

**IMPLEMENTING SPEED READING STRATEGY IN INCREASING STUDENTS'
READING COMPREHENSION AT DAARUL HUFADZ ISLAMIC BOARDING
SCHOOL PADANG**

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Abstrak: Bahasa Inggris di Pesantren dapat menjadi tantangan karena keterbatasan dan perbedaan antara semua mata pelajaran dalam kurikulum. Status bias yang terabaikan dan minimnya perhatian dibandingkan mata pelajaran Islam, akhlak dan etika hingga kedisiplinan sekolah membuat pembelajaran Bahasa Inggris harus dituntut batasan dan beban untuk beradaptasi dan menyesuaikan diri. Untuk menjawab tantangan tersebut, perlu dilakukan strategi khusus untuk mengatasi permasalahan ini. Pondok Pesantren Daarul Hufadz sebagai salah satu Pondok Pesantren menetapkan santri tingkat akhir SMP dan SMA mengikuti ujian akhir semester bersama siswa sekolah reguler. Oleh karena itu, pengajaran bahasa Inggris harus memenuhi aturan tersebut. Pengabdian Masyarakat ini mencoba melihat pengaruh penerapan Strategi Membaca Cepat agar pengajaran Bahasa Inggris lebih efektif dan efisien serta memungkinkan guru mendapatkan inspirasi dan informasi tentang strategi di kelas. Metode yang digunakan dalam Pengabdian Kepada Masyarakat ini adalah pendampingan kegiatan belajar quasy-eksperimen dengan memberikan perlakuan pengajaran. Hasilnya adalah Strategi Membaca Cepat memberikan pengaruh yang signifikan terhadap pemahaman membaca siswa. Nilai rata-rata sebelumnya adalah 70 dan setelah pemberian strategi rata-ratanya adalah 80. Oleh karena itu, diharapkan guru Bahasa Inggris dengan keadaan, suasana belajar, dan hasil belajar yang sama dapat memperoleh informasi dan inspirasi untuk mengajar Bahasa Inggris sehingga dapat memenuhi tantangan tersebut, namun itu adalah salah satu jalan keluarnya.

Kata Kunci: *Bahasa Inggris, Strategi Membaca Cepat*

Abstract: *English at Islamic Boarding School can be challenging since limitation and differences among all subjects in the curriculum. The bias status of being neglected and minor attention compared to Islamic subjects, moral and ethical to school discipline has made ELT should be required the limitation and burden to adapt and customize. To answer that challenge, particular strategies should be made to overcome this problem. Daarul Hufadz Islamic Boarding School as one of Islamic Boarding Schools set their last year students in Junior and Senior High level follow the final semester examination along with regular school students. Therefore, teaching English should meet the set-up. This Community Service tried to see the effect of implementing Speed Reading Strategy to make teaching English more effective and efficient and enable the teacher to get inspiration and information about strategy in classroom. The method used in this Community Service was the quasy-experimental study activity assistance by giving teaching treatment. The result of it is that the Speed Reading Strategy gives significant effect towards the students' reading comprehension. The prior average score was 70 and after giving the strategy the average was 80. Therefore, it is hoped that English teacher with the same circumstances, learning atmosphere, and learning outcomes can get information and inspiration to teach English so that it can meet the challenging yet it is one of the ways out.*

Keywords: *English teaching, Speed Reading Strategy*

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Introduction

The aim of English Language Teaching is to provide certain provisions for students ruled by the safter of their graduation in Islamic Boarding School (Warohmah, 2020). As one of compulsory subjects in the level of Junior and Senior High, English has been studied by the students along with the Islamic disciplines. Although it is minor to its lesson time, it is still one of requirements enriching students' cognitive skills. In addition to this point, Besides, Lauder states that English is important in improving the quality of education due to the use of foreign languages in the world of education it has a very important role, one of which is in the boarding school (Lauder, 2008). However, one study shows that Islamic boarding schools in general do not equip their students with various skills that should be relied upon to face the life challenges in modern era (Putro, 2014). Therefore, mastery of English is part of the Islamic Boarding School curriculum which is applied for communication purposes with the hope that students will have the ability to communicate in a foreign language. But of course, every educational institution such as Islamic Boarding Scholl has different policies, procedures, and implementation for its application, especially in teaching English as a compulsory subject. It depends on what pattern of education is adopted by the institution system.

