


INCREASE THE SPEED READING ABILITY THROUGH TRACKER-AND-PACER METHOD AT SMA NEGERI 2 JENEPONTO

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: July 26, 2022 Revised: August 6, 2022 Accepted: August 26, 2022 Published: April 15, 2023</p> <p>Keywords: Increase, Speed Reading, Tracker-And-Pacer Method.</p>	<p>This study aims to improve students' speed reading skills by using the tracker-and-pacer method in SMA Negeri 2 Jeneponto, especially in grade XI Science 3. The method used is tracker-and-pacer. The tracker-and-pacer method is a method of speed reading by using a pen or pen when reading. collect data by giving pretest and posttest. the subjects of this study were students of grade XI science 3 as many as 30 students who took part in this study. based on the results of the study before being given treatment with the pretest results by speed reading, none of the students managed to enter the good and very good categories. after being given treatment, the results of the posttest students experienced an increase of 6.7 very good, 53.3 good and adequate 40.0. The conclusion of this study is that the use of the tracker-and-pacer method in improving speed reading has increased.</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

Reading is an activity of seeing what is read and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination of a reader that is liked by the general public and also understood by someone who is loved. Reading activities include reading aloud and silently. Reading aloud is a reading activity that is done by reading

aloud in public. Meanwhile, reading silently is a careful reading activity carried out to understand and understand the author's intent or purpose in written media.

Reading is an activity carried out by people every day, with the aim of knowing what information is happening right now. (Rasyid, et.al. 2021). Reading is an interactive cognitive process of extracting meaning from text. In processing of reading the reader is an active participant, constructing meaning from clues in the reading text. (Fausia, et. al. 2021). Reading is one of the processes of language skills which is very important to be learned by the students. (Afni, et. al 2021). Reading also has a value in helping students learn to express their own thoughts and get them familiar with language patterns and how to use language efficiently. (Karsa, et. al. 2021). Reading doesn't occur in a vacuum. It is done to accomplish an objective. To accomplish reading objectives understudies need procedures in reading. Procedure might an action in reading. (Suryaningsih, et. al. 2021).

Many people's daily lives are always related to reading and many people make reading a hobby. Some people have a schedule to read every day and not a few people take the time to read. For example, a mother reads fairy tales to her child at night, a man reads a newspaper in the morning, a teenager reads a novel during the day and many other activities related to reading.

The fact is that reading is not only reading aloud and silently, but speed reading is important to understand and apply. It is important for us to have special skills, even if only by having speed reading skills. Most of students if find the difficult word, they were still just continue reading in the hope that the word they read is not really important or that it's meaning will become clear later on. However, sometimes the word that passed usually as the key of the reading and understanding. The student cannot catch and grasp the idea from they were reading as well as possible. (Ramadani, et. al. 2021).

Speed reading is a reading activity using speed techniques in reading. using a reading system by taking into account the reading time and level of understanding of the material being read. If the reading time is getting less and the level of understanding is getting higher, it is said that the speed reading of the person is increasing. Someone will get broad insight, obtain information, knowledge, namely by reading. By reading, a person will also know things that have never been known before.

Not everyone is immediately proficient at speed reading, this skill requires practice that may be repeated so that someone can master the right techniques in speed reading. These exercises are considered important to do because usually someone who is just learning to read speed for the first time will experience several problems that can become an obstacle in speed reading. The main requirement to be able to read quickly is to know exactly what material you are looking for, this can be achieved by doing a quick scan. To be able to read quickly does require certain techniques.

One of the techniques used in speed reading that is very powerful is by using the tracker-and-pacer method. Tracker-and-Pacer Method, this is a variation of the pointer method where we hold the pen closed, and underline or trace each line as we read it, keeping our eye on the tip of the pen. This will help increase speed reading in each line, and increase focus on words. Try to spend no more than a second on each line and then increase the speed with each subsequent page. At first you may feel that the information you store is very little, but with regular practice your understanding will increase greatly. The advantage of pointer and tracker-and-pacer methods is that they should reduce the need to jump back and reread - the bottleneck to speed reading known as “regression.”

RESEARCH METHOD

This research method was the type of research that studied by researcher is a type of quantitative research. The researcher used pre-experimental design is a part of experimental research design. This design is not a real experiment that is why it's says pre-experimental design. It says pre-experimental design because there are still external variables that influence the shape of the dependent variable.

The researcher used one group pretest-posttest for research design. The researcher gave a pretest before using tracker-and-pacer method and the posttest will be given to student's 11th grade at SMA Negeri 2 Jenepono after using tracker-and-pacer method to find out the difference score in learning speed reading.

