

The Descriptive Analysis of the Tenth Graders' Fluency in Using Speed Reading Activity of SMK Negeri 1 Gunungsitoli Barat

¹Carolin Putri Estetika Daya, ²Yasminar Amaerita Telaumbanua, ³Afore Tahir Harefa

English Education undergraduate program, the University of Nias, Indonesia
yannaqueencer@gmail.com

ABSTRACT

Reading is a vital process of learning English. Reading is a way to understand the language. Students need reading fluent for better reading. Reading fluency implies appropriate speed, accuracy and expressiveness in reading. Meanwhile speed reading is about being able to read at appropriate speed for English texts material when reading activity is done. The objective of the research is to describe the tenth graders' speed reading and the factors influence their speed reading. To achieve the objective, the researchers used Descriptive Analysis. This research was conducted at the tenth grade of SMK Negeri 1 Gunungsitoli Barat. Problem faced by the tenth graders was they do not read English text fluently. The tenth graders have not been able to read in the fast category around 250 wpm. Test and interviews were conducted to the tenth graders, *TKJ* major of SMK Negeri 1 Gunungsitoli Barat. The result of the tenth graders' speed reading with the average speed reading is 82.4 wpm. The tenth graders' speed reading is categorized 'very slow'. Based on interviews conducted with the tenth graders and the English teacher, it was found that the factors that affect the tenth graders' speed reading are lack of concentration, lack of motivation, anxiety about not understanding the material being read and bad reading habits.

Keywords: Descriptive Analysis, Reading Fluency, Speed Reading

INTRODUCTION

Reading is an activity that humans do almost every day to get information. A lot of information is obtained from texts. To get the information effectively students need to master reading. Reading is a vital process of learning English as the basis of learning that it has continuity with various activities in classroom. In learning English, reading encourages students to become proficient readers. Professional readers are readers who are able to process written text fluently with appropriate rate, accuracy, and prosody (Hasbrouck in Wardani, 2014: 220). In short, to become proficient readers, students are required to be able to read fluently.

Lenno in Rerung (2016:146) says that fluency definition as the ability in delivering speech based on speech rate, pauses (including their location, length, and frequency), and length of speech runs between pauses. It means that reading fluency is an accuracy of reading with attention to accuracy, speed and the right pause time. Further Bohn in Lopez (2021:39), fluency is the ability to keep a natural conversation known as speech rate, without many filled or unfilled pauses, and using a small number of fillers, and use of formula languages. In other words, fluency is reading fluently without struggling to read the text. Then NICHHD in Padeliadu (2021:1) says that, reading fluency is defined as the ability to read with speed, accuracy and prosody which is characterized by efficient, smooth and effortless reading, with low level of attention on basic reading skills. Reading fluency is reading fluently a text without a hitch. In addition Prefontaine in Rerung (2016:146) states, measuring fluency can also be done by (1) looking at the speed (2) flow of language production and the degree of control language items and (3) the way language and content interact. One aspect of measuring reading fluency is speed reading. According to Hamid (2016:43) speed reading is how can the students read with better comprehension during quicker and remember it well also at the same time. It is said that speed reading is reading in a faster time. According to Martiarini (2013:92) Speed

reading is important and more enjoyable to read something rapidly, instead of spending what seems like forever struggling through the words. Students need to get through a lot of reading material in a time as fast as possible. It means that read at a fast time without the need to struggle to read. Speed reading is the act of quickly absorbing written information, Hidayati, 2019:24. Thus speed reading by knowing the reading material that is read quickly.

Researchers have analysed the graders' speed reading ability as expected in the syllabus (*K.13*) on core competence number four stating that students are able to demonstrate proficient movement in the concrete realm. To become proficient readers, students are required to be able to read fluently. One aspect of measuring fluent reading is speed reading. Furthermore, in the learning activities section, speed reading activities are carried out to read descriptive texts. Meanwhile, based on interviews conducted by the researchers with an English teacher at tenth grade of *TKJ* of SMKN 1 Gunungsitoli Barat, he said that the graders' reading speed was still very slow. In addition, based on a result of PISA since 2009 – 2018, ability to read of Indonesian students showed that they are unable to comprehend simple texts, does not show a significant increase 10-15 years recently. About 70% at age 15 is under minimum competence. Further, there is a big gap among regions and social-economic in learning quality and moreover after pandemic. It can be said that the graders are included in the PISA result.

