

AN ANALYSIS OF STUDENTS' READING SPEED OF RECOUNT TEXT AT X GRADE SMK PLUS KARYA BAKTI PERTIWI

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Abstract

This research analyzes students' reading speed of recount text at tenth-grade students of SMK Plus Karya Bakti Pertiwi. The researchers used qualitative descriptive method to analyze the data. The subject of this research was 30 students of eleventh-grade students in SMK Plus Karya Bakti Pertiwi. The instrument in this research was a reading test of recount text. The researchers used a stopwatch to count the time while students were reading the text. Based on the reading speed test, the typical speed of reading students revealed that three students could read 100-149 words per minute (wpm) in slow category, and other 27 students can only obtain 50-99 wpm in very slow category. In summary, the skill of reading speed students at X grade in SMK Plus Karya Bakti Pertiwi was very slow.

Keywords: Reading Speed; Recount Text; Students in High School

INTRODUCTION

Reading is one of the most critical abilities skills in language skills. Reading skill is a critical tool in acquiring information. Reading skills enable one to see knowledge and insight. Reading is one of the main doors to access science, which this knowledge will be fully understood throughout the teaching process. Reading has been effective in improving humans through the educational process (Hamid, 2016). According to Martiarini (2013), reading is a process that readers engage in in order to obtain the writer's message via the medium of words/written language. A process that necessitates the visual recognition of a set of words that form a whole and the knowledge of the meaning of individual words. A student, in the process of reading, must be able to master reading skills. For example, students who receive knowledge from their teachers are obtained from listening orally, and sometimes the time provided is limited. Meanwhile, outside of that, books, magazines, newspapers, and magazines are vast sources of knowledge. For this reason, students or anyone need to read books or other writings in various media. There is no difference between reading a newspaper and a textbook or even reading comics. However, each requires a different level of concentration and speed. To be able to read effectively, the student must understand the purpose of a textbook. Reading is done to obtain information, insight, or entertainment. One reading activity that needs to be trained in students is speed reading (Wardani, 2014). Speed reading is a reading skill that prioritizes speed without neglecting its understanding. Based on Mikulecky and Jeffries (2007), speed reading is an important component of instructional reading performance. Reading speed is usually calculated by the range of phrases read per minute, decided by several factors, including a reader's cause and level of knowledge and the relative hardness of the text. A great calculated speed of reading is approximately at 300 words per minute (Nation & Soullière, 1991). Students can test their reading speed by reading various of text, and one of them is reading a recount text. According to Apsari (2017), a recount is a spoken or written form of an event in the past. Therefore, the

definition can be inferred that recount text is a type of text that retells an incident or activity of the past. Speed reading is a method that may be used to enhance the reading behaviour of the students to read. The technique concerned consists of chunking and decreasing subvocalization (Martiarini, 2013). On the other hand, reading speed is measured by the number of words that someone have read and the comprehension of the reading content (Irawan et al, 2015). According to Wardani (2014), there are three categories of reading, they are: Auditory reading. It is where the phases are heard out loud and are quicker. Readers are required to read up to 450 words per minute; Visual reading. The reader must recognize the word manner instead of making a sound or making what is read audibly. It is the main reading type on phrases of speed. Readers score up to 700 wpm; Mental reading. It is also known as subvocalization and involved making an inner sound of a person's words while reading it to themselves. It is the slowest style of reading and is demonstrated by intelligent people who read at a rate of 250 words per minute. According to Wardiman (2008), recount text tells the reader of history, motion, or activities. It aims to entertain or tell the reader. A recount is the unfolding of a sequence of sports overtimes. Its miles are used to tell past spots for information or entertainment. Its attention is on a sequence of sports. It usually begins with an orientation.

Based on Wardiman (2008), a recount text has a generic structure or text organization and language feature as follows: Orientation tells who was involved, what happened, wherein the occasions device place, and while it happened; Events (events 1 and 2) inform what passed off and in what sequence; Re-orientation, include elective closure of even or ending.

Based on the elaboration above, the researchers are interested in analyzing students' reading speed skill of recount text. Some previous studies had conducted the same topic. First, a research conducted by Wijaya (2018). The study was aimed to investigate the correlation between students' reading speed level and their reading comprehension. The result showed no significant correlation between students' reading speed level and reading comprehension. Then, another research was conducted by Ismawati (2019). The objective of this study was to find out whether or not there was a correlation between reading comprehension and reading speed. Based on data analysis, there was a correlation between reading comprehension and reading speed for the eighth-grade students. Furthermore, a study conducted by Wahyudi (2018) revealed that by using speed reading technique, students' reading comprehension skill was improved. Additionally, a study conducted by Humaira et al. (2017) discovered that there is a correlation between kids' fast reading ability and their ability to comprehend what they read. Last, a research conducted by Durukan (2020) which investigated the influence of speed reading practice on students' reading comprehension skill. The findings showed that there was a significant improvement of students' reading comprehension ability by using speed reading practice. Based on the elaboratio, it can be stated that speed reading can be used to analyze students' reading skill. Although numerous prior studies have been conducted on speed reading, this research takes a unique approach. Speed reading research is typically conducted during the teaching and learning process at schools. However, in this study it was conducted during the school from home (SFH) period. As a result, all data gathering activities were conducted online from the comfort of each student's home.

METHOD

The researchers used descriptive qualitative as the method. According to Cresswel (2003), qualitative descriptive research describes conditions in their natural state, without intervening or manipulating the variables under study. Thus, this sort of qualitative descriptive research focuses on data collection in its natural state. This research was conducted in SMK Plus Karya Bakti class X on 20 April 2021. In this research, the researchers used a reading test as the research instrument. The subject of the research was 30 students. Since all of the learning

activities conducted online, the authors gathered the data by using WhatsApp as the learning tool. Before the researchers took the data, the researchers explained the concept of speed reading to the students. Next, the researchers gave the recount text to the students to read the text, and then students were asked to read within 5 minutes, while the researchers started to calculate by using a stopwatch. The activities were carried out by using video call feature. The reading text can be seen below.

