

CHAPTER II

LITERATURE REVIEW

In this chapter, an in-depth explanation of the theories utilized for the study will be presented. The theories related to Speed Reading, Reading Comprehension, study of relevant research, and research hypothesis.

A. Theoretical Framework

1. Reading Comprehension Overview

a. Concept of Reading Comprehension

Reading comprehension is a person's ability to understand what has been read. According to Vaughn et al. (2007) reading comprehension is the process of making meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Muhlis (2021) also stated that reading comprehension means understanding what is read and getting further information. Good reading comprehension skills are needed to understand the content of reading material well, which is an important component in reading activities because it can improve one's reading ability and achieve certain goals. Therefore, we can define reading comprehension ability as the ability to understand the text read. This is in line with Scanlon et al. (2010) who define comprehension as an active and constructive process in which the final understanding of the text is determined by a combination of what is stated directly in the text and the reader's pre-existing knowledge related to the topic of the text. In other words, comprehension is essential for readers to understand the content of the text.

Reading is not just looking for information in the text but involves many things, including thinking and understanding what is read. In other words, as stated by Sinulingga et al. (2023), if someone does not think and understand what they read, they will not understand the message or knowledge contained in it. The main purpose of reading itself is for readers to get information from the text they read to broaden their horizons.

According to Tarigan (2008), the purpose of reading comprehension is to gain a full understanding of logical arguments, text pattern sequences, symbolic patterns, emotional nuances and linguistic means used to achieve the goal. Therefore, the ability to understand reading content is the key to achieving reading goals, whether to gain insight, understand arguments, or achieve specific reading goals.

Reading comprehension is a crucial skill for students, as it directly affects their academic success. According to Smith (2021), reading comprehension is at the core of educational progress, forming the basis for learning in all subjects. Without good comprehension skills, students find it difficult to understand other subjects. Additionally, Astaraya (2023) emphasizes that reading comprehension is not only important for academics but also for improving the overall quality of life. Students skilled in reading comprehension tend to become lifelong learners. Therefore, reading activities should be conducted to deeply understand the text's content. After reading, students are encouraged to express their understanding through summaries in their own words, both orally and in writing. Thus, the ability to comprehend texts serves as the primary foundation in the learning process, helping students access, process, and integrate information effectively, which ultimately enhances academic performance and the overall quality of learning.

b. Indicators of Reading Comprehension

Students have higher reading comprehension is an important aspect in the learning process. This ability is influenced by various factors, such as the reading strategies applied, the learning methods used and the integration of modern technology. According to Adora et al. (2024), improving reading comprehension is essential for understanding instructions and developing independent reading skills among students. Reading comprehension, as explained by Taufiq (2018) is the ability to understand the meaning of written text, this happens when readers can extract and integrate various information from the text, including the main idea,

expressions/idioms/phrases in context, inference (implied details), grammatical features, stated details, unstated details, supporting ideas, and vocabulary in context. Thus, to have good reading skills, students need to have several indicators of comprehension and efficient reading according to Bishry (2012), namely:

1) Topic

Every text has a topic that explains general information about what is being discussed in the text. According to Zainil (2003), the topic is the core of a paragraph where each sentence is used to discuss or explain the topic. Thus, it is important to understand that the topic in a text is the core of each sentence, where each sentence plays a role in discussing or explaining the topic.

2) Main Idea

The main idea refers to the important point in a text. Djuharie (2007) defines the main idea as the message, information, and ideas that explain from the beginning to the end of the text. The main idea is often found in the first or last sentence of a paragraph or implicitly. Thus, understanding the main idea in a text is an important step in understanding the message and information conveyed.

3) Supporting Detail

Supporting details contain sentences that support or explain the main idea. Additional details can provide additional information, give examples, or further explain the main idea (Zainil, 2003). In other words, supporting details function as a bridge that connects the reader to a deeper understanding of the main idea. In addition, the reader can gain a more comprehensive understanding of the content of the text.

