

STUDENTS' PERCEPTIONS OF USING SPEED READING STRATEGY IN READING SKILL AT ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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ABSTRACT

This study aims to investigate students' perceptions of using speed reading strategies in reading skill at the English Study Program of Universitas Riau. The study employed a descriptive quantitative research design involving 89 fifth-semester students as respondents. Data were collected through a questionnaire distributed via Google Forms, consisting of 22 valid items. The questionnaire was developed based on five indicators, namely perceived usefulness, perceived reading skill improvement, perceived ease of use, perceived motivation and attitude, and perceived challenges. The findings revealed that students generally had positive perceptions toward the use of speed reading strategies, particularly skimming and scanning. Students perceived these strategies as beneficial in improving reading efficiency, identifying main ideas and specific information, enhancing reading comprehension, and increasing motivation and engagement in reading activities. Furthermore, students considered speed reading strategies relatively easy to apply in academic reading contexts. Although some challenges were reported, particularly in maintaining comprehension while reading quickly, the overall responses remained positive. The findings indicate that speed reading strategies are perceived as effective and supportive tools for improving students' reading skills in academic settings.

Keywords: students' perception, speed reading strategy, reading skill

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa tentang penggunaan strategi membaca cepat dalam keterampilan membaca di Program Studi Bahasa Inggris Universitas Riau. Penelitian ini menggunakan desain penelitian kuantitatif deskriptif yang melibatkan 89 mahasiswa semester lima sebagai responden. Data dikumpulkan melalui kuesioner yang didistribusikan melalui Google Forms, yang terdiri dari 22 item valid. Kuesioner dikembangkan berdasarkan lima indikator, yaitu kegunaan yang dirasakan, peningkatan keterampilan membaca yang dirasakan, kemudahan penggunaan yang dirasakan, motivasi dan sikap yang dirasakan, serta tantangan yang dirasakan. Hasil penelitian menunjukkan bahwa siswa umumnya memiliki persepsi positif terhadap penggunaan strategi membaca cepat, terutama skimming dan scanning. Siswa-siswa menganggap strategi-strategi ini bermanfaat dalam meningkatkan efisiensi membaca, mengidentifikasi ide utama dan informasi spesifik, meningkatkan pemahaman membaca, serta meningkatkan motivasi dan

keterlibatan dalam kegiatan membaca. Selain itu, siswa menganggap strategi membaca cepat relatif mudah diterapkan dalam konteks membaca akademis. Meskipun beberapa tantangan dilaporkan, terutama dalam mempertahankan pemahaman saat membaca dengan cepat, tanggapan secara keseluruhan tetap positif. Penelitian ini menunjukkan bahwa strategi membaca cepat dipersepsikan sebagai alat yang efektif dan mendukung untuk meningkatkan keterampilan membaca siswa di lingkungan akademik.

Kata Kunci: persepsi mahasiswa, strategi membaca cepat, keterampilan membaca

A. Introduction

Reading is one of the most essential skills in learning English as a Foreign Language (EFL). Through reading, students can acquire information, expand their vocabulary, and develop academic knowledge. In higher education, students are required to read various academic texts, such as textbooks, journal articles, and research reports.

According to Grabe and Stoller (2011), reading is a process of comprehending and interpreting written texts. Therefore, effective reading skills are necessary for students to understand information and achieve academic success. In addition, reading helps students develop critical thinking and supports their learning process in different academic contexts.

However, many EFL students still experience difficulties when reading English texts. Students often

struggle to identify main ideas, understand detailed information, make inferences, and process lengthy texts within a limited time. As a result, these challenges may reduce reading efficiency and negatively affect reading comprehension (Azmi et al., 2020).

To overcome these difficulties, various reading strategies have been introduced in English language learning. One of the most widely used strategies is speed reading. According to Buzan (2003), speed reading refers to techniques that enable readers to process texts more efficiently while maintaining comprehension.

Speed reading is commonly implemented through two techniques, namely skimming and scanning. Skimming helps readers identify the general idea of a text, whereas scanning enables readers to locate specific information quickly (Brown, 2004). Therefore, these techniques

are considered useful for improving reading efficiency and helping students focus on important information in academic texts.

