

AN INVESTIGATION OF READING STRATEGIES AND READING SPEED IN CLASS VIII SMP ISLAM MA'ARIF 02 MALANG

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Abstract: *This study presents an investigation of students' reading strategies and reading speed towards learning English. This study aims to find out: how students can encourage their strategies to read and can take advantage of their reading speed preference for learning English in students in class VIII SMP Islam Ma'arif 02 Sukun Malang. The design of this study is descriptive qualitative research. The participants in this study were class VIII students of SMP Islam Ma'arif 02 Sukun Malang for the 2022 academic year, totaling 32 students. Questionnaires and interviews were used as instruments to collect data. This study indicate that students' reading strategies and reading speed towards learning English are positive in several aspects. The students were neutral towards reading English texts. That is, some students choose in the middle or do not take sides between being interested in and liking the activity of reading English texts. However, some students are interested and like the activity of reading texts with high enthusiasm and self-confidence so that they gain confidence and have a strong influence on reading ability.*

Keywords: Reading Strategies, Reading Speed, Learning English

INTRODUCTION

Reading has an important role in learning English, reading needs to be trained in a foreign language for language learners because reading can gain various basic knowledge such as grammar and vocabulary. Reading is very useful

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for understanding all the subjects taught in school, especially for junior high school. This is supported by the opinion of Nurhadi (2007:123) that reading is a complex activity that involves various factors that come from within the reader as well as from outside. Reading has an important meaning for anyone, by reading someone can get information and even increase their knowledge. According to Wangid (2014: 162), students are required to participate actively, be continuously challenged to have high critical thinking, be able to analyze and be able to solve their own problems. There are many ways to help students understand reading texts, one of which is reading strategies. Reading strategies help to understand the text of a reading.

Reading strategies are needed by students to complete various school assignments and to acquire knowledge through reading texts provided by teachers, print media, and online. They need to acquire and implement strategies to facilitate deeper levels of understanding. According to Ikeda & Takeuchi (2006), quoted in Chen (2015: 157) states that the use of reading strategies is considered as one of the important factors in producing successful language learners. The reading strategy was chosen because it can help students in accelerating the progress of habits in speed reading.

Reading activities that need to be trained on students is the ability to read quickly. Speed reading is reading skill that prioritizes speed without compromising understanding. The ability to read is not just being able to read, but how to read quickly and understand the contents. In line with Widiatmoko (2011:26), effective reading speed is the result of multiplying person's speed multiplied by students understanding. Therefore, because we know how fast student can read the text, it will be useless if student fails to understand and conclude what he/she got from the text. In line with Nurhadi (2013: 31), he explains that the ability to read quickly is type of reading that prioritizes speed, without leaving understanding of the reading aspect. That is, the assessment is not only seen from how fast the reader is, but also by seeing how much the reader's level of understanding of the reading is. The level of understanding can be seen by using tests according to the reading material.

For the last several years, studies related to this study is often used as a research topic. The study conducted by Lestari (2022) found that the implementation of the school literacy movement program at MI Raudlatul Jannah Al Ma'arif is still at the development stage. Factors supporting the school literacy movement on reading skills are reading angles, adequate reading books and internet access. The inhibiting factors are teachers having difficulty in procuring books, damaged libraries, and unruly students.

The second study conducted by Diniya (2019) the results of the study showed that students used all three reading strategies. Based on the calculation results, obtained an average of 3.56 for global reading strategies, 3.75 for reading strategies aimed at solving problems and 3.63 for reading strategies using supporting tools. The category of reading strategies used to solve reading problems obtained the highest average compared to the other two categories of reading strategies. In addition, the researcher found that the reading strategy to improve comprehension was most frequently used students' strategy with an average of 4.21. According to this study's findings, the researcher gives advice to English teachers to support students to continue using reading strategies to help students who have reading skills in the medium or low category.