4) Finding Author's Idea

Reading the title and text quickly can help readers understand the author's ideas better, so they can understand the structure and purpose of the text. According to Sutz and Weverka

(2009), an effective way to find out how an author presents ideas is to read the text quickly and pay special attention to the title. With these steps, readers can better understand the structure and purpose of the writing they are reading.

c. Measuring Comprehension Level

One of the commonly used methods to assess reading comprehension is multiple choice questions. According to Rayner et al. (2016), researchers often use multiple-choice questions presented after a sentence or paragraph to measure how well readers recall the information they read. Harahap (2020) states that multiple choice is a form of evaluation in which respondents are asked to choose the best answer from several available options. Using this method will make it easier to get comprehension scores. According to Tampubolon (1990: 7) the calculation of reading content comprehension can be done using the formula: $(\text{Number of correct answers} / \text{Number of questions}) \times 100\% = \text{Reading comprehension}$.

After obtaining reading comprehension data, researchers can classify sample scores into classification levels. This classification refers to Hidayah's (2012) theory on reading comprehension levels. Hidayah (2012:124) classifies the level of reading comprehension based on the score obtained, namely:

Table 2.1 *Reading Comprehension Classification Level*

No.	Correct Score Range	Classification
1.	< 50	Less
2.	51 - 60	Average
3.	61 - 84	Good
4.	85 - 100	Perfect

Thus, the use of multiple-choice techniques in assessing reading comprehension, along with the calculation and classification of scores based on Hidayah's theory, provides a clear framework in measuring and categorizing participants' reading comprehension levels. This can help in

identifying the level of comprehension each individual has and designing appropriate learning strategies to improve their reading ability.

2. Speed Reading Overview

a. Concept of Speed Reading

Reading is a language skill that involves more than just finding information in a text. Active reading involves the process of thinking and understanding what is read, thus allowing us to obtain information, expand knowledge, and explore written messages in reading materials (Asdar et al., 2022; Zulkifli et al., 2022). As said by Tarigan (2008), reading is the process of getting the message that the author wants to convey through written words or language. This process reflects the individual's ability to interpret information. According to Sinulingga et al., (2023), without thinking and understanding what one reads, one will not understand the message or knowledge contained therein. Therefore, reading is not just a process of decoding text, but also includes comprehension, interpretation, and critical reflection, which enables one to gain knowledge, broaden insights, and hone critical thinking skills.

Applying speed reading techniques is beneficial, as it allows the reader to understand the text better. According to Noer (2013) reading quickly and with focus allows the brain and eye movements to work in sync, making the information read easier to remember. This is supported by Sutz and Weverka (2009) who state that speed reading involves cooperation between the eyes, ears, mouth and brain. Speed reading is not just about reading words faster, but also about reading at a speed appropriate to the type of text being read (Konstant, 2003). Thus, speed reading is not only about speed, but also about efficiency and effectiveness in understanding and remembering information in the reading text. Practicing speed reading skills can improve concentration, comprehension, and the ability to recall information.

Conversely, reading at a speed that is too slow can cause the mind to not concentrate and trigger boredom, making it difficult to remember the information that has been read. Based on study Hamdani et al. (2022) which shows that speed reading is a skill that needs to be trained. Individuals who have slow reading speed and low comprehension may have difficulty remembering information, so they have to work harder to remember the paragraphs, sentences, and words they have read. As said by Soedarso (2010), a common mistake that people usually make when reading is getting too caught up in the details and losing the central idea. This indicates that when a person reads slowly, his mind is not in sync with his eyes. The eyes keep reading the text, while the mind still remembers the previous sentence. Thus, the mismatch between the speed of brain comprehension and the speed of eye movement while reading can hinder comprehension.