Several previous studies have reported positive findings regarding the use of speed reading strategies. Syahrin (2020) found that speed reading strategies improved students' reading speed and comprehension. Similarly, Azmi et al. (2020) reported that skimming and scanning helped students identify important information more effectively during reading activities.

In addition, Hidayati et al. (2023) found that skimming and scanning reduced students' reading anxiety and increased their confidence in understanding texts. Likewise, Maili (2025) revealed that students perceived these strategies as useful for completing reading tasks efficiently and managing time effectively. These findings indicate that speed reading strategies provide considerable benefits in academic reading activities.

Despite these positive findings, most previous studies primarily focused on the effectiveness of speed reading strategies in improving reading performance. Although

several studies have examined students' perceptions, research focusing on students' perceptions of speed reading strategies in regular academic reading contexts at the university level remains limited. Therefore, further research is needed to explore how students perceive the use of speed reading strategies in reading activities.

According to Robbins and Judge (2013), perception is the process through which individuals organize and interpret information to give meaning to their experiences. Understanding students' perceptions is important because perception influences how individuals respond to and engage with a particular learning strategy.

Therefore, this study aims to investigate students' perceptions of using speed reading strategies in reading skill at the English Study Program of Universitas Riau. Specifically, this study explores students' perceptions in terms of perceived usefulness, perceived reading skill improvement, perceived ease of use, perceived motivation and attitude, and perceived challenges.

B. Research Method

This study used a descriptive quantitative research design to investigate students' perceptions of using speed reading strategies in reading skill at the English Study Program of Universitas Riau. This design was considered appropriate because it enabled the researcher to collect numerical data and systematically describe the participants' perceptions through descriptive statistical analysis.

The population of this study consisted of 116 fifth-semester students of the English Study Program at Universitas Riau in the 2024/2025 academic year. These students were selected because they had completed Reading Comprehension courses in which speed reading strategies, particularly skimming and scanning, had been introduced and practiced. Therefore, they were considered capable of providing relevant information regarding the use of these strategies. To determine the sample size, the researcher referred to the Isaac and Michael (1981) sample size table with a 5% significance level. Based on this table, 89 students were selected from the total population. Furthermore, a simple random

sampling technique was employed because the population was considered homogeneous and each member had an equal opportunity to be selected as a participant.

To collect the data, a structured questionnaire was distributed online through Google Forms. The questionnaire consisted of 22 valid items adapted from previous studies and adjusted to the objectives of the research. Furthermore, the instrument was developed based on five indicators: perceived usefulness, perceived reading skill improvement, perceived ease of use, perceived motivation and attitude, and perceived challenges. A five-point Likert scale was used to measure participants' responses, ranging from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), to Strongly Agree (5). In addition, negatively worded items were reverse-scored to ensure consistency in score interpretation.

After the data had been collected, they were analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics were employed to calculate frequencies, percentages, and mean scores for each questionnaire item and indicator. Furthermore, the mean

scores were interpreted using five categories adapted from Sugiyono (2020), namely very low, low, neutral, high, and very high. Finally, the interpretation of the mean scores was used to determine the level of students' perceptions toward the use of speed reading strategies, both for each indicator and overall.

C. Results and Discussion

1. Perceived Usefulness

This section discusses students' perceptions of speed reading strategies based on the perceived usefulness indicator. This indicator refers to the extent to which students perceive speed reading strategies, particularly skimming and scanning, as beneficial in supporting their reading activities.

Tabel 1 Student's Perception of Perceived Usefulness of Speed Reading

No	Items	Average
1	Using speed reading strategies (skimming and scanning) helps me understand English texts faster. (F)	4.06
2	Skimming helps me identify the main idea of a text. (F)	4.16
3	Scanning helps me find specific details in a text. (F)	4.18
4	Speed reading allows me to complete reading tasks faster. (F)	4.11
5	Speed reading helps me focus on important information in a text. (F)	3.96

6	Using speed reading increases my confidence when reading. (F)	3.87
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Average	4.06
Category	High

Details:

F : Favorable item

U : Unfavorable item

The perceived usefulness indicator obtained an average score of 4.06, which falls into the high category. This result indicates that students generally perceived speed reading strategies as useful in reading activities. Most respondents agreed that skimming and scanning helped them identify main ideas more efficiently, locate specific information quickly, and complete reading tasks within a shorter period of time. Furthermore, students believed that these strategies supported them in handling academic reading materials more effectively

This finding is consistent with Buzan (2003), who states that speed reading strategies help readers process information more efficiently while maintaining comprehension. Similarly, Brown (2004) explains that skimming and scanning enable readers to identify key information and understand texts more quickly. The finding also supports Syahrin (2020), who found that speed reading strategies improved students' reading

efficiency and facilitated comprehension of written texts.