The third study was conducted by Delva (2021) it was shown that the speed reading ability of the eighth grade students of SMPN 03 Lebong was included in the medium category and the male students of class VIII of SMPN 03 Lebong were in the slow category, while the speed reading ability of the eighth-grade students of SMPN 03 Lebong as a whole was in the medium category. The findings of this study are anticipated to be used as an evaluation tool for Indonesian language instructors who wish to continue developing their male and female students' speed reading abilities in order to raise literacy levels.

From the details of the background problems regarding general reading, reading strategies, while reading speed described higher, and the recommendations from earlier research. Therefore, the researcher considers integrating reading strategies and reading speed into the observations because

these two variables may relate to each other in determining students' reading achievement.

The research questions in this study are formulated as follows:

1. How do students encourage their strategies for reading?
2. How do students take advantage of their reading speed preferences?

METHODOLOGY

Research Design

In this study, the investigator chose high-quality descriptive method since it was suitable for use. In this research, namely the investigation of reading strategies and reading speed in Class VIII Junior High School Students. This makes sense in the definition of this method. Data were gathered by the researcher using questionnaires and interviews.

Subject of The Study

The subjects of this study were students of class VIII/C of SMP Islam Ma'arif 02 Sukun Malang in the academic year of 2022/2023. This study used one class in class VIII/C, as the research subject based on the teacher's decision. The subject of this research is an investigation of reading strategies and reading speed in class VIII/C, from this class the population is 32 students.

Research Instrument

The two methods were used to gather research data instruments, namely questionnaires and interviews. Questionnaire is the first instrument of this research to collect data. This research will get answers from research problems. To obtain additional information about the investigation of reading strategies and reading speed, the researcher also used open interviews in obtaining data.

The survey asks about 20 employs a short questionnaire with a limited number of items determine students' reactions to an investigation of reading strategies and reading speed; this is adapted by Axelrord & Cooper (2002). Originally, there were twenty four statements in the questionnaire. In this study, the questionnaire was modified into twenty statements. The questionnaire was accomplished in written text. The questionnaires utilized in this study had rating

scales using 5-point Likert Scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The questionnaire is translated into Indonesian to make it easier for students to understand.

The main question of this research was conducted to find out and examine more deeply about reading strategies and reading speed, especially in grade 8C of SMP Islam Ma'arif 02 Sukun Malang. The questionnaire used in this study aims to determine the data to be observed. The questionnaire uses a list that contains a series of statements with several items related to the case to be investigated. The statements determined by the researcher must be answered or filled out by the participants.

The interview is guide used to follow up on the results of the questionnaire and provide more detailed information. The student's point of view, the context of the event for the person concerned, knowledge of the location, and possible information about the unexpected problem, were all gathered through interviews. The interviewer gave six questions to be answered by the interviewee.

This conversation served to obtain information about the in-depth investigation of reading strategies and reading speed. The researcher interviewed six 8th grade students of SMP Islam Ma'arif 02 Sukun Malang with the highest Score of final test on English. The researcher posed unrestricted inquiries in the meeting to get as much details as you can. By providing open-ended questions the researcher allows participants to answer more open-ended questions and interviews were conducted face-to-face at school.

Data Collection

Data collection method is a way to get data. The instrument used is to find out an investigation of reading strategies and reading speed. Therefore, researcher must choose several instruments in the data collection process. There are two steps of data collection used in this study, namely the distribution of questionnaires and interviews. This process is carried out directly (face to face) in the classroom. As additional information, both the questionnaire and the interview are translated into Indonesian so that there are no misunderstandings and

participants can understand the contents of the questionnaire and interview question.

The first data collection technique is by distributing questionnaires. Participants in this study were asked to fill out a questionnaire related to the investigation of reading strategies and reading speed. This is done to find out how to analyze students' reading strategies and reading speed. Participants were asked to fill out a questionnaire through written text consisting of thirty two participants.

