



Article

Reading Speed of PBSI Students of UIN Syarif Hidayatullah Jakarta

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SUBMISSION TRACK

Received: October 23, 2018
Final Revision: May 17, 2019
Available Online: May 23, 2019

KEYWORD

Reading speed, literacy, effective reading, motor skills

KORESPONDENSI

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A B S T R A C T

This study uses the qualitative descriptive method, which is by describing the data obtained from UIN students. The population of this study was all PBSI (Pendidikan Bahasa dan Sastra Indonesia) students who attended Reading Skills courses. The researcher took a sample of research from the 4A and 4B semester students of the 2016/2017 academic year with a total of 76 people. The results showed that there were still many PBSI UIN students who had low reading speed. The results of KPM/SPM (*kecepatan per menit*/reading speed per minute) which must be at least 325 kpm, are only achieved by one student or only 1.3% of 2 classes with total 76 people. The reason is that they only read once a week, just read books related to college assignments, get distractions while reading, difficulties in understanding foreign terms and languages, etc.

I. INTRODUCTION

Reading is one of the four main language skills and is a part of written communication. Every language skill is related to one another. Reading is essential in all four language skills because reading is an effective way for someone to get information (Delgadova, 2015). One must find information in advance by reading as many books as possible if you want to write about something. That is why reading becomes an essential language skill requirement.

Reading is a process that is carried out and used by the reader to get the message to be conveyed by the author through the medium of words or language writing. Reading is part of communication, both oral and written.

Reading is often associated with literacy, which has become a hot conversation lately (Gil et al., 2015; Suggate et al., 2018). Literacy is a concept that has complex, dynamic meaning that is interpreted and defined in various ways and points of view. Literacy is the quality of literacy ability, which includes the ability to read and write. However, more than that, the meaning of literacy also includes visual literacy, which means "the ability to recognize and understand visually conveyed ideas (scenes, videos, images)" (Lunday and Stephens, 2015; Aisami, 2015;).

Why is reading important? As a Muslim who believes in the Qur'an as a guide to life, I believe that reading is very important for all aspects of life. The importance of reading is

contained in the Koran, which means: "Read by (mention) the name of your Rabb who created, He has created man from a lump of blood. Read it, and your Lord is the Most Gracious. Who teaches (humans) using qolam (pen). He teaches people what he does not know." (Surat al-Alaq: 1-5).

Various experts also compiled various formulas for the importance of reading (Goux et.al, 2017; McLean and Rouault, 2017; Delgado, 2018). Reading is important because it can open new insights; can give new enlightenment to thought; can educate intellectual, spiritual, emotional, and self-confidence that combine with humility; reading makes being an independent person in seeking knowledge; reading can give pleasure to the soul, and reading can make life more successful.

Not all Indonesians, including students, realize the importance of reading for life. Literacy, even at the most basic level, is still a problem in Indonesia. The ability to read our society is very low. It was written in Kompas report (Saturday, 08/27/2016) concerning the poor condition of Indonesian reading interest. Based on the "Most Littered Nation in the World" study conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60th out of 61 countries about reading interest. Our reading interest is only one level above Botswana. Ironically, at the same time, Indonesia is among the top in the use of the internet and social media. Do not be surprised if junk news, hoaxes, and fake news thrive in our society.

This was also strengthened by the 2012 UNESCO's research, where only 1 in 1,000 people in Indonesia read a book. Two years later, in 2014, UNESCO noted that on average Indonesian children only read 24 pages of books a year.

The above data was also supported by the statement of the Head of the Library and Information Center of the National Library of Indonesia, which revealed that the reading

interest of the Indonesian population was very low. Referring to data released by the Central Bureau of Statistics in 2012, 91.58% of Indonesia's population aged ten years and over prefer watching television. Only about 8.42% of the population likes reading books, newspapers, or magazines.

The National Library also conducted a study in 2015. As a result, public reading interest also showed a figure of 25.1%, which was in the low category. The study was carried out in 12 provinces and 28 districts/cities, covering 75% of Indonesia's territory. The main indicators of this study are reading frequency per week and reading time per day which is 63% reading 0-2 hours per day, 31% reading 2-4 hours, 4% reading 4-6 hours, and 2% reading more than 6 hours; 26% 0-2 times per week, 44% 2-4 times per week, 16% 4-6 times per week, and 14% more than 6 times per week. Of course, this situation is very alarming.

