The Correlation Student Reading Speed and Reading Comprehension Achievement of The Tenth-Grade Students in Indonesia

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ABSTRACT

The research objective was to find out the correlation between students' reading speed and reading comprehension achievement of the tenth-grade students of MA Al Fatah Kota Mulya. The formulation of the problem in this research was "Is there any significant correlation between students' reading speed and reading comprehension of the tenth-grade students of MA Al Fatah Kota Mulya?". For the population, this research is from the tenth grade of MA Al Fatah Kota Mulya and contains 20 students. In here sample of the research was all of the population. Then sampling this research was done by utilizing purposive sampling. A descriptive method as a method in this research. Type instrument in this research was a test, and the test is the reading speed test and the reading comprehension achievement test. The result indicated r-$_{obtain}$ 0.862 higher than r-$_{table}$ 0.4227. So that there was a correlation between reading speed and reading comprehension achievement of the tenth-grade students of MA Al Fatah Kota Mulya or null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

Keywords: correlation, reading speed, reading comprehension achievement

INTRODUCTION

In the world, the most widely and popular language is English. English is the overtly most common language worldwide, and it is the language of higher administration, superior

judiciary, advanced education, and diplomacy (Filppula et al., 2017; Rao, 2019). In general, English be important to society in every country as a communication tool and as the primary international language in the world (Agarwal & Chakraborty, 2019). English is a foreign language in Indonesia, which means every person, especially students, is essential to learn English. In English, there are four skills; speaking, writing, listening, and reading (Zafar, 2016).

Reading is an essential activity in life that can update the knowledge, or reading is a source of information and pleasurable activity and a means of consolidating and extending one's knowledge of the language (Walczyk & Griffith-Ross, 2007). The basics of reading are a process done by the reader to build the meaning conveyed through writing (Both-de Vries & Bus, 2010).

Furthermore, reading speed combines motoric (eye movement) or visualization and cognitive ability of comprehension at reading (Ouellette et al., 2017). However, reading with speed should not leave comprehension of the content in reading. In addition, reading speed is a more priority reading speed, and reading comprehension should not be ignored (Puglisi et al., 2018). Moreover, reading comprehension is an essential part of reading because it is key to every person in reading (Wigfield et al., 2016). Someone is not successful in reading if they do not understand the content in reading (Okkinga et al., 2018). It can be said that reading comprehension is not only "reading" the text directly but also getting something from the text (Ulu, 2017). Brooks (2015) was also stated that reading comprehension is not a static competency.

Meanwhile, reading speed and reading comprehension have significant meaning in reading activities. However, sometimes they should be aware of their reading speed. Then the people often read a discourse more than one to comprehend the discourse, although the discourse is not tricky. Less comprehension of students becomes a severe problem of reading and teaching in the class. Its problem was also found in the eighth-grade students of MA Al Fatah Kota Mulya.

In curriculum 2013, one of the objectives of learning English at the tenth-grade students is that students are required to comprehend the reading text well. Based on interview with Mrs. Suwarni S.Pd. As an English teacher of the Tenth grade students in MA Al Fatah Kota Mulya, Mrs. Suwarni said that many students of the tenth grade of MA Al Fatah Kota Mulya are reading text, but they do not know about the content of the reading, and then their reading speed is also low. So, it can be impacted to their final exam who are not exact in answer questions that relate

with the content of the reading and also time is over only to read because they slow in reading. The final exam asks for their understanding in searching for the main idea, main sentence, plot, arrangement. Their reading speed and reading comprehension are needed to find the correct answer quickly.

From explanations of the background above, the researcher conducted research entitled "The Correlation Between Students" Reading Speed and Reading Comprehension achievement of the tenth-grade students of MA Al Fatah Kota Mulya."