The second data collection technique is by interview. This interview session was conducted after the researcher obtained the results of the questionnaire. Only six participants were interviewed to represent thirty two responses to the questionnaire, with the highest Score of final test on English. The researcher posed unrestricted inquiries in the meeting to get as much details as you can. By providing open-ended questions the researcher allows participants to answer more open-ended questions.

Data analysis

After getting data gathered by the researcher and participants took many steps to assess the data, whether from an interview notes or the Likert scale questionnaires gathered via Google forms. The analytical step method adapted in the research of Akinyode and Khan's is qualitative (2018) involves the following steps;

1. Data Reduction

This research uses two instruments, the first is questionnaires and the second is the interview. Participants in this study were asked to fill out a questionnaire related to the investigation of reading strategies and reading speed. This is done to find out how to analyze students' reading strategies and reading speed. Participants were asked to fill out a questionnaire through written text consisting of thirty two participants. And the researcher analyzed it.

2. Data Display

Researcher develops structured descriptions and information to draw conclusions and take action. This study presents the data used by researcher in the

form of descriptive text. Descriptive text is used by researcher to describe information about investigating reading strategies and speed in students and then the conclusions are presented in the form of narrative text. In this case, the researcher analyzed and described the data qualitatively.

3. Conclusion Drawing and Verification

In the final stage of data analysis, the researcher then draws conclusions based on the theory and findings that have been found. In other words, the researcher concludes from the data that have been presented previously, and then matches the findings of the questionnaire and draws conclusions during the analysis.

FINDING AND DISCUSSIONS

Finding

In this investigation, the researcher dispersed questionnaires comprised of 20 must be filled in items in by pupils. All told, 32 students responded to the detailed questionnaire. The results of the questionnaire can be seen in Appendix 2. In addition to strengthening the info and six students participated in the interview session in order to get more information. The conversation included 6 questions modified from the survey. The following is a detailed explanation of this information:

1. Curiosity of Students towards Reading Strategies

The first aspect of the questionnaire is about students' curiosity about their strategies for reading. This aspect was explored through questionnaire items number 1, 2, 3, and 4. The results are described in the following table. 4.1:

Table 4.1 Frequency and Percentage of Students' Strategies for Reading Curiosity

NO	Statements	Scale	Frequency	%
1	when I read the text, I read it repeatedly until I understand it	SA (5)	2	6.2 %
		A (4)	4	12.5%
		N (3)	23	71.8%
		D (2)	0	0%
		SD (1)	3	9.3%
2	I read texts and prefer to compare real-life contexts	SA (5)	1	3.1%
		A (4)	3	9.3%

		N (3)	20	62.5%
		D (2)	0	0%
		SD (1)	8	25%
3	I always compare the contents of the reading text with the opposite of the contents of the text	SA (5)	5	15.6%
		A (4)	10	31.2%
		N (3)	16	50%
		D (2)	0	0%
		SD (1)	1	3.1%
4	I always summarize part of the text briefly in my own language	SA (5)	2	6.2%
		A (4)	12	37.5%
		N (3)	13	40.6%
		D (2)	3	9.3%
		SD (1)	2	6.2%

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

The first question was about students' curiosity about reading strategies, in the item "When I read the text I read it repeatedly until I understood it", it can be seen that 6.2% really liked/interested in reading English texts or chose to strongly agree, while 12.5% of participants also liked the activity of reading English texts or chose to agree. And 71.8% of the participants were neutral towards reading English texts. That is, some students choose in the middle or do not take sides between being interested in and liking English text reading activities. However, some students are interested and like the activity of reading English texts.

In the second item "I read texts and prefer to compare real-life contexts". The data obtained from the questionnaire revealed the frequency of students who answered strongly agree 3.1% chose to agree 9.3% and chose neutral 60.2%. This means that some students choose to be in the middle or are not interested in reading English learning texts. However, some students are interested and like reading texts and prefer to compare real-life contexts in learning English.

