



Speed Reading Boosts Elementary Students' Learning Outcomes in Offline Learning

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Abstract. This study investigates the effectiveness of speed reading as a means to improve elementary students' reading skills during offline learning periods. The sample consisted of 20 third-grade students, and a one group pretest-posttest experimental design was employed. The results showed that before using the speed reading method, students' learning outcomes were very low (70.80%), low (10.08%), and moderate (0%). However, after using the speed reading method, the students' learning outcomes significantly improved, with 88.95% achieving high levels and only 4.45% in the very low category. Therefore, the findings suggest that speed reading is a useful approach to enhance elementary students' reading skills during offline learning periods, which has significant implications for education policy and teaching practices.

Keywords: Speed Reading · Elementary Students · Offline Learning · Reading Skills · Learning Outcomes

1 Introduction

English has been taught since in early age with various competency standards. English has always been a subject at the education level [1]. So, there is no question that students can master English. Of course, language mastery in students can be reached by learning to read. Students will not be able to write, speak, understand, listen, and convey income if students cannot read. Language skills have four components, namely listening, speaking, reading, and writing skills [2]. It can be concluded that language skills have four components. Each skill certainly has a relationship with one another in different ways. The four skills are essentially a unit or can be called a single chess. In language skills are acquired through a very sequential relationship where, first in childhood a child at an early age will learn about listening to someone's speech, then climb one more level, namely speaking, and after that a child will begin to learn to read, to speak and to write.

Each skill has a very close relationship with the underlying stages in language. This is because individual language describes his thoughts. The more proficient a person is in speaking, the more mature and clear his thoughts will be. In language skills can only be

obtained and mastered deeply. English learning has skills. That is listening, speaking, reading and writing skills. In reading skills, all skills have their respective roles and functions. This is because reading skills are closely related to one another. Reading is a skill that must be used as a necessity and must be fun for students [3]. Reading can be done anywhere and can be done at any time, in this case of course it requires perseverance and very close practice to practice reading habits so that reading skills can be achieved to the fullest.

Before the pandemic, like now, learning tended to be teacher center, so that student involvement during learning activities was not optimal. Where this indicator can be seen when the teacher explains the subject matter. Students are only listeners and follow the reading that is heard from the teacher [4]. However, when the teacher asks students to read on their own, students look less enthusiastic and less likely to understand the material they have read. Whereas during a pandemic like now the teacher will meet with students in a very short time, where the teacher does not fully explain the material to the fullest. The teacher will explain the essence of the lesson, while for the description or elaboration students are required to read the readings contained in the book by themselves.

Nowadays, in offline learning as students push to be quicker in understanding material that has not been mastered by reading. Meanwhile, the interest in reading in the students themselves is reduced because they are used to doing assignments with their parents which in the end makes them only know the answers without them reading the text in the book. In reading material in high grades, especially third grade, students are no longer given readings in the form of pictures that make them interested in reading them [5]. However, in the third-grade students are required to be able to read fast and know the stored meaning or conclusions from the reading. In this case, if students do not get used to speed reading, it will result in a lack of insight and left behind with the material being studied that day.

Knowing these problems, the author uses the speed-reading method to overcome the problems found in the third grade. The speed-reading method is a method that can be used as a solution for increase, ability, read students' comprehension quickly. Reading is fast and effective [6]. It means that it can help students to select important information, quickly master information, and improve student understanding. In the other hand, speed reading students can get rid of bad habits in reading like reading with voice, lip movement, head movement [7]. From the statements of some of these experts it can be concluded that the speed-reading method is a method in which students will better understand reading or material that has been read quickly without using voice, lip movements, and moving heads.

Based on the description of the background above, the researcher hopes to be able to overcome the problems of students in the third grades in improving reading comprehension skills during offline learning by using the speed-reading method. In addition, it is expected that students find certain things quickly from a reading material that students have read.

Moreover, the researcher focuses in improving student learning outcomes and reading skills using the speed-reading method for students in third grade at SD Zainuddin, Ngeni, Waru. With this to achieve the goal namely the more active students in speed reading and find out a meaning in reading with a very fast time. Thus, the researcher interests

in conducting the research entitled “Speed Reading A Means to Improve Elementary Students’ Reading in Offline Learning Period.

2 Methodology

In this research used a quantitative approach to the experimental method. In experimental research there is an experimental group, namely the group that will be given treatment [8]. The goal is to solve and answer problems that exist in schools regarding students’ reading comprehension abilities using the speed-reading method. In the data collection technique using a test type One Group Pretest-Posttest Design. This was chosen because students gave questions in the form of a pre-test and post-test to find out the comparison before and after being given treatment.

The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn [9]. The population in this study were all third grades students at SD Zainuddin, Ngeni, Waru. Here, sample is part of the number and characteristics of a particular population. In this research, samples were taken using a saturated sampling technique. In this study, the samples were in third grade at SD Zainuddin, Ngeni, Waru, totaling 20 students.