RESULT AND DISCUSSION

This chapter specifically presents the findings and discussions of this research. The findings of this research explain of the purpose of this research. The purpose is to improve the speed-reading ability of students in class XI IPA 3 at SMA Negeri 2 Jeneponto by using the tracker-and-pacer method, while the students who have been studied are 30 students in class XI IPA 3. All the teachers are very good at the school and there is the research in this study, students who were studied felt fun because they could increase their knowledge and improve their speed-reading ability. In collecting research data, several stages have been smoothly. The first thing the researcher did when conducting the research was to start with an introduction, the second thing was to give a pretest to all students who would be research after that students were given an explanation about speed reading with the method to be used.

The purpose of holding the pretest is to measure the students' early speed-reading skills. Then at the last stage, the researcher gave a posttest to measure the students' speed-reading ability after being given learning treatment using the tracker-and-pacer method. This method can be declared effective if the result of the posttest is higher than the pretest. The results of this research have proven that the method used is effective because of the increase in the students of class XI IPA 3 at SMA Negeri 2 Jeneponto in speed reading using the tracker-and-pacer method. The findings are described as follows:

Table 4.1 The Classification of Students Score Speed Reading Ability in Pretest and Post-test

NO.	NAME'S STUDENTS	KPM PRETEST	KPM POSTTEST
1	AIDIL NURFAJRI	132	151
2	ALLISA AUSTIA BHRUN	133	154
3	AMRAN S.	129	150
4	DEBI ALFIASARI	136	157
5	DESI RATNASARI	128	158
6	DESWITA MELANI PUTRI R.	115	136
7	DHITA SAHRANI	141	173

8	FIJRA PRATIWI	135	162
9	HASDIR PRAWIJAYA	115	148
10	IMRAN S.	108	148
11	IRWANSYAH	126	183
12	ISMA ANGGRAENI	136	173
13	M. SYAWAL AL QADRI ARBI	115	146
14	MUH. ARHAM HARUM. R	119	146
15	MUH. FIKRAN SYAM	133	161
16	MUH. YUSUF	109	120
17	MUHAMMAD AWALUDDIN	114	142
18	MUHAMMAD JERRY FALENTINO	150	223
19	MUTMAINNAH	143	180
20	NUR SEKAWATI SYAM	147	179
21	NURDIAN	125	140
22	RESKI ADITIA	117	129
23	RIRIN	136	162
24	SALSA NABILA RAMADANI	138	177
25	SITI HARDIANTI	118	141
26	SRI AYU SAFIRA	148	213
27	SRI MAGHFIRA	134	145
28	SULJALALIL WAL IKRAM	126	142
29	SYAMSIDARYANTI	132	158
30	SITI NUR WANDA	137	166

Table 4.2 Criteria for Effective Speed reading (Pre Test)

NO.	Effective Speed Reading	Categories	Frequency	Percent
1.	> 201 kpm	Very good		
2.	151-200 kpm	Good		

3.	101-150 kpm	Adequate	30	100
4.	< 100 kpm	Deficient		

Based on the table above, that in the pretest score. All students studied were in the adequate category, namely 30 students (100%). This is the result of a student's speed-reading ability test before being given treatment.

Table 4.3 Criteria for Effective Speed reading (Posttest)

NO.	Effective Speed Reading	Categories	Frequency	Percent
1.	> 201 kpm	Very good	2	6.7
2.	151-200 kpm	Good	16	53.3
3.	101-150 kpm	Adequate	12	40.0
4.	< 100 kpm	Deficient		

Based on the table above, that in the posttest score. Students who get very good category with >201 kpm are 2 students (6.7%). Students who get good category with 151-200 kpm are 16 students (53.3%). Students who get adequate category with 101-150 kpm are 12 students (40.0%). This is the result of a student's speed-reading ability test after given treatment. Based on the scores achieved by the students above, it can be seen that the post-test score is greater or more increased than the pre-test.

