Improving Students' Reading Comprehension Skills Using the Speed Reading Method in Class V of SDN 37 Anduring, Padang City

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ARTICLE INFO	ABSTRACT
	The background of this research is the low reading comprehension skills of students and students' reading interest who are lacking in class V SDN 37 Anduring, Padang City. This study discusses how students' reading comprehension skills use the Speed Reading method in class V SDN 37 Anduring, Padang City. This study aims to improve students' reading comprehension skills using the Speed Reading method in class V SDN 37 Anduring, Padang City. The approach used in this study is a qualitative approach and a quantitative approach. In the Speed Reading learning approach, the activities carried out include: 1) Pre-reading, 2) While reading, 3) Post-reading. The place of this research was held in class V SDN 37 Anduring, Padang City, where there were 24 people. Based on the research results, it can be seen that the Speed Reading method in each cycle shows significant results. This can be seen in the pre-reading cycle I, the percentage obtained was 69.78% with sufficient criteria (C) and increased in cycle II, the percentage obtained was 89.95% with very good criteria (A). It can be said that the use of the Speed Reading method can increase students' reading comprehension skills. When reading cycle I, the percentage obtained was 67.91% with sufficient criteria (C) and increased in cycle II, the percentage obtained was 89.58% with very good criteria (A) based on the percentage it can be said that the use of the Speed Reading method can increase students' reading comprehension skills. After reading cycle I, the percentage obtained was 69.79% with sufficient criteria (C) and increased in cycle II, the percentage obtained was 89.16% with very good criteria (A) based on the percentage it can be said that the use of the Speed Reading method can improve skills reading comprehension of students. That: students' reading comprehension skills using the Speed Reading method increased from cycle I to cycle II with an average value of cycle I 69.16% and cycle II 89.98% increasing in class V SDN 37 Anduring Padang City.
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INTRODUCTION

Language is a communication tool used in everyday life. With language one can absorb information and interact with others. In the process of interaction, good language skills are needed, so that communication can run smoothly. For everyone, language skills are something that is very important, including for students. With good language skills, students will more easily understand the lessons being taught.

Reading is one of the skills that must be mastered by students in learning Indonesian. Ideally, reading should be a priority because as a student, students' daily activities are interacting with textbooks. Learning outcomes in each field of study can achieve the desired results if students have good reading skills. In addition, the current development of science and technology requires students to have high reading power. There are several things that readers need to do in order to read effectively. (1). Master the sentence structure, (2). Observe negative words, (3). Observe the connecting words in the sentence, (4). Observe the special printed words.

Reading comprehension is a reading activity to absorb information from the reading material and understand or know the implied meaning or meaning of the reading so that it can be conveyed properly to the reader. someone who does reading comprehension activities must master the language or writing used in the reading he is reading and be able to capture the information or content of the reading.

Speed reading in English means reading fast. According to Nurhadi in his book How to Improve Reading Skills, speed reading is a type of reading that prioritizes speed to manage the process of receiving information quickly without leaving an understanding of reading aspects. Nurhadi (in Rosmawati 2021: 123). The speed reading method is a reading technique that prioritizes speed without neglecting understanding. Speed in reading is associated with reading goals and needs as well as reading material by using speed reading techniques it is hoped that students can use their study time more efficiently. Seryaningrum (in Rosmawati 2021: 123). So, speed reading is a type of reading quickly by using eye movements, in order to get information in a short time.

METHODS

The approach used in this study is a qualitative and quantitative approach. According to Sugiyono (2015: 23) qualitative data is data in the form of sentences, words or pictures. Qualitative data is a description of the observer's comments on teacher and student activities during the learning process and observer comments on the lesson plan seen by the teacher or researcher. This type of research is Classroom Action Research (CAR). Therefore, according to the context, all the problems in this study originate from the practice of learning in the classroom. According to Suyadi in his book (2014: 14) concluded that "Classroom Action Research (CAR) is observation in the form of action on learning activities that are deliberately raised and occur in a class simultaneously".

