



The correlation between reading speed and reading comprehension

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ABSTRACT

Reading is the language you need to know. Reading increases your intelligence and allows you to acquire new knowledge and understanding so that you can learn new information more easily. Reading comprehension and reading speed are two different concepts. The degree of comprehension of a pupil is influenced by their reading speed. The purpose of this study is to evaluate the connection between students at UIN Fatmawati Sukarno Bengkulu 3A's reading speed and reading comprehension. The study used a sample of 20 TBI students. Both a reading comprehension test and a reading speed test were employed in this study's data collection. A correlation analysis was done on the data. The findings of this study demonstrate the connection between students' reading comprehension and speed. The two have a 0.135 correlation coefficient. Although slight, the association is positive. This demonstrates how reading comprehension is impacted by reading speed.

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INTRODUCTION

Learning the English language is geared toward helping students communicate clearly and effectively in both written and oral forms, as well as improving their ability to speak English as an international language spoken in Indonesia. Within the scope of universities have a higher level of English proficiency. As students, they are required to understand English language learning. In understanding the material in class, of course, there are different ways of understanding English texts. A good education often involves reading. Reading is a language you need to know. From reading, they can gain new knowledge and insights that can increase their intelligence so that it is easier to find out the latest information.

Reading activities have an important thing, where a person's ability to understand the meaning of reading thoroughly or what is called the ability to read comprehension. The basic goal of reading comprehension is to comprehend the message that has been conveyed by the text. Reading comprehension is not just the beauty or slowness of reading, but the understanding of what is read.

Reading in the upper grades is not skimming, but reading comprehension. Reading comprehension is the process of gaining meaning by engaging with the knowledge and experience the reader already has and connecting with the content of the reading. Therefore, reading comprehension, it can be said, is reading that emphasizes diverse capacities to comprehend reading material.

Reading, of course, has the purpose of understanding reading of the entire text, to know the meaning that exists in a reading. Each student has a different ability to read fast and understand a different reading. Some students can read a fast time but still lack an understanding of what they have read, some students need a long time in reading a paragraph so that they can understand what they have read, then some students need a short time and understand the reading they have read. This is following the student's reading ability. That ability to read is the speed of reading and comprehending reading. In line with Hajarsuna (1988) and Tampubolo (1990) that effective reading is the speed of reading, and we understand the content of all readings

It evaluates the reading, math, and science performance of 15-year-old students globally based on the findings of the Programme for International Student Assessment (PISA, 2018). According to the results of the PISA 2018 study published by the OECD, the reading ability of Indonesian students reached an average of 371 points, with an OECD average of 487-word points. In the reading, science, and mathematics categories, Indonesia's score is relatively low because it is ranked 74th out of 79 countries. From this, the ability and reading of Indonesians are still at a low level. In this case, it should be a concern for the Indonesian people, especially in Indonesian education to increase their interest in reading by Indonesian students. Increasing students' interest in reading, will make students understand the latest information and face the phenomena in the future more easily.

Reading comprehension and reading speed are related, according to numerous studies. Sultan (2020) says speed reading is beneficial for improving reading skills. In addition, Agustini (2019) stated that there is an influence of reading speed on the comprehension of reading skills at SDN 56 West Pontianak. And there is also previous research applying speed reading methods to influence the reading comprehension of Azariska (2020).

Based on the above data, it can be understood that the speed and comprehension of the content of reading can be called the ability to read. Everyone has different reading skills. Some students can read for a short time in each reading paragraph but still lack an understanding of what they have read, some students take a long time to read a paragraph but understand what they have read, then some students need a short time in each reading a paragraph and understand what they have read. This is to the student's reading ability. Additionally, reading proficiency is based on both reading speed and content comprehension. Understanding the meaning of the words used in the text is the primary goal of reading comprehension. Additionally, reading comprehension and speed correlate. Therefore, the connection between pupils' reading speed and understanding is of interest to scholars.

RESEARCH METHODOLOGY

Correlational research was the method of investigation adopted in this study. Study examining the connection between English language learners' reading comprehension and speed. Whereas in statistical science the term "correlation" is given the meaning of a relationship between two or more variables according to Sudjiono(2014). In this research, researchers used the bivariate correlation method, which is the relationship between two variables. The research was conducted in the 3rd-semester students of class A English at UIN Fatmawati Sukarno Bengkulu. The research subjects are class A English students in semester 3 of the 2022-2023 academic year, totaling 20 students. The instruments used in this study are in the form of test instruments, including discourse texts to measure student reading speed and reading questions in the Student Assessment Test by bigbanktheori.com, which has a total of 10 questions. Data processing is carried out in 2 stages,

namely first measuring the student's reading speed score. It hereby provides a discourse text to measure the student's reading speed. In calculating students' reading speed scores Sutz & Waverka (2009:76) explain the formula to result for a Word-Per-Minute (WPM). The formula toff Word-Per-Minute (WPM) reading test:

$$(word\ read)/(reading\ time\ in\ minutes) \times 60 = WPM$$

Categories of reading speed to Sutz & Waverka (2009:83) that is:

Table 1.