Nation in Rizkoh (2014:3) states “A reasonable goal for second language learners who are reading material that has contain no unknown vocabulary or grammar and that has easy content is around 250 wpm”. However, the phenomenon gap happened since the graders are expected to be able to read at category fast around 250 wpm but in fact, the graders’ reading speed was still very slow. Other problems that were also found in the field were that the graders had lack of concentration when reading, lack of motivation in reading English texts, afraid of not understanding the material being read and bad habits when reading English texts. The above problems were supported by the opinion of Noer (2010:40), There are several things that hinder the speed reading process, namely difficulty of concentrating, low motivation, worrying about not understanding the material being read, and bad reading habits.

Some previous researchers already did research; first Iwahori (2008) did research and the result was ER is an effective approach to improve students’ rate and general language proficiency and reading fluency; second Martiarini (2013) conducted research, the result was identified that students who are taught by speed reading method is higher than the result of students by conventional method. Therefore, it can be stated that there are effects of speed reading method upon students’ reading comprehension at grade XI of SMA PGRI 56 Ciputat Tangerang Selatan; third Wardani (2014) held research and she found speed reading and extensive reading activities benefited students by making them aware of using certain strategy to understand the meaning of text quickly as well as students’ confidence increased and speed reading and extensive reading encouraged a positive attitude towards reading fluency; fourth Amir (2018) searched and found out the effect reading strategies and speed reading on reading is positive and significance in reading comprehension; and fifth Hardianto (2019) searched and she found there was strong correlation between reading fluency and reading comprehension which were Pearson correlation = 0.708 and sig. (2-tailed) = 0.010 wherein the higher level of reading fluency makes comprehending text easier and quickly. Of the five previous researchers, it is concluded that speed reading is better done to make graders read texts fluently, comprehend texts quickly and moreover if it is done regularly. Among five, no one of the researchers focused on speed reading only.

Based on some of theories above, the researchers have done research and collected accurate facts according to events that have occurred in the field. In addition, this research design was carried out in a systematic, factual and accurate manner. The researchers obtained data that matched the tenth graders' speed reading.

Focus of the Study

1. Describing the tenth graders' speed reading
2. Describing the factors influence the tenth graders' speed reading

Literature Review

Definitions of Speed Reading

Rasinski in Cotter (2012:3) says that fluency is the ability to read with speed, accuracy, and proper expression. It is said that reading fluency is reading text by paying attention to reading speed, accuracy and proper expression. With reading fluency, students can find out how students read naturally. Kuhn in Bigozzi (2017:2) states that reading fluency is defined as the ability to read rapidly, accurately, and with the proper expression, and includes three main components, reading rapidity, accuracy, and prosody. It means reading fluency is reading text fluently by paying attention to reading speed, accuracy and prosody. In addition, Canizo (2020:75) delivers that reading fluency implies appropriate speed, accuracy and expressiveness in reading. Reading fluency includes reading speed, reading text accurately and using the right expression. One of the aspects of fluency is speed reading. This aspect is as the concern in the research.

According to Rizkoh (2014:3) speed reading is one technique that can be used to improve children's reading habits to read quickly. By applying this technique, students can get many advantages such as the amount of time they will save, can concentrate better, potential speed increases and students will enjoy the reading action more. In other words that speed reading as a way to read a text quikly that has many advantages.

According to Hidayati (2019: 24) speed reading is an act of absorbing written information quickly. Speed reading is characterized by analyzing the trade-offs between measures of speed and comprehension, recognizing that different types of reading require different speeds and levels of comprehension, and that these levels can be improved with practice. So, speed up the activity of reading text quickly.

Konstant in Hidayat (2019:12) says that speed reading is about being able to read at speed appropriate for the material readers are reading. If readers read slowly, their mind will wander, they may become bored and they won't remember anything. If they read fast, they will reduce the chances of remembering what they want to remember they will become frustrated and stressed and thus even less likely to remember. It means speed reading is reading text quickly which is one way to focus on reading.

Based on the theories above, reading is a derived meaning of the text from material, knowledge, cognition and knowledge of language play roles; fluency with comprehension. One of the characteristics of fluency is speed reading. Speed reading is read a text quickly without struggling.

