The Correlation Between Students' Reading Speed and Their Reading Comprehension in Narrative Text at the Ninth Grade of SMPN 1 Ampek Angkek

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ARTICLE INFO	ABSTRACT
	This research was due to the problems that were found in SMPN 1 Ampek Angkek. The problems that were found were that students had difficulty in understanding the text, lack of vocabulary, and students were slow reader. Furthermore, the researcher also found that students who read slow scored higher than the students who read fast in reading comprehension. This research was quantitative research. The design of this research was correlational research. The researcher used two variables which they were variables X and variable Y. Variable X was students' reading speed and variable Y was students' reading comprehension. The researcher used cluster random sampling technique in this study. This means that the sample was taken randomly based on the class, and class IX 2 and IX 5 were chosen as the sample. There were 51 sample. For the method, the researcher asked the students to read the text. While the students were reading the text, the researcher counted the time by using a stopwatch. After collecting data, then the researcher analyzed students reading speed and the number of correct on the reading comprehension test. Furthermore, the correlation test was done by using SPSS. It was done to see whether there was a correlation between students' reading speed and their comprehension. Based on the findings and discussions in this research, there were 3 finding of this research. First, there was no significant correlation between reading speed and reading comprehension. Second, there was positive correlation between two variables. Third, the correlation magnitude between two variables was low. It can be concluded that this study against the theory that said close relationship between reading speed and reading comprehension. The data revealed that students with a high level of reading comprehension do not always have a high reading speed, and vice versa.
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INTRODUCTION

According to Sa'ad in Abeer Anf Yousif (2012), Reading speed is an important aspect in teaching reading because only skillful readers can quickly and easily get familiar with the words of a text. Becoming familiar with words within the text

should be an automatic and unconscious process achieved without exerting effort. Should be fluent with encoding in order to acquire words and understand meaning easily, quickly, and accurately (Alarfaj & Alshumaimeri, 2012). Reading speed should require a reading level that is concerned with comprehension because the reading speed is nothing without the comprehension of what is being read. Students have to understand and comprehend what they read. If they do not know what they read, they will not get the point about the text in the exercise and it will be hard for the students to do the exercise. Everyone reads with variety of speeds, sometimes fast, and sometimes slow. Reading speed, or in other terms called as a rate of reading, is the speed which a person reads. The speed shows how many words can be read in a minute. According to Mohammad Noer, There are 5 rates of reading speed, poor, average, good, excellent, and unbelievable (Mohammad Noer, 2012). The rates of reading counted by dividing total words with the time of reading. According to Jumaidi 2013, the way to measure reading speed is by counting the number of words read per minute (Jumaidi, Atmazaki, 2013). It means that, reading speed was the act of quickly absorbing written information then calculated by the number of words read per minute.

The term of reading speed and comprehension are two inseparable elements. According to Nuttal (2003), reading speed and reading comprehension are two elements that are closely related. This concept in line with the research that conducted by Arab. Arab in Humaira said that there was a moderate positive correlation between reading speed and reading comprehension (Humaira & 2017). Understanding a text is a way to answer the question referred. Arab in Humaira (2017), explains that, when people read slowly and excessively, the understanding of the text will be hampered. So, if students read slowly comprehension will also be slow. Especially if people read slowly to excess, there will be regression or repetition, where readers have to repeat what they read. Of course it needs a lot of time and their minds do not focus anymore (Humaira, 2017). In addition, studies in Mora et.al (2021) shown that if a person displays a high level of reading comprehension, it is likely that their reading speed will be high as well (Bowey, 2005; Perfetti, Landi, and Oakhill, 2005; Snow, Burns, and Griffin, 1998; Stanovich, 2000). Reading is related to comprehension, because reading without comprehension is impractical. Students should have reading comprehension skill in order to understand the learning material, so that the learning objective can be achieved (Reflinda, 2023). According to Ilhan ilter (2017), Reading comprehension is a reading activity to absorb information from the reading material and understand or know the implied meaning or meaning of the reading so that it can be conveyed properly to the reader. Someone who does reading comprehension activities must master the language or writing used in the reading and be able to

capture the information or content of the reading. Reading comprehension includes the complex cognitive processes that need to be used in conjunction with reading activity to provide readers the opportunity to understand the meaning from a reading material (İlter, 2017).

