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The Correlation between Reading Speed and Reading Comprehension of the Second Semester Students of IIK Pelamonia Makassar

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Abstract

This research aims at finding out the correlation between reading speed and reading comprehension of the second semester students of IIK Pelamonia Makassar. This research deals with the correlation between reading speed and reading comprehension. There are two steps of activity, reading speed means use time efficiently and reading comprehension means understand the passage. The population of this research was the second semester of Pharmacy major at IIK Pelamonia Makassar which consisted of four classes. The researcher took only one class as the sample, Class A which is consisted of 30 students. The investigation shows that the coefficient correlation of the two variable (rxy) is worse than the critical value or (r), r < critical value of (r) with (N) = 30 on 99 % level of significance is 0.361. It mean that there is no significant correlation between reading speed and reading comprehension of the second of Pharmacy major at IIK Pelamonia Makassar .

Keywords: *Correlation; Reading Speed; Reading Comprehension*

Introduction

In general, people intend to be able to read and understand English text because many scientific books are written in English. And nowadays, many students are not interested in reading some books. They like watching television rather than reading book. Especially for students of Indonesia, they avoid reading some books and enjoy watching television. This problem is faced by many teachers and students who are not fluent in English. One of the difficulties encountered by the students is how to remember what they have read. So far, most of the students still cannot read well. This seems to be very serious not only for the students but also for many teachers. Many students are still difficult to understand the message of reading materials because they do not have enough vocabulary. By reading, someone will know many things. Obviously, a student who wants to develop his/her knowledge should have an ability in reading. Efficient reading involves two components, namely: first, understanding what the written passage means and the second is doing it in a short period of time. Many students think that the only way to become more efficient is to read faster. They believe that slow teaching is poor reading. They want to increase their speed without losing comprehension. Realizing the importance of reading referring to the development of science and technology, the writer is interested in writing one of the skills of English, namely reading. In addition, the writer is interested in writing about the correlation between reading speed and reading comprehension. According to Soedarso (2004), reading speed does not only emphasize on how much of the reader can read in each minute but also on how far the message is gained. It is not considered as reading, if it is

not followed by comprehension. It means more time we use to read, more information we gain. The reader by two increase their reading speed and also reading comprehension. The average adults usually read this same paragraph at the rate of approximately 200 words per minute, the average high school students read it at the rate of about 250 words per minute, the average college students in graduate school would read it about 400 words per minute. Many teachers state that the ability of the readers of English as foreign language to read speedily is low. Their reading speed is still below the standard 200 words per minute.

Venezuela in Bell (2019:1) found that students increased their reading speed on average from 120 to 170 words per minute, (50% increased), after following a course based on combination of timed and faced readings. However she also noted a slight drop in comprehension over the same period, from 78% to 67%. Unga (1997:4) in her research tried to find out the ability of third year students of Department of culture of SMU 1 Maros in comprehending the passage through speed reading and to find out some factors that hamper the students in reading the text speedily. She concludes the third year students of Department of culture of SMU Negeri 1 Maros still low in reading speed and comprehension. Khairul (2007), in relation to the development of students' interest to read English materials, he concluded that the lack of English reading materials, the difficulty in comprehending and the lack of vocabulary are the main problems that influenced the interest of the students of SMU Negeri 1 Bulukumba to read English materials. Yanilia (2006) states that many English students fell that English is difficult, sometimes they lack of interests if the methods of teaching English suitable for the students, they will enjoy learning and if they enjoy learning they can develop their abilities in English. Based on the research above, the writer assumes that students' reading comprehension is still poor. If the teaching English is to be successful, the students will need more various techniques in learning in order to be successful in comprehending English materials.

Method

This research used descriptive method. It describes the data of the correlation between reading speed and reading comprehension. The population of this research was the second semester of pharmacy pogram study at IIK Pelamonia Makassar which consisted of four classes. The researcher took only one class as the sample, Class A which is consisted of 30 students. They were taken using purposive sampling technique under consideration of the excellence of the students. In collecting data, the researcher used reading text and test as instruments. The reading text was used to measure the students' reading speed. And the reading test is reading comprehension test which was used to measure the students' reading comprehension. The test was in form of multiple choices and consisted of 10 items. In collecting the data, the researcher gave text and tests to the secondsemester of pharmachy program study. Working on the reading speed test the students were given 3 minutes and working on reading comprehension test, the students were given 10 minutes. The last the researcher collected the result of the students' of both tests.

Technique of Data Analysis

Firstly, the data of reading speed is analyzed by using the formula:

$$\frac{\text{Number of the word have been read}}{\text{Amount of time used}} \times 60 = \text{WPM}$$

(Soedarso, 2002)

Table 1: Level of Reading Speed

WPM	Level of Reading Speed
100-150	Very Low
150-200	Low
200-250	Average
250-300	High
300-350	Very High

(Neale,1999)

Second is the researcher analyzed the data of reading comprehension by using the percentage technique such as follow:

$$\frac{\text{The correct answer}}{\text{Total number item of question's}} \times 100 = \text{.....\% Comprehension}$$

(Soedarso,2002)

Table 2: Reading comprehension Score

Classification	Score
Excellent	10
Very Good	8-9
Good	6-7
Fairly	4-5
Poor	2-3
Very poor	0-1

(Gay, 2013)

To know the mean score of each variable the following was used :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

X : Mean score

$\sum x$: Total score

N : Total sample

(Gay, 2013)

To make the researcher easier to analyze the data correlation, she used product moment analysis, the data are group from the highest to the lowest.

