



**THE CORRELATION BETWEEN READING SPEED AND  
READING COMPREHENSION OF ADVANCED CLASS STUDENTS  
OF NURUL JADID ISLAMIC BOARDING SCHOOL**

*Skripsi*

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## ABSTRACT

**Rahmatullah**, 2023. *The Correlation Between Reading Speed and Reading Comprehension of Advanced Class Students of Nurul Jadid Islamic Boarding School*. Skripsi, English Education Department, Faculty of Teacher Training and Education, Universitas Islam Malang. Advisor I:

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**Keywords:** reading speed, reading comprehension

This study explains the relationship between reading speed and reading comprehension among advanced students at the Nurul Jadid Islamic boarding school. The approach used in this study is a mixed method, with quantitative and qualitative data collection. The research subjects consisted of 31 advanced students at Nurul Jadid Islamic Boarding School. Furthermore, the data were analyzed using the SPSS application.

The results of the analysis showed a significant correlation between students' reading speed and their reading comprehension. However, the Pearson correlation value of 0.033 indicates that the relationship between the two variables is low. From these results, it can be concluded that the use of the speed reading method has some impact, both positive and negative, on students' reading comprehension.

The researcher suggested that teachers understand that each student has a different level of reading comprehension, but they can still be trained to increase reading speed without reducing awareness. It is also suggested that teachers design an engaging curriculum based on students' reading ability and use a variety of effective teaching techniques to improve their reading skills and comprehension.

## CHAPTER I

### INTRODUCTION

This introduction discussed and presented some important points, namely (1) Background of the Study (2) Statement of the Problem (3) Objective of the Study (4) Significant of the Study.

#### 1.1 Background of the Study

Reading speed can be implemented in teaching and learning English. According to Maksum (2023), the students have already had an interest in reading English books such as novels, English material, etc. Besides, they already have enough vocabulary to do reading speed. The reading speed is implemented in advanced classes to increase their vocabularies, exercise their pronunciation, and reduce their mother tongue when they are reading English text. Some previous studies have been carried out on the topic of reading speeds.

The first previous study was conducted by Durukan (2020), its goal was to investigate how secondary school students' reading speeds and comprehension skills were impacted by speed-reading instruction. Forty kids in the Trabzon province who are presently in the eighth grade of secondary school were the subjects of the study. This study used a pretest-posttest experimental design with a single group. Using SPSS 20, the dependent/independent groups t-test and

Pearson correlation coefficient were used to evaluate the data. The research revealed that in both the pre-test and post-test, female students exhibited a faster reading speed compared to male students. However, it is important to note that this disparity in reading speed did not reach statistical significance. This finding supports the perspective put forward by Gunes (1997) that female students generally read faster than their male counterparts.

The second study was carried out by Putri (2018), the goal of the study was to determine whether there was a significant connection between students' English reading motivation and speed. The study used a correlational study. Participants in the study were eighth graders from the 2017–2018 academic year at SMP Plus Terpadu Pekanbaru. However, with basic random selection, just 20 students' were selected as the sample. Consequently, the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. The obtained  $r_{xy} = 0.867$  is more significant than  $r_t$  with significance level  $0.01 = 0.561$  ( $0.867 > 0.561$ ), as can be shown, and reading motivation affected 75.17% of students reading speed and comprehension.

The third study was carried out by Khasawneh (2021), this study focused on examining how gender and instructional style impact reading comprehension improvement in English language learners with difficulties with learning and also how the reading speed considered helps in this process. An experimental design was employed in the study. There were eighty male and female students in the population sample. The mean scores of the students in the experimental and control groups changed significantly, according to the results. Additionally, the

results showed no gender-related variations in the students' mean scores. Based on the previous studies, they examined the reading speed.

According to Busan (2003), reading speeds could be regularly improved, and they could catch the information through reading. Most people read at a speed that falls between 200 and 400 words per minute, which is the normal range. The increased reading proficiency seen in the tachistoscropy classes was more likely the result of the students' intense motivation over several weeks, which allowed them to exceed the maximum limit of their normal range, than it was of the instruction. The basic concept of observation provides another explanation for why this strategy failed. Thus, students need some training to be able to do the reading speed well and continue to motivate the students. Reading speeds are indirectly close to one of the reading performances.

