

**THE ANALYSIS OF READING SPEED AND COMPREHENSION  
ON ENGLISH TEXTS BY THE STUDENTS OF CLASS VII B  
SMP NEGERI 3 MENGWI**

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**ABSTRACT**

Speed reading is not usually accompanied by good comprehension (Sutjiati Beratha, 2006). That is why an effective and efficient reading skill is needed to make balance on reading speed and comprehension. Reading is also the one of the subjects which have important function in learning English. The theory used to analyze is SRA Reading Laboratory® Blue 2C which are consists of Rate Builder test and Power Builder test. The first problem is to analyze the reading speed and comprehension of the students of class VII B in SMP Negeri 3 Mengwi. The second problem is to find out the objections the reading speed and comprehension of the students of class VII B in SMP Negeri 3 Mengwi. As the result of this study for reading speed and comprehension of the students of class VII B in SMP Negeri 3 Mengwi were under standard level from the average difficulty 200-300 words per minute for reading speed and comprehension with 70 %.

Keywords: reading speed, comprehension, analyze, result

**ABSTRAK**

*Kecepatan membaca biasanya tidak disertai dengan pemahaman yang baik (Sutjiati Beratha, 2006). Itulah sebabnya keterampilan membaca yang efektif dan efisien diperlukan untuk membuat keseimbangan pada kecepatan membaca dan pemahaman. Membaca juga merupakan salah satu mata pelajaran yang memiliki fungsi penting dalam belajar bahasa Inggris. Teori yang digunakan untuk menganalisis adalah SRA Reading Laboratory® Blue 2C yang terdiri dari Rate Builder test dan Power Builder test. Masalah pertama adalah untuk menganalisis kecepatan membaca dan pemahaman siswa kelas VII B SMP Negeri 3 Mengwi. Masalah kedua adalah untuk mengetahui keberatan kecepatan membaca dan pemahaman siswa kelas VII B SMP Negeri 3 Mengwi. Sebagai hasil dari studi ini untuk kecepatan membaca dan pemahaman siswa kelas VII B SMP Negeri 3 Mengwi berada di bawah tingkat standar dari kesulitan rata-rata 200-300 kata per menit untuk kecepatan membaca dan pemahaman dengan 70%.*

*Kata kunci: kecepatan membaca, pemahaman, analisis, hasil*

**I. INTRODUCTION**

The basic study in learning English consists of reading, writing, speaking and listening. Reading is the one of the subjects which have important function in learning English, how to read a text and how to

comprehend a text. It means to read and to comprehend a text need concentration.

Reading is the main method of obtaining knowledge. But the speed of reading of each individual varies based on different criteria, such as age, level of education, and the way we read. Speed

reading, and the methods of achieving faster reading, is seen as the way of improving your reading capabilities. The main idea of speed reading is to start reading faster. Speed reading is an essential skill when you need to read large information quickly.

Speed reading is a collection of different methods that improve not only speed of reading but also reading comprehension and retention. There are some differences between "normal reading" and speed reading.

Here are some reasons why we may be interested in improving reading speed:

- To improve your concentration and reading comprehension
- Ease and overcome learning difficulties
- To increase reading speeds dramatically
- To better understand how the eyes and brain work together to absorb and retain information
- To increase vocabulary
- To save time and develop reading confidence
- To simply get through more books - after all there are so many great ones waiting to be read

And here are some reading problems to overcome

- Being selective and deciding what to read
- Understanding what you read
- Retaining the information
- Recalling information

According to Soedarso (1993) entitled *Sistem Membaca Cepat dan Efektif*, there are several factors that obstruct a person in reading a text. The factors are:

- **Vocalizing**

Vocalizing or voice reading should be omitted in order to be better reader. This activity is said obstructing because we have to say word by word completely. Muttering, even though with closed mouth and voiceless is

still reckoned as vocalizing.

- **Lips movement**

Lips movement or mumbling, even voiceless is still as slow as vocalizing. The speed of voiced reading or lips movement is only a quarter from the speed of silent reading. By moving the lips, we often do regression because when eyes can quicker move forward, our voice is still afterwards.