This classroom action research was conducted at SDN 37 Anduring, Kuranji District, Padang City. The reason the researchers chose SDN 37 Anduring, Kuranji District, Padang City. This research was carried out in semester I of the 2022/2023 academic year from 3-5 October 2022, starting from planning to preparing a research report. This research was planned for two cycles, namely cycle I and cycle II. The subjects of this study were teachers and students in class V semester I of SDN 37 Anduring, Padang City. The parties involved in this research are: a. Researchers as practitioners (implementers of action) in class V SDN 37 Anduring, Padang City. b. Grade V students at SDN 37 Anduring Padang City consisted of 15 female students and 8 male students. c. Observer 1 (observer) is a class V teacher at SDN 37 Anduring Padang City and a colleague (observer 2). The research procedure consists of four parts: planning, action implementation, observation and reflection.

The research data was obtained from direct observation by researchers and assignments which were documented in each action learning process of reading comprehension skills in class V SDN 37 Anduring, Padang City. The data relates to the following matters: (1) The process of learning to read comprehension using the speed reading method at the pre-reading stage, (2) The process of learning to

read comprehension using the speed reading method at the current reading stage, and (3) The process of learning to read understanding by using the speed reading method at the post-reading stage. Sources of data in this study consisted of: (a) Students, to obtain data about the learning process and student activities in learning, (b) Class V students at SDN 37 Anduring, Padang City, to see the success rate of implementing/implementing reading comprehension using the speed method reading which includes the pre-reading stage, the reading stage, and the post-reading stage. In class V, (c) Colleagues and colleagues to see implementation in a comprehensive manner both from the perspective of students and practitioners.

Data in this study were collected using observation techniques, documentation, and research instruments. Analyzing data in research is a process of processing and interpreting data with the aim of placing various information according to its function so that it has clear meaning and meaning in accordance with the ultimate goal of research. The data obtained from this research data were analyzed using qualitative and quantitative data analysis. To analyze qualitative data on student learning outcomes using the completeness criteria obtained according to Julliana, S (2018: 4) with the following formula and success rate:

$$S = \frac{R}{N} X\ 100\ \%$$

Information

S : Expected value

R : Raw scores obtained by students

N : Maximum score

Table 2. Criteria for assessing completeness

Level of Mastery	Predicate	Letter Value	Weight
86-100%	Very Good	A	4
76-85%	Good	B	3
60-75%	Sufficient	C	2
Kurang 59%	Less	D	1

Source : Julliana, S (2018:4)

FINDINGS AND DISCUSSION

1. Discussion of Cycle I

The discussion in cycle I consisted of a) planning lessons using the Speed Reading method, b) implementing learning using the Speed Reading method, c) Improving reading comprehension skills using the speed reading method. The discussion of the first cycle of learning using the Speed Reading method will be further explained by the researcher, as follows:

a. Learning planning using the Speed Reading method

Based on the analysis of the data obtained, it can be seen that there is an increase in the reading skills of fifth grade students at SDN 37 Anduring Padang City in learning using the speed reading method. Before carrying out learning in the form of lesson plans, the lesson plans that have been prepared are in accordance with the characteristics of learning using the

speed reading method that have not been carried out properly, there are several things that must be considered for improvement in subsequent learning, namely displaying an image, giving worksheets to students, guiding students to work on worksheets, asking children to ask about parts of learning that have not been understood, providing reinforcement.

The RPP is prepared according to the stages of the Speed Reading method according to Arif (2020: 10) where there are steps in the Speed Reading learning method, namely: 1) determine the title 2) read the reading text and find the main idea 3) make several questions based on the reading text 4) work on LKS 5) make a summary based on the text that has been read.

In general, the steps that need to be taken by teachers in compiling lesson plans as explained by Permendikbud number 22 of 2016 are choosing core competencies (KI), determining basic competencies (KD), determining indicators, selecting appropriate materials, designing learning processes, and designing tools. proper props.