Speed Reading Activity

A reading activity involves one or more purposes, some operations to process the text at hand, and consequences of performing activity. Reading activities lead to improve reading skill such as speed reading. According to Wardani (2014:220) speed reading is the best technique to improve fluency reading, learn to read fast to improve students' reading rate. Speed reading is reading text by text to increase fluency and reading rate. Reading speed provides an opportunity for students to read a text in a fast time so that it makes students more focus on reading and their reading rate may increase.

According to Tanjung (2017:82) speed reading is a method of speed reading at a significant speed by assimilating a few words or phrases at a glance using reading techniques. So speed reading is an activity to read text quickly. The activity of speed reading is reading a text to measure students' speed reading.

Speed Reading Assessment

To measure the speed reading is to measure how many words the reader reads per minute. The researchers used the formula adopted from Fajri (2015:13). The formula is:

$$\frac{\text{the number of words in the text}}{\text{the number of second required to read the text}} \times 60 = \text{words per minute}$$

To obtain the tenth graders' scores, it is measured into levels with the following criteria, Klaser in Hutauruk, (2020:91).

Table 1. Categorizing Reading Speed

Reading Speed (wpm)	Category
>250	Very fast
250	Fast
200-249	Average
100-199	Slow
<100	Very slow

METHOD

Research Method

In this case, the researchers conducted a study to describe the graders' reading speed. The researchers used descriptive analysis. The objective of descriptive research was to describe a phenomenon and its characteristics. This research was more concerned with what rather than how or why something has happened, studied holistically due to in-depth examination of phenomena, involving an interpretative, naturalistic approach to its subject matter, and to capture and provide a description of a phenomenon, as a management method to explore phenomena, and as a method to provide an explanation of a phenomenon under investigation, Aspers, 2019:142; Daniel, 2016:93; Nassaji, 2015:129; Royadi, 2019:86. In addition, albeit the fundamental concern of qualitative descriptive studies is to provide a sort of report of events, institutional structures, and commonly observable behaviours, it is also important that researchers account for the meaning of these things for the people studied (Seixas, 2018:779). Qualitative research properly seeks answers by examining various social settings and the groups or individuals who inhabit these settings. By using qualitative research methods, human activities are examined and underlying meanings are explored, which is transformational for both of the researchers and the participants involved (Wang, 2018:117-118). It means that qualitative research, examined the graders' speed reading activities.

Data Analysis

a. Analysing the Primary Data

To analyse the primary data is by asking the tenth graders to read per minute the descriptive text entitled 'Taj Mahal'. Then, as mentioned above in speed reading assessment, the researchers used the formula adopted from Fajri (2015:13), followed by category written by Klaser in Hutauruk, (2020:91).

b. Analysing the Secondary Data

To analyse the secondary data taken from semi-structured interview, Stukey in Adhabi, 2017: 89, is to find out what factors influence the tenth graders' speed reading is through three steps

suggested by Gay *et al* (2012:467) that are reading/memoing, describing what is going on the setting and classifying data. The secondary data are classified in the following table.

Table 2. Classification of Speed Reading Factors

No	Factors	Responses		Category
		<i>Tenth Graders</i>	<i>English Teacher</i>	
1				
2				
Conclusion				

FINDINGS AND DISCUSSION

Findings

Speed Reading Test

The test was the tenth graders' speed reading. The data displayed were the tenth graders' speed reading based on the formula adopted from Klaser in Hutauruk (2020:91). The tenth graders' speed reading as follows:

Table 3. The Tenth Graders' Speed Reading

No	Graders' Initial	Number of Words in Text	Number of Seconds	Speed Reading (wpm)
1	AT	267 words	200 s	80.1 wpm
2	AEZ		197 s	81.3 wpm
3	EZ		195 s	82.1 wpm
4	FSG		228 s	70.2 wpm
5	FAZ		164 s	97.6 wpm
6	JKT		185 s	86.5 wpm
7	KZ		190 s	84.3 wpm
8	LGZT		202 s	79.3 wpm
9	MYG		168 s	95.3 wpm
10	MZ		175 s	91.5 wpm
11	NZ		163 s	98.2 wpm
12	OVG		228 s	70.2 wpm
13	PG		214 s	74.8 wpm
14	PJG		192 s	83.4 wpm
15	SYZ		236 s	67.8 wpm
16	SDZ		256 s	62.5 wpm
The Average Tenth Graders' Speed Reading				82.4 wpm