- **Head movement**

The head movement represents a childhood habit. It has a purpose to be able to read a reading line completely. This way of reading is pursuing. It is because the eye movement is easier and quicker conducted than head movement.

- **Pointing the text**

Showing with fingers or with other objects at the time of reading is usually done at the same we start to learn reading. It is done in order there is no word that passed by. This activity frequently become habit and brought till adult. So the way of reading like this is very pursuing because finger movement is slower than eye movement.

- **Doing regression**

In reading, the eyes must be peripatetic to the right. It is done in order to catch the next located words. However, the eyes often work back to repeat reading a word or some previous words. The habit to always return (regression), in order to see word or some word which is just read then become a serious resistance in reading.

- **Sub Vocalizing or Articulating in Mind**

Sub vocalizing or articulating in mind is also done by the high speed reader. Sub vocalizing becomes resistor because we preferred to pay attention or articulation than comprehending the idea that is contained in words that we read.

- **Opening the Dictionary**

Since English is a foreign language, of course some words cannot be understood.

Mossback (1976:2) suggested do not try to take meaning in each word separately, one after the other. It is a good idea to skim through the passage very quickly first to get the general idea of each paragraph. Title, paragraph headings and emphasized words can be great help in getting this skeleton outline of the passage. The meaning will be understood implicitly from the whole of text.

An effective and efficient reading skill is needed to make balance on reading speed and comprehension. It means students should have skill in reading speed such as the student has to be able to read a text in average difficulty 200 – 300 words per minute, more practice reading, no read word by word and no finding the gist or the information needed. Besides that, in comprehending a text, the reader will have answers with 70 % comprehension, wide varieties of vocabulary items, having the knowledge constructing paragraph including the topic sentences, supporting sentences and transitionals signals.

Many people read the text in many ways, for example, some people read faster but they can not understand the idea of the text or some students read the text without notice the punctuation like comma ( , ), full stop ( . ), etc. Speed reading is characterized by an analysis of trade-offs between measures of speed and comprehension, recognizing that different types of reading call for different speed and comprehension rates, and that those rates may be improved with practice.

The observation was done at the first grade students of SMP Negeri 3 Mengwi as a respondent. This study will be focussed on speed reading and comprehension, in order to analyze student's reading skill in English text. There are 2 problems based on the analysis of reading speed and comprehension,

1. What is the analysis of reading speed and comprehension of the students of class VIIB in SMP Negeri 3 Mengwi?

2. What is the objection of reading speed and comprehension of the students of class VIIB in SMP Negeri 3 Mengwi?

### 1.1 Aims of Study

The aims of study of the reading speed and comprehension of the students of class VIIB in SMP Negeri 3 Mengwi are

1. To find out the students' ability in reading speed and comprehension of English text
2. To find out the objection of reading speed and comprehension.

## II. RESEARCH METHOD

The data which is used in this report is directly taken from the students of class VIIB consist of 45 students in SMP Negeri 3 Mengwi. The material which is used in this research is SRA Reading Laboratory® Blue 2c, which consists of Rate Builder test and Power Builder test to analyze the student's in reading speed and comprehension.

The data for reading speed were taken from a text passage of power builder, randomly. The data used adopted from Science Research Associates, Inc 1989, 1978 (SRA Reading Laboratory® 2c) with the title "Romulus and Remus" a Roman myth retold by Margaret Evans Price. Then the data for reading comprehension were taken from text passage of rate builder "10 blue 2c". This text passage followed by five objective questions and the objective questions chosen for the better easy they can do. The data adopted from SRA reading Laboratory® 2c by Don H. Parker, 1969, Science Research Associates, Inc.

The data in this study collected through as follows. For the speed reading the data collected by interviewing. Then, they should read as fast as they can. It is counted by stopwatch. Finally, compare the time are needed by each students. On the other hand, for percentage of reading comprehension, the data collected by written tests. The writer gave a text

passage with five objective questions the students answered the questions by reading the text before and also connected with dictionary. During these activities the students were not allowed to work together. It was done to get the real data. The time given in reading the passage and in answering the question was about 45 minutes. In collecting data, the test was checked and scored. There were three ways of scoring:

1. The exact word method
2. The acceptable word method
3. The exact and acceptable word method

Here, the writer used item number one. Every number that is correctly answered awarded two points and zero point for the incorrect one.