Reading performance refers to the types of texts in the reading test that can be read by the students while they are reading. Those are: (1) perceptive focus on the letters, words, punctuation, and other graphemic symbols. (2) selectively orders the students to ascertain one's reading recognition of lexical, grammatical, or discourse features. (3) interactive refers to identifying the appropriate feature. (4) extensive type is used for texts that are more than one page. These texts are examples: essays, professional articles, essays, novels, etc. (Brown, 2003). Those texts need to be done through reading speed to be able to catch the information. Therefore, extensive reading is closely related to reading speed, but reading speed is one of the strategies that can be used by teachers and students to increase reading comprehension skills.

According to Grabe (2009), when performed by proficient readers, reading comprehension abilities require complicated processes. It's true that reading for other goals, including learning and evaluation, is built on general comprehension processes. Because of the vast amount of time spent on automatic word identification, syntactic parsing, meaning construction, and text-building comprehension processes, reading comprehension evolves to the point where it seems effortless for readers. It is possible when we reading a great book, a news component, a magazine, or an engaging newspaper when we're relaxed. Therefore, reading comprehension is an activity to catch the information and understand the text well in a certain time through reading.

Reading is understanding the meaning by transferring it from the mind to the mind. It becomes information from the writer to the readers. Besides, the readers can take any interpretation of the words they read based on what they thought. The readers can explore how they get an understanding of the text by doing the reading (Nuttal, 1996). According to Alderson (2000), readers can also think about what they read, how the current information relates to the prior understanding, and what they hope in the next text. Besides, the student can assess how useful, boring, and even entertaining the text is. Therefore, reading is needed to be practiced to increase the students' insight. The previous studies did not examine the correlation between reading speed toward reading comprehension skills, and they did not research the Islamic boarding school. However, there are a lot of Islamic boarding schools that have won at some international competition level. It is necessary to do research to know how they could improve their English



in the teaching and learning process. Therefore, the researcher is interested in doing a study entitled "The Correlation Between Reading Speed and Reading Comprehension Skill at Advance Class Students of Nurul Jadid Islamic Boarding School."

### 1.2 Statement of the Problem

Based on the background of the research, the research question can be formulated into the following:

1. Is there any correlation between reading speed and reading comprehension skills among advanced class students of Nurul Jadid Islamic Boarding School?
2. How does reading speed help the advanced class students of Nurul Jadid Islamic Boarding School with their reading comprehension skills?

### 1.3 Objective of the Study

Based on the research problems above, this study has several objectives to describe as follows:

1. To find out the correlation between reading speed and reading comprehension skills among advanced class students of Nurul Jadid Islamic Boarding School.

2. To know how reading speed helps the students in the reading comprehension skills at advanced class students of Nurul Jadid Islamic Boarding School.

#### 1.4 The hypothesis of the Research

Based on the research problem above, the hypothesis of this research are:

H<sub>0</sub>: There is no correlation between reading speed and reading comprehension skills among advanced class students of Nurul Jadid Islamic Boarding School.

H<sub>a</sub>: There is a correlation between reading speed and reading comprehension skills among advanced class students of Nurul Jadid Islamic Boarding School.

#### 1.5 Significance of the Study

With this research, the researchers hope that it will be useful for readers and others as follows:

1. Theoretically

The results of this study are expected to be useful theoretical information in the knowledge of English learning strategy, especially in reading.

2. Practically

This study is expected to give more information for the teacher to improve reading skills through reading speed in the teaching and learning process.



## 1.6 Scope and Limitation of the Research

This study focuses on the relationship between advanced class students at Nurul Jadid Islamic Boarding School's reading comprehension abilities and their fast reading strategies. Only two variables, reading speed, and reading comprehension skills, are the subject of this study. The limitation of this research was the reliability is not identified, and the scores were taken directly without knowing the quality of the test.

## 1.7 Definition of Key Terms

To avoid misunderstanding, the researcher would like to define some key terms as follows.

**Correlation:** The relation between reading speed and reading comprehension skills.

**Reading speed:** One of the elements of reading speed, as well as understanding what is read, can be an indicator of a student's ability to read fluently. Using reading the text within a certain time can be done quickly, such as essays, novels, textbooks, etc. In a study by Sackstein and Spark (2015), different categories of readers are differentiated according to their reading speed: proficient, moderate, and slow readers. The researchers emphasize that individuals possessing different reading speeds show substantial discrepancies in their words-per-minute count, with a potential variation of up to 100 words per minute between adjacent categories of readers. Proficient readers showcase

a reading rate of 350 words per minute. This disparity in reading speeds underscores the diverse spectrum of reading abilities among individuals, with the observed variations having important implications for understanding and addressing different levels of reading proficiency.