Based on the table above, the high speed reading score was 98.2 wpm. The researchers found that there was one grader who got 98.2 wpm. NZ achieved the high score in the speed reading test. Then, the researchers found that there was one grader who got 97.6 wpm. FAZ achieved the second high score in the speed reading test. Next, MYG got 95.3 wpm in speed reading test. And then, MZ got 91.5 wpm. JKT got 86.5 wpm. In other hand, KZ got 84.3 wpm. PJG got 83.4 wpm. EZ got 82.1 wpm. AEZ got 81.3 wpm. AT got 80.1 wpm. LGZT got 79.3 wpm. PG got 74.8 wpm. FSG and OVG got 70.2 wpm. SYZ got 67.8 wpm, and SDZ got 62.5 wpm.

Based on the data above, all the tenth graders were categorized as *very slow* in speed reading. The result of the tenth graders' speed reading was still less than 100 wpm. This category was based on the table adopted from Klaser in Hutauruk (2020:91) above.

Beside the data above, based on the speed reading test was conducted to the tenth graders, the researchers also found the data about the tenth graders' fluency related to accuracy and proper expression. For example AT got error pronunciation while speed reading test such as: Taj Mahal= 'Terjemahan'; an = 'end', epitome= 'epertment'; actually= 'ektural'; mausolem= 'mouslem'; standing= 'stading', etc. And in paragraph one at first sentence there was a full stop after the *mausoleum* but AT read it with a comma. Based on the data above, the tenth graders' fluency related

to accuracy and proper expression was less fluency and all of them made errors in pronunciation and sometimes made errors to read a word after full stop or they forgot to read a word or sentence in a text. But NZ made a few errors in pronunciation and repeated reading a sentence in reading a text.

Based on the data above, the tenth graders' fluency related to accuracy and proper expression was less fluency. A lot of them made many errors in pronunciation but NZ made a few errors in pronunciation and repeated reading a sentence while reading a text. There was NZ was more fluency in reading a text rather than other the tenth graders.

Interview

The Tenth Graders' Interview

The researchers interviewed all the tenth graders was aimed to find out what factors were influencing their speed reading to answer the second focus of the research. The result is seen as follows.

Table 4. The Recapitulation of Responses of Tenth Graders' Interview

No.	Factors Influencing the Tenth Graders' Speed Reading	Responses	Number of Tenth Graders' Responses	%
1.	Lack of concentration	Long time reading English text	1	6.25 %
		Other graders were noisy when speed reading activity	3	18.75 %
		Seeing and reading English text only	4	25 %
		Other graders laughed at a grader when speed reading activity	3	18.75 %
		Reading difficult words when speed reading activity	4	25 %
		Overthinking to try to read a text correctly when speed reading activity	1	6.25 %
2.	Lack of motivation	The graders' perception that English is difficult when reading a text	5	31.25 %
		Many difficult words when reading a text	7	43.75 %
		Unfamiliar words in a text when speed reading activity	2	12.5 %
		Lack of interest in reading English text	1	6.25 %
		Lack of interest in English lesson	1	6.25 %
3.	Worrying about not understanding the material being read	The graders were anxiety about not understanding the material when speed reading activity	16	100%
4.	Bad reading habits	Repeatedly reading the word when speed reading activity	12	75 %
		Sometimes graders forgot which part was read when speed reading activity	3	18.75 %
		Only taking time to read unfamiliar words when speed reading activity	1	6.25 %

Based on the table above, there were some factors that influenced the graders' speed reading, are most of them lack of concentration when seeing and reading English text only, and reading difficult words when speed reading activity; lack of motivation when many difficult words in text, perception that English is difficult when reading a text, and bad habit of repeatedly reading the word when speed reading activity done.

In lack of concentration, there are some responses about it, such as long English text to read, one grader said (6.25%); other graders were noisy when speed reading activity, said by three graders (18.75%); seeing and reading English text only, stated by four graders (25%); other graders laughed at one grader when speed reading activity, stated by three graders (18.75%); reading difficult words when speed reading activity, delivered by four graders (25%); and overthinking before trying to read a text correctly when speed reading activity, said by another one grader (6.25%).