Speed reading techniques are proven to be effective in improving students' reading comprehension. According to Soedarso (2010), speed reading is a kind of exercise to manage the process of receiving information quickly. A study conducted by Mohammed and Hasan (2023) showed that speed reading can improve the reading comprehension of Kurdish EFL students. In the study, the participants showed a gradual increase in reading speed and reading comprehension on each test, with the increase reaching 23 words per minute (WPM) from the first test to the last test. This is in line with Surahmi's (2017) findings that speed reading is a skill that can be improved, and improving this skill will have a positive impact on students' reading comprehension. Speed reading techniques are effective because they allow students to read material more quickly and efficiently. Each word read has a relationship with other words in the text, so reading comprehension becomes deeper (Sutz & Weverka, 2009). Thus, students' can apply speed reading techniques to improve their reading comprehension.

b. Reading Aloud and Silent Reading

Reading quickly while maintaining comprehension can be achieved through reading aloud and silent reading. However, the optimal method for improving reading comprehension varies depending on individual learning styles and specific texts. Reading can be categorized based on how it is done, specifically focusing on the presence or absence of vocalization. According to Tarigan (2008), reading is divided into two main categories based on how it is pronounced: reading aloud (with sound) and silent reading (without sound).

Students often read aloud as a strategy to improve their focus on reading. Reading aloud is an activity in which the words being read are spoken so they can be heard by listeners (Tarigan, 2008). According to Ari (2017), the purpose of reading aloud is to help students understand how words in a text are pronounced and the context in which they are used. Ifadah (2023) states that reading aloud has several benefits. First, hearing the words spoken can strengthen visual processing, which has the potential to improve comprehension, especially for those who are more suited to auditory learning styles. Second, practicing reading aloud can improve pronunciation and fluency, which indirectly contributes to increased speed and comprehension. This is particularly helpful for students who struggle with decoding words. Additionally, for some individuals, reading aloud can make the reading process more engaging and enjoyable. This can enhance both concentration and comprehension. Thus, reading aloud not only helps students understand how words are pronounced but also provides them with a better understanding of the context in which those words are used.

Silent reading is a method of reading without vocalizing words, which can help improve reading speed and effectiveness. According to Zainil in Mohammed and Hasan (2023), voicing while reading can be a distracting factor in speed reading. With silent reading, readers can focus on capturing ideas and information directly without being distracted by the rhythm of their voice. Research by Erfani et al. (2024) shows that speed

reading training through silent reading can improve both reading speed and comprehension, especially for high school students and college students. Additionally, Silfia (2024) adds that silent reading can enhance focus and concentration because it is done without sound, allowing readers to direct their full attention to the text's content. This method also allows for adjusting reading speed according to the material's difficulty level; readers can read faster on easier sections and slower on harder sections without being hindered by the pace of spoken words. Therefore, implementing silent reading practices in an educational setting can significantly improve students' reading skills by emphasizing comprehension and efficiency.

Based on the above explanation, both reading aloud and silent reading are effective in improving reading speed and comprehension. Reading aloud involves vocalizing words through articulation and intonation, which helps readers memorize and grasp meaning better. On the other hand, silent reading shows a significant improvement in reading comprehension. This aligns with the research by Irfani et al. (2024), which states that speed reading through silent reading can enhance understanding of the text without sacrificing speed, allowing students to summarize and explain the content of the text more effectively. Therefore, both methods have their advantages and can be applied together to improve students' reading skills.

c. Measuring of Speed Reading

Each individual has a different reading speed, depending on their age, the text they read, or their ability. According to Soedarso (2010) a person's reading speed is very dependent on the material and purpose of reading, and the extent of one's familiarity with the material. Yasmin (2020) states that speed reading ability is a person's ability to combine motor skills (eye movements) or visual abilities with cognitive abilities or understanding of the content of reading by answering questions related to reading. According to Soedarso (2010), to achieve a good reading speed the reader must eliminate bad habits such as head movement, lip movement,

subvocalization and regression, and must pay attention to several divisions and these are also supporting indicators to become a speed reader. Widiatmoko (2011: 25) explains that adequate reading speed standards for all levels are as follows: 1) elementary school level (in Indonesia) is 140 wpm; 2) junior high school level is 140 to 175 wpm; 3) high school level is 175 to 245 wpm; 4) college level is 245 to 280 wpm; 5) for professionals, the reading speed can reach 500 wpm. To assess a person's reading speed, a measuring tool is needed to calculate it. Using a speed-reading test can measure how fast a person reads, namely how many words can be read in one minute or words per minute (WPM). Reading time is assessed by calculating the time from the beginning of the reader reading the text until the reader finishes reading the text. Readers need to use a timer such as a watch, stopwatch or timer on their mobile phones to get an accurate time.