Overall, the findings indicate that students perceive speed reading strategies as useful tools for reading activities. The high average score demonstrates that students recognize the benefits of skimming and scanning in improving reading efficiency and supporting academic reading tasks.

2. Perceived Reading Skill

This section discusses students' perceptions of speed reading strategies based on the perceived reading skill improvement indicator. This indicator focuses on how students perceive the contribution of speed reading strategies to the development of their reading skills.

Table 2 Students' Perception of Reading Skill		
No	Items	Average
1	I can identify the main idea in academic texts. (F)	3.98
2	I can understand detailed information when I read. (F)	4.01
3	I am able to make inferences from what I read. (F)	3.92
4	I can understand unfamiliar vocabulary through context. (F)	3.74
5	I can recognize how paragraphs in a text are connected. (F)	4.07
6	I can maintain my focus while reading long texts. (F)	3.63
Average		3.89
Category		High

Details:

F : Favorable item

U : Unfavorable item

The perceived reading skill improvement indicator obtained an average score of 3.89, which falls into the high category. This finding indicates that students believed speed reading strategies contributed positively to their reading skill development. The respondents agreed that skimming and scanning helped them understand texts more effectively, identify important information, and improve their ability to comprehend reading materials.

The finding supports the view of Grabe and Stoller (2011), who emphasize that reading comprehension involves the ability to process and interpret information effectively. Moreover, Buzan (2003) argues that speed reading techniques can enhance reading performance by enabling readers to focus on essential information while maintaining comprehension. The result also aligns with previous studies showing that speed reading strategies can improve students' reading achievement and comprehension.

Overall, the findings suggest that students perceive speed reading

strategies as valuable tools for improving reading skills. The high mean score reflects students' confidence in the effectiveness of skimming and scanning for enhancing their reading performance.

3. Perceived Ease of Use

This section discusses students' perceptions based on the perceived ease of use indicator. This indicator refers to students' perceptions of how easy it is to understand and apply speed reading strategies in reading activities.

Table 3 Students' Perception of Perceived Ease of Use		
No	Items	Average
1	I find it easy to apply skimming when I want to get the main idea of a text. (F)	3.96
2	Scanning is easy to apply when looking for information. (F)	4.17
3	I can adjust my reading speed based on the purpose of reading. (F)	4.06
4	I feel comfortable using different reading strategies. (F)	3.88
5	I find it difficult to use skimming and scanning effectively in academic reading. (U)	2.97
Average		3.81
Category		High

Details:

F : Favorable item

U : Unfavorable item

The overall mean score of the perceived ease of use indicator was 4.12, which falls into the high category. This result indicates that

students generally considered speed reading strategies easy to use. Most respondents agreed that skimming and scanning could be applied without significant difficulty and could be integrated into their reading activities with little effort.

The finding is in line with Brown (2004), who explains that skimming and scanning are practical reading techniques that can be easily implemented to achieve specific reading purposes. Furthermore, Robbins and Judge (2013) suggest that individuals tend to develop positive perceptions toward methods or strategies that are easy to understand and apply. Therefore, the high score obtained in this indicator reflects students' positive experiences when using speed reading strategies.

Overall, the findings indicate that students perceive speed reading strategies as easy to apply in academic reading contexts. The high mean score demonstrates that students can effectively utilize skimming and scanning without encountering substantial difficulties.

4. Perceived Motivation & Attitude toward

This section discusses students' perceptions based on the perceived

motivation and attitude indicator. This indicator examines students' motivation, interest, and attitudes toward the use of speed reading strategies in reading activities.

