An Analysis of Rapid Reading Skills among Non-Indonesian Language Students at the Faculty of Sports Science and Community Health, Mandalika University of Education

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Article Info	Abstract
	This study aims to analyze the rapid reading skills of non-Indonesian language majors and the factors influencing them. Employing a quantitative descriptive approach, this research sampled 35 students. Data collection techniques included observation, testing, and documentation. Participants read a 500-word passage, and their reading speed was recorded and timed using a stopwatch. Data analysis utilized the KEM formula. Results showed varied reading skills among students: 15 (42.9%) demonstrated fast reading (337.07 words per minute), 12 (34.3%) moderate (122.44 wpm), and 8 (22.9%) slow (107.52 wpm). Internal and external factors significantly influenced reading speed."

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1. INTRODUCTION

The Indonesian language course is a course that is mandatory for all college students, especially at the beginning of the semester entering college. The Indonesian language course is one of the courses in higher education where students are expected to acquire Indonesian language skills, especially in reading and writing skills.

In the current era of information and communication, reading has a very important role in the context of human life. Reading can also be said to be a bridge for someone to achieve success and progress, both in the school environment and in other social environments. Therefore, experts agree that reading skills or Reading literacy is a condition sine quanon (absolute requirement) for everyone who wants to achieve success. According to Burns (2004: 3), reading as a process is an activity and technique undertaken by a person that leads to goals and success through certain defined stages. This is supported by Anderson (1972: 16) who states that reading activities begin with recognizing letters, words, expressions, phrases, sentences and discourse and connecting them with their sounds and meanings.

Kridalaksana (1984: 24) states that reading is a skill in recognizing and understanding writing in the form of a sequence of graphic symbols and transforming it into meaningful communication. From a linguistic perspective, reading is a process of understanding and decoding, namely connecting written words with the meaning of spoken language which includes changing writing/printing into meaningful sounds. Reading can also be interpreted as a method used to communicate with ourselves and others, namely communicating the meaning contained or implied in written symbols. Apart from that, reading can also be considered as a process of understanding what is implied in what is written, seeing the thoughts contained in the written words.

Based on some of the definitions above, it can be concluded that reading is the activity of understanding the content, ideas, or notions, whether expressed or implied, in a reading text, so

that readers can derive meaning from the information conveyed by the author. In this way, understanding becomes the benchmark in reading activities, not physical behavior when reading, so that reading is no longer passive but is an active activity process.

Reading skills are classified as active-receptive skills. Reading activities can be developed separately, separately from listening and speaking skills. However, in societies that have a developed literacy tradition, reading skills are often developed in an integrated manner with listening and speaking skills.

Reading skills are one of the four language skills that students must master. According to Mastoah (2016: 177), reading skills are mechanical and technical reading skills which aim to teach students how to change written words and sentences into language sounds.

Based on this opinion regarding language skills, in this research the researcher focuses on discussing reading skills.

Reading is a language skill that is related to other language skills. Dalman (2018:5) states that "reading is an activity or cognitive process that attempts to find various information contained in writing." Mulyono (2020:199) states that "reading is an ability that all children must have because through reading children can learn a lot about various fields of study. Meanwhile, according to Tarigan (2015: 7) that "reading is a process carried out and used by readers to obtain messages that the writer wants to convey through the medium of words/written language".

As one of the receptive language skills, reading skills also absolutely must be taught to elementary school students. Muhsyanur (2019 : 11) states that reading is an activity carried out based on the synergy of several skills, namely observing, understanding and thinking. By reading, an individual gains a lot of knowledge, develops speaking skills, develops creative reasoning, improves understanding of problems, increases the ability to understand concepts and reading is a window to the world that can make a person rich in information from various sources and various directions.

Apart from listening and seeing, information can be obtained by reading. By reading, it means that you have tried to search for it, obtained information, and processed that information. As information develops very quickly, of course it must also be balanced with the ability to read quickly. Reading quickly and effectively of course prioritizes speed, without leaving out understanding of any aspect of the reading. In this way, a person's reading speed is not only a benchmark, but also understanding of the reading.