**Reading comprehension skills:** An activity where the reader can absorb the information written by the author properly. Reading comprehension is the level of students' ability to understand what they read from the text, and texts that are often used to understand what they read are short stories. They are required to understand what they have read with the provisions of the time that has been given by the teacher.

**Advanced class:** The programs are designed to provide more challenging and specialized content to further develop students' knowledge and abilities. Advanced classes are usually taken after completing introductory or intermediate-level courses and are intended to propel students to a higher level of expertise in the subject matter. And to be able to enter the advanced class, there are several criteria that need to be fulfilled, namely achieving the graduation requirements set by the institution, including: Writing ability of 70, reading skills of 75, listening skills of 70, speaking skills of 75, and grammar of 70. Advanced classes aim to cater to individuals who are motivated and able to handle more demanding coursework.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter includes conclusions and suggestions related to the results and discussion of the research.

#### 5.1 Conclusion

Based on the result of analyzing data, it can be stated that there was a significant correlation between students' reading speed and students' reading comprehension. At this stage, the Pearson correlation value of 0.033 suggests that the correlation between these two variables is at a low level.

From the results of interviews conducted with the students, it can be concluded that the use of the reading speed method has both positive and negative effects on students' reading comprehension. The students who scored high in reading comprehension found that using the reading speed strategy helped them improve their reading skills. They mentioned that it made their brain work faster and enabled them to capture words more efficiently. They also believed that reading speed had the potential to enhance their vocabulary and overall comprehension of the text. On the other hand, students who scored low in reading comprehension expressed difficulties and confusion when using the reading speed method. They found it challenging to draw conclusions from the text and struggled with the implementation of the method.

Therefore, it can be concluded that the effectiveness of the reading speed method in enhancing reading comprehension may vary among students. While some students benefit from it and experience improvements in their reading skills, others find it challenging and require additional support and practice to fully grasp the benefits.

## 5.2 Suggestion

After reviewing the research findings, the researcher has made several suggestions as follows:

1) For teachers

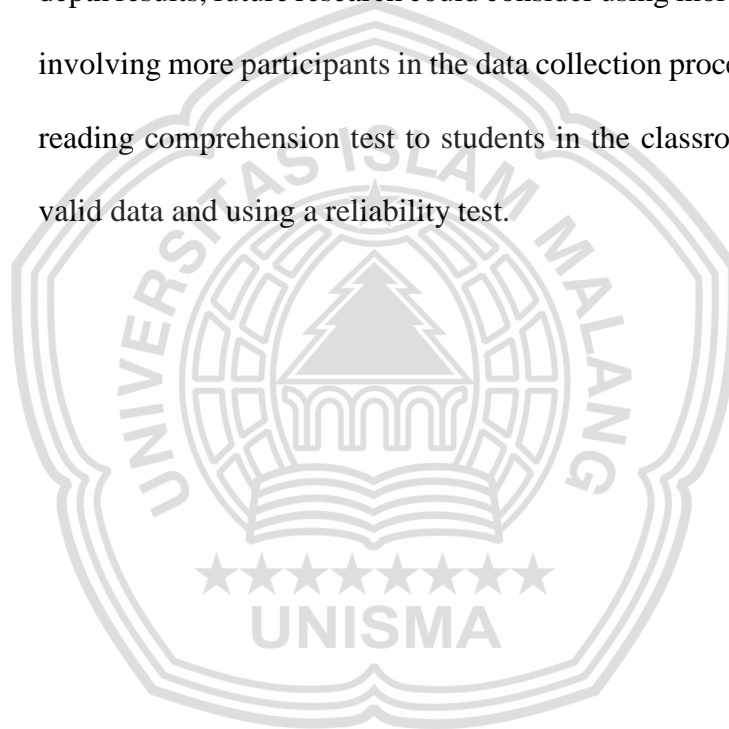
The researcher hopes that the results of this study will help teachers better understand how to teach reading skills. Teachers have to note that while every student has different levels of reading and comprehension understanding, they could be trained to read more quickly without impacting awareness. Teachers are also required to create a fun curriculum based on their students' reading levels and use effective teaching techniques to improve reading and comprehension skills.

2) For students

Students should practice more and more to get the most suitable reading speed and increase their vocabulary as it relates to their comprehension.

3) For future researchers

Hopefully, this study can provide benefits for other researchers and become a source of reference or inspiration for future researchers who are interested in understanding the relationship between speed reading and reading comprehension. To obtain sharper and more in-depth results, future research could consider using more instruments, involving more participants in the data collection process, gift direct reading comprehension test to students in the classroom to get the valid data and using a reliability test.



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