The results of the learning planning research (RPP) cycle I obtained 71.15% with good criteria (B), cycle II obtained 94.23% with very good criteria (A).

b. Implementation of learning using the Speed Reading method

Implementation of learning using the Speed Reading method can be realized as desired. Based on the implementation of cycle 1 learning, there are several deficiencies. The deficiencies found in cycle 1 are as follows:

1) At the beginning of the activity, the researcher did not explain the material and learning to be studied to students.

2) At the pre-reading stage, the researcher does not display pictures.

3) In the next stage, the researcher does not give LKS to students.

4) Do not ask children to ask about parts of learning that have not been understood.

5) Not giving reinforcement to students.

So the implementation of learning in cycle 1 is not perfect and has not worked well, because there are still steps from the speed reading method that are not going well, for example the teacher does not give student worksheets. Judging from the students' activities while participating in learning using the speed reading method, it can be seen that students have not dared to ask the teacher what they do not understand.

Based on the results of observations in the implementation of learning using the speed reading method, the teacher aspect in the first cycle of meeting I reached a percentage of 66.6% with sufficient criteria (C), in cycle I meeting II it reached a percentage of 75% with good criteria (B), while aspects students in the first cycle meeting I reached a percentage of 66.6% with sufficient criteria (C), in the first cycle meeting II it reached a percentage of 75% with good criteria (B).

Therefore, recovery is needed in learning or the next cycle, namely cycle II. Improvements that need to be made are: 1) maximize abilities in the learning process according to the lesson plan that has been prepared, 2) guide students wholeheartedly so that students are active in the learning process so that it is carried out according to what is desired, 3) provide motivation and enthusiasm to students so that learning becomes fun for students and active in class. This improvement will be carried out in cycle II so that the results of the implementation of learning are obtained as desired.

c. Improving reading comprehension skills by using the speed reading method

The results of the first cycle of research on improving reading comprehension skills using the speed reading method in class V of SDN 37 Anduring Padang City include: 1) the pre-reading stage 2) the reading stage 3) the post-reading stage.

Based on the analysis of the data obtained, there was an increase in students' reading comprehension using the speed reading method in class V SDN 37 Anduring, Padang City. In the first cycle of the first meeting, the average percentage obtained from the pre-reading assessment (predicting the information content based on the title and pictures in the form of worksheets was 69.78% with sufficient criteria (C). It increased in the first cycle of the second meeting to 78.75% with good criteria (B), whereas in cycle I meeting I the average percentage of students from the reading stage (finding ideas of reading texts read, and giving responses about reading texts read) in the form of LKS was 67.91% with criteria Enough (C) increased in cycle I meeting II to 79.16% with Good criteria (B) And in cycle I meeting I obtained an average percentage of 69.79.4% with Enough criteria (C) increased in cycle I meeting II to 80.20% with Good criteria (B).

2. Discussion of Cycle II

The discussion in cycle II consists of a) planning lessons using the Speed Reading method, b) implementing learning using the Speed Reading method, c) Improving reading comprehension skills using the speed reading method. The discussion of the second cycle of learning using the Speed Reading method will be further explained by the researcher, as follows:

a. Learning planning using the Speed Reading method

planning in cycle II is the same as cycle I, before carrying out the learning process in the form of lesson plans which are arranged based on learning characteristics using the Speed Reading method in the core activities section of the lesson plan. The results of cycle II learning planning research obtained 94.23% with very good criteria (A).

Overall it is good and in general the steps that need to be taken by the teacher in compiling lesson plans have been fulfilled, namely choosing core competencies (KI), determining basic competencies (KD), determining indicators, choosing appropriate material, designing learning processes, and learning methods that are appropriate. appropriate.

RPP is a learning operational plan that contains several related indicators to carry out in one or several meetings. The planning designed by the teacher is in line with the opinion of Hamalik (2012) which states that in designing a learning plan, the stages take place: 1) determine the status of the learning system, 2) formulate learning objectives, 3) design and carry out evaluation, 4) describe and review the tasks and 5) implement the principles of learning.