Table 1. The Reading Test

“Study Tour to Bogor and Bandung” <i>“I went to bogor with my teachers and my friends. It was a study tour actually. Study tour was held when I was junior high school. That was my first time I went to Puncak, Bogor. My teacher, my class friends, and I were in the same bus. We left our school at 10 p.m. trip to Puncak from Cirebon was about 7 hous. After 7 hours on the way, finally we arrived in Bogor. It was about 5.00 Am. We stopped in a mosque to pray first. Some of my friends took a bath in the mosque. But, I just brushed my teeth and washed my face because there was was so cold. It made me lazy to touch the water. After that, we went to a restaurant to have a breakfast. I was so hungry. Then, we went to Taman safari Bogor. We saw animal collection there. The animal collection was very complete. In taman safari, every Sunday there was an animal circus and fortunately we visited Taman safari on Sunday. So, we could watch the animal circus there. The animal circus was very funny and made us entertained. After watched the animal circus we went back to the bus and we we went to the villa to take a rest. In villa I and my friends swam together. In the next day, we left bogor to visit Bandung. The journey from Bogor to Bandung was abut 3 hours. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at bandung. In Bandung, we visited Cihampelas. Cihampelas was a very busy street. There were so many factory outlet there. We used that moment to buy some clothes and souvenirs there. After From Cihampelas. We went home to our city. Study tour made me very tired, but I was very happy because I could spend many time with my friends.”</i> Retrieved from: “11 Contoh Recount Text Pilihan” https://recounttext.blogspot.com/2017/10/recount-text-study-tour-to-bogor-and.html

The data were classified into very fast, faster, medium, slow, very slow levels in the calculating process. This standard was driven from the usual international standard for senior high school reading fluency (Wardani, 2014). A word or words that are mispronoun by students still count into words per minute category (Jufri, 2019). Then the students’ scores were categorized into the following level of classification as following the table (Kurniati et al, 2015).

Table 2. Range of Students Reading Speed

Words score (wpm)	Ability Level
250-299	Very fast
200-249	Fast
150-199	Medium
100-149	Slow
50-99	Very slow

Students who reach 250 until 299 words per minute is categorized into a very fast reader. Below that, students will be considered fast readers if they can read up to 200 until 249 words per minute. Furthermore, students will be categorized as medium readers if they can read 150-199 words per minute. After that, students who read 100-149 words per minute will be categorized

into slow readers. Last, students are classified into very slow readers if they can only read 50-99 words per minute.

RESULTS AND DISCUSSION

Results

In measuring the reading speed, two aspects need to be measured, namely reading speed and word pronunciation. Both aspects can be measured by the number of words read by students with correct pronunciation divided by the total reading time multiplied by 60 seconds (Nurhadi, 2010).

$$\frac{\text{point gain}}{\text{Total reading time}} \times 60 \text{ seconds}$$

The following are the results of the reading speed test:

Table 3. The Result of Students Reading Speed Test

Students	Total score (wpm)	Quality
1	77	Very slow
2	65.5	Very slow
3	101	Slow
4	75	Very slow
5	85	Very slow
6	100	Slow
7	90	Very slow
8	87	Very slow
9	66	Very slow
10	89	Very slow
11	88	Very slow
12	75	Very slow
13	67	Very slow
14	71	Very slow
15	81	Very slow
16	99	Very slow
17	76	Very slow
18	69	Very slow
19	100	Slow
20	98	Very slow
21	62	Very slow
22	88	Very slow
23	68	Very slow
24	74	Very slow
25	81.5	Very slow
26	89	Very slow
27	74	Very slow
28	95	Very slow

29	60	Very slow
30	70	Very slow

To make it easier to describe, the researchers divided it into ranges based on the score calculation of the test. They are described below:

Table 4. Range of Students Reading Speed

No	WPM	Frequency	Ability Level
1	250-299	0	Very fast
2	200-249	0	Faster
3	150-199	0	Medium
4	100-149	3	Slow
5	50-99	27	Very slow
	Total	30	

From table 3 above, it can be seen that the student's reading speed is very slow. Most students read 50-99 words per minute, while three students read 100-149 words per minute.

Discussion

Based on the findings, only three students reached the slow category, and 27 students reached the very slow category. Most students were categorized into slow reader category because of two factors: internal and external. The internal factor was that they were not used to read an English text, which was caused by the lack of their interest in reading. Meanwhile, the external factor was their low anticipation in learning activity while they were reading the text. This problem occurred because the learning activities conducted online, which reduced their motivation in learning. This is in line with Jose & Raja (2011), who stated that there are two factors of students' reading speed: internal and external factors. The internal factor is related to reading habits from childhood, such as moving the head, pointing with fingers, reciting, reading silently, repeating words that have been read. Meanwhile, external factors are related to the atmosphere and comfort of the environment around the readers.

CONCLUSION

This research analyzes students' reading speed of recount text at tenth-grade students of SMK Plus Karya Bakti Pertiwi. Based on the results, it can be concluded that students' reading speed with recount text was very slow. It means that students at SMK Plus Karya Bakti Pertiwi grade X have problems with reading speed. From 30 students, only three students can read 100-140 words per minute. Therefore, they were categorized into the slow level readers. Moreover, 27 students got 50-99 words per minute, so they were categorized into very slow reader category. Therefore, students need to do a lot of reading practice to overcome this problem. The teachers also should teach more vocabulary, which is a fundamental component in reading.

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