Reading comprehension is critical for language learners. Language learners can gain information from the text through reading comprehension. A student's reading activity will be much easier if they can comprehend well. It requires language students to combine logical thinking with a collection of letters, words, and sentences in a text. Reading comprehension helps language learners develop an understanding of the meaning of the text, which they can then translate into their native language. A narrative text is a type of story that typically is not based on the author's personal experiences but rather stems from imagination or legend. It recounts fictional or imaginative events in a systematic and sequential manner, with the primary aim of entertaining the readers (Muntaha, et.al, 2022). This means that narrative text are usually fictional and was written in sequence manner which entertaining the reader as its' purpose. For example, the legend of Danau Toba, Malin Kundang, Takuban Perahu, etc.

Narrative text has a simple generic structure. First, orientation sets the scene where and when the story happened and introduces the participants of the story: who and what is involved in the story. Then, complication tells the beginning of the problems which leads to the crisis (climax) of the main participants. Resolution the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. Then re-orientation/coda this is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer (Kardena et.al, 2020).

Based on preliminary research conducted at SMPN 1 Ampek Angkek on Monday, 03 April 2023 and continued on 11 April 2023, and continued on 26 August 2023, researchers conducted interviews with English teachers and ninth grade students, especially IX 7 students. Through this research, problems were found in the field, the first is the problem of students' reading comprehension. This was identified based on interviews with students on 26 August 2023, students have difficulty in finding important things in the text, due to the lack of vocabulary that students have. In line with observations made on 26 August 2023, that students had difficulty in understanding the text, even always asking what the meaning of the sentences and even vocabulary in the text is, so that students can understand the meaning conveyed in the text. And also based on interviews with teachers on 26 August 2023, the teacher also said the same thing that students have difficulty understanding the text, because of the lack of vocabulary that students have. Then the teacher also added that students have difficulty in finding important things in the text. For more details, the data will be explained in the table below.

Table 1.
Students Reading Comprehension Achievement

No	Initial	Score
1.	ACM	58
2.	KKTR	33
3.	MAA	60
4.	MY	85
5.	FR	80
6.	RFF	45
7.	SRP	80
8.	SPA	33
9.	FBTO	70
10.	RA	85
11.	HMP	89
12.	FOR	40
13.	KKN	52
14.	MARR	95
15.	ADRN	68
Average		64,87

Source: English Teacher of SMPN 1 Ampek Angkek

The table explains that 15 students who have high reading speed but low reading comprehension and vice versa. These 15 students were selected from 210 students in class IX who were experiencing problems according to the purpose of this study. It can be seen that the students can only achieved the mean score of 64.87 which means they had problems in reading. Furthermore, the reading comprehension of the students was compared with their reading speed.

The second is about students' reading speed in the classroom. Based on the observation on 26 August 2023, where students were measured for their reading speed. Furthermore, the researcher also tested the students' reading speed. The result can be seen on the following table:

Table 2.
Students Reading Speed Achievement

No	Students	Percentage (%)	Speed(WPM)	Category
1.	2	13.33%	200-249	Faster
2.	8	53,33%	150-199	Medium
3.	5	33,33%	100-149	Slow

The table explains that 2 out of 15 students were on faster category which around 200-249 WPM. 8 out 15 students that are tested had reading speed on Medium category which around 150-199 WPM. Meanwhile, 5 out of 15 students categorized as slow reader or only had 100-149 WPM reading speed. According to Maula in Kurniati et, al (2015), Standardize Reading Speed in Junior High school in Indonesia are as follow:

Table 3.
Range of Students Reading Speed

Words Score	Ability Level
250-299 wpm	Very fast
200-249 wpm	Faster
150-199 wpm	Medium
100-149 wpm	Slow
50-59 wpm	Very Slow

Source: (Kurniati et,al, 2015)

The theories says that when people read slowly and excessively, comprehension of the text will be hindered (Nutall, 2003). However, what is found preliminary research were different and it is important to pay attention and find out why this is happening. The researcher found that students who read slowly (100-149 wpm) scored high on reading comprehension test, and the students who had better reading (medium/ 150-199 wpm)speed scored low in reading comprehension test. This indicated that there was a problems since it contradicted the theory that said otherwise.

o took the reading test successfully and 60% of the students failed to meet the minimal completion criteria (MCC). The English MCC is 75. There were fewer pupils who just met the minimal requirements than there were students who failed to meet the minimal completion requirements. It is clear that the Grade 9 students of SMPN 1 Ampek Angkek lack of reading abilities. Reading speed has affected the reading comprehension of students. A students' reading speed also determines his or her ability to comprehend the text. It can also have a positive or negative effect on students' reading comprehension because all students have different reading speeds. Based on the explanation above, the researcher conduct the research entitled, "The Correlation Between Students Reading Speed and Their Reading Comprehension in Narrative Text at The Ninth Grade of SMPN 1 Ampek Angkek".