The data in this study will be analyzed in quantitative and qualitative method. The data are shown first the followed by the analysis.

The writer has got material test from the English Department, Faculty of Letters, Udayana University for the class meeting. The material used in SRA Reading Laboratory in the blue color level.

1. At the first meeting, the writer introduced myself to the students and told them the reason why the writer choose the field work study in class VII B of SMP Negeri 3 Mengwi, gave the material study in the class by the teacher and began the English lesson and also followed the teacher of English lesson.
2. The second meeting, the writer gave the reading strategies to the students in the class. The lesson material at this meeting was taken from the reading strategies that given in the English Department, Faculty of Letter, Udayana University and besides that the writer gave the theory from their English

books that they usually used in the class.

3. At the third meeting, the writer has given the first material test which was taken from the rate builder in blue color level, level 10 with the title "Romulus and Remus" a Roman myth retold by Margaret Evans Price. Then the students must read the text and the writer counted the time that they needed to read.
4. The last meeting, the students were given the second material test which was a comprehension test. It was taken from the power builder test in blue color. The data for reading comprehension were taken from a text passage of rate builder "10 blue 2c". This text passage followed by five objective questions. The result are divided into 5 comprehension percentage 20%, 40%, 60%, 80%, 100% there are 40 students reach comprehension level at above 70% (80% = 14 students and 100% = 26%)

### III. DISCUSSION

#### 3.1 The Analysis of the Condition of the Institution of the Field Work

The data analysis of this field work is aimed to find out the students' ability in speed reading and comprehension of English text and also to find out the objection of reading speed. The test was done by giving the English texts and questioners were taken from rate builder and power builder that given in the English Department, Faculty of Letter, Udayana University.

According to Sutjiati Beratha (2006) speed reading is not usually accompanied by good comprehension. That is why the balance of reading speed and comprehension is needed. e formula according Soedarso (1993) of the speed reading and comprehension.

The basic formula to count the speed reading per minutes is:

*number of words that are read*

$$\frac{\text{number of second. for reading}}{\text{X 60 = number of word per minute (w.p.m)}}$$

While the basic formula to count the percentage of comprehension is:

$$\frac{\text{number of right answer}}{\text{number of total question}} \times 100 = \text{the percentage of comprehension (\%)}$$

In this analysis just give a sample from students.

The data obtained from the text concerning in speed reading will be presented in table below:

Table 1.  
Speed Reading Result Table

No.	Respondent	The Number of words that are read	The second that is need
1	Angga Diatmika	98	75
2	Aditya Andreana	98	63
3	Ady Trisna Putra	98	65
4	Agus Adi Wira Saputra	98	67
5	Ajeng Trisnayanti	98	62
6	Alit Dwiyantara	98	66
7	Angga Suastika	98	61
8	Anita Dewi Astuti	98	69
9	Ari Gunawan	98	62
10	Ary Purnayoga	98	65
11	Budi Kusuma	98	67
12	Desi Astiari	98	60
13	Desi Ernayanti	98	61
14	Desi Purnama Dewi	98	78
15	Dewi Parantika	98	77
16	Eling Setyawan	98	60
17	Evie Sintya Wati	98	62
18	.....	.....	.....

No.	Respondent	The Number of words that are read	The second that is need
41	Wiragama	98	65
42	Wiraguna	98	70
43	Yeni Purnama Sari	98	68
44	Yogi Ariantara	98	69
45	Yuly Anggreni	98	59

From the data table above, we can see the number of words that read is 98 words. Whereas, the time they needed to read the text from 56 to 78 second.