Then, in lack of motivation there were some responses about it, such as the tenth graders' perception that English is difficult when reading a text, answered by five graders (31.25%); many difficult words when reading a text, said by seven graders (43.75 %); unfamiliar words in a text when speed reading activity, stated by two graders (12.5%); lack of interest in reading English text, delivered by one grader (6.25 %); and lack of interest in English lesson, stated by one grader (6.25 %). Next, being worried about not understanding the material being read, all the tenth graders said it. There were 16 graders (100%) worrying about not understanding the material being read.

In bad reading habits there were some responses about it, such as repeatedly reading the word when speed reading activity, said by twelfth graders (75%); sometimes the graders forgot which part was read when speed reading activity, commented by three graders (18.75%); and taking time to read unfamiliar words when speed reading activity, said by one grader (6.25 %).

It is concluded that there were some factors that influenced the tenth graders' speed reading such as lack of concentration, lack of motivation, worrying about not understanding the material being read and bad reading habits.

The English Teacher's Interview

The researchers interviewed the English teacher to find out the factors that influenced the tenth graders' reading speed to answer the second focus too. The result is written below.

Table 5. Responses of Teacher's Interview of Speed-Reading Factors

English Teacher's Interview	Category
There were some factors that affected the speed reading of tenth graders such as lack of concentration because some of them were less interested in English lessons, making noisy only when their friends were reading, and also when many familiar words in a text. Meanwhile, the tenth graders were lack of motivation to read a text with speed reading because their basic abilities were lack of English lessons, influenced by limited study time, and found the difficult words. Then, the tenth graders were worried that they did not understand the material being read because there were still many vocabularies that have not been understood in English texts. Next, the bad reading habit of the tenth graders which that they often repeated vocabulary that was difficult for them.	very slow

In the interview, he said that there were some factors that affected slow speed reading of graders such as lack of concentration because some of them were less interested in English lessons, the graders were noisy when their friends were reading, and also when the words in a text were unfamiliar. Meanwhile, the graders were lack of motivation to read a text with speed reading because their basic abilities were lack in English lesson, especially during covid-19 pandemic situation, learning time in class was reduced so that the graders were limited to learning English moreover if it was found a lot of difficult vocabulary. Then, the graders were worried that they did not understand the material being read because of still lack of mastering English lesson, and lastly, bad reading habit of the graders was that they often repeated vocabulary that was difficult for them.

Discussion

The Description of the Tenth Graders' Speed Reading

Based on the explanation of the research findings, it is seen that in general the tenth graders' speed reading was in the very slow category. All of them were below 100 wpm. Based on the category table

adopted from Klaser in Hutauruk (2020:91) that reading speeds of less than 100 wpm were classified as very slow and the speed reading average was 82.4 wpm. This achievement is not in line with what is expected that graders can read a text with speed reading as supported by Nation in Rizkoh (2014:3) "A reasonable goal for second language learners who are reading material that has contain no unknown vocabulary or grammar and that has easy content is around 250 wpm". What made the tenth graders' speed reading was improved and increased as said by Taguchi (1997), Jeon (2009), Underwood, Myskow, and Hattori (2012), Chang (2012), and (Shimono, 2018) in Shimono (2019) was learners reread the same passage a number of times in an effort to automatize word recognition abilities, doing repeated oral reading, timed readings through combination.

Beside that, a lot of graders' fluency related to accuracy and proper expression was less fluency. They made errors in pronunciation although NZ made only a few errors in pronunciation and repeated reading a sentence while reading a text. NZ was more fluency in reading a text rather than others. It is supported by Rasinski in Cotter (2012:3) that fluency is the ability to read with speed, accuracy, and proper expression.

In summary, the tenth graders' speed reading when very slow, it would affect the reading fluency because reading fluency is reading a text fluently by paying attention to speed reading, accuracy, and prosody.

Factors Influencing the Tenth Graders' Speed Reading

Based on the data in Table 4 about the graders' responses to the interview aimed to know the factors that influenced their speed reading, there was various answer from them. The factors affected their reading speed were lack of concentration when seeing and reading English text only and reading difficult words when, speed reading activity; lack of motivation when many difficult words when reading a text, worrying not knowing the material being read, and bad habit of repeatedly reading the word when speed reading activity. The above statement is supported by Noer (2010:40) that there are several things that hinder the speed reading process, namely difficulty of concentrating, low motivation, worrying about not understanding the material being read, and bad reading habits.

