

THE CORRELATION BETWEEN STUDENTS' READING SPEED AND THEIR READING COMPREHENSION (A CORRELATION STUDY IN THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL MAN 3 BANYUWANGI)

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Abstract: The Correlation Between Students' Reading Speed And Their Reading Comprehension (A Correlation Study In The Eleventh Grade Of Senior High School Man 3 Banyuwangi). In this research, the researcher investigated wheter or not there was any significant correlation between reading speed and reading comprehension of the eleventh grade students of MAN 3 Banyuwangi in the 2020/2021 academic year. If there was any significant correlation between variables, the researcher wants to know how far the correlation was exiting between the variables. To answer the problem of the research, the researcher formulates the hypothesis which says that there is any significant correlation between reading comprehension achievement and writing skill of the elevent grade students of MAN 3 Banyuwangi in the 2020/2021 academic year. Furthermore, the researcher used proportional random sampling by slovin method to take the sample. Meanwhile, the respondents were the elevent grade students of MAN 3 Banyuwangi in the 2020/2021 academic year. To analyze main data, the Pearson Product Moment was used to prove whether or not there was any significant correlation between reading speed and reading comprehension. The result of the statistical calculation should be consulted to the critical value table product moment with the level of significance 5% with N=31. The critical value table is 0,355. Meanwhile, the value of statistical calculation was 0,744. It can be said that the null hypothesis was rejected and the alternative hypothesis was accepted since the r statistic (0,744) was proved to be higher than the critical value table (0,355), So, it can be concluded that there was any significant correlation between reading speed and reading comprehension of the eleventh grade students of MAN 3 Banyuwangi in the 2020/2021 academic year.

Keywords: *Correlation Reading Speed , Reading Comprehension*

Introduction

Reading is one of four skills in learning foreign language. Four skill of foreign language is reading, listening, speaking, and writing. Researcher want to the research about reading. Reading is a very important activity because it can increase knowledge and information. Knowledge and information can get from read the book, magazine, newspaper. Actually all kinds of information and knowledge are obtained from reading. Grabe in Budhiarso (2006:27) define that reading is interactive process of combining textual information with the information a reader brings to a text. It is a basic for a student's success in school and indeed throughout life. The ability to read well and reading habits students will be blind knowledge and information.

In the language class of education the ability to read is very important. Reading ability students must be demanded to be able to read well one of the challenges for them. Reading is expected to understand the purpose of reading analytically and critically. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). Based on the statements above, reading is a thinking process that involves guessing, predicting, checking and one self-question to get information from the text.

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). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. As readers mature in their comprehension skills, they are able to progress efficiently from the stage of learning to read to the ultimate goal of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005). So, reading comprehension is productive and expressive psychic that is used by the writer as a way to extend the ideas to the reader.

Most of student thinks that reading is not interesting, boring, and lack motivation in reading text. Students only read the text because of teacher's instruction to answer the question of the text. Properly, the students should motivate themselves to be good readers and realize that reading is important. Duffy (2009:5) defines that real readers do something with what they read. The student thinks reading is important when students use reading to achieve a goal important to students, to achieve a purpose of students, or to answer the question they want to answer. In short, they are motivated to read when reading empowers or enriches students.

Reading achievement is something that has been gotten by effort. Dealing with achievement, Hughes (2003:12) says that achievement is related to test that is done to discover how successful students have been in achieving the objective of a course of study.

Reading comprehension achievement in this research focuses on the students reading comprehension achievement in understanding word, understanding sentence, and understanding paragraph.

Reading speed is strategy that can handle learning teaching process in reading comprehension. Nation (2005:24) argues "Reading Speed is affected by range of factors including the purpose of reading, and the difficulty of the text". It shows that students will exited on reading a paper because they find the difficulties of the text such as the vocabulary, grammatical construction, discourse, and background knowledge. This is an important role of the teacher to guide the students in applying this strategy.