RESEARCH METHOD

This research was quantitative research. The design of this research was correlational research. The researcher used two variables which they were variables X and variable Y. Variable X was students' reading speed and variable Y was students' reading comprehension. The researcher used cluster random sampling technique in this study. This means that the sample was taken randomly based on

the class, and class IX 2 and IX 5 were chosen as the sample. There were 51 sample. For the method, the researcher asked the students to read the text. While the students were reading the text, the researcher counted the time by using a stopwatch. After collecting data, then the researcher analyzed students reading speed and the number of correct on the reading comprehension test. Furthermore, the correlation test was done by using SPSS. It was done to see whether there was a correlation between students' reading speed and their comprehension.

RESULT AND DISCUSSION

Data From Reading Speed Test

There were 51 students of the third-grade students of SMP N 1 Ampek Angkek" who took test. The test was about the students' reading speed. The data is from the test and test were gathered directly by the researcher by giving each of the student 3 texts, then measured their reading speed from each text, and measured their average reading speed in word per minute (wpm). The descriptive score of the students' reading speed can be viewed on the following table:

Table 4.
Students' Reading Speed

Reading Speed	Classification	Total Number of Students	Percentage
250-299 wpm	Very Fast	0	0.00%
200-249 wpm	Fast	2	3.92%
150-199 wpm	Medium	3	5.88%
100-149 wpm	Slow	24	47.06%
50- 99 wpm	Very Slow	22	43.14%

Based on the table above, it can be seen that no student can achive very fast reading speed, there were 2 students who categorized as fast reader, 3 students categorized as medium, 24 students were slow reader, and 22 students were very slow reader.

Data From Reading Comprehension Test

The were 5 reading comprehension questions from each text. There are 3 text so the total question that each students answered were 15 items. Each score from different text was measured differently, but was measured by average at the end. The students' score then categorized by using distribution table (Saragih, Ferdinand D., dan Eko, 2006).can be viewed on the table below:

Table 5.
Students' Reading Comprehension

Score Range	Total Number of Students
62 – 68	6
55 – 61	16
48 – 54	9
41 – 47	7
34 – 40	8
27 – 33	4
20 – 26	1

Based on the the table and figure above, there were 1 student who got score between 20-26, 4 students got score between 27-33, 8 students got score between 34-40, 7 students got score between 41-47, 9 students got score between 48-54, 16 students got score between 55-61, and 6 students got score between 62-68.

Table 6.
Descriptive of Students' Reading Comprehension

Variables	N	Lowest	Highest	Mean
Reading Comprehension	51	20	66,67	51,67

Furthermore the lowest score that students got was 20, the highest score was 66,67 and the mean score was 51,67.

Prerequisite of Data Analysis

Before doing the testing the correlation between both variables using parametric test, there were 3 prerequisite of data analysis. They are; the data should be distributed normally, the data should be homogen, and the data should be linear.

Test the normality of the data

The normality of the data was done in SPSS 22 application. It was done to find out whether the data distributed normally or not. The result of the normality test can be viewed on the table below:

Table 7.
Normality of the Data

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Comprehension	0.203	51	0.000	0.913	51	0.001

Reading Speed	0.178	51	0.000	0.824	51	0.000

Based on the table above, the sig value of both variables is 0.000 and 0.000, while the alpha is 0.05. In other word, the sig values of both variables are smaller than the alpha which means both of the data was not distributed normally.

Test the homogeneity of the data

The homogeneity of the data was done in SPSS 20 application. It was done to find out whether the data was homogenous or not. The result of the homogeneity test can be viewed on the table below:

Table 8.
Homogeneity of the Data

		Levene's Test for Equality of Variances	
		F	Sig.
Score	Equal variances assumed	4.833	0.033
	Equal variances not assumed		

Based on the table above, it was found that the sig value is 0.033 and the alpha is 0.05. This means that 0.033<0.05 in other word the data is not homogenous.