In the process of implementing their education, the institutional systems in boarding schools do not apply the same methods. As in using the number of hours of study and what English skills students want to master, required skills and method implemented during the teaching and learning process. Because Islamic boarding schools prioritize moral and religioucity such as memorizing the Qur'an, Arabic or Islamic subjects knowledge, the portion of teaching English is less compared to public schools (Atmasari, 2016). As one of the examples, Gontor Islamic Boarding School -as National biggest Islamic Boarding School- considers communicating in English and Arabic are as important as Islamic knowledge, as its history improved that language mastery played significant role (Hasan, 2015). Weather other Islamic Boarding School seems to have different approaches.

Furthermore, with different educational policies and patterns, making English learning a compulsory subject presents its own challenges to subject teachers to create learning that fits their needs (Douglas,2000). For example, if an English subject teacher is required to live within the Islamic boarding school, then the teacher concerned can implement daily communication with students. In regards with the language teaching and language achievement, Veselinovska in Handoko (2014) (Handoko, 2014) states that there is a correlation between teaching method and the learning achievement. On the other hand, teachers who are not required to live in the Islamic boarding school environment will find it difficult for them to apply the same thing. In other words, learning is only done in the classroom during class hours. Therefore, because the needs and targets for graduates for each Islamic Boarding School are different from one another, creativity and innovation are needed in teaching so that the resulting learning can be achieved optimally.

By using the suitable method, short time learning would be able to overcome due to special learning technique will be able to maximize the learning activity. As quoted from Rayudisa (2018) (Rayudisa,2018) there is a positive and significant correlation between teaching style and learning achievement, where it also bring a contribution to their motivation as well. By knowing this point, teaching and learning atmosphere plays an

important to students learning achievement. Therefore, special treatment is needed in order to create effective teaching and learning process so that the students can be as equal as outer in ordinary school where they take the examination with.

In the field of English teaching and learning in Padang, West Sumatera, Daarul Hufadz Islamic Boarding School is one of the Islamic boarding schools that has the aims to create memorizers of the Qur'an. The target graduates expected by this Islamic boarding school are *hafidz* and *hafidzah* of Al-Qur'an (Qur'an memorizer) who will protect Allah's words in the future. In its curriculum, Daarul Hufadz Islamic Boarding School makes English a compulsory subject. However, in terms of the abilities that students want to have, Daarul Hufadz Islamic Boarding School itself does not provide a large portion and only determines English not to be far from ordinary school students. By having limited time, teacher need to make students understand with the material so that they can understand the material, complete the exercise, and passing the English examination. As Daarul Hufadz Islamic Boarding School has special examination for last year students in Junior and Senior High level, as they will take the final semester examination in the ordinary school along with the regular students. Therefore, the requirement to have examination as same as outer students need to be achieved.

The same community service was done by (Suhailida,2021) Suhailida et all indicates that the use of Speed Reading can improve the students reading skill. The work shows so due to the implementation of effectiveness of planning the lesson by teachers, proportional teaching in the classroom, and conducive classroom atmosphere. Another works was also done by Bishry Hasanul (Bishry,2012) about the implementation of the Speed Reading Strategy. It shows that the strategy has significant effect in improving the reading skill of the students.

Beside all the works above, the same application was also done by Martinalini Eliza (Martinalini, 2013) on the use of Speed Reading strategy, significantly improved the students reading comprehension. It is due to the strategy is able to provide good planning, and enable teacher to facilitate better condition for reading activity. Therefore, the use of Speed Reading as a strategy in teaching reading is beneficial because it provides better learning atmosphere. By having said the above points, the writer shared the same core of strategy called the Speed Chatting Strategy in teaching reading to the students at Islamic Boarding School Daarul Hufadz Padang.

Method

The method used in the Community Service consists of seven different categories. They are including community empowerment, analysis of village local potential and program socialization, partner selection, formation of work team, community training, activity assistance, formation of community small businesses (Home Industry) (Irwanto, 2021). Among these types of Community Service, this work used the activity assistance which the lecturer accordingly thought the students with particular strategy in order to solve the problem arose in the Islamic Boarding School as the Community Service partner. Moreover, the training assistance was done in form of teaching the students in the classroom for four times or within a month. Training according to Cambridge Dictionary (Cambridge, 2024) means the process of learning the skill you need to do a particular job or activity. In this Community Service, the writer took the

following steps; the first one is getting the permission form the owner and English teacher who had authority to the classroom which would get the treatment. After getting the permission, the writer then prepared for the teaching training.