This study measured reading speed using Soedarso's (2010) theory, which calculates reading speed in Words Per Minute (WPM). The formula uses the equation: $\text{Number of words read} / \text{Reading time (seconds)} \times 60 = \text{Reading speed (WPM)}$.

After obtaining the WPM data, the researcher then classified the participants' scores based on the theory of Kurniati et al. (2017). This reading speed classification is divided into five categories:

Table 2.2 Speed Reading Classification

No.	Word Per Minute (WPM)	Classification
1.	Less than 100 WPM	Very slow
2.	100 – 149 WPM	Slow
3.	150 – 199 WPM	Medium
4.	200 – 249 WPM	Fast
5.	More than 250 WPM	Very fast

Thus, the measurement of reading speed using Soedarso's (2010) theory and the classification of reading speed according to Kurniati et al. (2017) provide a clear framework in evaluating a person's reading ability.

3. The Correlation Between Students' Speed Reading and their Reading Comprehension

Reading ability is an essential skill for students, and good reading comprehension is the key to academic success. Poor reading comprehension significantly impacts the overall learning process; unfortunately, this remains a problem. As researched by Taufiq (2018), most students in Indonesia have difficulty understanding reading texts. This is caused by several factors, including ineffective reading habits, such as skimming without focus and failing to grasp the text's content. Additionally, many students are unaware of the benefits of speed-reading techniques in enhancing comprehension. However, speed reading has been proven to have a positive correlation with reading comprehension. Speed reading, as stated by Karim (2022), enables more efficient and effective information absorption without compromising comprehension. Still, good reading speed must be balanced with deep understanding to ensure that the knowledge gained can be utilized optimally. In conclusion, improving students' reading comprehension requires an integrated strategy, including training in speed reading techniques and more effective reading habits.

The correlation between students' speed reading and their comprehension of the text shows a positive relationship, although the level of correlation is not always the same and, in many cases, is moderate. Soysal (2022) emphasizes that speed-reading techniques are not only beneficial for gifted students but also play an important role in fostering a positive attitude toward reading, developing good reading habits, and improving academic achievement. Additionally, high reading speed can strengthen literacy culture, improve reading quality, and enhance students' self-confidence and social skills. Research by Khasawneh (2021) confirms that students' active participation in the learning process, independence, and self-confidence can increase motivation and engagement in learning, which ultimately positively influences reading ability and comprehension. Based on these findings, it can be concluded that to achieve optimal reading

comprehension, students not only need to improve their reading speed but also to refine other reading skills and apply effective strategies, thereby creating a learning environment that supports comprehensive literacy development.

The relationship between reading speed and reading comprehension is complex. Although research shows a positive correlation (Afiyah, 2022), high speed does not always guarantee high comprehension. A study by Mora et al. (2021) found that students with an average reading speed of 142 wpm achieved 80% comprehension, while Ngoc (2016) showed that readers who intentionally slowed their speed to improve comprehension achieved higher comprehension levels (average 130 wpm and 72.5% comprehension). These findings support the theory of automatism (LaBerge & Samuels, 1974), which states that optimal reading speed is achieved through the automation of word recognition and cognitive load management, enabling readers to process information efficiently and maintain focus on comprehension. However, excessive speed without proper reading strategies can actually reduce comprehension. Therefore, improving reading comprehension depends not only on speed but also on the ability to process information effectively and employ appropriate reading strategies.

Speed reading and reading comprehension are closely related. According to Wainwright (2009) speed reading has a direct impact on reading comprehension levels, where reading quickly is often associated with better comprehension. Although fast reading is often associated with better comprehension, reading too slowly can lead to regression (re-reading) and reduce comprehension (Nuttall, 2003; Mora et al., 2021). Optimal reading speed allows for efficient information processing, facilitating better comprehension. Therefore, research on the correlation between speed reading and reading comprehension is crucial to determining the effectiveness of integrating speed reading methods into educational curricula to enhance students' reading skills.