Data Analysis

Based on the 3 of the perquisites of the data analysis, both variables cannot be tested using parametric test. Then, the non parametric test was conducted in order to test the correlation of both variables. The non parametric test for correlation is by using Rank Spearman. This was done in order to answer the research question and testing the hypothesis. There are 3 research questions of this study. First, "was there any significant correlation between reading speed and reading comprehension?". Second "what was the correlation direction of both variables?". Third, "what was the correlation magnitude of the correlation?

Correlation between reading speed and reading comprehension

The correlation was done using SPSS 20. It was done especially by Pearson Correlation option in the application. The result of Pearson correlation can be viewed on the table below:

Table 9.
Correlation of Reading Speed and Reading Comprehension

			Reading Comprehension	Reading Speed
Spearman's rho	Reading Comprehension	Correlation Coefficient	1.000	-0.222
		Sig. (2-tailed)		0.117
		N	51	51
	Reading Speed	Correlation Coefficient	0.222	1.000
		Sig. (2-tailed)	0.117	
		N	51	51

Based on the table above, the sig value is 0,117. This means that the sig value is bigger than the alpha of the research which is 0,05. In other word, there was no significant correlation between reading speed and reading comprehension. However, not significat does not mean there was no correlation.

The Correlation Direction between reading speed and reading comprehension

According to the table 4.7, it can be seen that the correlation value was negative. This means, there is negative correlation between reading speed and reading comprehension. In other word, the faster a student reads, the lower the reading comprehension.

The Magnitude of the Correlation between reading speed and reading comprehension Based on the table 4.7, it can be seen that the Spearman correlation or the r-measured is 0.222. It was then compared to the interpretation table below:

Table 10.
Index Correlation Interpretation

Index	Interpretation
0.00 — 0.20	Very Low correlation. It is ignored or considered not correlate
0.21 — 0.40	Low correlation
0.41 — 0.70	Moderate correlation
0.71 — 0.90	High correlation
0.91 — 1.00	Very High correlation

Based on the table above, it was known that the correlation was on the 0.21-0.40. This means, the magnitude of the correlation was low.

Based on the finding, the research questions were answered. First, there was significant correlation between reading speed and reading comprehension since sig values is smaller than alpha (0,117>0,05). This means that the reading speed and reading comprehension has no significant correlation. Second, there was negative correlation between both variables (-0.222). In other word, the quicker a student to read the poorer their reading comprehension. Third, the magnitude of the correlation was low (between $0.21-0.70$). This means that there was low correlation between reading speed and reading comprehension. It can be concluded even though there was no significant correlation between reading speed and reading comprehension, this does not mean they were not correlated at all. In other word they still correlate with low magnitude.

Discussion

This result of this study against the theory from many researchers (Bowey, 2005; Perfetti, Landi, and Oakhill, 2005; Snow, Burns, and Griffin, 1998; Stanovich, 2000) that claimed if a person displays a high level of reading comprehension, it is likely that their reading speed will be high as well. This study also against the previous research such as Humaira who found that there is a significant correlation between students' reading speed and their reading comprehension.

Reading faster is not always mean better comprheesion. Dyson and Haselgrove's (2000) (cited in Ekasari, 2021) study on the effects of reading speed on comprehension from screens found that participants comprehended material better at a normal reading speed (mean of 244 wpm) than at a speed nearly twice as fast. Berkoff (1979, cited in Sackstein, Spark, & Jenkins, 2015) asserted that fast readers are not necessarily more efficient, nor are slow readers means inefficient. Several factors can influence both reading speed and comprehension, such as the purpose of reading, text complexity, vocabulary load, reading experience, and prior knowledge (Chang, 2017). It is important to note that different reading purposes demand different reading speeds. As Nation (2009) pointed out, reading speed is affected by various factors, including the reading goal and the difficulty of the text

Even though reading speed is beneficial, comprehension need to be put as the priority. Reading speed is closely related with skimming, in which the goal is to quickly move one's eyes through the text to find a specific word or piece of information or to get a general idea of the text content. skimming rates can be as much as two to four times faster than those of typical silent reading. Comprehension rates, however, are lower when skimming than when reading, suggesting a trade-off between speed and comprehension accuracy (Rayner et, al, 2016).

CONCLUSION

Based on the findings and discussions in this research, there are 3 conclusions that can be drawn. They are: There is significant correlation between reading speed and reading comprehension.There is negative correlation between reading speed and reading comprehension The magnitude of the correlation is low.

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