From the explanation above, it can be concluded that learning planning using the Speed Reading method is carried out in the class of SDN 37 Anduring, Padang City with very good criteria (A).

b. Implementation of learning using the Speed Reading method

Implementation of learning in cycle II using the Speed Reading method has increased compared to cycle I as follows:

1) At the beginning of the activity, the researcher explained the material and learning to be studied to students.
2) At the pre-reading stage, the researcher has displayed the picture.
3) In the next stage, the researcher has given LKS to students.
4) Have asked children to ask about parts of learning that have not been understood.
5) Has given reinforcement to students.

The results of observing the implementation of learning using the speed reading method, the teacher aspect in cycle II meeting I reached a percentage of 91.6% with very good criteria (A), while the student aspects of cycle II meeting I reached a percentage of 83.3% with very good criteria (A).

Based on the results of research in cycle II, the implementation of learning using the speed reading method has been carried out as desired. From the observations obtained in cycle II, the implementation of learning in cycle II has been carried out with very good criteria (A).

c. Improving reading comprehension skills by using the speed reading method

The results of the second cycle of research on improving reading comprehension skills using the speed reading method in class V of SDN 37 Anduring Padang City include: 1) the pre-reading stage 2) the reading stage 3) the post-reading stage.

Based on the analysis of the data obtained, there was an increase in students' reading comprehension using the speed reading method in class V SDN 37 Anduring, Padang City. In the first cycle of the first meeting, the average percentage obtained from the pre-reading assessment (predicting the information content based on the title and pictures in the form of worksheets was 69.78% with the Enough criterion (C), increased in the first cycle of the second meeting to 78.75% with good criteria (B), and experienced an increase in cycle II meeting I to 89.95% with very good criteria (A).Meanwhile, in cycle I meeting I the average percentage of students from the reading stage (finding ideas of reading texts that read, and provide feedback about the reading text read) in the form of LKS is 67.91% with Enough criteria (C), increased in cycle I meeting II to 79.16% with Good criteria (B), and experienced an increase in cycle II meeting I became 89.58% with very good criteria (A), while in cycle I meeting I obtained an average percentage of 69.79.4% with Enough criteria (C) increased in cycle I meeting II to 80.20% with Good criteria (B), and experienced an increase in cycle II meeting I to 89.16% with very good criteria (A).

**a. Recapitulation of increasing reading comprehension in pre-reading**
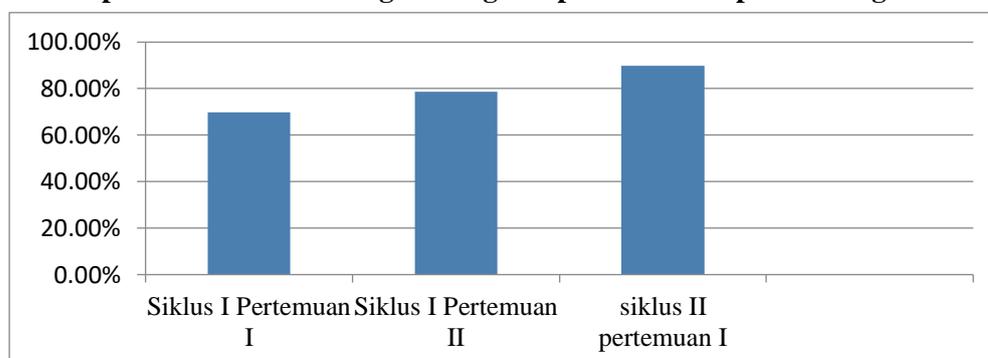
Graph 1.4 Prereading cycle I meeting I, cycle I meeting II, cycle II meeting I

