

The Effect of Time Reading Activity (TRA) Strategy on Students' Reading Speed in Senior High School

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Abstract:

The strategy is very important in teaching so the teacher must be able to choose a strategy that suitable with students' need. Time Reading Activity (TRA) which is design allow students to self-assess their reading, reading quickly under time pressure and answer several question. This strategy used to know the effect on students' reading speed in SMA Darul Kholil. The method used in this study is pre-experimental design which is designed by using one group pre-test post-test. In this method the researcher only use one group in collecting data. The research conducted to all of students in X IPA with a total 24 students. The result of students pre- test and post-test show improvement. The score in minimum and maximum both of the test are increased. Not only that, the students reading times are faster with the mean of score pre-test 62.08 and the mean of post-test scores is 79.58. There is significant effect on students regarding Time Reading Activity strategy. This can be seen from the results of the paired sample t-test which show t-test value is greater than t-table. From has been counted through SPSS, the t-test value (8.668) t-table value (2.068) with significant value 0.000.

Keywords: Time Reading Activity, Reading Speed, Strategy

Introduction

Reading is process to acquire information and the process to understand the meaning or content of the text. It can be said that reading is a proses how people get an information and how to understand the meaning of the text that was read. Teaching reading skill in classroom depend on the strategy that are used. Recently Hazaea & Almekhlafy (2022) found that TRA gives significant positive effect on students' reading rate. The students are required to read quickly and answer question. The strategy is very important in teaching so the teacher must be able to choose a strategy that suitable with students' need. The teacher must know the interesting topic to be use in

reading class (Sarifah & Ulfa, 2020).

Reading help students to gathering more important information. So, it is impossible if the students read a text, the students did not know the text about. The quality of understanding relies on the ability of students to discern and remember the significant concepts they have read (Wahyudi, 2018). But it is happening in society, sometime the students read the text and do not know context of the text. In the classroom, reading one of the skills in English that need to be improved. 'The easiness a reader understands a text depends on the reader's concentration and reader's ability to analyze' Audina et al., (2020). The statement means that the problem and the difficulty in reading is depend on student's concentration and student's ability. The student need concentration in reading to understanding the text's meaning that was read. The situation and condition in the classroom is influence to reading process. Some of students do not like crowded situation and of course this situation affect to the student's concentration and finally the students do not get the point of the reading passage. Moreover, the teacher has the important role in design the lessons. The act of reading does have an impact on students' comprehension of any English text (Suryani et al., 2023). The reading activity must be interesting so it makes the students comfortable in class. The design of the lessons can influence the students' concentration. When the students feel boring in class, they do not interest and enthusiastic in reading text. It can be impact to their understanding. So, the first thing that should do by the teacher is setting the lesson to be more interesting.

The important thing in reading is how the students must be able to distinguish and interpret content of the text. The student problem in reading is difficult to understand about content of the text. According (Chakim & Sudarso, 2020) to a large portion of their reading material failed to address the questions, and comprehending the context of the text remains challenging. Besides, many students feeling lazy to read. They often pass the text which is must be read. So, when the students answer the question without reading first, the students have many problems and also many questions are false. That is better if the student read the question first, but does not mean the students do not need to read the text. Because if the students do not read a text, students cannot answer

the question correctly.

In the other side, the students' problem in read activity is about the time. The student often spends more time to reading a text. Even they spend more time, they usually do not know the information of content in the text. So, it can be useless activity. The time spending more, but the students do not understand. The problem here is how to the class in reading can be more effectively without spend more time but the student is capable of comprehending content of the text that was read.

Several students of SMA Darul Kholil are do not interest in reading activity. The students need a long term to complete read a text. The time in reading is important because it can influence in learning process. For this situation certainly need a strategy how to make the students interest in reading and also can read a text without a long time.

The strategy that would be using in this research is Time Reading Activity (TRA). The researcher hopes this strategy can be affect the speed of reading activity and also students understand and know the content meaning of the text. However, by reading faster, the information of the text can be gotten. The researchers expected that the TRA strategies are used in teaching reading to solve this problem.

Review of Literature

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

Most Indonesian students might not understand what they read in various English texts even though they have been learning English (Dahlia, 2016). There are some reasons why students have difficulties in reading comprehension. Hamra and Syatriana (2010) contend that poor reading comprehension among Indonesian secondary learners occurs due to students' lack of vocabulary, learning support, and reading motivation. It shows that the teachers as facilitators play a big role in helping the students to solve their comprehension problems. The teacher of English as a Foreign Language (EFL) is the teacher who teaches students whose first language is not English.

Teaching English as a foreign language become challenging for ELF teachers. There are many things that EFL teachers must prepare before they teach English in class such as lesson plans, teaching material, and teaching strategies. EFL teachers might have some obstacles in teaching reading comprehension such as time limitation, teaching material, and appropriate strategies. In teaching reading comprehension, EFL teachers should be aware of strategies that will be applied. A teaching strategy is a method used to help students learn the material and possibly achieve their learning goals. Different learning methods are available to enable them to develop the right strategy to deal with the identified target group. Teaching reading comprehension also requires an appropriate strategy based on learning goals.