Reading skills are also related to the speed of reading - how fast someone eats their reading in the sense that they understand the reading. The speed of reading contains various implications, such as the purpose of reading, habits, reasoning, and reading the material. Reading speed is measured by several words that are read every minute. Reading speed is calculated by dividing the total number of words with reading travel time.

As a lecturer who teaches skills courses, one of them is the "Reading Skills" subject, the writer tries to provide approaches and tasks that motivate students to read diligently. The reading speed of the students that the writer is not comparable with the level they have to achieve theoretically. The speed of reading contains various implications, such as the purpose of reading, habits, reasoning, and reading the material.

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got the final result by giving students reading assignments in the form of scientific reading they used in lectures.

The current research focuses on the issue of speed reading as proof that reading is an important issue, including in college. Why is the PBSI student reading speed (Indonesian Language and Literature Education) UIN Jakarta still below standard?

II. METHODS

The population of this study was all PBSI students who attended Reading Skills lectures. Researchers took research samples from 4A and 4B semester students in the 2016/2017 academic year with a total of 76 people.

The method used in this study is a qualitative approach by following steps.

1. Choose a discourse that is suitable/suitable to read
2. Marking discourse, the beginning of the reading, and the final discourse.
3. Record the start time to read (hours ... minutes ... seconds ...).
4. Read the discourse.
5. Record the end time of reading (hours ... minutes ... seconds ...).
6. Calculate the time needed to read the discourse in minutes.
7. Divide the total number of words with the travel time read in minutes, which will produce a unit of reading speed "words per minute" (kpm).

To measure the level of reading speed used the formula developed by Tampubolon (1987: 10) that is by dividing the number of words that can be read at the reading time in minutes taken by students to complete their reading. For example, the number of words reads 750 words with the reading time taken for completing the reading is 2 minutes. The reading speed is 750 divided by 2 minutes equal to 375 words/minute or the same as the formula:

$$\text{Reading Speed} = \frac{\text{Number of Words}}{\text{Time in minute}}$$

Then, the result will be categorized by reading criteria by Soedarso (2000):

- 1) The reading speed is low if the speed is between 200-300 kpm or less.
- 2) The reading speed is moderate or sufficient if the speed is between 300-450 kpm.
- 3) The reading speed is fast and effective if the speed is between 450-600 kpm or more.
- 4) Layap reading speed and scan range from 800 to 1,000 kpm or more.

III. RESULT

The results of this study involved 2 classes of Reading Learning, grade 4A (36 people) and class 4B (40 people) with a total of 76 people. The theory used was Tampubolon's theory, which determined the reading speed per minute (kpm) for undergraduate students is at least 325 kpm and a maximum of 400 kpm. This reading speed score is the most widely used by experts. Although in data collection at the beginning of the study, researchers chose to use the Nurhadi (2016) theory, which sets the kpm for students is the range 245-280 kpm.

The results of kpm for students of class 4A PBSI totaling 36 people were obtained from reading assignments, which of course was more difficult than entertainment reading. A total of 34 students chose to read books related to linguistics, such as Syntax, General Linguistics, Indonesian Phonology, and Language Enchantment. Only 2 students chose to read books related to literature, such as the book Fiction Theory.

From the data collected, only one student fulfilled the reading standard by the student's KPM, which is at 360 kpm.

In general, referring to the Soedarso (2000) criteria the reading speed is as follows:

1. The reading speed is low if the speed is between 200-300 kpm or less.
2. The reading speed is moderate or sufficient if the speed is between 300-450 kpm.
3. The reading speed is fast and effective if the speed is between 450-600 kpm or more.
4. Layap reading speed and scan range from 800 to 1,000 kpm or more.

Based on the classification, grade 4A students with low reading ability are 23 people with a range of 209 kpm to 279 kpm. Moderate or sufficient reading ability there are 3 students with a range of 315 kpm to 360 kpm. While the rest are not included in any category, because the speed is lower than the low reading ability of 10 people. This very low student reading ability ranges from 163 kpm to 195 kpm.

The books they also read varied, although they were still in the category of serious books used for lecture materials. The book includes, among others, the book "General Linguistics" written by Alek and Achmad HP, which is read by one student. While one person also reads the same book title written by Djoko Kentjono. M. Ramlan's book entitled "Syntaxis" is read the most by 21 students. Possibly when I gave them reading assignments, the students were assigned by another lecturer to read the book.

