 students on the good level.

Table 2. Score and Level of Speed Reading step 2

N0	Name	Speed Reading Score	Reading Achievement score	classification of Correlation	Speed Reading Levels'
1.	AF	96 wpm	37.5	Very strong	Poor
2.	ES	96 wpm	37.5	Very strong	Poor
3.	EB	121 wpm	50	Strong	Average
4.	EL	96 wpm	37.5	Very strong	Poor
5.	FA	121 wpm	50	Strong	Average
6.	IP	48 wpm	25	Very strong	Poor
7.	MRG	145 wpm	62.5	Strong enough	Good
8.	MAP	96 wpm	37.5	Very strong	Poor
9.	MYG	121 wpm	50	Strong	Average
10.	MK	121 wpm	50	Strong	Average
11.	MW	96 wpm	37.5	Very strong	Poor

12.	NW	169 wpm	75	Very strong	Good
13.	NL	217 wpm	87.5	Very strong	Excellent
14.	NNU	145 wpm	62.5	Strong enough	Good
15.	RWB	169 wpm	75	Very strong	Good
16.	RA	48 wpm	25	Very strong	Poor
17.	SWK	121 wpm	50	Strong	Average
18.	SW	145 wpm	62.5	Strong enough	Good
19.	UD	169 wpm	75	Very strong	Good
20.	UI	121 wpm	50	Strong	Average
21	YM	145 wpm	62.5	Strong enough	Good
22.	YF	145 wpm	62.5	Strong enough	Good
23.	ZN	145 wpm	62.5	Strong enough	Good

The table 4.2 above indicates that at the step 2 in speed reading score of the students, 2 students got 48 wpm, 5 students got 96, 6 students got 121, 6 students got 145, 3 students got 169, and 1 student got 217 wpm. While in reading achievement, 2 students got 25, 5 students got 37.5, 6 students got 50 score, 6 students got 62.5, 3 students got 75, and 1 student got 87.5 score. The classification of correlation are very strong, strong , and strong enough. The level of speed reading, from 23 students, 7 students on the poor level, 6 students on the average level, 9 students on the good level, and 1 student on excellent level.

Table 3. Score and Level of Speed Reading step 3

NO	NAME	Speed Reading Score	Reading Achievement score	Classification of Correlation	Speed Reading Levels'
1.	AF	45	12.5	Very strong	Poor
2.	ES	315	75	Very strong	Good
3.	EB	180	37.5	Strong	Poor
4.	EL	90	25	Very strong	Poor
5.	FA	90	25	Very strong	Poor
6.	IP	90	25	Very strong	Poor
7.	MRG	225	50	Strong	Average
8.	MAP	225	50	Strong	Average
9.	MYG	180	37.5	Strong	Poor
10.	MK	45	12.5	Very strong	Poor
11.	MW	225	50	Strong	Average
12.	NW	45	12.5	Very strong	Poor
13.	NL	225	50	Strong	Average
14.	NNU	315	75	Very strong	Good
15.	RWB	90	25	Very strong	Poor

16.	RA	90	25	Very strong	Poor
17.	SWK	90	25	Very strong	Poor
18.	SW	45	12.5	Very strong	Poor
19.	UD	180	37.5	Strong	Poor
20.	UI	180	37.5	Strong	Poor
21.	YM	90	25	Very strong	Poor
22.	YF	90	25	Very strong	Poor
23.	ZN	180	37.5	Strong	Poor

The table 4.3 above indicates that at the step 3 in the students' speed reading, 4 students got 45 wpm, 8 students got 90, 5 students got 180, 4 students got 225, and only 2 students got 315. In students' reading achievement, 4 students got 12.5 score, 8 students got 25, 5 students got 37.5 , 4 students got 50, and 2 students 75 score. The classification of correlation are very strong and strong. At the level of speed reading, from 23 students, 17 students on the poor level, 4 students on the average level, and only 2 students on the good level.

Table 4. Score and Level of Speed Reading step 4

NO	Name	Speed Reading Score	Reading Achievement score	Classification of Correlation	Speed Reading Levels'
1	AF	56	12.5	Very strong	Poor
2	ES	56	12.5	Very strong	Poor
3	EB	223	37.5	Strong	Poor
4	EL	223	37.5	Strong	Poor
5	FA	112	25	Very strong	Poor
6	IP	112	25	Very strong	Poor
7	MRG	223	37.5	Strong	Poor
8	MAP	223	37.5	Strong	Poor
9	MYG	112	25	Very strong	Poor
10	MK	223	37.5	strong	Poor
11	MW	278	50	Strong	Average
12	NW	278	50	Strong	Average
13	NL	278	50	Strong	Average
14	NNU	278	50	Strong	Average
15	RWB	223	37.5	Strong	Poor
16	RA	112	25	Strong	Poor
17	SWK	112	25	Strong	Poor
18	SW	112	25	Strong	Poor
19	UD	223	37.5	Strong	Poor
20	UI	278	50	Strong	Average
21	YM	223	37.5	Strong	Poor
22	YF	223	37.5	Strong	Poor
23	ZN	278	50	Strong	Average

