

Effects of Speed Reading Techniques Training on Students' Reading Comprehension

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Abstract

The main aim of this study was to examine the effects of speed reading training on the improvement of the students' reading comprehension. To achieve this objective, experimental research design was employed and two sections of freshman social science students of Ambo University 2022/23 entry were randomly selected and assigned to experimental and control groups. Then, reading tests adopted from different speed reading training books were administered as pre-tests and post-tests. The analysis of pre-test data showed that the students in both groups were at the same level in their reading speed and reading comprehension skills initially. Then, the same contents of the reading were taught to both groups. However, the experimental group students were given intensive training for 16 hours in 8 weeks on how to improve their reading speed and their reading comprehension. On the completion of the training, a post-test was given to both groups. The collected data were analyzed using Mann-Whitney U and Wilcoxon Signed Rank tests, and the result of these analyses revealed that the post-test scores of the experimental group in speed reading and reading comprehension activities were statistically significantly different from their pre-test score and the control group's post-test scores. Hence, it was noted that the speed reading techniques training had a statistically significant improvement in the experimental students' reading speed as well as reading comprehension scores. Based on these key findings, it is recommended that speed reading techniques lessons and exercises must be incorporated into students' textbooks and course books and given to students at all levels so that their reading speed and comprehension improve.

Keywords: Speed reading; Reading techniques; Training; Reading comprehension

Introduction

The Essence of Speed Reading

Reading speed is a kind of reading that emphasizes speed without leaving an understanding of its aspect of reading (Rasinski, 2014); Buzan, 2006; Hutaauruk, 2020; Martiarini, 2013). Rasinski, (2014) adds that reading speed is a collection of reading methods that attempt to increase rates of reading without greatly reducing

comprehension or retention, and it helps us to read and understand text more quickly. Rasinski claims that the faster readers are, the better they comprehend. Similarly, Sutz and Waverka (2009) define speed reading as the process of seeing, decoding words, and comprehending a text quickly. Meanwhile, Bapitha and Gunasekaran (2019) state that readers can get efficiency and attention through the printed line in speed reading. Furthermore, readers can use speed reading to increase their reading rate, comprehend a text quickly, and absorb information precisely and rapidly

compared to their previous reading speed (Choiriningtyas, 2018; Rizkoh, 2014; Tanjung, 2017). The goal of readers is to read fast and comprehend the contents of the text.

Speed reading prioritizes pace by using eye movements and not making sounds. As stated by Sutz and Waverka (2009), speed reading includes seeing the words, identifying and recognizing the words, as well as understanding the meaning of words faster and in silence. The purpose of speed reading is to obtain accurate and comprehensive information in a short time (Soedarso, 2006; Wainwright, 2006). Speed reading requires a very high pace, usually by reading sentence by sentence and paragraph by paragraph, not reading word by word (Sutz and Waverka, 2009). The benefit of speed reading is that it sorts out and masters important information quickly. Therefore, learning to read with the speed reading method will be beneficial for students to find out topics in reading texts, find out other people's opinions, get something important, and save reading time (Hidayati, 2019).

One of the aspects to measure reading fluency is reading speed. Reading rate or speed is defined as the measure of the number of words someone can read in a minute and inscribed as words per minute (wpm). Research by Bell (2001) asserts that good readers can achieve reading speed up to 350 wpm, fair readers read at 250 wpm, and slow readers acquire 150 wpm. For EFL or ESL learners, these numbers certainly cannot be used as a benchmark because English is not their primary language. According to Nation (2009), with easy reading materials that include no unfamiliar vocabulary or grammar, the average reasonable reading speed goal for FL and SL learners is 250 wpm. Furthermore, Nation also stated that 150 wpm is a good oral reading speed and around 500 wpm is a good skimming speed. He also indicated that reading at rates below 100 wpm is considered too slow and might have a detrimental effect on understanding.

