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EFFECT OF SPEED READING METHOD ON THE STUDENTS ABILITY TO UNDERSTAND AN ESP TEXT

Abstrak

Penelitian ini merupakan penelitian eksperimen kuasi. Penelitian ini dilakukan di STIKes Sehat Medan pada bulan November – Desember 2023. Populasi penelitian ini adalah mahasiswa semester 1 Program D3 Keperawatan yang berjumlah 31 mahasiswa, tahun ajaran 2023/2024. Penelitian ini dilakukan dengan tujuan untuk mengetahui tentang membaca cepat, teknik membaca cepat, dan khususnya mengetahui pengaruh membaca cepat terhadap kemampuan siswa dalam memahami teks ESP yaitu teks bacaan bahasa Inggris untuk keperawatan. Berdasarkan analisis data menggunakan uji-t diperoleh thitung > ttabel, baik menggunakan teknik membaca cepat, teknik scanning, thitung (9,175) > ttabel (2,042), dan teknik membaca cepat skimming, thitung (7,628). > ttabel (2,042), dengan tingkat signifikansi 0,005. Hasil penelitian menunjukkan bahwa terdapat pengaruh kecepatan membaca terhadap kemampuan siswa dalam memahami teks ESP, teks Tujuan Khusus Bahasa Inggris untuk Perawat.
Kata Kunci: Membaca, Memindai, Membaca Skimming.

Abstract

This research was quasy experiment research. This research was done in STIKes Sehat Medan during Nov – December 2023. The population of this research was the first semester students for D3 Nursing Program, 31 students, academic year 2023/2024. This research was conducted with the aim of finding out about speed reading, speed reading techniques, and especially knowing the effect of the speed reading on the students' ability to understand ESP text that is the English reading texts for nursing. Based on the analysis of data using t-test, it was found that the $t_{count} > t_{table}$, both using the speed reading, scanning technique, $t_{count\ (9,175)} > t_{table\ (2,042)}$, and the speed reading skimming technique, $t_{count\ (7,628)} > t_{table\ (2,042)}$, with significance level 0,005. The results of the research showed that there was an affect of the speed reading on the ability of the students to understand an ESP text, English Specific Purpose texts for nurses.
Keywords: Reading, Scanning, Skimming.

INTRODUCTION

One of the skills in language learning is Reading, and others are listening, speaking, and writing. Reading is one of the receptive language skills. Some people in this world, especially those who want to participate in world development, hope and desire to be able to master English actively in spoken and written language. Reading becomes an important part of learning a language because by reading a person receives information in written form conveyed by other people. Reading is a complex series of responses, including cognitive, attitudinal and manipulative responses. When reading, a person processes words, concepts, information and ideas put forward by the author which are related to the reader's initial knowledge and experience. Thus, reading will be obtained if the reader has previous knowledge or experience with what is contained in the reading. In understanding reading, a person needs to choose the right method and one of them is the speed reading method.

Diploma III Keperawatan STIKes Sehat Medan learning curriculum has setted English language learning achievement targets including the ability to read and understand English texts and apply these language abilities and skills in carrying out nursing practice. Apart from that, by

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[1] STIKES Malahayati Medan
email: elway08lily@gmail.com

having good reading skills, students are expected to be able to use English language references to increase their knowledge based on the field of nursing.

The ability to understand text really depends on how well the reader masters the language or writing used in the reading they read and can grasp the information or content of the reading. Therefore, in reading activities, readers must choose the best method that can help facilitate understanding of the reading text they are reading.

Based on data on daily test scores and average semester exams, learning outcomes are still low, especially for answers to questions in the form of reading (reading test). These results must be the basis for improving and increasing the quality of learning because reading, apart from being an effective way of gaining knowledge, also still dominates many English language exam questions including TOEFL and IELTS. The mid semester exam results for level I students in the first semester in the 2023/2024 Academic Year showed that 7 students or around 23% achieved a passing level with very good criteria, 18 students or around 58 % achieved good criteria, and 12% or 4 students passed with low criteria and 2 students or 7% have not graduated yet.