The table 4.4 above indicates that at step 4 in speed reading of the students, 2 students got 56 wpm, 6 students got 112, 9 students got 223, and 6 students got 278 wpm. For students' reading achievement, 2 students got 12. 5 score, 6 students got 25, 9 students got 37.5 and 6 students got

50 score. The classification of correlation is very strong and strong. At the level of speed reading, from 23 students, 17 students on the poor level, 6 students on the average level, but no one of the students on the good or excellent level.

Table 5. Score and Level of Speed Reading step 5

NO	NAME	Speed Reading Score	Reading Achievement score	Classification of Correlation	Speed Reading Levels'
1.	AF	106	12.5	Very strong	Poor
2.	ES	106	12.5	Very strong	Poor
3.	EB	106	12.5	Very strong	Poor
4.	EL	106	12.5	Very strong	Poor
5.	FA	422	37.5	Strong	Poor
6.	IP	211	25	Very strong	Poor
7.	MRG	528	50	Strong	Average
8.	MAP	106	12.5	Very strong	Poor
9.	MYG	211	25	Very strong	Poor
10.	MK	528	50	Strong	Average
11.	MW	422	37.5	Strong	Poor
12.	NW	528	50	Strong	Average
13.	NL	528	50	Strong	Average
14.	NNU	422	37.5	Strong	Poor
15.	RWB	528	50	Strong	Average
16.	RA	422	37.5	strong	Poor
17.	SWK	422	37.5	strong	Poor
18.	SW	0	0	very strong	Poor
19.	UD	422	37,5	Strong	Poor
20.	UI	211	25	very strong	Poor
21.	YM	422	37.5	Strong	Poor
22.	YF	422	37.5	strong	Poor
23.	ZN	422	37.5	strong	Poor

The table 4.5 above indicates that at the step 5 in the students' speed reading, 5 students got 106 wpm, 3 students got 211, 9 students got 422, 5 students got 528, and there is one of the student got 0 wpm. While in students' reading achievement, 5 students got 12.5 score, 3 students got 25, 9 students got 37.5, 5 students got 50, and 1 student got 0 score. The classification of correlation is very strong and strong. At

the speed reading level, from 23 students. 18 students on the poor level, 5 students on average level, but no one of the students on the good or excellent level.

Correlation of both variables was measured by using Pearson Product Moment. However, in this research the researcher analyzed the correlation by using computer program SPSS 18.

At the Pearson Product Moment, the correlation between speed reading step I and reading achievement step 1 is 0.940, it means that the level of correlation between speed reading and reading achievement is very strong. At the step 2, 0.986, it means that the level of correlation between speed reading and reading achievement is very strong. At the step 3 is 0.987, it means that the level of correlation between speed reading and reading achievement at the step 3 is very strong. At the step 4 is 0.983, it means the level of correlation between speed reading and reading achievement at the step 3 is very strong, and the step 5 is 0.990,it means that the level of correlation between speed reading and reading achievement at the step 5 is very strong.

To find out how significant the correlation between variable X and Y, the researcher did a calculation by using the following formula as suggested by Sugiyono (2013:184).

$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0{,}977 \sqrt{23-2}}{\sqrt{1-(0.977)^2}}$$

$$= \frac{0.977 \sqrt{21}}{\sqrt{1-0.954}}$$

$$= \frac{0{,}977 \times 4{,}583}{\sqrt{0.046}}$$

$$= \frac{4{,}477}{0.046}$$

$$= \frac{4{,}477}{0.214}$$

$$= 20.920$$

In order to prove whether the correlation between X variable and Y variable were significant or not the value of t-counted was higher than the value of t-table, it means that there was significant correlation between X and Y. On the contrary, if the value of t-counted was lower than t-table, then there was no significant correlation between X and Y.

By using 0.05 level of significant (α), and 21 degree of freedom df = n-2 23-2 = 21, the value of t-table was 2.080. Since the t-counted was 20.920 which was higher than the t-table, I assumed there was a significant correlation between speed reading (variable X) and reading achievement (variable Y). Briefly, the alternative hypothesis (Ha) of the research was accepted.