Furthermore Noer (2010:41) says that lack of concentration can be caused by several factors such as physical and mental fatigue, boredom and many other things being thought about. According to Sutz in Bishry (2012:13), speed reading engages eyes, ears, mouth and of course the brain. Speed reading engages these senses, even more than normal reading because the use of senses and brain power are more efficiently. To build the concentration in speed reading, the grader engages the senses and brain power. The graders need to focus on what the material being read not others. The graders less concentrated when their senses and brain were disturbed. Many of the tenth graders were lack of concentration because of the perspective that English is difficult, just by seeing and reading English text only and reading difficult words when speed reading activity. It made their attention diverted and focuses on negative perspectives so that they were less focused on speed reading. In addition, other disturbances were such as noisy graders, others were laughing when a grader read and also interfered with the graders concentration, included when the long reading text.

According to Noer (2010:42), 'low motivation will appear when you want to read a book but don't really know what the book is about. Motivation helps to maintain that understanding in the long term because motivation involves emotions and the desire to enjoy reading material'. There are two kinds of motivation such as intrinsic motivation and extrinsic motivation. Harmer in Murniasih (2013:5) says that intrinsic motivation comes from within the individual. Intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. In the case of the tenth graders, less motivation was from intrinsic motivation which was considered English was difficult, less interest in reading English texts and less interest in English lessons. In other hand, extrinsic motivation is derived from the influence of some kind of external incentive, as

distinct from the wish to learn for own sake or interest in tasks (Ur in Murniasih, 2013:9). It is said that the graders' motivation was influenced by extrinsic motivation such as many difficult words and unfamiliar words in a text when speed reading.

All the tenth graders had concerns that they did not understand the text that has been read. According to Noer (2010: 43), 'there are people who feel inferior when they see a book they want to read. He was worried that the book was too heavy and could not be understood later. This worry turns out to be true if you continue to carry it with you when reading. Worries that you can not or difficult to understand the contents of the reading will eventually really come true. This concern will interfere with your reading speed and understanding'. The tenth graders had concerns about not understanding the material being read and many of them had a negative perspective that affected their speed reading.

Noer (2010: 44) states, 'bad habits in reading if maintained will make your speed reading disturbed. One of bad habit in reading is regression. Regression is read a sentence or paragraph and then you are not sure about its content or feel you don't understand then you go back and repeat the sentence or paragraph'. Mostly the tenth graders repeatedly read the word or sentence when speed reading activities that were included in the regression, namely repeating rereading sentences, which makes students spent a lot of time. Other graders had other bad habits such as forgetting to read passages that have been read and taking a lot of time to read unfamiliar words. All these bad habits hinder the tenth graders' speed reading as it was presented above in the findings, still under 250 wpm as it was expected.

The four factors above, each of them consisted of some responses of the tenth graders such as difficulty of concentrating consisted of six different responses, low motivation consisted of five different responses, worrying about not understanding the material being read consisted of one response, and bad reading habits consisted of three different responses as presented above.

Based on interviews to the English teacher written in Table 5 above, there were some factors that affected the speed reading of students such as lack of concentration because some of them are less interested in English lessons, noisy when their friends were reading, and also when found unfamiliar words in a text. Meanwhile, lack of motivation to read a text with speed reading because their basic abilities were lack in English lessons influenced by limited study time, and found the difficult words. Then, worried that they did not understand the material being read, and still many vocabularies that have not been understood in English texts. Last, the bad reading habit was seen from performance of often repeated vocabulary that was difficult for them.

In short, there were four factors influencing the tenth graders' speed reading not to be fluent readers as stated by the tenth graders and the English teacher above.

CONCLUSION AND SUGGESTION

Conclusion

As a conclusion is the tenth graders' speed reading of SMK Negeri 1 Gunungsitoli Barat particularly *TKJ* major is very slow with average 82.4 wpm. Then the factors influence the tenth graders' speed reading are lack of concentration, lack of motivation, worried of not understanding the material being read, and bad habit of repeating words when speed reading activity done.