Table 4 Students' Perception of Motivation & Attitude Toward		
No	Items	Average
1	I feel more motivated to read after learning reading strategies. (F)	4.00
2	I enjoy reading more when I can understand texts quickly. (F)	4.16
3	I believe my reading skills have improved over time. (F)	4.07
4	Reading strategies make reading more interesting. (F)	4.09
Average		4.08
Category		High

Details:

F : Favorable item
 U : Unfavorable item

The perceived motivation and attitude indicator obtained an average score of 4.08, which falls into the high category. This finding indicates that students generally had positive attitudes toward speed reading strategies and felt motivated when using them. Most respondents agreed that skimming and scanning made reading activities more engaging and encouraged them to participate more actively in reading tasks.

This result supports Robbins and Judge (2013), who argue that positive perceptions can influence individuals' attitudes and behaviors toward a particular activity. In addition, Vygotsky (1978) emphasizes the importance of learning experiences in promoting students' engagement and motivation. The positive responses obtained in this indicator suggest that students viewed speed reading strategies as supportive tools that enhanced their interest and involvement in reading activities.

Overall, the findings indicate that students have positive attitudes toward speed reading strategies. The high average score suggests that these strategies contribute to students' motivation and encourage greater engagement in reading activities.

5. Perceived Challenges

This section discusses students' perceptions based on the perceived challenges indicator. This indicator refers to the difficulties or obstacles encountered by students when applying speed reading strategies, particularly skimming and scanning, in reading activities.

Table 5 Students' Perception of the Challenges		
No	Items	Average

1	The faster I read, the more information I tend to miss, (U)	3.42
Average		3.42
Category		High

Details:
 F : Favorable item
 U : Unfavorable item

The perceived challenges indicator obtained an average score of 3.42, which falls into the high category. This finding indicates that students experienced several challenges when using speed reading strategies. The respondents acknowledged that reading quickly sometimes made it difficult to maintain full comprehension, identify important information accurately, and understand complex texts effectively. These results suggest that although speed reading strategies provide various benefits, students may still encounter difficulties when balancing reading speed and comprehension.

Furthermore, the findings reveal that applying speed reading strategies requires practice and adaptation. Some students may need additional time to become familiar with skimming and scanning techniques, particularly when dealing with academic texts that contain unfamiliar vocabulary, complex sentence structures, or detailed information.

Consequently, students may occasionally face difficulties in maintaining concentration and comprehension while reading at a faster pace.

This finding is consistent with Buzan (2003), who argues that speed reading is a skill that requires continuous practice to achieve an effective balance between reading speed and comprehension. Similarly, Grabe and Stoller (2011) explain that reading comprehension involves complex cognitive processes, which can become more demanding when readers attempt to process information rapidly. Therefore, the challenges reported by students in this study are understandable and reflect the natural difficulties associated with developing speed reading skills.

Overall, the findings indicate that students recognized several challenges in applying speed reading strategies. Nevertheless, the average score remained within the high category, suggesting that students were aware of these difficulties while continuing to perceive speed reading strategies as valuable tools for supporting their academic reading activities.

D. Conclusion

This study investigated students' perceptions of using speed reading strategies in reading skill at the English Study Program of Universitas Riau. The findings revealed that students generally had positive perceptions toward the use of speed reading strategies, particularly skimming and scanning, in academic reading activities. Overall, the results indicate that students considered these strategies beneficial and relevant for supporting their reading processes.

Regarding perceived usefulness, the findings showed that students viewed speed reading strategies as useful tools for improving reading efficiency and helping them complete reading tasks more effectively. Students believed that skimming and scanning enabled them to identify main ideas and locate specific information more quickly, which supported their academic reading activities.

In terms of perceived reading skill improvement and perceived ease of use, students agreed that speed reading strategies contributed positively to their reading development and could be applied without

significant difficulty. Furthermore, the findings revealed that students felt more motivated and engaged when using these strategies. The positive responses indicate that speed reading strategies can support both reading performance and students' attitudes toward reading activities.

Although students acknowledged several challenges when applying speed reading strategies, particularly in maintaining comprehension while reading quickly and dealing with complex academic texts, these challenges did not negatively affect their overall perceptions. Instead, students recognized that speed reading requires continuous practice and adaptation to be used effectively.

In conclusion, speed reading strategies were perceived positively by students and were considered valuable tools for supporting reading skill development in academic contexts. Therefore, English lecturers are encouraged to incorporate skimming and scanning activities into reading instruction, while students are encouraged to practice these strategies regularly to maximize their effectiveness and improve reading performance.

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