Concept of Reading

The essential skill in language learning of them is reading. Taylor et al. (1990) state that reading processes to get information from the source of reading whereas the brain and eye must concentrate. It means that reading becomes the primary skill that can influence another skill in language learning. At the same time, Treiman (2017) believes that reading is considered by many teachers, textbook writers, and language test constructors to be made up of different skills and components. Reading skills can help improve other language skills like writing, speaking, and listening. In the aspect of the benefits, Sulaiman & Harpiansi (2018) states that reading is helpful for language acquisition to provide that students more or less understand what they read. So reading is one of the skill that the learner in English should master. In reading, learners get some information from the reading passage.

Furthermore, Garner (2001) has said that "reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge, (2) the information suggested by the text being read, and (3) the context (purpose) of the reading situation". In summary, reading is an activity that does to know the information to add knowledge from sources in reading.

Concept of Reading Speed

Reading speed is the rate at which student's eyes and brains decode and understand words (Oh et al., 2012). If someone wants to read quickly, the eye and brain must focus on the text (Rayner et al., 2016). Wainwright et al. (2007) argued that reading speed is usually used to describe how fast a reader reads a text that the number has known of words per minute.

Konstant (2010) stated that reading speed is not reading words faster than what you did before. Reading speed is reading a text with speed time and reading without forgetting comprehension in reading. Reading speed focuses on understanding a text quickly and precisely

in a relatively short time. Moreover, Humaira et al. (2017) said that speed reading is a more priority reading speed, and reading comprehension should not be ignored. When they learned reading speed, people finish what they read with reading time and understand the text.

Fitria et al. (2019) said that standard effective reading speed must be adapted at the level and category of education. Reading speed is different for everyone. It depends on the age level. Widiatmoko et al. (2020) said that the standard reading speed that is adequate for all levels are elementary level is 140 wpm, junior high school level is 140 to 175 wpm, senior high school level is 175 to 245 wpm, college-level 245 to 280 W.P.M and for professionals, the speed of reading can reach 500 wpm. It concludes that every level of education has different reading speed capacity.

Moreover, different people may have different reading speeds. Their reading speed test can see it. According to Edwards et al. (2011), reading speed has a level as follows in Table 1.

Table 1. Classification reading speed

No	Reader	Speed W.P.M
1	Slow	100-200
2	average	200-300
3	Above Average	300-700
4	Excellent	+700

Concept of Reading Comprehension

Reading comprehension is how we understand the texts we read (Kirby, 2007). Reading comprehension reads a text and understands every content in reading. Every good reader will get comprehension in the last reading. Reading comprehension is a skill that must have every reader. Additionally, reading comprehension means understanding what has or has been read. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (Van Den Broek & Espin, 2012).

Category of Reading Comprehension

Everyone has a different level of reading comprehension. So that In the reading comprehension, there is some classification score to know the level of reading comprehension of students. According to Arikunto (2008), the students reading comprehension can be drawn the category as follows on Table 2.

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

The Correlation Between Reading Speed and Reading Comprehension Achievement

Nuttal (1952) explains that when we read slowly and excessively, the understanding of the text will be hampered. So, if someone reads slowly, it makes comprehension slow. However, if read speedily, someone will also easily comprehend in reading. Especially if someone reads slowly to a long text, there will be repetition, where readers have to repeat what they read. Of course, it needs time, and their minds do not focus anymore.

Wainwright et al. (2007) stated that reading speed is reading quickly without leaving comprehension, skimming and studying effectively, and reading critically. Reading speed is the speed in understanding the text. While reading comprehension is more focused on the quality of understanding the text.

Then Siregar (2017) said that speed reading is a more priority reading speed, and reading comprehension should not be ignored. Reading speed without comprehension is not applicable. Reading speed, a skill of the reader to carry out their ability in reading because they had to know when to speed and a slowdown in reading.

From the definition above, it can be concluded that reading speed and reading comprehension correlate with one another. Reading speed will influence comprehension's students in reading, so reading speed helps the students read and understand the text more quickly.

