

BOOSTING STUDENTS' SPEED READING THROUGH THE SCANNING AND SKIMMING METHOD AT SMPN 1 PA'JUKUKANG

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 6, 2022 Revised: July 16, 2022 Accepted: August 2, 2022 Published: December 15, 2022</p> <p>Keywords: Cooperative Integrated Reading and Compositon (CIRC) Learning Model Reading Comprehension</p>	<p>The speed reading ability of grade VIII E SMPN 1 Pa'jukukang students was still lacking. One of the reasons for the lack of students' ability to read quickly was due to the application of inappropriate learning techniques. In learning, the teacher only uses the lecture method so that students feel bored in the learning process. Therefore, appropriate learning techniques are needed to overcome these problems. Learning to read quickly with scanning and skimming techniques can be used as a way to improve students' speed reading skills. The results showed that there was an increase in the speed reading ability of class VIII E SMPN 1 Pa'jukukang students after participating in speed reading lessons using scanning and skimming techniques. The improvement achieved is from diagnostic test with very not good, and in cycle 2 it becomes good category. The increase in students' speed reading ability can be seen from the results of the reading speed test in the diagnostic test (DT), first cycle, and second cycle. The result of the effective reading speed in the diagnostic test was 99 wpm and in the first cycle the average was 132 wpm or an increase of 32.67% from the DT. Then in cycle II the average effective reading speed of students was 172 wpm or an increase of 30.30% from cycle I. The increase in effective reading speed from DT to cycle II was 73.73%. The results obtained indicate that learning to read quickly using scanning and skimming techniques for class VIII E SMPN 1 Pa'jukukang has been successful. Suggestions that can be given include: (1) It is hoped that teachers can apply various kinds of appropriate learning techniques, especially in learning to read quickly so that students' speed reading abilities can be optimal. (2) Skimming and scanning techniques can be an alternative when learning to read quickly because they can improve, facilitate, and motivate students to read quickly.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Language abilities have 4 components, particularly listening skills, speaking skills, reading skills, and writing skills. The four skills are basically a unity that can only be acquired and mastered by practice and a lot of training. Of these four skills, reading skills are one of the skills that influence the process of improving students' abilities. Through reading, students can explore their talents and potentials, spur increased reasoning power, train concentration, and improve school achievement. According to Soedarso (2005) from tantry (2017), reading is an activity to understand the content of reading. Between text and the reader is in the process of interaction. In other words, reading is the process of understanding the reading to get the message the author wants to convey to the reader. In this case, it is very important for students to have the ability to read quickly or speed reading in terms of the world of education.

Learning to read basically aims so that students are able to capture and understand the information conveyed through written media. In the current era of globalization, information sharing is conveyed through various media such as the internet, newspapers, magazines, newspapers, and so on. This requires students to have the ability to read quickly and quickly understand how to access this information.

The ability to read quickly is needed by students to make it easier to understand the contents of the reading. By reading quickly, students can find the contents of the reading quickly as well. The speed of reading must be balanced with the speed of understanding the content of the reading. Students who have the ability to read quickly but the speed of understanding is less will certainly affect the effectiveness of reading. The reading speed of students is very dependent on the interest in the reading that will be understood. With interesting reading materials, students will be motivated to read quickly and understand the content of the reading

Speed Reading is a type of reading that prioritizes speed to quickly manage the process of receiving information without leaving the understanding of the reading aspect. According to Saleh Abbas from N, Nurdin (2011). Speed reading is reading in the blink of an eye, at a glance. The goal is that in a short time the reader obtains information quickly and accurately. From some of the opinions above, it can be concluded that speed reading is a type of reading that prioritizes speed by using eye movements and is done without sound which aims to obtain precise and accurate information in a short time.

There are 2 factors that cause a person's reading speed to be less than optimal, namely internal factors and external factors. First, internal factors include intelligence (IQ), interests, attitudes, talents, motivations, reading goals, and so on. Second, external factors are in the form of reading facilities, reading texts (simple-heavy, easy-difficult), environmental factors, or factors of socioeconomic background, habits, and reading traditions.