The book that still deals with linguistics is the book "Basics of General Linguistics" by Djoko Kentjono which is read by one person, and the same title but written by Abdul Chaer also read by two students. Then two more students read the writings of J.W.M Verhaar, entitled "Principles of General Linguistics". Furthermore, the book which is still in contact with linguistics entitled "Educational Linguistics" by Jos Daniel Parera; the book "Syntax (Classification of Negative Clause) by M. Ramlan; the book "Indonesian Phonology" by Abdul Chaer; and "Sociolinguistics" have Abdul Chaer read by each one student. Other references are about

the literature "Fiction Assessment Theory" by Burhan Nurgiyantoro and other books "Language Charm" by Kurshartanti, each read by two students.

From the various answers about the reading speed of grade 4A obtained from the answers to student assignments, various answers were obtained. As many as 10 students had an uncertain schedule in reading. Students who read 2-3 times a week 7 people, and who every day or seven times in a week is 6 students. As many as four people read four times a week; three people read once a week a book and 3 others read one book for one to two weeks. Then two students read 3-5 times a week, and only one person reads six times a week.

Books that students read are diverse, such as novels, short stories, college books, and teen lit. Novels and short stories or works of fiction are the most interesting readings for grade 4A students, where 25 students made their choices on the work.

The way they get reading material is varied, the most are from reading the title, cover, and table of contents, and choosing according to the needs and topics they like. Besides those choose to read a book by reading the synopsis, searching on the internet or listening to other people's recommendations, and adjusting it to the needs of lectures or lecturers' suggestions.

The favorite topic that is preferred is romance or romance that is favored by 11 students. A total of 10 students like various topics, such as social, political and religious. The rest are those who like reading short stories, articles, historical fiction, biography (struggle and life experience), characters, death and supernatural, entrepreneurship, and psychology. These students prefer to read books as many as 23 people while reading articles of 10 people.

The best time to read is that most of the students are admitted at 2:00 a.m. to 05:00 p.m. and from evening to night. Free time is also a choice for students to read, and after

Isha prayer or at bedtime, morning and night, and depending on mood or mood.

The most favorite authors chosen by grade 4A students are Seno Gumira Ajidarma chosen by 8 people, Hamsad Rangkuti favored by 6 students, followed by Eka Kurniawan, Habiburrahman El Shirazy, Leila S. Chudori, and Sapardi Djoko Damono who were each chosen by 3 students. The remaining few authors were only chosen by one student, such as Abdul Chaer, Ahmad Fuadi, Ahmad Tohari, Mira W and so on.

Previous reading speed data which presented the ability of low reading speed in contrast to the results of interviews through lecture assignments given to students. They answered when asked if their friends liked to read, as many as 27 students said they liked, while nine students answered that their friends did not like to read. It was also strengthened by the preference of students who preferred to read books as many as 23 students, articles of nine people, and liked both one person.

On the other hand, the data was supported by the answers of grade 4A students, that they were dissatisfied with the results of the KPM which reached as many as 14 people, less satisfied by five people, quite satisfied by four people, and satisfied with six people. Their assessment of the current reading is also diverse, which assesses 16 people well enough, do not read hoax news 10 people, less attractive or useless 3 people, all good reading as long as it contains two people knowledge, the reading is very good according to two people, reading now there are more social media according to one person, and one more opinion is that reading is not very good now because many *teen lit* had a lack of quality.

Meanwhile, in question number 12, as many as 27 student friends who became the object of research liked to read and 9 people did not like to read. However, they did not specify what reading their friends liked to read. Students also suggest ways make someone like to read, for example, 12 people suggest

motivating and making reading a habit, 10 people giving a stimulus or example, nine others recommend recommending good books, and one person appreciates / rewards.

A total of 20 students admitted that lecturers, teachers, themselves inspired them to read; parents inspired seven students; no one inspired six people by prominent figures; one person from everyone who gives advice; and one student. Finally, they also admit that if they get knowledge from reading, 11 people get knowledge and entertainment, three people get life/inspiration motivation, and two others get experience/situation/background stories.

From the results of the fourth-grade student B class KPM from 40 students, no one met the KPM requirements for undergraduate students. As many as 28 students have low reading ability, between 200 kpm to 275 kpm. Moderate or adequate reading ability is only 2 people, namely 302 kpm and 309 kpm. There are 10 students whose reading ability is below the low reading ability of 123 kpm to 197 kpm.