RESEARCH METHOD

The descriptive method is used as a method in this research. The descriptive method describes the result of the reading speed and reading comprehension achievement test from tenth-grade students of MA Al Fatah Kota Mulya. The research design in this research is correlational research. Concerning Creswell (2012:338), correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

Furthermore, From the title of this research is "The Correlation Between Students' Reading Speed and Reading Comprehension achievement of the tenth-grade students of MA Al Fatah Kota Mulya." there are two variables that students' reading speed of the tenth-grade students of MA Al Fatah Kota Mulya (variable X). Meanwhile, the students' reading comprehension achievement of MA Al Fatah Kota Mulya (Variable Y). Then the population of the research consists of one class from the tenth grade of MA Al Fatah Kota Mulya. In this research, the sample was obtained using the purposive sampling technique and only having one class as the sample of took the data. The class consists of 20 students.

The instrument in this research is a multiple choice test to measure reading comprehension, and a multiple-choice test consists of 20 questions and four texts with time around 60 minutes. Text used to measure reading speed with the oral test. The oral test does with reading every text in a multiple-choice test. Stopwatch used to measure time in reading speed test then do it only once.

In this research, the researcher took the test twice. Then for analyzing the data, there are two data analyzed by the researcher. Both the data are the result of the reading speed test and reading comprehension achievement. Then steps to analyze the data in this research is the first, researcher analyzed the result of reading speed test and analyze the result of reading comprehension achievement. The second researcher used SPSS 16 to analyze the data (Ishartono et al., 2022). Then the last, after getting the test result, the researcher analyzes the correlation between variables.

RESULT & DISCUSSION

Reading speed test is a test to measure how fast the students read the text given by the researcher. Reading speed was conducted by reading for each text of the instrument, and the texts consisted of 4 texts, and Students read one by one. After conducting reading speed, students' reading comprehension test was conducted using multiple choice test. The questions consist of 20 and 4 texts.

In this part, the researcher presents the research findings that were already done and highlights the result normality, linearity, and hypotheses that were taken during the research. It is shown in Table 3. The discussion is written to interpret and describe the significance of student's findings in light of what was already known about the investigated issues and explain any new understanding or insights about the problem after considering the findings. It should connect to the introduction by way of the research questions or hypotheses the author posed and

the literature reviewed, but it does not simply repeat or rearrange the introduction; this section should always explain how student's study has moved the reader's understanding of the research problem forward from where the authors left them at the end of the introduction.

Table 3. The Result of Normality, Linearity and Correlation Analysis

	Statistical Analysis					
	Normality				Correlation Analysis	
	Kolmogorov-Smirnov	Shapiro	Linearity	Sample	Pearson Correlation	Sig. (2-tailed)
TAD Strategy	.104	.347				
Conventional Strategy	.200*	.280	,905	20	.862**	.000

The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported by presenting tables, images, etc. Captions for table are written above it with sequenced numbering to be easily referred to, though not put under the pointing sentence/ paragraph. Line (border) to the table is made minimalist by eliminating the vertical lines and leaving horizontal lines deemed necessary. Captions for images are placed below the picture and provide sequenced numbering. One page only accommodates a table or an image with a maximum of two-thirds the size of the page (size adjusted as efficiently as possible). See Table 4.

Table 4. Article Writing Systematic Compliance Form

No.	Article Writing Systematic	Compliance
1	Introduction	Too wordy, less relevant
2	Methodology	Less elaborated/weak
3	Discussion	Interpretation is less critical
4	Conclusion	Repeating the findings and discussion
	Editor's Decision	~~To be Revised /~~ **Declined**

Based on Table 1, it can be summary that there was a significant correlation between students' reading speed and reading comprehension achievement of the tenth-grade students of MA Al Fatah Kota Mulya. It could be seen from the result of the SPSS 16 analysis of correlation

analysis (0.000< 0.05). As already known, the null hypothesis is rejected if the significance value less than 0.05. Then the results of significant value both variables that $0.000 < 0.05$, where (Ho) can be rejected and (Ha) can be accepted. Meanwhile, the correlation coefficient equaled $r_{obtained} = 0.862$, which indicated that both variables' correlation is robust.

CONCLUSION

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why authors' research should matter to them after reading the paper. It is not just a summary of the main topics covered or a re-statement of the research problem, but a synthesis of key points and, if applicable, where the authors recommend new areas for future research.

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