

EXPLORING READING SPEED USED BY EFL STUDENTS

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ABSTRACT

Reading speed is the solution to today's pressing challenge for students, who must complete more work or assignments in less time. Reading speed is becoming increasingly important as technology advances, causing readers to require a deeper understanding of the information provided. Furthermore, reading speed is combined with several techniques or strategies to help students read quickly with limited time. This study was conducted in Eight Semesters of the English Department. To find the result in this study, the researcher used interviews and documentation as instruments to collect the data. The subjects in this study are fourteen which are 13 students and one lecturer. The findings showed the students were had various types of reading strategies used in reading speed, and a student may use one or more of them. Skimming, scanning, and silent reading are the most common strategies they employ. However, in terms of reading speed, the students preferred silent reading. These techniques aid in their reading comprehension. In other words, the internal factors students equally contributed to the lecturers' problem during teaching reading lessons.

Keywords: Reading Strategies, and Reading Speed

INTRODUCTION

Reading speed is required to keep up with the increasing amount of textual reads in various media kinds. As a result, this aptitude is required to quickly assimilate the flow of information. Furthermore, reading speed is a strategy that should be understood by individuals in the business and finance sectors, as well as students from junior high school to university level. This method can help you quickly grasp the book's material and knowledge. As a result, the reading speed technique is beneficial to everyone. according to Mikulecky & Jeffries (2007) reading speed strategies means the students read with a specific goal and obtain the knowledge they require swiftly and without wasting time. They do not need everything, thus their reading speed increases. This skill needed to find out the information by quickly. Furthermore, reading speed refers to a group of reading approaches that aim to boost reading rates without sacrificing comprehension or retention. Among these ways are the use of various psychological procedures such as chunking and the elimination of sub vocalization [2].

In addition, some students have difficulty understanding what they are

reading. According to Zainab et al., (2009) the following phenomena of students' challenges in grasping reading skills exist:

- a) Students are unable to locate the theme of the texts.
- b) Students are having difficulty locating the primary point in the texts.
- c) Students are unable to locate supporting documentation.
- d) Students are unable to concentrate on the author's messages in the writings.
- e) Students lack background knowledge.
- f) Students are dissatisfied with their reading motivation.

Furthermore, after the researcher found out the difficulties that students confront in their reading activities, it becomes clear that in order to tackle these difficulties, students must employ reading strategies. Several researchers, like Underwood et al., (2012) and Hidayati (2019) have said that reading speed is the best reading method since it allows students to evaluate and motivate themselves in strengthening their reading skills. Reading speed and comprehensive reading exercises benefited students by making them aware of the importance of employing certain strategies to swiftly absorb the meaning of text, improving their reading

fluency, and increasing and encouraging a positive attitude toward reading fluency [6]. Furthermore, students must employ appropriate reading strategies, with the researcher focusing on reading speed as one of the sorts of reading techniques that can assist students in writing journal articles and developing their reading skills [7]. This research would contribute to the philosophy of teaching reading skills and would provide students with a better understanding of the reading speed strategy. Furthermore, the findings of this study will contribute to a better understanding of the strategy that students employ to increase their reading speed. In addition, in order to obtain a thorough comprehension. For the practical, students can improve their reading strategy, particularly their reading speed. The findings of this study are beneficial to teachers; when faced with this difficulty, they can develop their teaching style. Furthermore, the researcher can grasp the concept of reading speed by observing the students' reading speed strategies. This research is also beneficial to those who are interested in this subject. The findings of the study could aid them in the process of teaching reading skills. As a result, the researcher interested to investigate a study named "Exploring Reading Speed Used by EFL Students."

METHODOLOGY

According to [8] qualitative research is a method of data collection in which the participants in the research study encountered the issue. The researcher used a case study as the research design in this study. According to [9], a case study is a research in which the phenomenon of the study is experienced by the subject of the study and is discussed in detail. The researcher focuses on the exploration of reading speed employed by EFL students as the research subject of the research. The researcher conducted this study at Widya Gama Mahakam Samarinda University, especially in Teacher Training and Education faculty. It was located jalan Wahid Hasyim 1, Kecamatan Samarinda Utara.