The Significance of Speed Reading

Speed reading provides many benefits to EFL Learners. For instance, speed reading helps a

reader to sort out and master important information quickly. Therefore, learning to read with the speed reading method will be beneficial for students to find out topics in reading texts, find out other people's opinions, get something important, and save reading time (Hidayati, 2019). Besides, by having speed reading skills, students enjoy reading more and more because they can get familiarized with the materials they are reading in a short time when performing speed reading. It makes them more likely to read for pleasure (Karim, 2022). Abdelrahman and Bsharah (2014) confirm that having an appropriate technique of speed reading made it possible for students to comprehend a text easily and improve their academic achievement. Several studies also revealed that speed reading could enhance readers' text comprehension (Bell, 2001; Dyson and Haselgrove, 2001). Furthermore, Tanjung (2017) found that students' reading speed and comprehension have a close relationship. The most recent study conducted by Hutauruk (2020) also confirms that speed reading is one of the techniques that may help readers improve their reading ability in understanding a text. Studies have also shown that readers with knowledge and speed reading skills would perform better in college and even have fewer behavioral problems (Ford, 2005).

When readers are to read some texts, for instance, articles and books but have minimal time to read them all, speed reading is highly recommended to gain the key information and save time. According to Browning (2003), there are several benefits of EFL learners having speed-reading skills; namely, EFL learners will save time in reading the text, speed reading will help them to be more focused on the main information in a text, the EFL learners may improve their reading ability and academic grade. Since reading is an activity to comprehend written text, it can improve readers' reading comprehension; readers can boost their understanding by applying the speed-reading technique. Generally, readers would like to comprehend passages they are reading without losing the meaning of each word and concept they do not understand.

Nowadays, the most frequently used language skill in reaching rapidly developing information is reading speed. Obtaining information that is rapidly increasing day to day requires the speed of reading and the level of comprehension to increase as well. It can be said that the information can be reached in a short time and more effectively with an increase in this way (Durukan, 2013). Reading speed is increasingly necessary as progress is often dependent on the ability to deal with growing amounts of written material (Alafaj and Alshumaimeri, 2011). Humboldt State University Library (2004, as cited in Alarfaj and Alshumaimeri, 2011) points out that the amount of information released over the last fifty years exceeds that released over the last five thousand years and the amount of scientific written information published in one year would keep one person reading for 450 years. Therefore, this proliferation of information and written materials that require speed reading calls for the necessity of providing learners with skills that enable them to absorb a rapid flow of information in a short time.

A faster reader has better comprehension than a slow reader because of a working memory that fades out after some limited time. A slow reader begins to forget what he has read around the beginning of the reading while reading long texts because a working memory lasts only for a short time (Adams and Dorcheh, 2014). This implies that a fast reader has better comprehension because he/she can answer reading comprehension questions before the information is lost because of the short span of the working memory. According to the European Business Centre (2008), speed reading has effects on comprehension not only because of the effect of working memory but also because the human mind needs to comprehend much faster than the information received through reading. In more clear words, slowness in reading reduces comprehension because the speed of comprehension so much exceeds the speed of reading. According to this article, therefore, the mind begins to think of other issues when it is given information slower than it requires. In such cases, the mind begins to daydream while the reading is taking place to satisfy its quest for more information quicker

than what the reader is providing it, and that disturbs the flow of information and affects comprehension. This implies that speed reading positively influences comprehension. Improving the speed of reading keeps the mind busy with analyzing the reading material and in turn, enhances comprehension.

In the good old days, life was very orderly, quiet and calm and we had enough time to do whatever we wanted to do. We had not to rush to work through traffic snarls, rush back, watch TV, do the dishes, teach the children and go through so many chores around the house at top speed. So we had enough time to read; whether it be books, studies or magazines (Michigan, 2004). Michigan adds that in the present day, life is such a rush that we have no time to read. Hence, the need to read newspapers, magazines, novels or just satisfy our hunger for knowledge, information or just enjoyment at a faster speed and understand what we are reading is all the more felt. Therefore, reading is very essential in our daily activities. Specifically, it is the most important skill needed for success in an academic context.

Even though speed reading is a point of concern and given importance in other parts of the world, hardly any research has been done on speed reading in our country. In the Ethiopian context, English is given as a foreign language in all grade levels including kindergarten, and students are expected to read lengthy texts and do comprehension questions, especially in secondary and tertiary levels. And yet, from experience, it is evident that many students, including those in colleges and universities, find it difficult to read fast and comprehend texts. This is true with most of the English as a foreign language (EFL) learners. In support of this reality, Karim (2022) argues that, nowadays many EFL learners have problems comprehending the texts they are reading. In addition to learning English as a subject or a course, secondary and tertiary-level students use English as a medium of instruction to study other subjects in Ethiopia. Hence students are expected to make extensive readings in English to be successful in their

academic work. More importantly, university students engage in much demanding and time-consuming activities. For example, they engage in laborious reading activities for example study for their exams, prepare assignments, read various reference books to enrich their understanding of their studies, prepare for presentations, and other similar tasks related to their studies. These tiresome and time-consuming reading tasks call for the need for speed reading for the students' academic success.

