



THE EFFECT OF QUICK READING METHOD ON THE ABILITY OF SUMMARIZING THE CONTENTS OF THE MODULE ON STUDENTS OF PGSD UPBJJ UT MEDAN

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Abstract

This study aims to determine how the ability of students of PGSD UPBJJ UT Medan to the ability to summarize the module by using the speed reading method. It is hoped that by using this speed reading method, students can easily summarize the contents of the module. The method used in this study is a quasi-experimental method with a research design of Pretest Posttest Control Group Design. This study took a sample of 14 experimental class students and 15 control class students. The instrument of this research is a description test which consists of 10 questions related to the ability to summarize the content of the module. Test validity is calculated by construct validity. To measure the validity of the construct can use the opinion of experts (Expert Judgment). After testing the hypothesis using the independent samples T-Test analysis technique, it was obtained that tcount was 0.021 at a significance level of <0.05. Thus H1 is accepted and H0 is rejected because 0.021 <0.05, so it can be concluded that

there is an effect of using the speed reading method on the ability to summarize the contents of the module.

Keywords: *Speed reading method, PGSD UPBJJ UT Medan students.*

A. Introduction

Reading is one way we can see the outside world clearly. Reading is not just about textbooks. Reading can increase knowledge, whether reading books, magazines, internet newspapers or from outside the lesson too. The ability to read is one of the standards of ability in Indonesian Language and Literature that must be achieved at all levels of education, including at the elementary school level. Through reading skills, students are expected to be able to read and understand reading texts at an adequate speed. Reading is like opening a window to the world, reading will be able to gain various knowledge and information, because the more you read, the more things you don't know, so to help and make it easier to know everything, one way is through reading activities. Reading a thick module is one of the activities that can be boring if you don't know the trick. Students are required to be able to learn more on their own because the UPBJJ UT Medan tutorial can be said to be very short considering that there are only 8 meetings in one semester. Therefore, students must be able to summarize all the material from the module so as not to miss lectures.

In the learning process, usually a student feels the pleasure of reading the module not only as a code-breaking event, but more as a transfer of knowledge and happiness. Students will appear calm and mature and confident when they have additional experiences such as they can enjoy not only fiction but also non-fiction that they read. Therefore,

enriching the number of readings is very important for students. From the student's point of view, the chances of them finding joy depend a lot on what they read. In the era of globalization which is already sophisticated, reading is not only about printed books/modules. The Open University also serves various online features that can be enjoyed as a learning facility by students. The online teaching material service is one of the features developed by the Open University to make it easier for students to access teaching materials where and whenever they want to read. Therefore, this study will look at the students' ability to summarize the contents of the module using the speed reading method.

B. Method

The method used in this study is a quasi-experimental research method, namely research that cannot provide full control (Sugiyono: 2013).

This experimental research was conducted by comparing the experimental class, which applied the speed reading method with the control class, which only used conventional methods. The use of the quasi-experimental method in this study was evaluated to see the increase in students' understanding of reading texts after the speed reading method was applied and those who had not applied the method. In this experiment, the research design used is the Pretest Posttest Control Group Design, in this design there are two groups selected randomly, then given a pretest to determine the initial state of whether there is a difference between the experimental class and the control class.

C. Finding and Discussion

1. Hypothesis Test

Hypothesis testing in this study using the t test which aims to determine whether or not there is an effect of the speed reading method on the ability to understand the content of the module. Data analysis by t test using the program SPSS 22 for Windows that is Independent Samples T-Test. The criteria for testing the hypothesis are if the t-test significance > 0.05 then H_0 is accepted and if the t-test significance is < 0.05 then H_0 is rejected or H_1 is accepted. In addition to looking at the results of its significance, the t-test is also seen from the results of the t-count and t-table calculations. If t count is greater than t table then H_0 is rejected or H_1 is accepted and if t count is less than t table then H_0 is accepted and H_1 is rejected.

The table below is the result of testing the pretest and posttest research hypotheses in the experimental group and the control group.

Tabel 1. Hypothesis Calculation Test

Statistics	Pretest		Posttest	
	Experiment	Control	Experiment	Control
N	14	15	14	15
mean	55.7	44.6	77.1	62.6
df	27		27	
Tcount	1,831		2,458	
Ttable	2.06		2.06	
Sig (2-tailed)	0.078		0.021	
Conclusion	H_0 accepted		H_0 rejected	

From the table above, it can be seen that the pretest value of the experimental group and the control group at a significant level of 0.05

indicates that H0 is accepted or H1 is rejected, meaning that there is no effect. While the posttest value of the experimental group and the control group at a significant level of 0.05 indicates that H0 is rejected or H1 is accepted, meaning that there is a significant effect between the speed reading method and the ability to understand the content of the module.

2. Result

Based on the results of the analysis of reading skills test scores to understand the content of reading texts in the Indonesian Language Education module in elementary school, the class that has been divided into experimental class and control class shows that the two classes are homogeneous. This means that the data are normally distributed and have variants that are not significantly different .