Furthermore, the researcher chose the setting semester eight class to get in-depth information about their reading speed strategies. The researcher employed snowball sampling in this investigation. A well-known

nonprobability method of survey selection is snowball sampling. This strategy is based on referrals from initially sampled respondents to other people who are thought to exhibit the desired feature [10]. The research subject in this study was 13 students who were interviewed. However, the researcher used interviews as the research instruments by [11] and [12] for the documentation. This study examines the findings of an interview with [13] which included four parallel flows of activity (data collection, reductio, display, and conclusion). Furthermore, to assess the interview results, the researcher employed descriptive methods to explore and explain students' reading speed strategies. In order to validate the data, the researcher used source triangulation [14].

FINDINGS

The researcher described and explained the data in order to answer the research question "what techniques reading speed are utilized by EFL students at the University of Widya Gama Mahakam Samarinda during COVID-19?" The researcher employed two methods to collect data: interviews with students and lecturers, as well as documentation. The research findings include a description of the data obtained in the research questions, as well as answers to the interview questions. ;

3.1 Exposure to Interview Data

The study discovered that 7 out of 13 students employed similar reading strategies in terms of reading speed. Furthermore, the methods were skimming and scanning, with 6 out of the 13 using quiet reading as a reading strategy. The researcher discovered, however, that one respondent in this study did not use reading speed as a reading technique. Furthermore, practically all of the individuals in this study agreed that reading speed was an efficient reading approach. As a result, the researcher presents some classifications and three strategies:

1) Skimming

Skimming is done at three to four times the speed of conventional reading. Readers frequently skim when they have a large amount of material to read in a short period of time. Readers who skim must only extract the most important information and the primary concept

rather than reading all of the words. Subjects 2, 5, 6, 9, and 12 adopted this method for similar reasons: it might assist them locate the core idea and make it easier for students to understand the material.

2) Scanning

Scanning differs from skimming in that readers are interested on the details rather than the overall meaning of the text. Readers use this method to hunt for specific information within a book, such as dates, names, and locations, among other things. Scanning is the process of quickly searching a text for a specific portion or piece of information. Subjects 2, 5, 8, and 12 employed this method for nearly the same reason: to take material and help students locate the main point in the book or their reading assignments. Furthermore, the interview results revealed that several participants, namely subjects 2, 5, 8, and 12, used scanning in reading speed.

3) Silent Reading

Because reading aloud can slow students down in locating significant points or primary ideas in the text or reading material they read, some students employed this approach to gain a higher degree of focus than when reading aloud. Subjects 3, 7, 10, 11, 13, and 1 students, on the other hand, have employed this method in reading speed because they can get focused in reading process.

3.2 Documentation

Based on data analysis from documentation, the researcher discovered that 13 of 21 students in the English department had a similar score of (b), indicating that the criteria was good in reading ability. However, based on the results, it is possible to assume that practically all of the students had the same reading score. It was discovered that several students used comparable approaches or strategies in their reading speed.

3.3. The Data From Lecturer as Supporting Students Interview Data

The results of an interview between the researcher and the students about the strategies that students employed to increase their reading speed. The interview results were related to the lecturer's answer, which

was that while teaching reading, the lecturer was explaining how to apply some strategies such as skimming, scanning, silent reading, and other methods. However, the steps that the lecturer was given by students while teaching reading speed were that the lecturer gave the students a limited time to read and find the plot or the main idea in the text, after which the students could use the strategies that the lecturer had previously explained to them.