Category Reading Speed	
Reading speed	Category
1-200 WPM	Talker
200 - 300 WPM	Average reader
300 - 700 WPM	Above average reader
700+ WPM	Speed reader

Widiatmoko (2017: 231) puts forward the speed of reading by students at every level of education:

Table 2.

Level of Education Reading Speed	
Level of Education	Word Per Minute
Elementary school	140 WPM
Junior high school	140-175 WPM
Senior high school	175-245 WPM
University	245-280 WPM
Professional	500 WPM

Meanwhile, to reading comprehension test using to the formula:

$$(right\ answer)/(maximum\ score) \times 100 = Reading\ comprehension\ score$$

Category reading comprehension by Arikunto (2009:245) are:

Table 3.

Category Reading Comprehension		
Number	Reading Comprehension	Category
1	30-40	Poor
2	40-55	Fairly sufficient
3	56-65	Sufficient
4	66-79	Good
5	80-100	Excellent

Product Moment Correlation is:

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

X^2 = square of each score/value variable X

Y^2 = square of each score/value variable Y

(XY) = the results of each score/value of variables X and Y

$(\sum X)$ = total score/ variable value X

$(\sum Y)$ = total score/ variable value Y

$(\sum X^2)$ = Sum of squared scores variable value X

$(\sum Y^2)$ = Sum of squared scores/variable value Y

$(\sum XY)$ = The number of times the score/value of the variables X and Y.

RESULTS AND DISCUSSIONS

The study was conducted in two series: students were given a discourse text then asked to read it. Measurement of the student's reading speed is carried out using a stopwatch. In the measurement of reading speed, students simultaneously read the text that has been given. Then, if the student has finished reading the text, it will write down the amount of time completed using the stopwatch. As a result, each student will be aware of their reading pace. Ranking based on reading speed, or the ratio of words read per minute to seconds read. The summary of the data on the results of learning to read quickly can be described as follows.

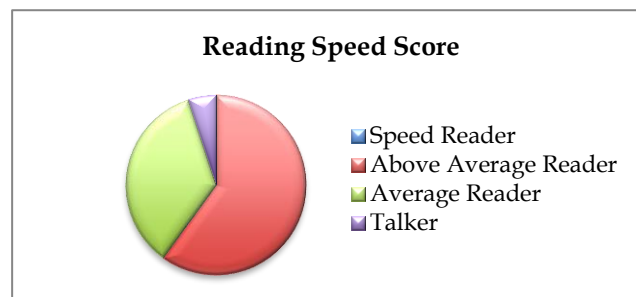


Figure 1. Presents student's Reading Speed Score

In According to the above graphic, just one student out of 20 falls into the Category of a talker, while seven students fall into the average reader category and the remaining 12 students fall into the above average reader category.

After students finish reading the discourse text, they are then asked to do the questions that have been given according to the readings that students have read. Measurement of students' reading comprehension is carried out using questions. In measuring reading comprehension, students simultaneously work on the questions that have been given. By dividing the total number of successfully read scores by the total number of questions, the ranking based on reading speed is determined. The results of the reading comprehension assessment can be summarized in the following way:

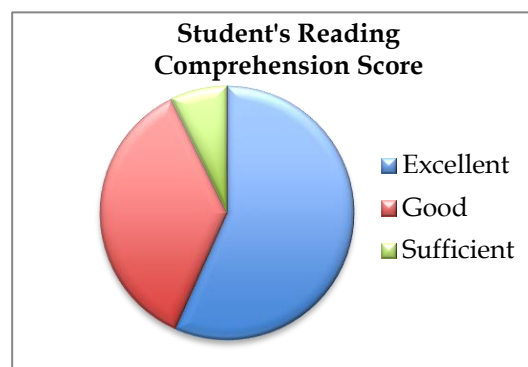


Figure 1. Presents student's Reading Comprehension Score

Looking at the picture above, it can be seen that out of 20 students, 2 students are a sufficient category, 7 students are category good, and 11 students are category excellent. For the fairly sufficient and poor category, no one falls into this category.

After measuring speed reading and reading comprehension, it will get from both tests. Furthermore, it will correlate the data of the two using product moment correlation accessed using

IMB SPSS Statistics 26. The extent of the relationship between reading comprehension and speed reading, as depicted in this fruit table, will then be determined.