The data show their ability in comprehension the text that will be presented in the table below:

Table 2.  
Comprehension Test Result Table

No.	Respondent	The Number of questions that must be answered	The number of the correct answer
1	Angga Diatmika	ions	ons
2	Aditya Andreana	ions	ons
3	Ady Trisna Putra	ions	ons
4	Agus Adi Wira Saputra	ions	ons
5	Ajeng Trisnayanti	ions	ons
6	Alit Dwiyantara	ions	ons
7	Angga Suastika	ions	ons
8	Anita Dewi Astuti	ions	ons
....			
41	Wiragama	ions	ons
42	Wiraguna	ions	ons
43	Yeni Purnama Sari	ions	ons
44	Yogi Ariantara	ions	ons
45	Yuly Anggreni	ions	ons

From the data above, we can see the number of questions that could be answered correctly in range from 2 until 5 questions, which is The Number of questions that must be answered, is 5 questions.

### 3.2 The Speed Reading in Reading Text by the First Grade Students in SMP Negeri 3 Mengwi

The speed reading level of the first grade students of SMP Negeri 3 Mengwi based on the basic formula to calculate the speed reading per minutes are as follows:

#### 1. Respondent 1

$$\frac{98}{75} \times 60 = 78,4 \text{ w.p.m}$$

#### 2. Respondent 2

$$\frac{98}{63} \times 60 = 93,3 \text{ w.p.m}$$

#### 3. Respondent 3

$$\frac{98}{65} \times 60 = 90,4 \text{ w.p.m}$$

**4. Respondent 4**

$$\frac{98}{67} \times 60 = 87,7 \text{ w.p.m}$$

The result of speed reading test by 45 students of the class VII B in SMP Negeri 3 Mengwi will be presented below:

Table 3.  
Speed Reading and Frequency

Speed Reading: Sum of the words read per minutes	Frequency (Students)
75,3	1
76,3	1
78,4	1
79,4	1
84	2
85,2	3

The sum of the words per minutes in speed reading, the lowest speed reading is 75,3 and the highest is 105. Both the lowest of speed reading is reached by 1 student and the highest are reached by 2 students.

### 3.3 The Reading Comprehension in Reading English Text by The First Grade Students in Smp Negeri 3 Mengwi

The reading comprehension based on the basic formula to calculate in the comprehension percentage of class VII B in SMP Negeri 3 Mengwi as follows:

1. Respondent with 1 correct answers:

$$\frac{1}{5} \times 100\% = 20\%$$

2. Respondent with 2 correct answers:

$$\frac{2}{5} \times 100\% = 40\%$$

3. Respondent with 3 correct answers:

$$\frac{3}{5} \times 100\% = 60\%$$

4. Respondent with 4 correct answers:

$$\frac{4}{5} \times 100\% = 80\%$$

5. Respondent with 5 correct answers: —  $X100\% = 100\%$   
5 5

The result of comprehension test by 45 students of class VII B in SMP Negeri 3 Mengwi will be presented in the table below:

Table 4.  
Comprehension and Frequency

Comprehension Percentage (%)	Frequency (Students)
20	0
40	1
60	4
80	14
100	26

#### IV. CONCLUSION AND SUGGESTION

There is a relationship between reading speed and reading comprehension. From the analysis above, it can make the conclusion that both of speed reading and comprehension of class VII B in SMP Negeri 3 Mengwi were under standard level. They can't make balance between the speed reading and comprehension. The sum of the words per minutes in speed reading was in the lowest speed reading is 75,3 w.p.m and the highest is 105 w.p.m. Both the lowest of reading speed is reached 1 student and the highest are reached 2 students. Based Yorkey's theory (1982) as cited by Sutjiati Beratha said that a second language read reader have to able to read a text in average difficulty 200-300 words per minutes with 70% comprehension. There is no student can fulfill the criteria and all the students are under the standard level. And also there are 40 students who

have able to reach comprehension level at above 70%.

According to Wallace (2004: 11) quick reading is to search particular information. Therefore, in other words, to increase the speed reading and maintain the comprehension of the students, the teacher should give more exercises in reading English text. Then, find out the objection problems of the students in reading speed and comprehension. It is advisable for the English teacher to give more varieties of the text to make the concentration of students better, it can be done by giving simulation English text game and give more English book like short story, etc, and English dictionary in school library. The teacher should give guidance to the students in using dictionary and understand meaning the English text word by word to the students. Finally, this report is expressed to give positive information to English Department in providing theory of reading strategy.

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