Suggestion

The researchers suggest a few things. Firstly, the researchers suggest the English teacher necessarily to optimize time in learning English so that the tenth graders can increase their vocabulary and reduce the perspective that English is difficult. Secondly, the tenth graders need to raise awareness to study English seriously and practice speed reading to increase enthusiasm for learning. Lastly, since this study has many limitations, and may not be generalized to other contexts; the researchers suggest the further researchers to in-depth search factors which influence speed reading.

ACKNOWLEDGMENT

The researchers would like to thank everyone who has contributed to the implementation of this research until the completion of writing the article.

REFERENCES

- Adhabi, Anozie. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, 9(3), 86-97. <https://doi.org/10.5296/ije.v9i3.11483>
- Amir, A. (2013). The Effect of Reading Strategies and Speed Reading on Sudents' Reading Comprehension Skill in Higher Education. Seventh International Conference on Language and Arts (ICLA 2018). *Advances in Social Science, Education and Humanities Research*, 301, 409-412. Atlantis Press. Retrieved from <https://www.atlantispress.com/article/55914529.pdf>
- Aspers, P. & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, 42, 139-160. <https://doi.org/10.1007/s11133-019-9413-7>
- Bigozzi, L., Tarchi, C., Vagnoli, L., Valente, L. & Pinto, G. (2017). Reading Fluency as Predictor of School Outcomes Across Grades 4-9. *Frontiers in Psychology, Sec. Educational Psychology*, 8, pp. 1-9. <https://doi.org/10.3389/fpsyg.2017.00200>
- Bishry, H. (2012). The Effect of Speed Reading Strategy to Improve Students' Reading Comprehension at the Second Year Students of State Senior High School 1 Dabo Singkep Regeny of Lingga. University of Sultan Syarif Kasim RIAU. Pekanbaru. Retrieved from https://repository.uin-suska.ac.id/9384/1/2012_2012125.pdf
- Canizo, M.A., Cueva, E., Cuetos, F., & Coalla, P.S. (2020). Reading Fluency and Reading Comprehension in Spanish Secondary Students. *Psichotema*, 32(1), 75-83. Retrieved from <https://www.psicothema.com/pdf/4578.pdf>. <https://doi.org/10.7334/psicothema2019.196>
- Cotter, J. (2012). Understanding the Relationship between Reading Fluency and Reading Comprehension: Fluency Strategies as a Focus for Instruction. St. John Fisher University. Retrieved from https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1225&context=education_ETD_masters
- Daniel, E. (2016). The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice*, 7(15), 91-100. Retrieved from <https://eric.ed.gov/?id=EJ1103224>
- Fajri, M. (2015). The Correlation Between Students' Reading Interest and Their Speed Reading. Jakarta: University Syarif Hidayatullah. Retrieved from <https://repository.uinjkt.ac.id/dspace/handle/123456789/30806>
- Gay, L.R. and Peter Airasian. (2012). Educational Research, Prentice Hall, New Jersey.
- Hamid B, L.O.M.I. (2016). Developing the Students' Ability in Reading through Speed Reading. *JEE: Journal of English Education*, 1(1), 42-50. URL: <http://usnsj.com/index.php/JEE/article/view/JEE007>
- Hardianto, P.T. (2019). The Correlation between Students' Score of Reading Fluency and Reading Comprehension in English Teacher Education Department of Universitas Islam Negeri Sunan Ampel Surabaya. Retrieved from http://digilib.uinsa.ac.id/30108/1/Puput%20Triwahyu%20Hardianto_D05214020.pdf
- Hidayat, D. (2019). The Effect of Speed Reading on Students' Reading Comprehension. An Experimental Study in the Eleventh Grade of MAN Cibatu. *JEES: Journal of English Education Studies*, 2 (1), 12-22. <https://doi.org/10.30653/005.201921.28>
- Hidayati, P.S. (2019). Speed Reading: University EFL Students' Strategies and Perceptions. *Pedagogical: Jurnal Ilmiah Pendidikan*, 3(1), 22-42. <https://doi.org/10.33751/pedagog.v3i1.982>
- Hutauruk, B.S. (2020). The Effect of Speed Reading to the Students' Ability in Extensive Reading on Semester III at FKIP UHN Pematangsiantar. *Journal of English Language and Culture*, 10(2), 88-99. <http://dx.doi.org/10.30813/jelc.v10i2.2139>