DISCUSSION

The researcher gathered information via interviews with students and professors, as well as documentation of the students' grades. According to the results of the interviews, reading speed is an effective strategy for helping students improves their reading skills. This is supported by Fraser, (2004)'s theory, which states that reading speed is an accurate measure of a person's reading fluency, and the results showed that the students' reading comprehension was average. Furthermore, the assertions were corroborated by the interview results of teachers' teachers, who found that reading speed was the most effective approach for reading comprehension.

By looking on the result of interviews, the researcher found that the successful readers of English Department students used many reading strategies in reading speed. The reading strategies used by them were skimming, scanning, and silent reading. However, the researcher found some students used more than one strategy in reading speed which means in reading speed the students used multiple strategies to improve and helps them in reading comprehension.

Furthermore, the following explanation was provided for the responses to the questions that they received after employing the reading speed strategies: The subjects' first result said that after using reading speed in reading activities, they can better understand the contents and messages provided by the reading. The second result from subjects stated that after using this strategy in reading could be more accurate because what sought in reading information and scanning is a technique that used to only read in what parts sought so that no need to read unnecessary then from what was it be the

accuracy of the information and also the speed of finding it [16].

The third result suggests that after employing these reading strategies, it can be easy and understandable about what people read. The fourth subject mentioned that using the reading speed helps students read the complete text and swiftly understand the points or essence of the reading. The fifth result of the subject states that after employing this approach in reading, people can focus more on what is being read and better grasp what is being read[6]. Therefore, that the words read previously can help them understand the page's contents better. The sixth result from subjects claimed that after employing this approach in reading, they could be more focused when reading and could read comfortably, as well as understand what they were reading.

One of the strategies employed by the subjects was skimming. Successful English Department students used skimming to find subjects and relevant information. According to Buzan, (2006) one of the reading strategies that readers can employ is skimming. Effective readers also skim and scan the text to obtain a feel of the general idea. As a result, skimming is recommended as a reading activity. Furthermore, based on the data gathered from the data analysis, the researcher concluded that the most difficult aspects professor to teaching is the internal component, the factor that originated from students themselves. According to the findings, this is a new outcome that differs from the prior study. There are several internal variables that contribute significantly to the challenge of teaching reading, as well as external factors that contribute significantly to the problem[3]. English proficiency, reading habits, motivation, native language interference, and a lack of vocabulary are internal factors that students brought to the lecturer, making teaching reading a difficulty.

This study's findings are similar in that the students' reading speed can be determined. Reading speed was a successful method for assisting students with reading comprehension. Reading speed was found to have a favorable effect on reading comprehension. The obstacles in teaching reading speed, on the other hand, have most

challenges that were internal factors from students that students kept getting sidetracked in reading speed. As a consequence, the researcher discovered a novel conclusion from prior studies indicating that the internal element as a challenge for students employed reading speed as a technique in reading skills. Furthermore, source triangulation was used to assess the reliability of these findings. The researcher had tested the reliability of these findings by comparing the results of one another's interviews with the results of the lecturers' interviews. All of the informants' interview results were confirmed by the researcher. The results demonstrated that the results of the students' interviews were corroborated by the results of the lecturers' interviews.

CONCLUSION

The study was carried out to investigate the reading speed employed by EFL students on Widya Gama Mahakam Samarinda in the Covid 19 condition. Based on the findings, the researcher concluded that there are several types of reading strategies utilized in reading speed, and a student may use one or more of them. Skimming, scanning, and silent reading are the most common strategies they employ. However, in terms of reading speed, the students preferred silent reading. These techniques aid with their reading comprehension.

Furthermore, another results of the lecturer interview indicate that challenges in teaching reading were identified. Another finding from the professor interview is that challenges in teaching reading were caused by both internal causes (issues caused by students themselves) and external factors (problems caused by others outside of the students). Both issues contributed equally to the lecturers' difficulty in teaching reading lessons. However, one of the issues for the children in terms of reading speed was a lack of vocabulary. Furthermore, another finding revealed that reading speed was an useful method for students and lecturers in reading skills since this technique could assist students in their progress reading with limited time.

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