B. Study of the Relevant Research

There are a number of studies on speed reading that have an impact on improving reading comprehension. Most of them examine relationships, impacts, and experiments. First, the study conducted by Wijaya (2016) aimed to analyze the correlation between reading speed and reading comprehension among students in the context of reading English. This study used a correlational design with a sample of 74 students from the Reading for General Purposes class. Data was collected through reading speed and comprehension tests. Data analysis using Spearman's Rank Order Correlation showed no significant correlation ($p = 0.608 > 0.05$) between reading speed and comprehension. These results challenge the assumption that reading speed always positively correlates with comprehension and highlight the importance of other factors such as vocabulary mastery and reading strategies.

The second study conducted by Badriyah and Yuliana (2019) aimed to examine the relationship between reading speed and reading comprehension among fifth-grade elementary school students in Indonesian language classes. This descriptive quantitative study used a correlational technique with a sample selected through random sampling. Data collection was conducted through observation sheets and oral tests. Data analysis showed a low correlation coefficient ($r = 0.129$), indicating a positive but insignificant relationship between reading speed and comprehension. This study highlights the low reading ability of Indonesian students and the need for innovation in reading instruction. This analysis shows that reading speed is not the only factor determining reading comprehension.

Another study analyzing reading speed and comprehension was conducted by Zikriatul (2023), which aimed to investigate the relationship between reading speed and comprehension among students at SMA Negeri 8 Mandau. This study used a quantitative approach with a correlational design, involving all 11th-grade science students at SMA Negeri 8 Mandau (180 students), with a sample of 36 students selected using simple random sampling. The results of data analysis using the Pearson Product Moment correlation coefficient showed a significant negative correlation ($r = -0.357, p < 0.05$), meaning that lower reading speed is correlated with higher reading comprehension. The researcher concluded that there is a

significant negative correlation between reading speed and reading comprehension among students. This study highlights the complexity of the relationship between reading speed and comprehension, emphasizing the importance of reading interest and creative teaching methods. It shows that students with lower reading speeds have higher reading comprehension.

The last, based on research conducted by Umami et al. (2025), this study investigated the correlation between reading speed and reading comprehension among ninth-grade students at SMPN 1 Ampek Angkek on narrative texts. This quantitative study used a correlational design with cluster random sampling involving a sample of 51 students. Data was collected through reading time measurements and comprehension tests. Data analysis using Pearson Correlation showed no significant correlation between reading speed and comprehension, although there was a weak positive correlation. These results indicate that high reading speed does not always correlate with high reading comprehension.

There have been many relevant studies on reading speed techniques that can improve students' reading comprehension, to date, there has been no research examining the correlation between reading speed and comprehension among English major students at a university in Tasikmalaya. Therefore, to address this data gap, this study will focus on measuring the reading speed and comprehension levels of second-grade English Department students at a university in Tasikmalaya. Although the results of previous studies showed that there was a varied correlation between speed reading and reading comprehension, replicating the study with a different population offers valuable opportunities to enhance our understanding. This approach allows for the generalization of findings to a broader context, enables the examination of cultural and educational influences, facilitates the control of confounding variables, and provides a means of validating previous results. Specifically, investigating this relationship among prospective teachers offers the chance to strengthen existing theories, assess their validity within a new context, and generate data relevant to the current needs and characteristics of this population. This ultimately contributes to a more comprehensive and nuanced understanding of the complex interplay between reading speed and comprehension.

C. Research Hypothesis

Before starting the hypothesis, the researcher mentions the assumption as a temporary answer to the problem of this research that the faster the students reading speed in reading the text, the better the students' reading comprehension. Theoretical hypothesis in this study, there is a significant correlation between students' speed reading and their reading comprehension. Meanwhile, the statistical hypothesis is:

Ha: There is a significant correlation between students' reading speed and their reading comprehension in second grade students majoring in English.

Ho: There is no significant correlation between students' reading speed and their reading comprehension in second grade students majoring in English.