In the previous research that was conducted by Macalister's (2010) findings about speed increase transfer to other types of texts substantially increased students speed reading on the texts. Another previous research that was conducted by (Chang, 2010; Fuchs et al., 2001; Stanovich, 2000) and reinforced the benefits of the reading speed course in that it helped the students not only to improve their reading rates but also their comprehension.

Considering the results of previous research, that is successful in applying Reading speed strategy, the researcher is interested in conducting this strategy in teaching reading. Previous the research applying Reading speed strategy was conducted at senior high school. Now the researcher wants to investigate the effect of using this strategy in Senior High School to teach reading comprehension

From the explanation above, researcher can infer that reading speed and comprehension are productive and expressive activities which need a thinking process. In this research, the researcher wants to know the correlation between students' reading speed and their reading comprehension (A correlation study in the tenth grade of senior high school MAN 3 Banyuwangi in the 2020/2021 academic year).

Theoretical framework

Researchers will conduct research in class XI at MAN 3 Banyuwangi. Based on the results of interviews with English teachers, student XI had difficulty reading English. And the researcher conducted an initial test of the students in the XI, apparently there were many who had difficulty in understanding the reading. The researcher wants to help teachers and students to build the reading skills of students XI by providing the Reading Speed and Reading Comprehension strategy.

Reading Speed and Reading Comprehension strategy is a learning strategy that step by step is very helpful for students in understanding a reading. This strategy Reading Speed and Reading Comprehension are one of the strategies used in this study to improve students' reading comprehension abilities. The step in this strategy is:

The teacher wrote the time on the board before giving out the readings. The readings were put face down so that the students could not start reading it before they were told to do so. When all the students had

been given a text, the teacher said "Go" and started the stop watch at the same time. The students read the text while the teacher was pointing at the time on the board. When finishing reading the text, the students looked up to the board to check the time they spent, recorded the time in the progress chart, and then answered the comprehension questions. After answering the comprehension questions, the students checked the answer key and recorded their comprehension score. Finally the students handed the teacher their texts and progress charts.

Reading Speed strategy is very effective to help students improve reading comprehension skills. This strategy is suitable for students and very interesting, giving motivation to students, making students active during the reading process. Supported by Martiarini Elyza (2013) stated Reading speed is a collection of reading methods that attempt to increase rates of reading without greatly reducing comprehension or retention, especially for improving students' reading comprehension of hortatory exposition text". From this research, Reading Speed and Reading Comprehension strategy can be an effective learning strategy for reading comprehension to improve student's reading comprehension ability of MAN 3 BANYUWANGI.

Hypothesis Formulation

Hypothesis is a prediction that may be true or false. It is used to predict the results of the research problem. Margono (2004: 67) says hypothesis is an answer while on research problems which

theoretically are considered the most perhaps or the highest level of truth. So, accuracy of the prediction certainly depends on the mastery of the researcher on the accuracy of the theoretical foundation and generalizations that have been read to reference sources when conducting a literature review.

Based on the review of related statements above, the hypothesis of this research is formulated as follows: "There is a significant correlation between reading speed and reading comprehension of XI student's at MAN 3 Banyuwangi". In this research will be used statistical analysis, the data will be analyzed by using formula. In this research, the hypothesis of the research is formulated as the use of Reading Speed strategy can build the class XI student's reading comprehension achievement at MAN 3 Banyuwangi.

Data Collection

The research design had to be decided to get valid data. The research design in this research used correlation research design. Based on Arikunto (2006:270) coefficient of correlation is statistical tool, which can be used compare the results of measurements of two different variable in order to determine the degree of association between these variable. Syamsudin and Damayanti (2006:25) state that the correlation study is used as the assessment of the relationship between two or more phenomena. From those statement, it has been restated that, a correlation study gave possibility to the researcher to

know how far the correlation of the critical variable.

In a research, object of the research was needed. While, in this research the critical variable were reading speed and reading comprehension of the grade eleventh student at MAN 3 Banyuwangi in the 2020/2021 academic year. The research design found out the correlation between the two variables.