Furthermore, in the third question it was stated that "I always compare the contents of the reading text with the opposite of the contents of the text". Students who chose strongly agree as much as 15.6% and, 31.2% of students agreed with learning to read English. However, 50% of students chose neutral. Which means that some students are very neutral, that learning to read English can provide very broad knowledge.

In the last question "I always make a summary of a part of the text briefly by understanding my own language". Based on the data obtained from the

questionnaire, it shows that 6.2% of students strongly agree, 37.5% agree, and 40.6% are neutral. This means that some students partially agree that they always make short text summaries by understanding their own language in English learning activities and are very interesting to understand and learn.

Based on the explanation above, the first aspect of "Student's Strategy for Reading Curiosity" obtains a positive view. It can be concluded that most of the students in this study were quite interested in learning English text through reading activities. In addition, some students also really like the learning activities of reading English texts. This shows that students have a positive and enthusiastic view of learning to read English texts

2. Involvement of Students' Reading Strategies towards learning English

The second aspect that is explored in this research is about the involvement of students' reading strategies in education English. This aspect was explored through questionnaire items 5, 6, 7, and 8. The results are explained as follows.

Table 4.2 Frequency and Percentage of Students' Reading Strategies Involvement in learning English.

NO	Statements	Scale	Frequency	%
5	When I read, I prefer to make an overview of the text	SA (5)	3	9.3%
		A (4)	7	21.8%
		N (3)	18	56.2%
		D (2)	3	9.3%
		SD (1)	1	3.1%
6	I prefer to translate ideas from the text in my own language	SA (5)	1	3.1%
		A (4)	8	25%
		N (3)	18	56.2%
		D (2)	5	15.6%
		SD (1)	0	0%
7	I always reflect on reading texts and add perspective understanding from my own understanding	SA (5)	0	0%
		A (4)	6	18.7%
		N (3)	18	56.2%
		D (2)	8	25%
		SD (1)	0	0%
8	When I read, I always make questions to understand the contents of the reading text	SA (5)	7	21.8%
		A (4)	2	6.2%
		N (3)	19	59.3%
		D (2)	4	12.5%
		SD (1)	0	0%

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

In this case, in the first item the students' views on the involvement of students' reading strategies in learning English were given questions about "When I read, I prefer to make an overview of the text" shows that as many as 9.3% chose to strongly agree, 21.8% chose to agree, and 56.2% of students chose neutral. This question more or less got a neutral response from students. Which means that more than half of the majority of students can involve reading activities and prefer to make general descriptions in English learning activities that have been carried out properly.

The second item is "I prefer to translate ideas from the text in my own language". This statement gave an interesting response because most of the students gave a good response. Students chose strongly agree 3.1%, agree 25%, and neutral 56.2% indicating that students can engage in reading activities well and prefer to translate ideas from the text into their own language.

The third item is "I always reflect on the reading text and add perspective understanding from my own understanding". Based on the data obtained from the statements, the percentage shows that as many as 56.2% chose neutral. This statement got a little positive response from students.

The last item is "When I read I always make questions to understand the contents of the reading text". Based on the data obtained from the statement, the percentages show that 21.8% chose to strongly agree, 6.2% chose to agree, and 59.3% chose neutral. Which means that the students' ability to read is quite good during English learning and they always train themselves to make questions to understand the contents of the reading text.

Based on the data above, the second aspect regarding "Students' reading involvement in learning English is quite well implemented".

3. The Importance of Introducing Students Reading Strategies to learning English

The third aspect explored in this study is the importance of introducing students' reading strategies to learning English. These aspects were explored

through questionnaires number 9, 10, 11, and 12. The results are described as follows.