The results were obtained from the results of reading 3 linguistic books, 5 people literature, and 4 people who chose to read the textbook. The title of all books read by PBSI students who are the object of this research is the book "Indonesian Language of Law" (Ahmad Bachtiar); "Syntax" (M. Ramlan); "Introduction to Comprehensive Literary and Cultural Theory" (Peter Barry); "Educational Linguistics" (Jos Daniel Parera); "Fiction Assessment Theory" (Burhan Nurgiyantoro); "Guidelines for the Raw and Non-Raw Words" (Ahmad Mufti); "Indonesian Language Syntax" by Supriyadi; "History of Indonesian Literature" by Rosida Erowati; "Character Education" has the LVE-The Asia Foundation.

There are several other book titles read by PBSI students in grade 4B, namely "Indonesian Learning Strategies" written by Iskandarwassid; "Innovative and Effective Learning Models" (Tukijan Taniredja);

"Indonesia Emerald Tolerance" (Henry Thomas ";" Morphology "(Ramlan); and the book " Indonesian Teaching and Learning Strategies "by Subani and Sunarti.

Of the 15 questions asked to students in grade 4B, they answered reading books once a week 15 people, uncertain 7 people, 8 people reading 2 times a week, and 8 other people reading 3 to 5 times a week. The books they read were varied, the most widely read novels were 28 people, and only 1 read about recipes, while the college books were 18 people.

They also have a unique way of choosing reading topics. Like seeing book comments, author's name, according to college needs, sees a synopsis, book title, and background. Their favorite topics include culinary, entertainment, romance, social, and literature. PBSI students in grade 4B preferred reading articles as many as 22 people and 18 others chose to read books. The best reading time that was dominant for them was at night which was carried out by 20 students, before and after the Fajr prayers 10 people, when eight people were free, 7 in the afternoon, and the rest before bed only two people.

6 students did not have favorite authors, the other 7 students who chose Seno Gumira and 7 students also liked Hamsat Rangkuti. 4 people favored Tere Liye, Pidi Baiq and Habiburrahman were both favored by 3 people, while the other authors favored one student. The authors selected by one student were Emha Ainin Najib, Bung Hatta, Gus Dur, Joko Pinurbo, Jalaluddin Rumi, Chairil Anwar, Eiichiro, Sir Arthur Conan Doyle, Lexiu Xue, Ilana Tan, Yusuf Mansur, Boy Chandra, Ahmad Tohari; and Sapardi Djoko Damono.

The students also get reading in a variety of ways, such as looking at social media 18 people; 17 people searched reading material in the library; 16 people borrow reading material from friends, and the next 15 people bought the reading material themselves. They also have various reasons for barriers to

reading, such as feeling lazy (22 people), because of the influence of mobile phones (7 people), difficult to determine the time to read (5 people), noisy or noisy (5 people), then lack of vocabulary; sleepy; no reading material is the reason stated by one person.

However, what is clear is that most of the 26 students are not satisfied with the results of the KPM they get; who said they were satisfied as many as 11 people; who regretted the result was too small as many as 8 people, and two students felt normal with the acquisition of their KPM. They also assessed current reading material: 15 students said the reading now varied; 13 people rated the reading as not weighted now; 4 people say it does not vary, and one person judged normal.

Another question answered by students in grade 4B is that friends in their neighborhood like to read as many as 26 people and who do not like seven people. They generally read 21 novels, seven people short stories, four Islamic books, and articles; two persons. On the other hand, according to 23 students how to make someone like to read is by growing reading habits and 12 people suggest giving interesting books.

Parents are people who inspired 28 students to read, 12 students were inspired by their lecturers to read, six students got inspiration to read from their friends, no one inspired two students, and Raditya Dika inspired only one student. Students also received various benefits from reading, namely 26 students gained unknown knowledge, 17 people thought reading increased their insights, and two people could motivate themselves through reading.

IV. CONCLUSION

From previous research and discussion, several things can be used as conclusions, from 2 PBSI student classes in Jakarta Syarif Hidayatullah UIN 4A and 4B totaling 76 people. For Class 4 A, Only one person can meet the standard reading criteria according to Tampubolon. The student has a reading

speed of 360 kpm. For Class 4 B, none of them meet the criteria for achieving student reading standards of at least 325 kpm. By the results of research on the level of reading ability of PBSI students of UIN Syarif Hidayatullah Jakarta, Students must begin to require themselves to read and make it necessary. Furthermore, educators (teachers and lecturers), parents, friends, relatives provide motivation to students, children, friends to diligently read in various interesting and educative ways.

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