In addition to their academic studies, students also inevitably engage in attending various social media to quench their information needs which is also time-consuming. The findings of the study done by Kolhar et al. (2021), revealed that among 300 subjects, a total of 290 students (97%) used social media applications. According to this study, regarding the purposes for which social media platforms were used, only 1% (n = 3) of the students used social media for academic purposes. In contrast, 35% (n = 105) of them used social media to chat with others, 43% (n = 129) of them browsed social networking sites to pass the time, 57% (n = 173) of the students reported that they were addicted to social media. They were more likely to use such technologies to have fun and pass time than for learning purposes. It is apparently impossible to prevent students from doing so. Rather, it is better to enhance their efficiency in reading speed skills to absorb much information relayed through different media options in the short time they have. Therefore equipping students with the speed reading skills that help them to complete their multi-faceted academic works expected of them efficiently overcoming time constraints is fundamentally important. Accordingly, it is argued that reading speed is an area of learning that requires utmost and urgent attention because it affects not only reading for pleasure but reading for information in content areas of study. Thus students' reading speed can determine their academic success. With this regard, the researcher observed that the students' reading rate was slow and their comprehension was very low. They failed to finish their reading passages in the expected

time and dealing with reading comprehension activities properly.

The intriguing significance of speed reading skills in solving the students' time constraints resulting in academic success and enjoyment in extensive reading, the prevailing and pressing problem in the area as well as the existing research gap in the area initiated the researcher to conduct the present study in the topic. Therefore, the researcher was interested in conducting experimental research to find out if speed reading training significantly improves the students' reading speed and comprehension attempting to answer the research questions and check the hypothesis "Can reading speed enhance students' reading comprehension?"

H₀= There would not be any significant difference between the reading comprehension mean scores of the experimental and the control group in the pre-test condition.

H_a= There might be a significant difference between the reading comprehension mean scores of the experimental and the control group in the pre-test condition..

Methodology

As stated earlier, the objective of this study was to explore the effects of speed reading techniques training on the improvement of the students' reading comprehension. Hence, the experimental research design was employed. Creswell (2012) states that an experiment is used when there is a need to establish possible cause and effect between the independent and dependent variables. The independent variable in the present study is speed reading techniques training whereas the students' reading comprehension scores are the dependent variable. This study involved the assessment of the students' reading speed and the identification of the effect of speed reading techniques training on the improvement of the students' reading comprehension. Therefore, the determination of the effect of speed reading training on the students' comprehension performance involves a pre-test to find out the students' current status and a post-test to

evaluate the effectiveness of the training in causing the required improvement.

The subjects of the study were first-year students of Ambo University in the 2022/23 academic year. Ambo University is one of the universities in Ethiopia located in the western part of the country 120 km away from Addis Ababa, the capital of the country in the Oromia regional state, West Shoa Zone, Ambo town. The university was preferred as the site for the study because the researcher observed the speed reading and comprehension problems among the freshman students of the university as he offered the communicative English course for fresh students a year before starting doing the research.

The samples of the study were two sections (experimental and control groups) randomly selected from first-year students of Ambo University. The assignment of the groups was also done in a similar way to randomization. The subjects of the study were 40 (30 male and 10 female) students in the experimental group and 44 (31 male and 13 female) in the control group.

Two reading tests which are different but of similar difficulty levels were employed as pre-test and post-test to collect pertinent data for this study. The pre-test was given before the provision of training to identify the students' current level of reading speed and comprehension while the post-test was given after the intervention to evaluate the effectiveness of the training in improving the students' speed and comprehension. The reading tests were adopted from a speed reading training book written by Michigan, (2004), and they had nearly similar numbers of words and equal levels of difficulty.

The data were collected from the subjects in the following order. First, the students' speed reading in words per minute (WPM) and reading comprehension scores were identified by giving pre-tests for both groups. The subjects first read the text just to be familiar with it. Then they were allowed to read the test for the second time during which they were made to register their starting and ending times

of the reading on the space provided for that purpose and submit it. After submitting the text, the students were given a reading comprehension test to do just from what they had already read. To obtain the subjects' reading speed, the researcher divided the total number of words covered in the text by the length of time used to complete the reading in minutes. The reading comprehension scores of the subjects were obtained by counting the correct items and converting them into percentage.