Table 4.3 Frequency and Percentage of the Importance of Introducing Students' Reading Strategies to Learning English

NO	Statements	Scale	Frequency	%
9	When I read a text, I will read it carefully and immediately take certain keywords from the text	SA (5)	3	9.3%
		A (4)	11	34.3%
		N (3)	13	40.6%
		D (2)	5	15.6%
		SD (1)	0	0%
10	I prefer to find the main idea in reading the text	SA (5)	0	0%
		A (4)	4	12.5%
		N (3)	14	43.7%
		D (2)	11	34.3%
		SD (1)	3	9.3%
11	Reading the text actively is very important because it can increase effectiveness	SA (5)	0	0%
		A (4)	9	28.1%
		N (3)	14	43.7%
		D (2)	4	12.5%
		SD (1)	5	15.6%
12	I sometimes don't know something important from the reading text	SA (5)	4	12.5%
		A (4)	9	28.1%
		N (3)	15	46.8%
		D (2)	4	12.5%
		SD (1)	0	0%

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

The first point, in line with the importance of introducing student's reading strategies to learning English states that "When I read a text, I will read it carefully and immediately pick up certain keywords from the text" shows that the percentage of 9.3% chose to strongly agree, 34.3% chose to agree, while 40.6% of respondents chose neutral. This means that they read the text carefully and immediately pick up keywords that are very important in learning English quite effectively.

The second point states that "I prefer to look for main ideas in reading the texts". The data obtained from the questionnaire showed that 12.5% chose to agree, while there were 43.7% of respondents who chose neutral, meaning that they were enthusiastic and happy in finding the main idea when reading the text.

The third point states that "Reading texts actively is very important because it can increase effectiveness" shows that 28.1% chose to agree 43.7% chose neutral. This statement seems to get a positive response from students.

The last point states that "I sometimes don't know something important from the reading text". The data obtained from the questionnaire showed that 12.5% of respondents chose to strongly agree, 43.7% chose to agree, 46.8% chose neutral. This means that most students believe that reading texts can find out very important things.

Based on the data above, the second aspect, namely "The importance of introducing students' reading strategies to learning English", obtained quite interesting results. Most of students think that reading the text carefully and taking certain keywords from the text can increase effectiveness.

4. Students' Reading Speed towards learning English

The fourth aspect explored in this study is about students' reading speed towards learning English. These aspects were explored through questionnaires 13, 14, 15, and 16. The results are described as follows.

Table 4.4 Frequency and Presentation of Students' Reading Speed towards learning English

NO	Statements	Scale	Frequency	%
13	I am always train myself to read quickly and understand the contents of the very short reading	SA (5)	5	15.6%
		A (4)	10	31.2%
		N (3)	16	50%
		D (2)	1	3.1%
		SD (1)	0	0%
14	I am always master information quickly when reading	SA (5)	0	0%
		A (4)	7	21.8%
		N (3)	18	56.2%
		D (2)	5	15.6%
		SD (1)	2	6.2%
15	For me, reading fast is hard to concentrate	SA (5)	0	0%
		A (4)	8	25%
		N (3)	17	53.1%
		D (2)	3	9.3%
		SD (1)	4	12.5%
16	Reading books on a regular basis can improve my speed reading skills easily	SA (5)	1	3.1%
		A (4)	9	28.1%
		N (3)	12	37.5%
		D (2)	5	15.6%
		SD (1)	5	15.6%

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

In accordance with the students' reading speed towards learning English, students were asked questions about "I am always train myself to read quickly and understand the contents of the very short reading". The data obtained from the questionnaire showed that 31.2% chose to agree, while 50% of respondents chose neutral. This means that more than half of the students are still active and practicing speed reading towards learning English.

The second item states that "I am always master information quickly when reading". The data obtained from the questionnaire showed the highest frequency with a percentage of 56.2% choosing neutral, 15.6% choosing to disagree, and 21.8% choosing to agree. This means that more than half of students can master information quickly when reading.

The third item states that "For me, reading fast is hard to concentrate". The data obtained shows that 12.5% strongly disagree, 53.1% choose neutral and 25% agree. This means that more than half of students think that reading quickly is not too difficult and can still be trained to concentrate.

The last item states that "Reading books on a regular basis can improve my speed reading skills easily". The data obtained shows that 3.1% chose to strongly agree, 28.1% chose to agree and 37.5% choose neutral. This means that some students still believe that reading books regularly can train their reading speed skills.

