

## The Correlation of Reading Interest and Diction Mastering with Quick Reading Skills

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**Abstract:** This study aims to determine: the relationship between reading interest and Quick reading skills, the relationship between diction mastery and Quick reading skills, and the relationship between reading interest and diction mastery and Quick reading skills in grade VIII students of SMP N I Abung Semuli. The method used in this research is quantitative with correlational analysis technique. This method is used to be able to observe the object to be studied directly to find out whether or not there is a relationship between reading interest and Quick reading skills, the relationship between diction mastery and Quick reading skills, and the relationship between reading interest and diction mastery and students' Quick reading skills. . The results showed: 1) There was a positive and significant relationship between reading interest and Quick reading skills. The correlation ( $r_{x1y}$ ) is 0.978 while the contribution given by the variable interest in reading to Quick reading skills is 95.65%; 2) There is a positive and significant relationship between diction mastery and Quick reading skills. The correlation ( $r_{x2y}$ ) is 0.924 while the contribution given by the variable mastery of diction to Quick reading skills is 85.38%; 3) There is a positive and significant relationship between reading interest and mastery of diction with Quick reading skills. The correlation ( $r_{x1x2Y}$ ) is 0.529, while the contribution given by the variable mastery of diction and interest in reading to Quick reading skills is 28%.

**Keywords:** Interests, Diction, Quick Reading

### INTRODUCTION

Based on the results of interviews with Indonesian Language Subject Teachers, in fact learning to read Quick has not been implemented optimally, especially in junior high schools. The process of learning to read fast so far has only focused on the Quick of reading, while understanding has been neglected a little. Learning to read quickly has been done by using reading texts. Within one minute, students must read the text aloud in order to see how far the student is reading. After one minute, students mark the reading text and then count the number of words that have been read. However, the Quick reading learning process that was carried out was contrary to Soedarsono's opinion.

Soedrasono (2005) states that reading aloud can actually interfere with the Quick reading process because it can reduce the Quick and level of understanding in reading.

Based on the teacher's experience, the number of words that grade VIII students are able to read in Quick reading lessons from year to year ranges from 60 to 70 words per minute. This number is far below the minimum reading Quick standard determined by the curriculum, which is 250 words per minute. In addition to the low reading Quick, students' understanding of the content of the reading is also low. This can be seen from the results of the Quick reading skill test.

The low value of student understanding is caused by the interest and knowledge of students' language is still low. In addition, students also seem less concentrated and less enthusiastic when faced with reading texts, especially long readings. Students also engage in habits that actually interfere with Quick reading, such as: pointing at the text with their finger/pen, muttering, moving their head/other body parts.

One of the factors that can hinder students' skills in Quick reading is interest. In this case, the intended interest is reading interest. Interest in reading is a tendency from within students to read. Interest in reading is very important because it is one of the important factors for student success in learning. Without an interest in reading, students will feel lazy to read so that it affects the wealth of ideas, knowledge / insights of students.

One of the benefits of reading is that students will gain a lot of knowledge and insight. With high reading interest, students will enjoy reading and in turn will grow reading habits in students, including increasing Quick reading skills. Of course, having a high reading interest alone does not guarantee students gain insight and knowledge. No less important is the mastery of the language possessed by the students themselves. One of them is mastery of diction.

One of the factors that have a correlation with increasing students' Quick reading skills is diction mastery. Through diction, a person can choose the right words in writing something. Of course, students who have good quantity and quality of diction will quickly understand the reading (Fahrurrozi & Wicaksono, 2017). Nurhadi (2008: 31) revealed that fast and effective reading is a type of reading that prioritizes Quick, without leaving the understanding of the reading aspect. This means that in reading it is not only the Quick that is the benchmark, but it is also accompanied by reading comprehension.

In line with Nurhadi (2008: 31), Tarigan (2008: 9) explains that Quick reading is an activity to respond to printed symbols or written symbols with precise and fast understanding. It's just that in his explanation, Hernowo

mentions understanding in terms of proper understanding. Meanwhile, Nurhadi also added an explanation regarding Quick reading saying that Quick reading is the ability to read by paying attention to the purpose of reading. There are three factors that determine a person's reading Quick according to Wiryodiyono (2012: 124), namely eye movement, diction, and concentration. To increase reading Quick, all three need to be trained.

a. Eye Movement

When reading the eye moves to follow the writing, from left to right (for Latin writing). The eye looks at the writing to recognize word for word to know the meaning, then fill in the entire sentence. This eye movement is not the same from one reader to another, some are fast and some are slow. Readers who are trained and accustomed to reading their eye movements are faster and vice versa.

b. Diction

The relationship between diction and reading Quick is certainly easy to understand. If the reader encounters reading material in which all the words are known, of course he can read at maximum Quick without being disturbed by his understanding.

c. Concentration

In order to be able to read effectively, the reader must focus on what he is reading. Effective reading must be done with seriousness. This kind of action uses complete reading skills. People who are reading actually do not like to be distracted. The proof is that when people are reading, they usually look for a place that is not too disturbed.

According to Kompri (2015: 8), interest can be interpreted as a person's strength that can lead to enthusiasm in carrying out an activity both from within the individual and from outside. Interest is the willingness to stay excited in learning something. Interest has a great influence on learning, because if the lessons learned are not in accordance with learning interests, students will not learn as well as possible. Materials that interest them are easier to learn and easier to remember. Slameto (2015: 57).