b. Recapitulation of increasing reading comprehension while reading
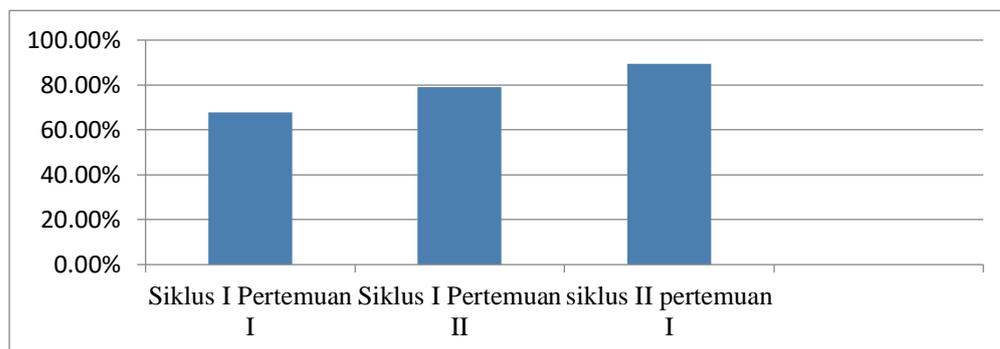
Graph 1.5 When reading cycle I meeting I, cycle II meeting II, cycle II meeting I

c. Recapitulation of increased reading comprehension in post-reading
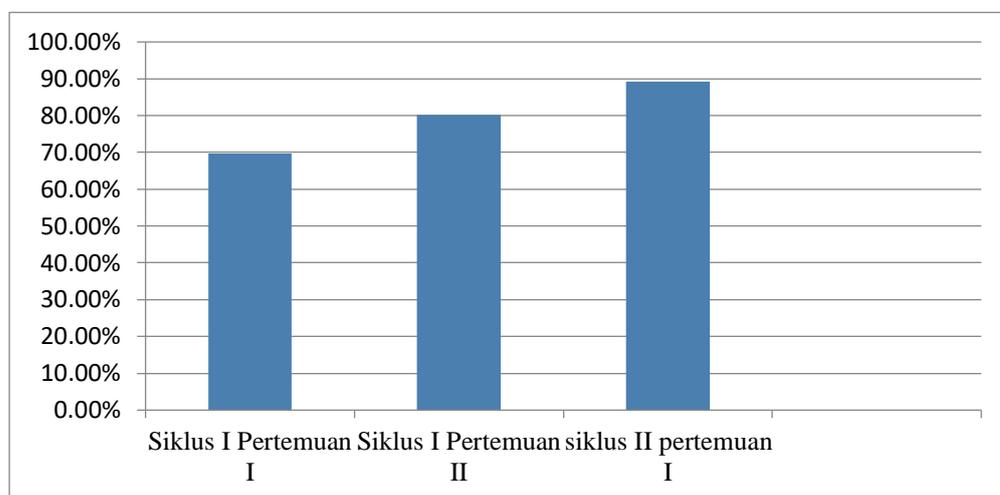
Graph 1.6 Post-reading cycle I meeting I, cycle I meeting II, cycle II meeting I

CONCLUSION

The conclusion from the results of improving reading comprehension skills using the Speed Reading method in class V SDN 37 Anduring Padang City is as follows:

1. Improving reading comprehension skills using the Speed Reading method in class V SDN 37 Anduring Padang City at the pre-reading stage of cycle I obtained a percentage of 69.79% with sufficient criteria (C) and increased in cycle II with a percentage of 89.95%, it can be said that the use Speed Reading method can improve students' reading comprehension skills.

2. Improving reading comprehension skills using the Speed Reading method in class V SDN 37 Anduring Kota Padang at the stage when reading cycle I obtained a percentage of 67.91% with sufficient criteria (C) and increased in cycle II with a percentage of 89.58% with very criteria good (A). Based on the percentage above, it can be said that the use of the Speed Reading method can improve students' reading comprehension skills.

Improving reading comprehension skills using the Speed Reading method in class V SDN 37 Anduring Kota Padang in the post-reading stage of cycle I obtained a percentage of 69.79% with sufficient criteria (C) and increased in cycle II with a percentage of 89.16% with very good criteria (A). Based on the percentage above, it can be said that the use of the Speed Reading method can improve students' reading comprehension skills.

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