Table 1. English Learning Result of Odd Mid Semester Test, 20023/2024

Value Range	≥79 A	≥74 B+	≥ 69 B	≥ 64 C+	≥ 59 C	≥ 20 D	< 20 E
Number of students	4	3	14	4	4	2	-
Percentage	12,9	9,6	45,2	12,9	12,9	6,5	-

Initial observation by delivering questionnaires to students showed that students still had difficulties in learning reading and understanding English, especially material related to nursing because the learning was less interesting and their interest in learning was low. This was also because lecturers still played a dominant role in conveying information to students. Lecturers still carried out learning by translating every word in the reading text so that students who awere low in vocabulary mastery feel bored and could not participate actively in the learning process. Limited mastery of vocabulary made it difficult for students to understand reading texts, especially since the reading texts studied were reading texts for special nursing purposes which used many special terminologies in the field of nursing and complex sentence forms consisting of active sentences and passive sentences.

To overcome the students' problems above, more effective reading method is needed. One of the reading methods that can be promoted by the researcher is the speed reading method. The speed reading method can help students understand reading with limited vocabulary mastery because this method prioritizes finding ideas or the main ideas of reading without having to read the entire reading text.

Based on the conditions above, it is necessary to conduct research with the title The Effect of Speed Reading Method on the students' ability to understand an ESP text.

METHOD
Research design

This research was a quasi-experimental design. Through this design, the effect of the speed reading method on the ability of students to understand ESP text that is the special text for nursing would be tested using t_{test} dependent sample.

Based on the design, the sample test would be given pretest and posttest and the result would be compared to see the difference of the result before and after the treatment of speed reading.

Place and time of research

This research was carried out at STIKes Sehat Medan, Jalan Letda Sujono Medan on the odd semester of academic year 2023/2004.

Population and Research Sample

The sample for this research was 31 students of STIKes Sehat Medan, first semester of Nursing Study Program, Academic Year 2023/20124. The sampling technique used the total sampling method.

Data Collection and Analysis Techniques

The data collection technique in this study used a test technique to determine the ability to understand English reading texts for nursing. This test consists of 20 multiple choice questions. The scoring technique is based on correct or incorrect answers, meaning that the correct answer was given a score of 5, and the wrong answer was given a score of 0 (zero), so the maximum score was100 (hundred) and a minimum score of 0 (zero).

The data analysis technique used t_{test} dependent sample. This was done to see the difference mean of the two groups dependent data with terms and conditions:

a. Data distribution is normal
b. Two dependent sampel data
c. Significance index 5%

Widiyanto (2013:35) said that t-test paired sample t-test is one of the testing used to test the effectiveness of a treatment, signed by the differences of average before and after of the treatment.

The hypothesis for this research:

1. Ho = µ1 = µ2 = 0 which means there is no difference before and after treatment
2. Ho = µ1 = µ2 ≠ 0 which means there is a difference before and after treatment

RESULT AND DISCUSSION
Research Results
Ability to Understand English Test for nursing using Speed Reading

Based on the data obtained, it can be seen that the lowest score for the ability to understand English reading texts special for nursing using the speed reading, scanning technique, was 65 and the highest was 95 with an average score of 81,9. The standard deviation was 6,67.

Table 2. Frequency distribution of the ability to understand English texts
for nursing, Speed Reading, Scanning technique.

No	Interval Class		f_i	f relatif (%)
1	65	- 70	2	6,5
2	71	- 76	6	19,4
3	77	- 82	7	22,5
4	83	- 89	10	32,2
5	90	- 95	6	19,4
Jumlah			31	100,00

From table 1 above, it can be seen that there are around 48.4% of the scores for the ability to understand English reading texts special for nursing using the speed reading, scanning technique, was below average, and 51.6% was above average.

Ability to Understand English Texts for Nursing using Skimming Technique

Based on the data obtained, it can be seen that the lowest score for the ability to understand English reading texts special for nursing using the speed reading, skimming technique, was 60 and the highest was 95 with an average score of 82.7. The standard deviation was 8.09.

Table 3. Frequency distribution of the ability to understand English texts
for nursing, Speed Reading, Skimming technique

No	Kelas Interval		f_i	f relatif (%)
1	60	- 64	1	3,2
2	65	- 69	1	3,2
3	70	- 74	1	3,2

4	75	-	79	3	9,7
5	80	-	84	7	22,7
6	85	-	89	9	29,0
7	90	-	95	9	29,0
Jumlah					100,00

Table 2 above, it can be seen that there are around 19.3% of the scores for the ability to understand English reading texts special for nursing using the speed reading, skimming technique, was below average, 22,7% was around average and 58% above average.

Discussion

The data obtained in this research apparently showed that the hypothesis was accepted, which states that there was an effect of the speed reading method, both using scanning and skimming techniques, on the ability to understand English Specific Perposes text, texts for nursing. The results of this hypothesis test could be seen below.