5. The Challenge of Reading in learning English

The fifth aspect explored by this research is students' reading challenges in learning English. These aspects were explored through questionnaires 17, 18, 19 and 20. The results are described as follows.

Table 4.5 Frequency and Percentage of the Challenges of Students'

Reading towards learning English

NO	Statements	Scale	Frequency	%
17	I have to read repeatedly to understand the learning material	SA (5)	2	6.2%
		A (4)	9	28.1%
		N (3)	16	50%
		D (2)	5	15.6%
		SD (1)	0	0%

18	Reading Aloud is easier to help me remember	SA (5)	0	0%
		A (4)	2	6.2%
		N (3)	10	31.2%
		D (2)	12	37.5%
		SD (1)	8	25%
19	When I want to read, I often visit the library at school	SA (5)	0	0%
		A (4)	2	6.2%
		N (3)	15	46.8%
		D (2)	9	28.1%
		SD (1)	6	18.7%
20	I always ask the teacher when I have difficulty in learning to read English	SA (5)	6	18.7%
		A (4)	6	18.7%
		N (3)	13	40.6%
		D (2)	7	21.8%
		SD (1)	0	0%

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

In accordance with the challenges of students towards learning English. The first item states that "I have to read repeatedly to understand the learning material". The data obtained from the questionnaire showed that 50% choose neutral, 28.1% agree, 6.2% strongly agree and 15.6% disagree. This means that students are still said to have no difficulty understanding the subject matter to read repeatedly.

The second item states that "Reading Aloud is easier to help me remember". The data obtained from the questionnaire shows the percentage of 31.2% choosing neutral, 6.2% choosing to agree. This means that some students believe that they can help remember when reading aloud.

The third item states that "When I want to read, I often visit the library at school". The data obtained from the questionnaire shows that with a percentage of 46.8% choosing a neutral 6.2% choosing to agree. This means that some pupils are still being capable visit the library once they want to read.

The last item states that "I always ask the teacher when I have difficulty learning to read". The data obtained from the questionnaire showed that 40.6% choose neutral, 18.7% agree, 18.7% strongly agree, 21.8% disagree. This means that students are still actively interacting and asking questions with the teacher when experiencing difficulties.

Based on the data above, the last aspect "Challenges of Students' Reading to Learning English", obtains quite interesting results. More than half students thought that they had no difficulty in reading repeatedly to understand English learning material. In addition, some students stated that they found it easier to remember when reading aloud. Most of the students also had a positive impact when they experienced difficulties in learning English and they actively asked their teachers.

Data obtained from the interviews describe the aspect about reading strategies and reading speed. The first analysis is about interest in reading strategies, that is, do you like reading strategies in English texts. The results showed that with the text reading strategy participants 1, 3, 5, and 6 felt happy and interested in the text reading strategy.

"Yes, because the strategy of reading the text makes me understand everything about English" (P1)

"Of course I am very happy, because with strategies to read English texts it will increase my knowledge better" (P3)

"Yes, I am happy and like the strategy of reading texts, because the strategy of reading English texts makes me calm and excited" (P5)

"Yes, I am very happy with the strategy of reading texts, because with strategies of reading English texts it makes me increasingly increase my vocabulary in English" (P6)

Overall, based on the statements expressed by students, they were all interested and happy in the strategy of reading English learning texts that can have a good effect on students. Besides that, it also expressed that the strategy that reading English texts made they comprehend everything.

The next analysis is about the time spent for speed reading English texts in one day. The results of the study showed that participants 1, 2, 4, and 6 gained confidence and had a strong influence on their reading speed

"My speed at reading English texts in one day is a maximum of 15 minutes, because I read when there is very free time" (P1)

"My speed at reading English texts in one day is about 1 hour at a time by learning to increase vocabulary fluency in learning English" (P2)

"My speed at reading English texts in one day is about 1 to 2 hours, because I want to absorb concepts and understand what is written line by line" (P4)

"My speed is to read English texts in one and a half hours, because I want to get knowledge of English" (P6)

In terms of the speed of reading the text they get from learning English. The results of the researchers showed that the speed of reading texts in one day was around 1 to 2 hours to improve vocabulary fluency and practice their speed reading habits as well as being able to understand what was written line by line in learning English.