After identification of the students' level of reading comprehension scores which were meant to know if the training would be able to bring about a statistically significant improvement after the training, the treatment was given to the experimental groups. The students of the experimental group were given special training on speed reading techniques which included reading word chunks instead of isolated words, widening visual spans, minimizing individual word fixations, getting rid of vocalization and avoiding regressions by using a finger or a pencil for smooth movement on the line being read or using a white paper card to cover the already read part and to move down the text.

The training was given for eight weeks for 2 hours (120 minutes) each week, and that made the total of 960 minutes (16 hours). At the end post-test was given to both groups to compare the subjects' scores on both dependent variables.

Because the data were quantitative in nature, the data analysis required computation of the numerical values obtained from the pre-test and post-test results to know the mean and median score differences within and between the groups before and after the experimental treatment. More specifically, non-parametric tests - the U and rank scores from Mann-Whitney and Wilcoxon Signed rank statistics respectively and Z scores and effect sizes from both were utilized using Statistical Package for Social Sciences (SPSS) version 25 because the study involved computation of both parametric and non-parametric data.

Before going for the actual analysis of the data to compare the pre-test and post-test scores within and between the groups in order to see the effect of the intervention on the students' scores, it was mandatory to choose the appropriate test statistics first. That is determining whether the data were parametric or nonparametric because parametric data requires parametric testing and nonparametric data requires nonparametric testing (Orcan, 2020). Therefore, checking the normality assumption was one of the critical steps for mean comparing studies. Garth (2008) warns that considering parametric data as non-parametric data and vice versa is a dangerous mistake that forces a researcher to misinterpret the test results. Therefore, the pre-test and the post-test data obtained from both groups were checked for assumptions of normal distribution using the Kolmogorov-Smirnov test, Shapiro-Wilk test, skewness and kurtosis values, visual inspection of the histogram, normal Q-Q plots, and box plots of the dependent variables (Razali and Wah, 2011; Orcan, 2020). Accordingly, the normality of distributions of

the pre-test and post-test scores of both groups were found to violate the assumption of normal distribution as a result of which non-parametric tests were utilized.

Results

The Effect of Speed Reading on the Students' Reading Comprehension

First the reading comprehension scores of the two groups before the intervention were compared to see if the two groups were initially at similar levels of proficiency. But, before doing that, the tests of normality of distribution of the data and homogeneity of variance of the groups were checked using both statistical and visual methods. All the tests showed that the data for reading comprehension of both groups violated the assumptions of normality. Hence, non-parametric tests were utilized to test the research hypotheses.

Experimental VS Control Group's Reading Comprehension Pre-test Scores

Table 1. Reading Comprehension Pre-test Score Ranks

Students' Group	N	Mean Rank	Sum of Ranks
Exp. Group	40	39.85	1594.00
Cont. Group	44	44.91	1976.00
Total	84		

Table 1 depicts that 40 participants in the experimental group and 44 participants in the control group took the pre-test on reading comprehension and their mean ranks were

39.85 and 44.91 respectively. It is observed that the groups' mean ranks are numerically different - greater for the control group. Whether this difference was statistically significant or not is indicated in Table 2 below.

Table 2. Mann-Whitney Test Groups' Statistics on Reading Comprehension Pre-test Score

Reading comprehension pre-test scores	
Mann-Whitney U	774.000
Wilcoxon W	1594.000
Z	-.977
Asymp. Sig. (2-tailed)	.328

a. Grouping Variable: Students' Group

To examine the difference between the experimental and the control group reading comprehension performance before the intervention, the Mann-Whitney U test was performed. The test revealed no significant difference between the experimental group pre-test score (Median = 65, n = 40) and the control group (median = 70, n = 44), $U = 774.000$, $Z = -.977$, $p = .328$, the Effect size(r) = .106. Hence the H_0 was retained and the H_1 was not supported.

This shows that the experimental group students' reading comprehension score was not different from that of the control group. From this, it can be concluded that the two group students were initially at the same level in their reading comprehension performance.