Currently, the need for fast reading is no longer something new among students. There are many benefits that can be obtained from speed reading. One of them, we can read and understand information, both from print and electronic media, in a short time.

Speed reading is a reading system that takes into account reading time and level of understanding of the material being read. So, speed reading is the process of reading text to understand the content of the reading quickly. Speed reading provides the opportunity to read more widely, new parts or parts that have not been mastered. By reading quickly, you can gain extensive knowledge about what you read, in accordance with the nature of reading that does not require depth.

Speed reading is reading that prioritizes speed without ignoring understanding. Usually speed is associated with reading goals, needs and reading material. This means that a good fast reader does not apply a constant reading speed in various weather and reading conditions. The application of speed reading skills is adjusted to the purpose of reading, the aspects of reading being explored (needs) and the weight of the reading material. Nurhadi (2005) Speed reading is a type of reading that prioritizes speed to quickly manage the process of receiving information without leaving out understanding of aspects of the reading. Speed reading contains various implications such as reading goals, habits, reasoning, and reading material. A fast reader does not mean applying the same reading speed to every situation, atmosphere and type of reading he encounters. This means that a good reader does not apply his reading speed constantly in various weather and reading conditions. In speed reading, readers prioritize speed but do not ignore understanding of what is read.

Based on the results of observations during lectures in the Indonesian language course, it was found that the students' reading ability was low. When students are assigned to read a text of 500 words, they spend an average of 15-20 minutes (this can be seen in the class the author teaches). In fact, ideally the ability to read 500 words is around 5-10 minutes.

Based on the descriptions above, the author will examine the extent of speed reading in students of the Public Health Study Program. The ideal speed reading level for students is around 350 – 400 wpm (without comprehension).

2. RESEARCH METHOD

This research uses qualitative research to observe conditions during the research and uses quantitative research to find numerical data. Through a descriptive approach, researchers describe or describe students' understanding of the results of data measurements and the conditions during which the research took place.

The subjects of this research were first semester students of class A, Education Study Program, Public Health Study Program, Mandalika University of Education. The research data is in the form of students' speed reading ability.

Data collection techniques are methods that researchers can use in the process of collecting data. This research uses several techniques, namely observation, tests, and documentation.

Researchers also use instruments in the form of data cards/analysis tables as supporting tools in recording data at the data grouping stage as follows:

Table 1. Reading Speed Interval

No	Reading Speed	Information
1	60-80 words per minute	Very Slow
2	90-110 words per minute	Slow
3	120-140 words per minute	Currently
4	150-180 words per minute	Fast
5	190-250 words per minute	Very fast

The data analysis technique in this research was carried out quantitatively and qualitatively at the stage of calculating students' reading speed. The number of words contained in the reading has been determined to be 500 words. To determine a student's reading speed, use the speed formula:

$$\frac{Q}{t} \times 60 = \ldots Kpm$$

Information :

Q   = Number of words read

t   = Reading travel time (in one

        second

Mrs   = Words per minute

3. RESULTS AND DISCUSSION

The researcher will describe the results of the research and provide a detailed discussion of the data obtained at the research location. Based on research conducted on first semester class A students of the Public Health Study Program, Mandalika University of Education.

To determine their speed reading ability, first semester students in class A of the Public Health Study Program were given a reading text entitled "The Benefits of Water for Fitness". First semester students in class A of the Public Health Study Program read the text aloud, the researcher calculated the reading time the students used *stopwatch*.

After obtaining the extent of students' reading and speed reading knowledge, the researchers looked further at how students' reading speed was seen from their speed scores. Speed, like other speeds, certainly has its own way of measuring and units depending on the object. Reading speed has a formula for calculating the number of words read divided by the time needed then multiplied by minutes. Then the unit used is KPM or usually read words per minute. From the results of observations in reading and documentation, data on the reading speed of first semester class A students of the Mandalika Education University Public Health Study Program was obtained as follows:

Table 2. Student speed reading test

No	No	Word Count	Time (seconds)	Reading Speed	Category
1	Aulia	500	89	337,07	Fast
2	Sustainable	500	91	329,67	Fast
3	Sri Queen	500	273	109,89	Slow
4	Safitri	500	89	337,07	Fast
5	Mizla	500	90	333,33	Fast
6	Sakinah	500	279	107,52	Slow
7	Haryana	500	167	179,64	Currently
8	Erwin	500	145	206,89	Currently
9	Sophia	500	279	107,52	Slow
10	Aulia	500	179	167,59	Currently
11	Julieanti	500	89	337,07	Fast
12	Juwita	500	267	179,64	Currently
13	Zamira	500	273	109,89	Slow
14	Iftitah	500	245	122,44	Currently
15	Aulya	500	89	337,07	Fast
16	Arfiyanti	500	90	333,33	Fast
17	Graceful	500	207	144,92	Currently
18	The light	500	89	337,07	Fast
19	Inspiration	500	159	188,67	Currently
20	Nahda	500	277	108,30	Slow
21	Fatma	500	90	333,33	Fast
22	Husmit	500	279	107,52	Slow
23	Febriana	500	203	147,78	Currently
24	Dita	500	89	337,07	Fast
25	Diniarti	500	89	337,07	Fast
26	Israel	500	139	215,82	Currently
27	Mauzatul	500	279	315,79	Fast
28	Hervina	500	179	167,59	Currently
29	Jikrullah	500	145	206,89	Slow
30	Daughter	500	275	109,09	Slow
31	Cahyani	500	89	337,07	Fast
32	Farozi	500	277	169,49	Currently
33	Christiana	500	89	337,07	Fast
34	The ruby	500	91	329,67	Fast
35	Suyatni	500	275	171,42	Currently

Based on the test results data in the table above for first semester students in class A of the Public Health Study Program at Mandalika Education University, it can be seen that the

speed reading ability of first semester students in class A of the Public Health Study Program has 15 students in the fast category with reading speed (337 .07 KPM), 12 students fall into the medium category with reading speed (122.44 KPM), and 8 students fall into the slow category with reading speed (107.52 KPM).

Based on the description of the data above, the research results will provide a detailed discussion by the researcher. The research results obtained by researchers regarding the speed-reading ability of first semester class A students of the Mandalika Education University Public Health Study Program were carried out using a reading speed skills test. The first is analysis of speed-reading skills, the second is analysis of students' understanding of reading content, and calculating effective reading speed.

Reading speed certainly has several aspects that influence it. Influence in the sense of speeding up or hindering. Some of the inhibiting factors are factors that influence the reader himself and from outside. Internal factors include the habit of moving the head, pointing with fingers, repeating (regression), reciting and reading silently. External factors such as the calm atmosphere and comfort of the reading place.

It should also be noted that the speed of first semester students in Class A of the Public Health Study Program is still below the standard that a student must have, namely 350-500 KPM. This is as expressed by Soedarso (2001:18), reading easy literature in descriptive form and other informative non-fiction materials and reading fiction which is a bit difficult to enjoy the beauty of the literature and anticipate the end of the story. The speed is 350-500 KPM.

Student speed is obtained by speeding up the reading process. In this acceleration activity, of course there are various factors that influence the speed. Just like a car driving on a highway, there are several factors that influence its speed, such as good road conditions that are not bumpy, good engine condition.

Likewise, reading speed is also influenced by several factors. To find out these factors, researchers conducted interviews and tests with students. These factors, as the results of the researchers' findings, are that there are 2 factors that influence reading speed based on the source. The first factor is a factor that comes from the readers themselves. This factor is in the form of reading habits as a child, such as reading by moving the head, pointing with a finger, reading silently, reciting, repeating words that have been read (regression). Meanwhile, the second factor is a factor that comes from outside the reader. This factor is in the form of the situation and conditions of the reader's environment, such as comfort and tranquility.

4. CONCLUSION

Based on this discussion, it can be concluded that the speed reading skills of students in semester 1 class A of the Public Health Study Program, there are 15 students in the fast category with reading speed (337.07 KPM), 12 students fall into the medium category with reading speed (122.44 KPM), and 8 students fell into the slow category with reading speed (107.52 KPM).

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