The Effectiveness Symbolic Technique In Speed Reading Arabic-Malay Writing

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Abstract

This study aimed the process of learning to read quickly Student Class V Elementary School 001 Bulang, Batam, Indonesia. This research was pre experimental research using design pre-test and post-test group, samples involved in this study were 36 student. The technique used to collect data in this study is the test pre and post. The pretest was done after learning by symbolic technique. Learning was done for 4 weeks with 80 minutes for each learning session. Training activities was done about 40 minutes during each learning lesson. The result show the student that are able to quick-speed read are the enough which is 118.125 word per minute with reading comprehension content of 62.5% (0.65.5) in the pretest. In the post test, student's reading speed increased to 179.20 words per minute with reading comprehension content of 73.3% (0.733). Effective speed reading (CAMP) on both tests are classified well at 111.633 words per minute on the pre-test and 179.05 words per minute on the post-test.

1. Introduction

Reading proficiency is one of four language proficiency i.e. listening, speaking, reading, and writing. The fourth aspect is very concerned and very important, so is reading is important in public life forward and civilized (1; 2; 3; 4; 5). The ability to read is one of the requirements for dissemination of information and the message the message conveyed through the medium of words/writing (6) language that reads not only Indonesia, but could have been presented in a variety of forms of writing using a variety of languages, such as language that uses Arabic writing of Malay and can only be obtained through reading. Understand that reads Malay Arabic reading isn't as easy as we might imagine because Malay Arabic writing is written using Arabic letters (7). Indeed very sharp, precision is needed, and understanding, when one does not have the capability of reading Malay Arabic writing, then she will experience obstacles to understanding a hint or a written announcement.

Malay Arabic writing is one of the cultural treasures of the community especially for high-value Malay Riau Islands. There are many books written and published in the field of Islamic education and works in other fields. Like Gurindam Dua Belas by Raja Ali Haji. "If you want to get to know the people, see the mind and language". This paper succeeded in forming the concept of nation Malay as a nation that has its own identity (8). In general students lately, has an interest read less of a Malay Arabic writing.

Someone less skilled reading cause he is reluctant to read. This situation is more severe if left will be continuous and must be trained early on, then it is not impossible if the Malay Arabic writing will only stay a history that will be forgotten by younger generations to come. Whereas this writing system has been a major transportation containers communities around the archipelago (9).

Arabic writing of Malay formally taught of the III degrees to degrees VI. The subjects received the 80 minutes for the purpose (10). So that needs to be done quickly to cope with steps that students who lack reading skills is to find an appropriate and efficient techniques. With the development of the educational world today, lots of new techniques that are more innovative, one of them with symbolic techniques

The ability to read is to say the words of the text and understand the meaning of those words as intended by its author.(11; 12) . According to Listiyanto speed reading including activities involving the working of the brain and the motion eye (13).Reading is a process of thinking in information processing (14). In line with the opinion of the Matlin defines the reading as a work activity involving a number of cognitive, including recognition and perception (15). Reading is a cognitive process of translating written symbols.

Reading has three basic components, namely the recording, encoding, and giving meanings (14). The process of understanding the meaning of the process of reading that emphasizes with comprehension content. The intention is in this sense comprehension cognitive processes to be able to understand the content of the readings in the not too long. Therefore, to obtain the meaning of the text can be done with speed reading. By Fitria, speed reading does not mean the origin of speed reading course, so after you finished reading no one remembered and understood (16). The two main things that should be identified in the speed reading is the level of understanding of the contents and percentage of speed reading at less students master contents readings as much as 70%

Speed reading will be improved with the use of symbolic techniques. Symbolic technique is one of the techniques developed by (17). In teaching reading symbolic techniques is indispensable to facilitate students remember the letter symbols? According to Lorayne and Lucas": "we can remember something knowledge if he has something to do with something existing knowledge related to something we already know or remember." (18) Symbolic technique is a technique that can maximise the power of recollection, by taking the first letters should re-establish the word or sentence and linking with existing experience and knowledge in understanding and comprehension vocabulary words introduction on primary school students.

In addition, the read speed is not controlled with immediately, but it is not a difficult as long as we know the technique how a quick way to remember. Ian Hunter says:
'The mastery of some simple mnemonic system may lead some people to realize, for the first time, that they can control and modify their own mental activities. And this realization may encourage them undertake that self-critical experimentation with their own learning and remembering procedures which is such an important part of intelectual development (p. 302)

This symbolic techniques in line with the work of the brain to process information or ideas that are accepted by the eye through visual imagery, graphics and colors. He can deliver the images to the brain and the brain interpret against what is seen by the eyes became a symbol.