Table 4.4 The Classification of Students Score Multiple Choice Test in Pretest and Post-test

No.	NAME'S STUDENTS	Pretest Multiple choice	Posttest Multiple Choice
1	AIDIL NURFAJRI	50	60
2	ALLISA AUSTIA BAHRUN	50	70
3	AMRAN S.	60	70
4	DEBI ALFIASARI	60	80

5	DESI RATNASARI	40	70
6	DESWITA MELANI PUTRI R.	30	60
7	DHITA SAHRANI	40	70
8	FIJRA PRATIWI	40	60
9	HASDIR PRAWIJAYA	20	50
10	IMRAN S.	20	20
11	IRWANSYAH	50	80
12	ISMA ANGGRAENI	60	70
13	M. SYAWAL AL QADRI ARBI	40	60
14	MUH. ARHAM HARUM. R	50	50
15	MUH. FIKRAN SYAM	30	60
16	MUH. YUSUF	20	50
17	MUHAMMAD AWALUDDIN	30	40
18	MUHAMMAD JERRY FALENTINO	70	90
19	MUTMAINNAH	50	60
20	NUR SEKAWATI SYAM	60	70
21	NURDIAN	40	50
22	RESKI ADITIA	40	40
23	RIRIN	50	60
24	SALSA NABILA RAMADANI	60	60
25	SITI HARDIANTI	50	50
26	SRI AYU SAFIRA	40	60
27	SRI MAGHFIRA	30	60
28	SULJALALIL WAL IKRAM	40	60
29	SYAMSIDARYANTI	50	60
30	SITI NUR WANDA	50	60

Table 4.5 Score of Test

Score	Categories	Frequency
86-100	Very good	

71-85	Good	
56-70	Enough	6
41-55	Adequate	9
25-40	Deficient	15

Based on the table above, the result of the pretest in the form of multiple-choice tests were given, 6 students were in the enough category, 9 categories were in the adequate category and 15 students were in the deficient category. The total number of students who took this pretest was 30 students and none of them had yet reached the very good and good categories.

Table 4.6 Score of Test

Score	Categories	Frequency
86-100	Very good	1
71-85	Good	2
56-70	Enough	18
41-55	Adequate	6
25-40	Deficient	3

Based on the table above, the result of the posttest in the form of multiple-choice tests were given, 1 student were in the very good category, 2 students were in the good category, 18 students were in the enough category, 6 students were in the adequate category and 3 students were in the deficient category. The total number of students who took this posttest was 30 students. In this test, there was an increased because the category of deficient and adequate the frequency is reduced.

DISCUSSION

The discussions that will be discussed in this section is related to the interpretation of the findings that have been obtained from the findings of students increased. Before being

given treatment, the students' speed-reading ability was low (adequate and deficient category). Several factors cause the students' ability to read quickly was not good.

The first factor was because some students had difficulty pronouncing English words so that some of them laughed and made a pause so that the time achieved was very long. The second factor is due to the absence of the method used in speed reading. The third factor is the student's lack of interest in reading. The fourth factor, many students speak aloud when reading fast. The fifth factor, some students do not concentrate when reading fast and the last factor, there are still many students who repeat the sentences that have been read. Based on these findings, the results of research conducted in several meeting showed that the reading ability of students in class XI IPA 3 at SMA Negeri 2 Jeneponto increased by using the tracker-and-pacer method.

Anggun Diah (2020) state her opiniion that there are several factors that inhibit speed reading ability, namely: vocalization, where vocalization is reading with voiceless and this affects the speed of reading. Subvocalization, is a small reading in the heart of this activity is almost the same as vocalization. Lip movements is reading with no speakers but lips like people recite something and this activity is worse than the two previous activities. The movement of the head, this activity can inhibit because the head movement is less quickly with the movement of the eye. And the last is regression, doing a reclording of the previous words.

The success of this research is indicated by the method used by students to increase their speed-reading ability and the increase in the scores obtained by students after being given treatment and posttest. At the first meeting there was an introduction to the students, this was done so that they could know each other. After that, they were given a pretest, the pretest given was a folk tale entitled Sangkuriang and was given 10 multiple choice questions. The second meeting was given an explanation (treatment) about speed reading and the tracker-and-pacer method.

The importance of this stage is so that students know and understand better how to improve their speed-reading skills by using the tracker-and-pacer method and students know more about what speed reading is and what factors hinder speed reading ability. At the last meeting, students were given a posttest, the posttest given was a folk tale entitled Sangkuriang

and 10 multiple choice questions. This stage is the last stage in this research. This research is very useful for students, because when they are given an explanation about speed reading ability and students can also understand things.

CONCLUSION

Based on the findings and discussions presented in the previous chapter, it can be concluded that there were differences between students before and after being given an explanation regarding increasing their speed-reading ability using the tracker-and-pacer method. It is known from the results of the pretest and posttest which prove that there is a difference between the students' speed-reading scores, where the students' posttest score increase. So, it can be concluded that the use of the tracker-and-pacer method in increase speed reading ability is effective especially in activities related to speed reading.

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