To know the degree of correlation between the reading speed and comprehension, it is used the person's product moment analysis. The formula is as follows :

$$r_{xy} = \frac{N\left(\sum xy\right) - \left(\sum x\right)\left(\sum y\right)}{N\sqrt{\left(\sum x^2\right) - \left(\sum y^2\right)}.\sqrt{N\left(\sum y^2\right) - \left(\sum y\right)^2}}$$

The words in the formula stand for :

r xy = Coefficient variable between variable 'x' and ' y'

$\sum x$ = The score of reading speed.

$\sum y$ = The score reading comprehension.

$\sum xy$ = Sigma product moment x and y

N = The number of the students.

(Gay, 2013)

To interpret the result of the data analysis, the researcher used the standard of correlation product moment (r) as in table.

R	Category
Between 0.800 to 1.000	Very High
Between 0.600 to 0.800	High
Between 0.400 to 0.600	Fairly
Between 0.200 to 0.400	Low
Between 0.000 to 0.200	Very low

To know the significance of correlation between reading speed and comprehension, the researcher used the table of the critical value of product moment ®.

IF : r xy > r table positive correlation

r xy < r table negative correlation

r xy = r table zero correlation.

(Gay, 2013)

Results

Findings

This part deals with the data analysis of the correlation between reading speed and reading comprehension as well as the result of the research.

The data Analysis of students Reading Speed Test

The following table shows the result of the students reading speed in words per minutes by using table classification and percentage.

Table 1: Classification and percentage rate of the Students' reading speed in words per minute

WPM		Level of WPM	Frequency	Percentage %
100	–	Very Low	-	-
150		Low	11	36.67
150	–	Average	13	43.33
200		High	6	20
200	–	Very High	-	-
250				
250	–			
300				
300	–			
350				
Total			30	100

Based on the table above, shows that the frequency and percentage of the students' reading speed in word per minutes from this table it can be seen that there were 11 (36.67 %) students' got lower level, 3 (43.33 %) students' got average level and 6 (20 %) students' got high level.

The Analysis of Data Collected Through the Comprehension Test

Table 2 : Classification and Percentage Rate of the Students Reading Comprehension

Classification	Frequency	Percentage %
Excellent	-	-
Very good	14	46.66
Good	12	40
Fairly Good	4	13.34
Fair	-	-
poor	-	-
Total	30	100

Based on the table above shows that the rate percentage and frequency of the students' reading comprehension. This table, it can be seen there were 14 (466,66%) students got very good score, 12 (40 %) students got good score, 4 (13,34 %) students got fairly good score and none of them got excellent score poor score and very poor score.

The Correlation between Reading Speed and Reading Comprehension

The calculation shows that the mean score of the reading speed is 205. based on the previous classification this score was classified as a average score. The investigation shows that the coefficient correlation of the two variable (rxy) is worse than the critical value or (r), r < critical value of (r)with (N) = 30 on 95 % level of significance is 0.391. It mean that there is no significant correlation between reading speed and reading comprehension of the second grade students of SMA Negeri 5 Makassar.

Hypothesis Testing

The result of statistical analysis N = 30 its found that the critical value of (r) = 0.391. So the researcher concluded the Null hypothesis is accepted and Alternative hypothesis is rejected.

Discussion

After analyzing the data, it is found that the reading speed of the second semester of parmachy program study at IIK Pelamonia Makassar in average level. This is because some of the students' lack of interest and sometimes they did not know about reading skill. In reading comprehension some of students' got good score and the others got bad score. This is because their vocabulary mastery still low and sometimes they are lazy to read carefully. After analyzing the data, it is found that the coefficient of correlation (rxy) is 0.343. To investigate whether this value is significant or not, the researcher consulted with the table or critical value or ® product moment or the basic of the 95 % level of reability with sample (N) = 30. It is found that the critical value of (r) with (N) = 30 and on the 95 % internal of reability is 0.361

The investigation shows that the coefficient correlation of the two variable (rxy) is worse than the critical value or (r), r < critical value of (r)with (N) = 30 on 99 % level

of significance is 0.361. It mean that there is no significant correlation between reading speed and reading comprehension of the second grade students of SMA Negeri 5 Makassar. This description of the data collected using he correlation between the reading speed and reading comprehension as explained in previous section shows that the reading speed and reading comprehension was in the average level of reading speed. It fact our reading comprehension arise if we read slowly. In other hand our reading comprehension decrease if our reading speed arise.

Conclusion

This part Having analyzed the data in the previous chapter, the researcher draws the following conclusion : The second grade students' of pharmachy major at IIK Pelamonia Makassar in average level. The Second students' of pharmachy major at IIK Pelamonia Makassar have poor ability in reading comprehension. It is showed by the mean score of 205 and They were average in reading speed. By using standard correlation of person product moment, shows that there was in negative correlation between the reading speed and the reading comprehension of the second grade students' of pharmachy major at IIK Pelamonia Makassar.

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