This needs to be done so that students can master these techniques to improve memory when reading the paper continuously,

2. Methods

This research was Pre-Experimental Design using design pre-test and post-test group. Experiment done to 36 students of class V primary school 001 Bulang, Batam. The experiment was carried out for 4 weeks with 80 minutes learning sessions each time. During the experiments, students got the learning Malay Arabic writing

reading with symbolic techniques and workout activities for 40 minutes in each learning session. Training activities focused on ways of improving reading speed with symbolic techniques are accompanied by reading comprehension content.

Exams are given twice the pre test and post test. Implemented pre-test at the beginning of the meeting, after carrying out 4 times learning implemented the test post-test. The test aims to measure speed and reading comprehension content.

As for the design are as follows:

$$O_1 \longrightarrow X \longrightarrow O_2 \qquad (19)$$
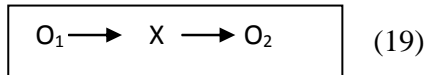
Description:

O1: Pre-test is performed before the application of symbolic techniques
X: application of symbolic techniques
O2: Post-test is performed after the application of symbolic techniques

Speed reading students tested with text reading. Then given the ten reserved objective according to the text read. If the answer to question objectively true then obtain the value 1, and if a wrong answer is given a value of 0.

Speed measurement using the formula:

$$KPM = \frac{\text{Number of words read}}{\text{The number of seconds in reading}} \times 60$$

KPM = words per minutes

In addition, for reading comprehension content (PI), use the formula:

$$PI = \frac{\text{The number of correct answers}}{\text{The number of ideal answers}} \times 100\%$$

To measure effective speed reading (CAMP), which is the combined speed of reading words per minute with reading comprehension content used formula:

$$KEM = \frac{KB}{JD: 60} \times \frac{PI}{100}$$

KEM = Effective Speed Reading
KB = the number of words in the readings (text)
JD = the number of minutes used in reading
PI = Score reading comprehension content

3. Results

Based on a quick reading exam results are given to pupils obtained results are as follows.

Speed Reading

Exam results first (pre-test) showed rapid reading skills of pupils is enough category, i.e. 118.125 word per minute. In the first test of time spent on reading 300 words is 1 minutes 14 time (1 ' 14 "), while on the test post time spent 1 minute 08 time (1 ' 08") with reading speed as much as 179.20 word per minute. The results of both the tests described in Table 1.

Table 1: results of tests Pre and Post

Numbers (N)	Nnumber of words	Mean time	Word per minute	Categories
36	300	1 ' 14 "	118.125	Enough
36	300	1 ' 08 "	179.200	Well

Table 1 shows the results of tests pre and post class V students reading speed SDN 001 Bulang, Batam, Indonesia. On the pre test can be seen that the reading skills as much as 118.125 word per minute To read as many as 300 words, the pupil takes an average of 14 minutes for 1 time (1 ' 14 "). With a time of 1 ' 14 "and reading speed 118.125 word per minute, the read speed is classified category (< 200 word per minute). On the test post reading speed as much as 179.20 word per minute and to read 300 words, the student takes 1 minutes 08 time (1 ' 08 "). The acquisition puts students on the word per minute 179.20 category well (< 201 word per minute). Table 1 shows the read speed difference also students. The contrast of picture presented in table 2.

Table 2: rate of speed reading students

Number (N)	Number Of Words	Word Per Minutes	Mean	Std. Deviation	Significantly
36	300	118.125	1.1381	0.21933	0 .000
36	300	179.200	1.0767	0.22091	

Table 2 shows the contrast ratio of the read speed (mean) test of pre and post test. Reading speed ratio of students on the examinations exam and at 1.1381 pre post 1.0767.This distinction significant categorized ($0.00 < 0.05$). This means that the speed test on the student post higher or faster on the pre test by 0.614 moments.

Reading Comprehension Content

Reading comprehension content described in table 3. Pre test results show ranked reading comprehension content students during the speed reading as much as 62.5% (0.625). Post test results shows higher results, i.e. 73,3% (0.733). The contrast ratio, viz. reading comprehension content 6.2500 than 7.3333 and have difference 10833. This distinction significant (. 000 <. 005).