The population that used in this research is eleventh grade students of MAN 3 Banyuwangi. Population eleventh grade XI IPS students are 133 populations. The sample using sampling method $n = N / (1 + (N \times e^2))$ by Slovin while the population was taken sample by using the margin error percentage calculating from the population. The sample taken 15,5% margin error of 133 population becomes 31. Based on the results, it has been taken 31 students of eleventh grade of MAN 3 Banyuwangi as sample of this research.

In this research, the researcher used achievement test. Test was kind of instruments that the data have been gained. According to arikunto (2006:150) test is defined as a set of question or exercise or the other instruments used to measure skills, knowledge, intelligences and the talent of an individual or group. From the definition, it can be inferred that deals with an instrument used to measure skills, knowledge, intelligence, achievement and talent of individual or group. In this case, it was used to know the students reading speed skill and reading comprehension. In constructing the test, researcher has used reading text and multiple choice.

Data Analysis

According to Sugiyono (2016), data analysis is an activity after the data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, compiling data based on variables from all respondents, presenting data for each variable studied, doing calculations to answer the problem formulation, and doing calculations to test hypotheses that have been proposed.

This research is included in the type of quantitative research, then the data analysis technique in this study uses statistics to test the truth of the influence of the variables X with Y. According sudjana (2005), statistics are a tool of knowledge related to the ways of collecting data, processing and analyzing it. Conclusion, presentation and publication of data in the form of numbers.

Data analysis techniques to test the hypothesis in this study using the product moment correlation statistical formula, this is used to determine the relationship of student reading speed and student reading comprehension class XI IPS MAN 3 Banyuwangi Academic Year 2020/2021. After calculating the product moment correlation formula, the results of r arithmetic will be compared with r product moment with a significant level of 5%, then the variable X with the variable Y has no relationship or the null hypothesis (H_0) is rejected. But if the result of r count is greater than r product moment with a significant level of 5%, then between variable X

and variable Y there is a relationship or hypothesis (H_1) is accepted.

Findings

The product moment result above show that the students' reading speed and reading comprehension skill was 0,744 than the results was consulted with the critical value table. According to Arikunto (2006:359), if the results is higher than the critical value table, it can be concluded that there is correlation. The value was higher than the critical value table. It can be concluded that there was any correlation between reading speed and reading comprehension of the eleventh grade students of MAN 3 Banyuwangi in the 2020/2021 academic year.

Pearson Product Moment formula has been applied to test the hypothesis. The value of the formula was consulted with critical value table of the Product Moment (r) with the significant level 5% which the respondent (N) was 31. It has been used to know whether the value significant or not.

The result of statistical calculation showed that the coefficient correlation (r) between "X" variable and "Y" variable was 0,744. On the critical value table of Product Moment show that the value is 0,355 for N=31. The coefficient correlation calculated statistically was significant. The result of coefficient correlation was higher than the critical value table. Consequently, the null hypothesis was rejected. It means that the alternative hypothesis was accepted. It can be conclude that, there was any significant correlation between reading speed and reading comprehension skill of the eleventh grade students of MAN 3 Banyuwangi in the 2020/2021 academic year.

Conclusion

After conducting the research, the researcher found the results of data analysis showed that there was any significant correlation of variable namely: reading speed and reading comprehension skill. The calculating result showed that the value of coefficient correlation (r) was higher than the critical value table of Product Moment with the level 5% and N=31. The result showed that the statistical value was 0,744. It was higher than the critical value (0,355). Consequently, the alternative hypothesis was accepted. From the result, it can be concluded that there was any significant correlation between reading speed and reading comprehension of the eleventh grade students of MAN 3 Banyuwangi in the 2020/2021 academic year.

From the result of this research, there was correlation between reading speed and reading comprehension. Developing students' reading speed has relation in students reading comprehension. It means that a student who has good mark on reading skill will also have good grade on reading comprehension. In the other hand, a student who has a bad mark on reading speed also have bad on reading comprehension.

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