- Iwahori, Y. (2008). Developing Reading Fluency: A Study of Extensive Reading in EFL. *Reading in a Foreign Language*, 20(1), 70–91. Retrieved from <https://eric.ed.gov/?id=EJ791535>
- Kementerian Pendidikan dan Kebudayaan. (2019). Hasil PISA Indonesia 2018: Akses Makin Meluas, Saatnya Tingkatkan Kualitas. Retrieved from <https://www.kemdikbud.go.id/main/blog/2019/12/hasil-pisa-indonesia-2018-akses-makin-meluas-saatnya-tingkatkan-kualitas>.
- Lopez, J.I., Becerra, A.P., & Avila, M.R.R. (2021). EFL Speaking Fluency through Authentic Oral Production. *Journal of Foreign Language Teaching and Learning*, 6(1), 37-55. <https://doi.org/10.18196/ftl.v6i1.10175>
- Martiarini. (2013). The Effect of Speed Reading Method upon Students' Reading Comprehension. *Deiksis*, 5(2), 89-105. <http://dx.doi.org/10.30998/deiksis.v5i02.463>
- Murniasih. (2013). The Correlation Between Students' Motivation in Reading and Their Reading Speed. Syarif Hidayatullah State Islamic University. Jakarta. Retrieved from <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/24658/1/Murniasih.pdf>
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Type versus Data Analysis. *Language Teaching Research*, 9(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Noer, Muhammad. 2010. Speed Reading for Beginners. *Panduan Membaca Lebih Cepat, Lebih Cerdas, dan Pemahaman yang Lebih Baik*. Retrieved from <https://fliphtml5.com/hgce/issf/basic>
- Padeliadu, S., Giazitzidou, S., & Stamovlasis, D. (2021). Developing Reading Fluency of Students with Reading Difficulties through a Repeated Reading Intervention Program in a Transparent Orthography. *Learning Disabilities: A Contemporary Journal*, 19(1), 49-67. Retrieved from <https://eric.ed.gov/?id=EJ1295344>
- Rerung, T. K. M. (2016). Spoken Fluency Practices in Increasing Language Learners Performance. *Journal of English Language and Culture*, 6(2), 145-162. Retrieved from <https://journal.ubm.ac.id/index.php/english-language-culture/article/view/262/253>
- Rizkoh, F., Ohoiwutun, J.E., & Thamrin, N.S. (2014). The Implementation of Speed Reading Technique to Improve Comprehension Achievement. *e-Journal of English Language Teaching Society (ELTS)*. 2(3), 1-15. Retrieved from <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/3045>
- Royadi, D., Susiana, N., & Khumaida, F.A. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *ATM*, 3(1), 84-90. <https://doi.org/10.33050/atm.v3i1.848>
- Seixas, B.V., Smith, N., & Milton, C. (2018). The Qualitative Descriptive Approach in International Comparative Studies: Using Online Qualitative Surveys. *International Journal of Health Policy and Management*, 7(9), 778-781. <https://doi.org/10.15171%2Fijhpm.2017.142>
- Shimono, T.R. (2019). The Effects of Repeated Oral Reading and Timed Reading on L2 Oral Reading Fluency. *The Reading Matrix: An International Online Journal*, 19(1), 139-154. Retrieved from <https://eric.ed.gov/?id=EJ1214436>
- Tanjung, K.S. (2017). The Correlation between Students' Reading Speed and Reading Comprehension of 3rd Semester Students of English Department of STAIN Gajah Putih Takengon. *English Education : English Journal for Teaching and Learning*, 05(2), 79-90. Retrieved from <https://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/1182>
- Tim Penyusun (2013). Syllabus Kelas X TKJ. SMK Negeri 1 Gunungsitoli Barat. Kurikulum.
- Tim. (2014). Bahasa Inggris Kelas X. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Wang, J. (2018). Qualitative Research in English Language Teaching and Learning. *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 4(2), 116-132. Retrieved from <https://doaj.org/article/29b5cb04bdda446891d1c642a67ce946>

Wardani. (2014). Using Speed Reading and Extensive Reading Activities to Improve Students' Reading Fluency. *Jurnal Pendidikan Humaniora*, 2(3), 219-227. Retrieved from <http://journal.um.ac.id/index.php/jph/article/view/4463/945>