Table 4.
Correlation of Reading Speed and Reading Comprehension

		Reading Speed	Reading Comprehension
Reading Speed	Pearson Correlation	1	.135
	Sig. (2-tailed)		.571
	N	20	20
Reading Comprehension	Pearson Correlation	.135	1
	Sig. (2-tailed)	.571	
	N	20	20

The correlation test seeks to ascertain how closely related variables are, as reflected by the correlation coefficient (r). This table shows that the correlation between reading speed and comprehension has a significance value of 0.571. To put it another way, reading, and rapid reading are related. As a result, with a Pearson value of 0.135, the relationship between reading comprehension and speed reading is weak.

Based on the data from the test performed so far, the correlation coefficient (r_{xy}) between reading speed and comprehension is 0.571. Although the data acquired indicates a relationship in the lowest category, the results indicate a positive (+) relationship between reading speed and understanding. Less significant relationships developed were influenced by reading speed and reading achievement. Several factors affect students' low scores, such as heated discussions and the fact that students are unaware of the tasks that measure their reading skills, which makes the reading process difficult for students. The reading habits of students are another element that influences their reading comprehension and speed. A student's reading habits since childhood can shape their reading habits.

Reading habits that can affect students' reading comprehension can be observed when students read the researcher's texts, including voices, i.e. reading aloud or whispering, and lip movements from words spoken through the mouth by moving the lips. Reading habits you can watch, head movements, finger pointers, regression, and sub-vocalization. And from the results of observation after observation, it can be seen that the difference between the lip and head movements often occurs when students read texts. Soedarso (2006: 5) found that reading in students at a young age leads to reading habits that can affect reading, such as speech, lip movements, verbatim, pointing words, head moving from side to side, and the word repeated. . He would go back and read one word at a time.

According to Samniah (2016), numerous factors influence students' reading comprehension, including awareness of their knowledge and skills, emotional attitudes that have an impact on them, the difficulty and readability of the reading material, as well as words and important knowledge points. Reading-related reading habits can be broken with practice. Kamalasari (2012) said there are 7 exercises, namely monitoring the speed of reading with the brain, training eye speed, training eye width, vision, training eyes, breathing, and exercise. Speed reading improves reading comprehension. According to Jumaidi et al (2013), speed reading students can be trained with specific skills such as skimming and scanning techniques to help students read fast.

In addition, according to Bader in Sari (2017), there are many ways for students to acquire good reading skills. These include the ability to combine, that is, the ability to understand one word in another to create a new meaning; conceptual ability, that is, to understand abstract concepts in different forms; Syntactic ability, that is, the ability to understand the structure of words; semantic ability, the ability to understand the meaning of sentences and understand comprehension or reading.

On the other hand, there is a 0.135 percent chance that reading comprehension and speed will be correlated. As a result, Reading speed and comprehension can be said to have a positive connection (+), which indicates a weak correlation. This is due to the fact that the statistics on reading comprehension and speed are still insufficient, which has an impact on their significance.

Reading comprehension and pace of reading are correlated. However, the proportional value is relatively minor, according to research and discussion findings. The category reveals a student's reading skills in semester 3 in English at UIN Fatmawati Sukarno Bengkulu are still subpar. Reading speed and comprehension scores are also crucial. As a result, it's essential to create instructional strategies that can develop pupils' comprehension reading abilities, such as speed reading or comprehension reading.

Grade A pupils at Uin Fatmawati Sukarno Bengkulu in semester 3 displayed a positive relationship (+) between reading speed and reading comprehension, per research and psychological test results. This is demonstrated by finding a correlation coefficient of 0.571, which indicates that the link falls under the heading of good behavior. As a result, it may be said that reading comprehension and speed have a relationship. The reading comprehension and speed results for student A for semester 3 are quite poor, per the interpretation of the relationship's results. With a calculation of 0.135, UIN Fatmawati Sukarno Bengkulu Despite having a strong association is considered to be of low priority.

Poor reading comprehension is one of the things that can have an impact on students' reading comprehension. Such elements include sounds: reading aloud or whispering, lip movements to say a word by moving lips, head movements, finger movements, retracement, and sub-vocalization. And from the results of observation after observation, it can be seen that the difference between the lip and head movements often occurs when students read texts.

CONCLUSION

Class A students at Uin Fatmawati Sukarno Bengkulu in semester 3 demonstrated a positive relationship (+) between reading speed and reading comprehension, according to research findings and psychological testing. The correlation coefficient of 0.571, which indicates a positive link with a correlation value of 0.135, serves as an example of this. According to the interpretation of the correlation coefficient, the reading speed and reading comprehension of English A semester 3 students have a modest but significant association, indicating that there is a positive relationship (+) between reading speed and reading comprehension. As a result, it can be concluded that there is a positive relationship (+) between reading speed and reading comprehension.

From the results of the analysis, it is known that the characteristics that can affect students' reading comprehension are the characteristics of lip and head movements when students read. This study serves as an example for other studies that reading speed is not the only factor that can affect students' reading comprehension. Therefore, to provide the best learning solutions, especially reading, we need to pay attention and be aware of the differences. As well as, we have to look at the number of samples we took in the study.

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