After analyzing result of the students' score of both variables using Pearson Product Moment in SPSS program, I got the score average result from the step 1 to the step 5 was 4.886:5 = 0.977. It means that the result of *r*-counted was 0.977. In order to answer the research question, the Interpretation tables' of Coefficient of Correlation of *r* value (table 3.8) was used. The value of r- counted (0.977) was on the position between 0.80 – 1,000. Therefore, the level of correlation between variable X and variable Y was very strong. To find out the significant correlation of both variables, the valueof t-counted was also compared to the t-table. Since t-counted was 20.920 and t-table was 2.080, there was significant correlation, because t-counted was higher than t-table.

The table 4.1 showed, from the 23 students, at the step 1, students only on the poor, average, and good level. No one of them reach the excellent or unbeliavable level. Their highest score only 105 wpm from total score 150 wpm, while, their highest reading achievement score is 75, and the lowest score is 12.5. Its indicate that the students' speed reading level is good enough, and also their reading achievement. Although, there are students

only got 12.5, and 25, but generally their score is good enough. Whereas the correlation between speed reading and reading achievement is very strong.

At the step 2, from 23 of the students, only 7 students on the poor level in speed reading, even there is a student on the excellent level. Almost of them on the good level. The highest score in speed reading is 217 from total score 241wpm. While in reading achievement, the lowest score of the students is 25. This is better than their score at the step one, because their highest reading achievement score is 87.5, and almost of them got score 62.5. The classification of corelation very strong, because the students' speed reading have strong influence to the students' reading achievement.

At the step 3, from 23 of the students, almost of them on the poor level. It means, the students' speed reading and reading achievement are dicrease. Thus, the more number of words in the text, the students' speed reading and reading achievement more weak. From total score 450 wpm, only two students have 315 wpm, or on the highest score, and only 4 students have 225 wpm. While in reading achievement, the students' highest score only 75. Same with at the step 1, there are 4 students only got 12.5 score, 8 students only got 25 score, and only 2 students on the good level. From the data above shows, difficult for the students to get higher score in speed reading and reading achievement at the step 3.

At step 4, the highest level of the students only on average level, and from 23 students, only 6 students on the average level, while almost of them only on the poor level. The highest score in reading achievement only 50, and in speed reading, from 556 words, they only got 278 wpm. It means, their speed reading and reading achievement more weak, and more didifficult for them to get higher score.

And at the step 5, the highest level of the students only average level, and from 23 students, only 5 students on the average level. The highest score in speed reading score is 528 wpm from 1055 words, and the students' reading achievement only 50 score. It means, at the step 5, the students speed reading and reading achievement more weak. Difficult for them to get higher score in speed reading and reading achievement in this step.

From the data above shows, the students get good score and on the good level only at the step 1, step 2, and step 3, when the texts only 0 - 450 words. The text more than 450, difficult for the students to get higher score and higher level. But, from the data above, shows that speed reading and reading achievement have strong influence each other. When the students speed reading is strong, their reading achievement will also strong. Otherwise, when the students speed reading weak, their reading achievement also weak. This is indicate that correlation between speed reading and reading achievement is very strong.

The result of this study indicated speed reading and reading achievement have significant correlation. It means, students with good speed reading score will be on the good level and will also have a good score in reading achievement. Their reading achievement influenced by their speed reading skill. The students who have reading faster, their reading achievement will be increase. In the other words, speed reading helps students to increase their reading achievement. It is accordance with the theory expressed by the experts in chapter two. Acording to the experts, speed reading helps students to have better focus, train their brain, improve their memory, and saving time in reading.

CONCLUSION

Level of correlation between variable X and variable Y of this research is very strong, which means that there is a positive correlation between variable X and variable Y since the value of r-counted (0.977) is higher than the value of r-table (0.413). So that there is a positive correlation between speed reading and reading achievement in Reading I subject. To proves the hypothesis that there is significant correlation between the variables, by using 0.05 level of significant (α), and 21 degree of freedom df = n-2 23-2 = 21, the value of t-table is 2.080. Since the t-counted is 20.920 which is higher than the t-table, in which there is significant correlation between speed reading and reading achievement, and the alternative hypothesis (Ha) is accepted.

SUGGESTION

Lecturers who teach Reading subject have to give knowledge to the students about steps that must be prepared before, while, and after reading to help the students to always know the aim of reading and more easily for them to understand the reading material. The students have to follow the steps in Reading I Subject that have been taught and keep learning and practicing their speed reading to get the better result.

Future researcher has to continue this research that aims at improving the students' speed reading level from lower become higher, through the techniques in speed reading, since it is important for lecturer to develop the students' reading achievement, and speed reading have strong influence to the students reading achievement.

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