So it shows that the initial conditions of students before being given treatment are still in the same condition. The experimental group is the class that is treated using the speed reading method and the control class is the class that uses the conventional method. After being treated to the experimental group and the control group, a speed reading method test was carried out to summarize the contents of the module. This learning was carried out in four meetings, namely two meetings to conduct learning using the speed reading method to summarize the contents of the module, and two meetings to conduct pretest and posttest.

In using the speed reading method in this experimental class, students became more motivated and interested in reading. In addition, they can also carry out reading activities by actually reading, which is not just seeing word for word but understanding and gaining understanding from the texts they read, this is indicated by the acquisition of better test

results compared to the control class who did not. using the speed reading method instead of using the conventional method. The effect of the speed reading method on the ability to summarize modules can be carried out by students of PGSD UPBJJ UT Medan well.

In the experimental class, students were given a module in the Indonesian Language Education course in elementary school, then by using the speed reading method, students were assigned to be able to summarize the contents of the module that had been determined. In this case, students can quickly summarize because students already understand the steps for speed reading. The tests given to students contain questions about the main idea, the theme of the reading text, the meaning of words contained in the text, sentences of facts and opinions, as well as explicit and implied messages.

In applying this speed reading method, students are trained not to read word for word, then are trained to read silently, read faster, read by looking at key words in the text, and are given an explanation of things to avoid. in speed reading. Students look enthusiastic and interested in learning Indonesian by applying this speed reading method. However, in practice, the researcher also found several obstacles, such as there are still a few students who are lazy to read and find it difficult to do this speed reading method, making it difficult for him to understand the reading text. This is still fairly reasonable.

While in the control class, learning is done using conventional methods. In this method, the role of the tutor is more than the role of the student. Students look more passive in learning. Almost all activities are held by tutors. In this lesson, the tutor provides more explanations, and conveys a lot of material. While the students were more silent, sitting quietly while listening to the tutor's explanations. This learning seems

monotonous and boring because only the tutor is actively involved while students are not involved in it so that students do not get direct experience in learning, in this case what is known as Teacher center where learning is still centered on the teacher.

This conventional learning is also easier to cause noise and class conditions that are not conducive because many students prefer to chat with their classmates rather than listen to the tutor's explanation in front of the class. This greatly affects student learning outcomes in class.

From the results of the research that has been done, it can be seen that the learning outcomes using the experimental class can further improve student learning outcomes, which can be seen through the results of the speed reading test in summarizing the content of the module for students of PGSD UPBJJ UT Medan. This is because in the experimental class, the speed reading method is used while in the control class only the conventional method is used.

The results of data processing on the posttest value of the experimental group and the control group that have been analyzed show significant results with a probability below 0.05, namely 0.021, which means that the treatment given to the experimental group, namely the application of the speed reading method, has an effect on the ability to summarize the contents of the module. This is also shown from the results of the average pretest value of the experimental class which is 55.7 after being treated with the speed reading method, the posttest value of the experimental class has increased to 77.1. The results of the average pretest value of the control class was 44.6 after being treated with the conventional method the posttest value of the control class had increased to 62.6. From the calculation of the average value, the test results of the experimental group increased by 21.4%, while the test

results of the control group increased by 18%. Thus, the application of the speed reading method has an effect on students in summarizing the contents of the Indonesian Language Education module in elementary schools. This is proven by the results of the research where the hypothesis test shows that the posttest results of the experimental group show that T count is greater than T table.

The purpose of reading is very diverse and broad depending on the situation and condition of the reader, because each reading situation has its own specific purpose. In general, the main purpose of reading is specific. In general, the main purpose of reading is to seek and obtain information and understand the meaning of reading. (Sofah & Rukmini, 2013). The purpose of speed reading according to Tarigan (2018: 9-10): Reading to get details or facts, reading to get the main ideas, reading to find out the order or organizational structure of the story, reading to conclude the contents as a whole, reading to group or classifying, reading to assess or evaluate, reading to compare or contrast (Hosen, 2016).

Thus, it can be said that the results of research on the effect of the speed reading method on the ability to summarize the contents of the module in PGSD UPBJJ UT Medan students are in accordance with the existing theories regarding the speed reading method.

D. Conclusion

Based on the results of the research that has been done, it can be concluded that there is an influence on the application of the speed reading method on the ability to summarize the contents of the module. This can be seen from the comparison of the average value of the pretest-posttest results of the experimental class and the control class. The

average pretest obtained by the experimental class is 55.7. Meanwhile, the average pretest obtained by the control class is 44.6.

After taking action on both classes, namely the experimental class using the speed reading method and the control class using the conventional method, the posttest average value in the experimental class was 77.1. Meanwhile, the average posttest score obtained by the control class is 62.6.

Likewise, based on the calculation of the results of the t-test or hypothesis testing carried out on the posttest value of the two groups, namely experimental and control using SPSS 22 for Windows which resulted in a probability value of significant (2-tailed) was 0.021. So it can be concluded that H1 is accepted and H0 is rejected. Because H1 can be accepted if < 0.05 , and the data shows that $0.021 < 0.05$.

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