In typical timed readings, the student reads a text out loud for one minute. The text varies by age and focus skill and might be a page of letters with the student saying the letter names or letter sounds, or it could be a series of sentences or a passage.

Speed reading is any of many techniques claiming to improve one's ability to read quickly. Speed-reading methods include chunking and minimizing subvocalization. The many available speed-reading training programs may utilize books, videos, software, and seminars.

Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to the main idea or when reading an essay, it can mean reading the beginning and ending for summary information, then optionally the first sentence of each paragraph to quickly determine whether to seek still more detail, as determined by the questions or purpose of the reading.

Scanning is the process where one actively looks for information using a mind-map (organizing information in a visually hierarchical manner that showcases the interrelatedness of the information for better retrievability) formed from skimming. These techniques are used by meta-guiding your eyes. Scanning includes the main point as well as headings and important information.

Method

The method used in this study is pre- experimental design which is designed by using one group pre-test post-test. In this method the researchers only use one group in collecting data. The research conducted to all of students in X IPA with a total 24 students.

The research design is illustrated in following table:

T	X	T
1		2

Description:

T₁ : The result of pre-test

X : Treatment taught using TRA strategy

T₂ : The result of post-test

(H.N. Wajong et.al., 2021)

This research is conducted on SMA Darul Kholil with population were all students of class X at SMA Darul Kholil. The research instruments here researcher use observation, test and questionnaire. The data analysis in this research is using statistical method quantitative analysis. The researcher use SPSS (Statistical Package for the Social Sciences) version 22.

Results and Discussions

The result of descriptive analysis is based on the mean and standard deviation. The mean is same with average. To measure the data, variability standard deviation is utilized. With a smaller standard deviation, the distribution is closer to the central point and with a bigger standard deviation, the distribution is more variable from the central point. The graph of the result is below:

	N	Min	Max	Mean	Std De vi atio n
Score	2	40.0	80.00	62.083	12.1
Pre- Test	4	0		3	509 2
Time					
Reading in Pr e- Test	2 4	15.2 7	27.55	23.150 8	2.87 863
Score	2	50.0	100.0	79.583	16.0
Post- Test	4	0	0	3	106 4
Time					
Reading in Pos t- Test	2 4	11.5 1	16.10	14.179 2	1.21 043
Valid N (listwise)	2 4				

Based on the descriptive statistics above, the result of students' pre-test and post-test show improvement. The score in minimum and maximum both of the texts are increased. Not only that, the table above showed the mean of students' reading times on pre-test 23.15 minutes, and the mean of students' reading times on post-test 14.18 minutes. The mean of score pre-test 62.08 and the mean of post-test scores is 79.58.

The next section on statistical test is to find the result of data analysis use a paired sample t-test using SPSS version 22. The result of the test by using SPSS version 22 as below:

		Paired Differences						Si g.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		(2-tailed)	
					Lower	Upper	df	
P	Pre							
air 1	Test	-	9.89	2.0	-	-	8. 2	
	Post	17.5	071	189	21.6	13.3	66 3	
	Test	0000		3	7648	2352	8	

From the data above, the result presents the significance effect of pre-test and post-test which the mean of differences is -17.50000 and significance (2-tailed) score .000 which is lower than 0.05. The data is comes from the score of students pre-test and post-test.

Based on the result in (Hazaea & Almekhlafy, 2022) TRA improving the reading skills of students in mixed-ability classes. As can be seen on the results of students Darul Kholil that students are enjoy in reading using time reading activity. The students' time and score in test are increase in the post-test. It can be said, this result in line with the previous study even though the sample of the research are different.

By the previous study, students do not confident and responsible for their own learning (Hazaea & Almekhlafy, 2022). This is different with the students in Darul Kholil, even the strategy is new category in teaching English. But, the students gives good responses and confidents with what they do. Ittook some adjustments at first, but they did it well.

The timed reading strategy involves students reading under time constraints (Gui & Chen, 2020). In this activity, students read and the time recorded. After that, students answer questions in the form of multiple choice as hasbeen done by students at SMA Darul Kholil. Before being given treatment, during the pre- test students spent a lot of time to answer 10 multiple choice questions. However, after students are given treatment, students use theirtime as well as possible. So that when the post-test is carried out, students are faster in answerquestions.

In the other sides, based on the result ofquestionnaire show that many students are lessinterested in speed reading. Students prefer to read without a time pressure. However, the test results showed an increase in student test results with a fast time as well. So, it can be said that students are able to read quickly if thisstrategy continues to be applied. In addition, from the results of observations, the students began to improve their vocabulary mastery from reading activities. It can be seen from the number of questions answered correctly and the students understanding of the text has beenread.

Conclusion

Based on the research analysis in the previous chapter, it can conclude that there is significant effect on students regarding Time Reading Activity strategy. This can be seen from the results of the paired sample t-test which show t-test value is greater than t-table.From has been counted through SPSS,

the t- test value (8.668) > t-table value (2.068) with significant value 0.000 < 0.05. In conclusion, H1 which is state there is a significant effect of students reading speed on teaching using time reading activity strategy is accepted and H0 which is state there is no significant effect of students reading speed on teaching using time reading activity is rejected. So, it can be said that Time Reading Activity strategy is effective to be used for students in SMA Darul Kholil.

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