Next, the two groups' post-test scores were compared to precisely determine if the

intervention brought about a statistically significant difference in the reading comprehension performance of the experimental group. Before doing that, however, whether or not the data met the requirements of parametric assumptions was examined using different mechanisms and found to violate the assumptions. Based on the results the non-parametric tests were considered to test mean differences (Razali and Wah, 2011, Orcan, 2020) because departure from the normality for any of the independent samples indicates that the parametric tests should not be used (Rietveld and van Hout, 2015).

Experimental VS Control Group Reading Comprehension Post-test Scores

Table 3. Mann-Whitney U Test Ranks of Experimental and Control Group on Post-test Reading Comprehension Scores

Participants' Group	N	Mean Rank	Sum of Ranks
Experimental Group	40	52.19	2087.50
Control Group	44	33.69	1482.50
Total	84		

Table 3 depicts that 40 participants in the experimental group and 44 participants in the control group took the post-test on reading comprehension and their mean ranks were

52.19 and 33.69 respectively. It is observed that the groups' mean ranks are different - higher for the experimental group. Whether this difference was statistically significant or not is indicated in Table 4 below.

Table 4. Reading Comprehension Post-test Score Mann-Whitney U Test Statistics

	Reading comprehension post-test scores
Mann-Whitney U	492.500
Wilcoxon W	1482.500
Z	-3.545
Asymp. Sig. (2-tailed)	.000
a. Grouping Variable: Students' Group	

To examine the difference between the experimental and the control group reading comprehension scores after the intervention, the Mann-Whitney U test was performed. The test revealed a statistically significant difference between the experimental group post-test score (Median = 80, n =40) and the control group (median = 70, n = 44), U= 492.500, Z = -3.545, p< .001, with a medium effect size(r) = .38. Hence the null hypothesis

was rejected and the H1 was supported. From this it is evident that the intervention caused a statistically significant improvement in the students' reading comprehension scores.

To further investigate if the training brought about a statistically significant change in the control groups' reading comprehension, the group's post-test scores were compared to its pre-test scores using the Wilcoxon Signed rank tests as follows.

Table 5. Experimental group's reading comprehension scores descriptive statistics

Test Condition	N	Mean	SD	Minimum	Maximum
Pre-test Scores	40	63.00	13.81	20.00	80.00
Post-test Scores	40	80.00	14.67	40.00	100.00

Table 5 depicts that the experimental group's mean score in the pre-test was 63 and 80 in the post-test. The difference is 23 which is very huge. From this, it is evident that there is a big

difference between the group's pre-test and post-test mean scores. Whether the difference is statistically significant or not is indicated in Table 6 below.

Table 6. Wilcoxon Signed Ranks Reading Comprehension pre-test vs. post-test Score

	N	Mean Rank	Sum of Ranks
Negative Rank	3 ^a	10.50	31.50
Positive Ranks	33 ^b	19.23	634.50
Ties	4 ^c		
Total	40		

- a. post-test scores < pre-test scores
- b. post-test scores > pre-test scores
- c. post-test scores = pre-test scores

The Wilcoxon Signed Rank test was run to check if the experimental group's reading comprehension post-test scores showed improvement as compared to their pre-test scores. As can be seen in Table 6, it is clearly

indicated that only 3 subjects had their scores declined while 33 individuals got their post-test scores increased. On the other hand, the scores of only 4 students remained unchanged.

Table 7. Wilcoxon Signed Rank Test Statistics of Experimental Group Reading Comprehension post-test Vs. Pre-test Scores

	post-test scores - pre-test scores
Z	-4.788 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

As can be seen in Table 7 above, the Wilcoxon Signed Rank test revealed that there was a significant positive change in the post-test, $Z = -4.788b$, $p < .001$, with a large effect size(r) .535. Hence the null hypothesis which states that there would not be a difference between the pre-test and post-test scores was rejected and the H1 which states there may be statistically significant change in the group's post-test scores was supported. From this, it is evident that the intervention brought a statistically significant improvement in the experimental students' reading comprehension scores.

Discussion

The objective of this study was to examine if speed reading techniques training is able to bring a statistically significant improvement in the students' reading rate and reading comprehension scores in the Ethiopian context. To that end, first, through the analysis of the groups' pre-test, it was checked that the students in both experimental and control groups were at the same level in their reading speed and reading comprehension scores before the intervention. Accordingly, it was found out that the students in the groups were not statistically different on the variables initially. So, any difference after the intervention should be attributed to the speed reading techniques training. Hence, the post-test was given to the subjects in both groups after the intervention, and the findings have been discussed as follows.