Besides, in this community service, the writer used the teaching treatment to be able to solve the problem and can be used to future teaching by the English teacher. According to Allidina and Cunningham in 2023 (Allidina and Cunningham, 2023), the experiments is articulating levels of analysis in the processing of information concerning social categories. On the other hand, In quasi-experimental research, you could also test the proposition that training method affects performance, but you would be using existing training classes and methods, rather than deliberately creating the training and training situation. According to Dimyanof (2023), quasi-experimental studies encompass a broad range of nonrandomized intervention studies. These designs are frequently used when it is not logistically feasible or ethical to conduct a randomized controlled trial. In doing the treatment of Speed Reading Strategy, the students were asked to do the exercise and assessment from their Students' Worksheet (Lembar Kerja Siswa (LKS)). The class get the treatment is students of Grade VII. There are 12 students in total. They were asked to their work by having speed discussion with their friend within a group that consists of 3 or 4 students for each group. After having a speed discussion about the exercise, than the score of their exercise would be done by using the strategy. The result of the score in applying the strategy was used the following formula of searching the average score e or mean. The formula is as the following; (Srivastav, 2024)

$$\bar{x} = \sum x / n$$

The above formula was used to calculate the average score of reading exercise.

Result and Discussion

After finishing one month treatment in frequently once in a week, the result can be seen as listed in the following chart:

No	Schedule	Material	Average Reading Score
1.	January, 3 rd 2023	Unirt 4 Task 1 and 2	70
2.	January, 10 th 2023	Unirt 4 Task 4 and 6	73
3.	January, 16 th 2023	Unirt 4 Task 7 and 8	78

4.	January, 23 rd 2023	Summative Assessment	80
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Table 1: The Average Reading Score

By having the above result, it can be seen that the application of Speed Chatting Strategy gives significant effect to the students' reading ability in this case is answering the exercise and doing the assessment. The following is the testimony from the students on the application; the first one is that by having small discussion with their friend, it is more enjoyable and interesting for them because they can have interaction with their friend during the class. The next one is, the students with low understanding can learn from their friends who are better. According to Nurhadi in Ali (Ali, 2021) states that teaching and learning activities in small groups, students learn and work together to arrive on an optimal learning experience individual and group experiences. This means that the learning process in group brings great effect on students' achievement. Beside that group work can motivate the students read because they work together so that they can share their opinions and understanding about the texts given with their friends (Ulatifah and Nuardi, 2018). And the teacher is easier to teach the students because they can solve the problems together. On the contrary, the application of this strategy is also, sometimes, difficult for the students. For example the students with no partner to collaborate and within the group they have same level of understanding. So, it is difficult for them to find the right partner to work with. The second one, with a bit chaotic atmosphere, the application of this strategy has to be guided by the teacher so that the application of this strategy can be run well.

As the following is some documentation of this Community Service;



Picture 1: The process of Implementing the Speed Reading Strategy of Week 1



Picture 2: The process of Implementing the Speed Reading Strategy of Week



Picture 3: The process of Implementing the Speed Reading Strategy of Week 3



Picture 4: The process of implementing the Speed Reading Strategy of Week 4

Furthermore about the result of the application of this strategy, it is suitable to be used in small class such as students in Islamic Boarding School which have small classes. This one is because of dividing students into group can create chaotic atmosphere and students within a group can be problem due to differentiation on students' ability.

Having said the above point, it can be concluded that Speed Chatting Strategy gives significant effect towards students' reading comprehension. This one is because they can discuss the answer and learn from their partners. Beside, this strategy is also interesting and enjoyable for them since they can have the interaction with their students as well. Although some disadvantages are also found such as sometimes can be chaotic and protest from the students, it can be said that the application of this strategy brings positivity towards students' reading comprehension.

Conclusion

As concluded from the points above, Speed Reading Strategy has significant effect towards students' reading comprehension. Especially in limited class study time, it is able to make it effective and efficient. Grouping students into several where they can learn from their friends by solving the problem together is able to create fun learning atmosphere, learning from each other, and learning as whole creates more effective and efficient teaching. Therefore, in Islamic Boarding School where English is learnt in limited time, this strategy is suitable to be used by the teacher.

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