Table 4. Speed reading, Scanning Technique

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	45.00	87.00	70.2258	8.73197
Posttest (scanning)	31	65.00	95.00	81.9355	6.66801
Valid N (listwise)	31				

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		31
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.37515484
Most Extreme Differences	Absolute	.187
	Positive	.187
	Negative	-.105
Kolmogorov-Smirnov Z		1.040
Asymp. Sig. (2-tailed)		.229
a. Test distribution is Normal.		
b. Calculated from data.		

Table 5. T test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.686	5.078		7.027	.000
	before treatment	.659	.072	.862	9.175	.000
a. Dependent Variable: after treatment (scanning)						

Table 6. STD.DEVIATION

Residuals Statistics[a]					
	Minimum	Maximum	Mean	Std. Deviation	N

Predicted Value	65.3222	92.9827	81.9355	5.75071	31
Std. Predicted Value	-2.889	1.921	.000	1.000	31
Standard Error of Predicted Value	.617	1.913	.822	.296	31
Adjusted Predicted Value	63.2162	93.5309	81.9004	5.92734	31
Residual	-6.90805	8.21323	.00000	3.37515	31
Std. Residual	-2.012	2.393	.000	.983	31
Stud. Residual	-2.162	2.432	.004	1.027	31
Deleted Residual	-7.97334	8.48720	.03507	3.70091	31
Stud. Deleted Residual	-2.319	2.679	.008	1.071	31
Mahal. Distance	.001	8.346	.968	1.716	31
Cook's Distance	.000	.606	.052	.123	31
Centered Leverage Value	.000	.278	.032	.057	31
a. Dependent Variable: after treatment (scanning)					

t_{count}= 9,175 conversed to t_{table}, d.b = 31 − 1 = 30, t_{tabel} = 2,042. then $t_{count} > t_{tabel}$, means that there was a different result of the ability of the students to understand the English texts for nursing before and after the treatment of Speed reading, scanning technique, it means that Ho was rejected.

Table 7. Speed reading, Skimming Technique

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Before treatment	31	45.00	87.00	70.2258	8.73197
After treatment (kimming))	31	60.00	95.00	82.7419	8.04557
Valid N (listwise)	31				

Table 8. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		31
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	4.61827289
Most Extreme Differences	Absolute	.095
	Positive	.085
	Negative	-.095
Kolmogorov-Smirnov Z		.530
Asymp. Sig. (2-tailed)		.941
a. Test distribution is Normal.		
b. Calculated from data.		

Table 9. T-test

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.758	6.948		4.283	.000
	Before treatment	.754	.098	.819	7.682	.000
a. Dependent Variable: after treatment (skimming)						

Table 10. Deviation Standard

Residuals Statistics[a]					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	63.7096	95.3977	82.7419	6.58808	31
Std. Predicted Value	-2.889	1.921	.000	1.000	31
Standard Error of Predicted Value	.844	2.617	1.125	.405	31
Adjusted Predicted Value	63.1287	96.3898	82.7769	6.62456	31
Residual	-11.25441	9.97321	.00000	4.61827	31
Std. Residual	-2.396	2.123	.000	.983	31
Stud. Residual	-2.574	2.211	-.004	1.021	31
Deleted Residual	-12.98994	10.81660	-.03493	4.98573	31
Stud. Deleted Residual	-2.880	2.383	-.007	1.069	31
Mahal. Distance	.001	8.346	.968	1.716	31
Cook's Distance	.000	.511	.041	.098	31
Centered Leverage Value	.000	.278	.032	.057	31
a. Dependent Variable: After treatment (Skimming)					

t_{count}= 7,628 conversed to t_{table}, d.b = 31 − 1 = 30, t_{tabel} = 2,042. then $t_{count} > t_{tabel}$, means that there was a different result of the ability of the students to understand the English texts for nursing before and after the treatment of Speed reading, scanning technique, it means that Ho was rejected.

CONCLUSION

The results of the descriptive study of the research data showed that the average ability to understand English reading texts special for nursing using after the treatment of the speed reading method, both the scanning and the skimming technique, was higher than the ability to understand English reading texts special for nursing using before the treatment of the speed reading. The results of the research showed that the ability of the students to understand English reading texts special for nursing can be trained and improved using the speed reading method. And in this research, scanning and scimming techniques were chosen to prove it.

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