The next analysis is whether you have difficulty reading, especially learning English. The result was that participants 1 and 4 felt normal even though they read a little in English learning and participants 2 and 5 stated that they had difficulties and did not have time limitations in reading so they lacked confidence and were confused about learning English.

"In my opinion it's normal, even though I have a little difficulty reading in learning English because the way I read doesn't match the sentence but I'm happy and interested." (P1)

"I find it difficult and confusing to read, especially related to vocabulary because there is no match between writing and pronunciation in English learners" (P2)

"I think it's normal, but I still have difficulty reading, because I don't have time limitations in reading so I lack confidence in learning English." (P4)

"I find it difficult especially when reading to understand grammar because words have so many meanings" (P5)

Based on the results above, it shows that most students are still able to read in English because their enthusiasm and self-confidence are very high. And researchers see that the success and ability of students in reading towards learning

English is more likely that the teacher can provide interesting instructions and learning first to students so that students are not confused and easy to understand. In addition, P2 and P5 stated that they felt confused and had difficulty reading, especially in learning English.

Discussion

After collecting and analyzing the data, the researcher thoroughly investigated discussions to answer the main study problem of this research, namely about reading strategies and reading speed. Based on the results of questionnaires and interviews, most students in class VIII SMP Ma'arif 02 Sukun Malang perceived positively for reading skills towards English learning activities.

However, some students also said that reading activities in learning English were less effective because they lacked interest and were too indifferent. This is supported by research findings by Asriati et al, (2018) saying that social reasons get the lowest score as an indicator of motivation to read with a result of 49.9%. This means that most students do not really care about the income of outsiders such as friends, family about their reading skills.

Then the students also said that they were active in learning English reading. The researcher also saw that in the activeness of students reading in the English learning process because they often and enthusiastically asked the teacher when learning English took place, especially reading and getting free reading such as reading English novels. This is in accordance with the findings of Li and Kaur (2014) saying that most students feel more empowered to learn text by points underlining or circling information to be found in the text remember it. The response of this research also received a positive response.

However, only a few students stated that the ability to read in learning English was difficult due to a lack of vocabulary mastery in learning English. In addition, students also stated that reading skills towards learning English was difficult because of a lack of interest in learning and a sense of fun. This is related to Donil's statement (2015) that in reading interest is crucial activities because in essence interest is person's the desire to act freely and without being forced. This claim demonstrates that when pupils don't have a great interest in something

strikes them they don't have the pleasure and knowledge to be motivated to dig deeper. From all the reading strategies and reading speed mentioned above, it can be concluded that they have a very important influence on students' reading comprehension skills

On the item "When I read a text, I read it many times until I understand it". It can be seen that 71.8% of participants are neutral towards reading English texts. That is, some students choose in the middle or do not take sides between being interested in and liking the activity of reading English texts. However, some students are interested and like the activity of reading English texts.

Based on the explanation above students get a positive view. It can be concluded that most of the students in this study were quite interested in learning English text reading activities. In addition, some students also really like the learning activities of reading English texts. This shows that students have a positive and enthusiastic view of learning to read English texts.

In the item "I have to read repeatedly to understand the learning material". The data obtained from the questionnaire shows that 50% chose neutral. This means that students are still said to have no difficulty understanding the subject matter to be read over and over again.

Based on the data above obtained positive results. More than half of the students are still active and practicing speed reading for learning English. In addition, some students stated that students easily mastered information quickly when reading. And most students still believe that reading books regularly can train their speed reading skills.