To check whether the intervention brought about a statistically significant improvement in the target group's reading comprehension scores after the intervention, both within-group

and between-group comparisons were performed. The between-group comparisons were used to compare the experimental group's mean scores with that of the control group in the post-test condition. The within-group comparison was utilized to compare the experimental group's pretest score with its own post-test score to see if the changes were positive or negative.

First, a between-group comparison was run comparing the experimental group's reading comprehension pre-test mean score with that of the control group to check if the two groups were at the same level in their reading comprehension skills initially. Since the data violated the parametric assumptions, the non-parametric alternative for the independent samples t-test (Mann-Whitney U test) was utilized. The test revealed no significant difference between the experimental group's pre-test score with $p = .328$ implying rejection of the alternative hypothesis and retention of the null hypothesis. The results of this study are in line with the previous studies done by

Abdelrahman and Bsharah (2014), Chang (2010) and Álvarez-Peña and Castañeda-Junco (2021).

Next, the post-test scores of the experimental group (80) and that of the control group (68.86) were compared to further check whether the intervention statistically improved the experimental group's reading comprehension score. The Mann-Whitney test $p=.001$ showed that the difference was statistically significant. Lastly, the within-groups comparison was run to compare the pre-test and post-test reading comprehension mean scores of the experimental group, and the test result indicated that the score increased from 63(pre-test) to 80(post-test). The Wilcoxon Signed test revealed that the difference is statistically significantly different with $p<.001$ and a confidence interval of 95%. The finding of the present study is in agreement with the findings of the previous studies reported by Garaibah (2003) and Alarfaj and Alshumaimeri (2012) the study which found a positive relationship between the speed of reading and

Conclusion

From his teaching experience, the researcher observed that most students are slow in reading texts, comprehension activities and figuring out meanings appropriately which inspired him to think of the techniques that could improve the students' reading speed. In his search for literature, he also failed to find any study done on the topic. Hence, he decided to do research to bridge the research gap observed. Therefore, the researcher took over the project intending to find out if the speed reading techniques that are suggested by many researchers out of Ethiopia could work for our students with different economic, cultural, family and linguistic background in improving their reading speed, reading comprehension and word recognition skills. Accordingly, the finding showed that the training of speed reading techniques could significantly improve students' reading comprehension. This implies that speed reading techniques training has a positive effect on the students' reading comprehension and that the

comprehension. Garaibah (2003) found statistically significant differences between the averages of pre and post-test performance in comprehension for the experimental group that was trained in fast reading.

The present study is also similar to the study by Abdul-Rab, Alward, and Abdul Hamid (2022) in which the researchers tried to find out if Speed increasing Software increases the reading speed and comprehension of EFL undergraduate students at a Saudi Arabian University and many other studies by Soysal (2015), Kacar (2015), Ilter (2018), Mergen (2019) and Durukan (2020).

Based on the findings, it is evident that the difference observed in the reading comprehension mean score of the experimental group is highly attributed to the speed reading techniques training. Therefore, the answer to the research question "Can speed reading training improve the students' reading comprehension?" is Yes.

technique effectively works in the context of our country.

The study will have a significant contribution to different parties. First students at all levels especially those at the secondary and tertiary levels will benefit because it will aware them to evaluate their level of speed reading and encourage them to step forward to take action towards improving their speed reading by following the techniques. As university students engage in reading lengthy books, doing assignments, studying for exams, preparing for presentations as part of their duty, and attending different information through various social media platforms for entertainment and personal needs, usually in time constraints, speed reading helps them to cover all of their activities effectively. Besides, the study can make any individuals who do not feel contented with their current reading speed to further develop and be more successful in their reading activities. On the other hand, it serves curriculum developers, syllabus designers, and textbook writers as input to incorporate speed reading activities that help learners flourish. Suggestions for future studies

could be conducting similar research for students of other educational levels such as primary and secondary; and conducting a correlational study to investigate the relationship between reading speed and comprehension, academic achievement, retention and reading enjoyment.

Based on the conclusion it is recommended that speed reading techniques lessons and exercises must be incorporated into students' textbooks and course books and given to students at all levels so that their reading speed, which is the basis for academic success and reading fluency improvement.

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