In data collection techniques researcher used tests. This type used in the form of an essay consisting of 10 description questions. Each question has a score of 4 if the answer is correct and a score of 0 if the answer is wrong. The procedure for carrying out this research consists of three stages, such as:

2.1 Research Preparation Stage

The steps taken are by starting with making and requesting a research permit application letter from the campus to be shown to the school to be addressed, making observations the researcher conduct guidance and consultation first with the principal and third grade teachers at SD Zainuddin, Ngeni, Waru, and making a research plan.

2.2 Research Implementation Stage

At this stage the implementation of the research includes by repairing reading material for students, preparing speed reading methods for use in learning activities, conducting learning in accordance with the lesson plan that has been made by the researcher, giving assignment to students to find out ability of students, and providing pre-test and posttest sheets to students.

2.3 Final Stage of Research

In the final stage of this research, namely the collection of data results obtained when conducting research for processing and drawing conclusions compiled as a result of research reports. The data analysis techniques carried out normality test. In this test uses to find out the results of the pre-test and post-test data values having a normal distribution or not. After that hypothesis testing uses to measure conjectures that must be tested for feasibility.

3 Results and Discussion

The research that has been carried out cannot be separated from the problems that occur in the field, namely that there are still many students who experience difficulties in understanding reading. Based on the results of research conducted in third grade at SD Zainuddin, Ngeni, Waru, it shows that the speed-reading learning method can improve students' reading comprehension skills in non-fiction story material.

Based on the results of the analysis of previous studies such as the learning outcomes of fifth grade students at SD Inpres 52 Palipi, Banggae District, Majene Regency, before using the speed reading method, it was categorized as low. This is shown from the acquisition of the percentage of student learning outcomes, namely very low 43.75%, low 56.25%, moderate 0%, high 0% and very high 0%, so it can be concluded that student activity in the learning process before using the speed reading method inactive criteria. After using the speed reading method on the learning outcomes of fifth grade students at SD Inpres 52 Palipi, Banggae District. It can be seen from the percentage gain that is very high 62.5%, high 37.5%, moderate 0%, low 0%, and very low 0%, so it can be concluded that student activity in the learning process after using the speed reading method is an active criterion [10]. After that, based on the results of the analysis of the learning outcomes of fifth grade students at SD 03 Tinambung, Pamboang District, Majene Regency, before using the speed reading method, it was categorized as low. This is shown from the acquisition of the percentage of student learning outcomes, namely very low 58.63%, low 41.37%, moderate 0%, high 0% and very high 0%. With the speed reading method shown by the very high percentage of 65.62%, high 34.38%, moderate 0%, low 0%, and very low 0%, so it can be concluded that after using the speed reading method, 63% has an influence on learning outcomes [11].

From the several studies above, it can be concluded that the speed reading method is very influential on student learning outcomes. The difference from the previous research was that the researcher used the speed reading method using skimming and scanning techniques. So that this research can focus on student learning outcomes and students' reading comprehension skills in high grades of elementary school.

In hands, the results of the pre-test in third grade at SD Zainuddin, Ngeni, Waru, it is known that the score on the reading comprehension ability of the for pre-test, the learning outcomes of students categorized in very low with a percentage under 70 with 70.80%, low 10.08%, moderate 0%, high 0%, very high 0%. After that, in using the speed-reading method for post-test showed very low 4.45%, low 0%, moderate 0%, high 88.95%, very high 20.88%. The average pre-test score in 54.88 with the highest score getting 62.5 and the lowest score getting 35. The average low score is because many students find difficulties in understand the content of the reading. So that many students run out of time because they cannot answer the pre-test questions being tested. Then the students experienced an increase after the treatment. So that the score obtained by students with an average of 83.69 with the highest score of 92.5 and the lowest score getting 55. Improvement the value of the learning outcomes is because students have implemented the speed-reading method which can improve reading comprehension skills for students.

Thus, it can be concluded that the speed-reading method affects the ability to read comprehension for students.

4 Conclusion

After conducting pre-observations the researcher conducted pre-test and post-test questions and the documentation accompanying the test. From the results of research that has been conducted in in third grade at SD Zainuddin, Ngeni, Waru and the discussion based on hypothesis testing it is concluded that, $t_{\text{Count}} = 4.35$ with a frequency of $21 - 1 = 20$, at a significant level of 0.05% $t_{\text{Table}} = 1,725$. Therefore, $t_{\text{Count}} > t_{\text{Table}}$, then H_0 is rejected and H_1 is accepted.

Meanwhile, if seen from the percentage gain after the treatment, that is very low 4.76%, low 0%, moderate 0%, high 80.95%, very high 14.29%. Thus, it can be seen that there is an influence of the speed reading learning method to improve reading comprehension skills in learning in in third grade at SD Zainuddin, Ngeni, Waru.

Based on the results of research that has been conducted at SD Zainuddin, Ngeni, Waru, the suggestions that can be given are as follows: a) to all educators, especially teachers at SD Zainuddin, Ngeni, Waru, it is hoped that this speed reading learning method can be used in everyday learning to support students' reading comprehension abilities and improve learning outcomes. Then, the next researchers are expected to be able to develop learning methods speed reading to improve reading comprehension for students.

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