Table 3. The level of student reading comprehension content

Number (N)	Reading Comprehension Content	Mean	Std. Deviation	Significantly
36	62.5%	6.2500	0.99642	0.000
36	73.3%	7.3333	0.92582	

Effective Speed Reading (CAMP)

Effective speed reading (CAMP) not the same as reading speed because the results have been combined with kefahaman contents (PI). Based on the results of pre-and post test it can be seen that the ratio between reading comprehension content both different types of reading. Description of the distinction results , pre and post test described in table 4 as follows:

Table 4 the effective Speed reading students

Number (N)	Number Of Words	Mean	Reading Comprehension	Content CAMP	Categories
36	300	1 ' 14 "	62.5%	111.63	medium
36	300	1 ' 08 "	73.3%	179.05	good

Table 4 shows the effective speed reading (CAMP) students in the pre and post test. On the pre test, students are only able to read effective as much as 111.63 word per minute and spend time 1' 14 "and reached 62.5% reading comprehension content, this means the score obtained on the pre test categorized is because it is under the 200kpm (200 < word per minute). Test post exposing the CAMPS of student 179.05 word with time spent 1 ' 08 " and reached 73.3% reading comprehension content. This means an increase in, both in the use of time, and CAMP reading comprehension content. But this change improved the final category of the CAMP which was good because it was under the 201 word per minute (< 201word per minute) and a simple reading comprehension content

4. Discussions

Speed Reading

Based on the acquired research, speed reading students are classified into the category of being i.e. 118.125 on pre test. According to Asep Sadikin, et al , the score for elementary school students, categorized are (100-159-being). However, the read speed on the test post increased to 179.20. The read speed on a score of 151-200 words per minute is good. There are several factors that affect the reading of which is the ability of the eyes, ears, and brain(20), the ability of visual information (letters) and non visual information (knowledge) (1), and the vocabulary or vocabulary (21). Besides the use of methods, techniques or strategies (22)

Reading Comprehension Content

The acquired research shows pupils reading comprehension ranked 73.3% after learning with symbolic techniques. Reading comprehension content this stage according to Listiyanto are classified as simple. (13) According to Nik Rosiliah acquired a mastery study Malay Arabic writing   secondary school in Shah Alam and Kualu Lumpur, Malaysia shows that there is a significant relationship between mastery of Malay Arabic writing and the attainment of students in Islamic education. (23) In addition, the results of the study of reading comprehension of Malay Arabic writing in Indonesia by Riky Amanda, and his friends demonstrate the ability of reading comprehension of discourse of Arab and Malay student education courses language and literature and Pedagogy of the University of Indonesia Riau with low average 58,29 category.(24) In General, the integration of both proficiency in reading and learning in schools of reading is important (25)

Effective Speed Reading

Based on the acquired study (test post) is the effective Speed Reading score obtained (CAMP) as much as 179.05 word per minute. This score is classified as well. According to Hardjasujana , based on the results of studies the expert reading in the Americas, adequate speed for final ranking students of the primary school of approximately 200 word per minute, Ranking students Junior High school between 200-250 word per minute, students rank high school between 250-325 per minute, and ranks the University between 325-400 car loans with minimum reading comprehension content 70%. Thus the effective Speed Reading (CAMP) each rating, the rating Primary School = 200 x 70% = 140 word per minute, Junior High School = 200 x 70% up to 250 x 70% = 140-147 word per minute, rating High School 250 x 70% = up to 350 x 70% = 175-245 word per minute, and ranks the University of 350 x 70% up to 400 x 70% = 245-280 word per minute (26).

　　　　Furthermore, according to Soedarso, reading Activities carried out jointly by the eyes and the brain. (27). In order for the brain to quickly absorb by using font symbols via the connection between what is seen with the visual eye. The inability of the mind absorb quickly without any information. To get the speed and efficiency of reading can be achieved with speed reading exercises with symbolic techniques

5. Conclusion

Based on the acquired research and discussion, it can be concluded that the present increase in the speed of reading pupils than the pre- test and post- test , i.e. instead of 118.125 word per minute became 179.20 word per minute in addition, reading comprehension content are classified good, which is 73.3%. However, effective speed reading (CAMP) classified as good, i.e. 179.05 word per minute . Thus, a symbolic technique in speed reading can improve the speed of reading and ability of pupils significantly, and may increase effective speed reading (CAMP)

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