The next analysis is about interest in reading strategies, that is, do you like reading strategies in English texts. The results showed that with the text reading strategy participants 1, 3, 5, and 6 felt happy and interested in the text reading strategy.

Overall, based on the statements expressed by students, they were all interested and happy in the strategy of reading English learning texts that can have a positive effect on students. Besides that, it also stated that the strategy of reading English texts made them understand everything. This is supported by the

statement of Anjani, Dantes, & Arawan, (2019: 75) that interest in reading is a tendency of a person's soul in depth which is characterized by feelings of interest and pleasure and a strong desire for interest in reading through personal texts, such as reading English textbooks.

The next analysis is about the time spent for speed reading English texts in one day. The results of the study showed that participants 1, 2, 4, and 6 gained confidence and had a strong influence on their reading speed.

Based on the presentation of the data from the interview above in terms of the speed of reading the text in one day they get from learning English, it shows that they are still carried away by the habit of speed reading techniques and they also stated that in one day about 1 to 2 hours they can read improve the fluency of vocabulary and at the same time be able to understand what is written between line by line in learning English. Even though there were some students who stated that the progress they got from reading speed was only a little, they still had high enthusiasm in reading speed, especially towards learning English. This is in line with Armagan (2017) showing that timed reading practices have a positive influence on comprehension of reading content. Therefore, reading speed can affect comprehension of reading content.

The next analysis is whether you have difficulty reading, especially learning English. The result was that participants 1 and 4 felt normal even though they read a little in English learning and participants 2 and 5 stated that they had difficulties and did not have time limitations in reading so they lacked confidence and were confused about learning English.

Based on the results above, it shows that most students find it difficult to read in learning English. The reason they say that reading activities in learning English is difficult is because of a lack of vocabulary mastery. But most of the students are also very happy and really like it without experiencing difficulties very interesting and easy to understand. This is consistent with the findings of Asmawati (2015) which revealed that understanding texts in learning English is a problem faced by students, they still do not focus on what they read during English learning and still have difficulty getting ideas from reading texts. Even

though some students found it difficult to read in English lessons because they said that reading activities in English lessons were difficult due to a lack of vocabulary mastery, most of them were also very happy and really liked not experiencing difficulties that were very interesting and easy to understand. And the researchers saw that the success and ability of students in reading towards learning English makes it more likely that teachers can provide interesting instructions and learning first to students so that students are not confused and easily understand them.

CONCLUSION AND SUGGESTION

Conclusion

Considering what was learned in the prior chapter, the researcher concluded that students' reading strategies and students' reading speed towards learning English in class VIII SMP Islam Ma'arif Sukun Malang can be carried out appropriately or positively based on students' needs for English learning activities, students also agree when they can involve strategies for reading skills and experiencing the benefits of reading, one of which is being able to understand the materials and questions on exams.

In this study, however, the researcher found several negative things during learning English: students felt difficulties due to lack of learning and mastery of vocabulary towards learning English, especially reading, so they did not understand it. In addition, students also lack of interest and pleasure so they find it difficult which makes them confused in learning English.

Teachers must play an active teaching role in distributing interesting English learning materials to their students. The teacher's ability to teach creates the satisfaction of learning activities going well and how the learning atmosphere can be lively to observe the extent to which students are able to participate in learning. This is very important to pay attention to and consider so that teachers can succeed in developing their talents and abilities in teaching to give the best to students and help them achieve their English learning goals properly.

The capacity of students to improve their reading strategy skills and reading speed by using various entertainment media in learning English, especially reading short stories in English. English short stories can influence pupils happy, enjoy, and are learning is really interesting English. Then again, short stories in English is among the entertainment media which are appropriate for students to use in any circumstance to make their hearts and minds calm.

This research is expected to be useful for other researchers and can also be a reference for future researchers who are interested in students' strategies when reading and students' reading speed abilities. For future researchers, to validate the outcomes in a more precise and comprehensive manner, further more people and tools can be used by researchers to collect data.

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