In addition, the lack of precise use of methods and approaches also causes the students' ability to read quickly at school to be less than optimal. The allocation of time in learning English at school is also very minimal, namely two hours of lessons a week. Therefore, the efforts made by the teacher only provide training by reading short readings contained in

textbooks. The teacher's low understanding of techniques to improve speed reading skills will also affect students' reading speed.

The same thing happened to the eighth grade students of SMP Negeri 1 Pa'jukukang. Based on interview data and documentation owned by an English teacher in class VIII of SMP Negeri 1 Pa'jukukang, that the level of speed and understanding of students in reading is still not optimal. Students' reading speed is still lacking, which is around 700-90 words per minute (wpm), and reading comprehension is only able to understand 60%.

The effective reading speed for the classification of readers is Elementary School (140 wpm), Junior High School (140-175 wpm), Senior High School (175-245 wpm), and college (245-280 wpm) (Soedarso 2002:75). With reference to this theory, the reading speed of grade VIII students of SMP Negeri 1 Pa'jukukang is still below the standard for reading speed at the junior high school level. In this study, skimming and scanning techniques were used to improve the speed reading skills of students in class VIII IPA SMP Negeri 1 Pa'jukukang. By using this technique, it is expected that students' reading speed will increase.

Based on the explanation above, the researcher is interested in conducting research that can improve students' speed reading skills with the title "Boosting Students Speed Reading Through the Skimming And Scanning Method at SMPN 1 Pa'jukukang".

RESEARCH METHOD

The research used classroom action research (CAR). In this classroom action research examines the problems that arise in the implementation of teaching and learning. This research was conducted in the form of a cyclical assessment process through two cycles consisting of four stages, namely planning, action, observation, and reflection.

The population of this research was students of SMP Negeri 1 Pa'jukukang, which consisted of 15 classes and 412 students. The researcher used simple random sampling to select the sample. The researcher selected class VIII E that consisted of 13 students as the sample of this research because the English teacher suggested to choose the sample.

The form of the instrument used to collect data in this classroom action research is a test instrument in the form of multiple choice as many as 10 numbers. The test instrument was used to reveal data about students' speed reading ability. To determine the level of students' speed reading ability, a measuring instrument in the form of a test is needed. There were several tests carried out in this study, namely the reading speed test and the comprehension test.

Speed Reading test is done by asking students to read the English text that has been provided. The time it takes students to read is then measured to determine reading speed. Speed reading is obtained from the number of words read per reading time in one minute.

RESULT AND DISCUSSION

Result

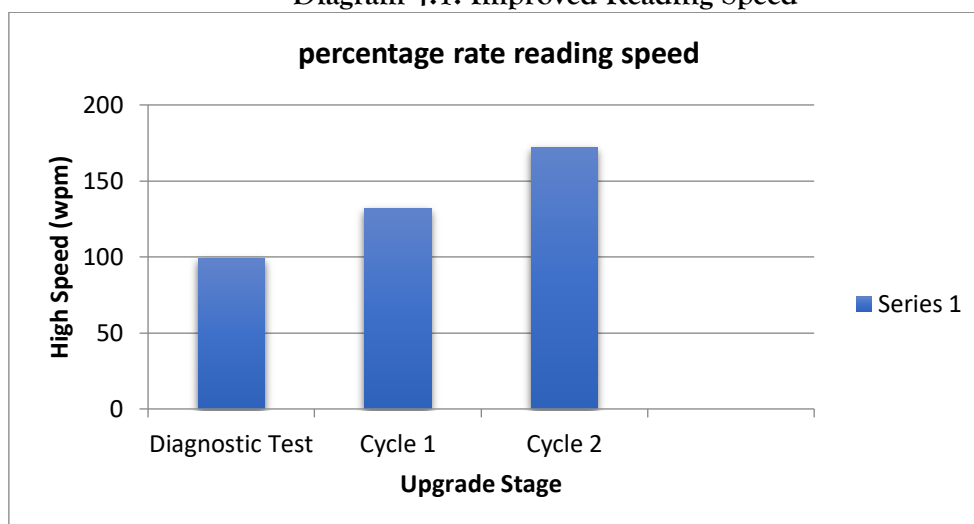
The results of data findings found that boosting students' speed reading through the scanning and skimming method. The results were described as follows:

Table1. Improved Speed Reading

No	Category	DT		Cycle 1		Cycle 2	
		Frequency	percentage	Frequency	Percentage	Frequency	percentage
1	Very Good	0	0	2	12,5%	7	43.75%
2	Good	2	12,5%	2	12,5%	6	37.5%
3	Fairly Good	3	18,75%	5	31,25%	2	12.5%
4	Not Good	11	68,75%	7	43,75%	1	6.25%
Average (wpm)		99		132		172	
Enhancement		DT - Cycle 1		Cycle 1 - Cycle 2		DT - Cycle 2	
		32.67%		30.30%		73.73%	

The increase in students' reading speed test results can also be seen in the following diagram.

Diagram 4.1. Improved Reading Speed



Based on the observations of the data from the students' speed reading skills test results from the diagnostic test, first cycle, and second cycle as shown in the table above, it can be concluded that the students' speed reading ability in each cycle has increased. In the DT results, the average speed reading ability score achieved was 99 wpm which was in the range of scores <120 wpm in the very slow category, in the first cycle the average score achieved was 132 wpm which was in the score range of 120-150 wpm in the fairly good category. This shows an increase in test results achieved in the first cycle, which is 32.67% of the diagnostic test results. The average reading ability in cycle II reached 172 wpm. This means an increase of 30.30% from the first cycle or an increase of 73.73% from the diagnostic test. The average reading ability in cycle II was in the range of scores 150-175 wpm in the good category.

Discussion

This classroom action research was conducted in cycle II. Although there are still students who have not complete. From the students who did not complete, they were still not so fluent in reading English so that the students found it difficult to answer the questions given. Judging from the thoroughness of the students' speed reading scores, the researcher can conclude that by using skimming and scanning techniques in English subjects, students of class VIII SMPN 1 PA'JUKUKANG can train students to quickly find what they want to look for in a reading. This is in accordance with the theory presented by Samsu Somadayo (2011; 50) which states: The main purpose of learning reading comprehension using skimming and scanning techniques is to quickly find factual information in reading text material. Meanwhile, Freman (in Samsu Somadayo 2011: 46) says that reading skills are systematically arranged to get efficient results, for various purposes such as: 1) to get to know the topic of reading, 2) to find out people's opinions, 3) to know the organization of writing, sequence of main ideas, unity of mind, and looking for relationships between reading parts, 4) to refresh what has been read. Accordingly, the purpose of reading with skimming and scanning techniques is varied depending on the needs and requirements of the reader. So that it can make it easier and faster for readers or students to find something they are looking for, be it in reading books, magazines, newspapers, articles, reading texts, etc.

Thus, through the application of skimming and scanning techniques, it can improve student learning outcomes, especially in improving students' speed reading abilities in English subjects for class VIII SMPN 1 PA'JUKUKANG.

CONCLUSIONS

Based on the results of research and discussion in this study, it can be concluded that the results of this study indicate an increase in the speed reading ability of class VIII E students of SMPN 1 Pa'jukukang after attending speed reading lessons using skimming and scanning techniques. The increase in students' speed reading ability can be seen from the results of the reading speed test in the pre-cycle, first cycle, and second cycle.

1. The result of the effective reading speed score in the diagnostic test is 99 wpm.
2. In the first cycle the average was 132 wpm or an increase of 32.67% from the diagnostic test.
3. In cycle II, the average effective reading speed of students was 172 wpm or an increase of 30.30% from cycle I. The increase in effective reading speed from DT to cycle II was 73.73%.

The results obtained indicate that learning to read quickly using scanning and skimming techniques for class VIII E SMPN 1 Pa'jukukang has been successful.

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