Diction comes from the word dictionary (diction, English) which means about word selection. Keraf (2007:24) Receptive language skills are closely related to diction mastery. In this sense, Finoza in Sabran, Kamalasari (2012:15) defines diction as "Efforts to choose words to get the final result in the form of certain words (chosen) to be used in a language utterance." Keraf (2007: 24) states that:

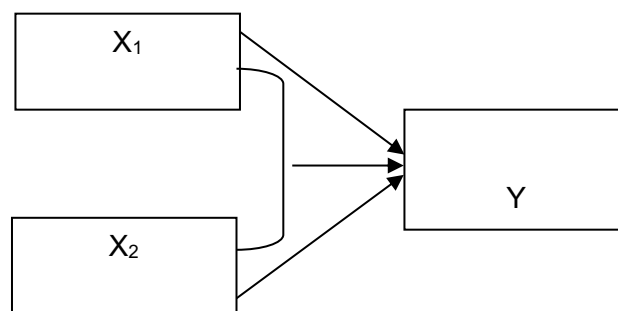
- 1) Diction includes the meaning of the words used to convey an idea, how to group the right words, and which style is best used in a situation;
- 2) Diction is the ability to accurately distinguish the nuances of the meaning of the idea to be conveyed, and the ability to find a form that is

suitable (suitable) with the situation and sense of value of the listener community group;

- 3) Appropriate and appropriate diction/word choice is only possible by mastering a large number of dictions or vocabulary of the language.

### Method

The method used in this study is a survey method with correlational analysis techniques. This method is used in order to observe the object to be studied directly. In this study, the relationship between the independent and dependent variables is described in the form of a constellation of relationships between variables as shown in the following figure.



X<sub>1</sub>= Interest In Reading  
X<sub>2</sub>= Diction mastery  
Y = Quick reading skills

**Picture 1.**  
**Design correlational analysis**

### RESULT AND DISCUSSION

In this study, there were three variables, namely: Interest in reading (X<sub>1</sub>), mastery of diction (X<sub>2</sub>), and Quick reading skills (Y) in Class VIII students of SMPN 1 Abung Semuli, North Lampung. After data collection and data processing, it can be briefly stated that this data description reveals information about the number of samples, the mean, the median, the most frequently occurring values (mode), the standard deviation, diversity (variance), range (range), the highest value (maximum), and the lowest value (minimum).

#### Data of Reading interest (X<sub>1</sub>)

Based on the results of data processing scores obtained by respondents after filling out a reading interest questionnaire instrument, collected using a questionnaire consisting of 40 items, it was found that the lowest score was 152 and the highest score was 201. The median or median value was 125 with

a standard deviation of 19.26. The average reading interest score of 153.93 is included in the category of moderate reading interest.

In detail, the reading interest scores of 40 respondents are presented in the following table:

**Table 1. Frequency distribution of reading interest (X<sub>1</sub>)**

Interval Score	Absolute Frequency	Relative Frequency
129 - 141	16	40
142 - 154	6	15
155 - 167	7	17,5
168 - 180	8	20
181 - 193	2	5
194 - 206	1	2,5
TOTAL	<b>40</b>	<b>100,0</b>

### Data of Diction Mastery (X<sub>2</sub>)

Based on the results of processing diction mastery data, which was collected using a test instrument consisting of 40 questions, it was found that the lowest score was 70 and the highest score was 86. The median or median value was 74 with a standard deviation of 4.83. The average score of students' diction mastery is 74.70 which is included in the category of poor mastery. In detail, the diction mastery scores of 40 respondents are presented in the following table:

**Table 2. Distribution of Diction Mastery**

Interval Score	Absolut Frequency	Relative Frequency
70 - 72	18	45
73 - 75	8	20
76 - 78	6	15
79 - 81	4	10
82 - 84	3	7,5
85 - 87	1	2,5
TOTAL	<b>40</b>	<b>100,00</b>

### Data of Quick Reading Skill (Y)

Based on the results of data processing Quick reading skills (Y), which were collected using a speech performance test, the lowest score was 70 and the highest score was 86. The mean or median value was 77 with a standard deviation of 4.43. The average Quick reading skill score (Y) of 77.95 is included in the sufficient category. In detail, the speech skill scores of 40 respondents are described in the following table:

**Table 3. Distribution of Quick Reading Skill (Y)**

Interval Score	Absolut Frequency	Relative Frequency
70 - 72	4	10
73 - 75	10	25
76 - 78	10	25
79 - 81	4	

		10
82 - 84	9	22,5
85 - 87	3	7,5
TOTAL	<b>40</b>	100

### Correlation Analysis between Reading Interest and Quick Reading Skills

Testing the simple correlation coefficient between X1 and Y in the SPSS 16.0 Program for Windows using the Pearson Product Moment method. The computer output is obtained:

#### Correlations

		Quick Reading Skill	Reading Interest
Quick Reading Skill	Pearson Correlation	1	0,978**
	Sig. (2-tailed)		0,000
	N	40	40
Reading Interest	Pearson Correlation	0,978**	1
	Sig. (2-tailed)	0,000	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the results of a simple correlation analysis ( $r$ ) it is found that the correlation between reading interest and Quick reading skills (Y) with a magnitude ( $r$ ) is 0.978. This shows that there is a very strong relationship between reading interest and Quick reading skill (Y) because it is in the range of 0.80-1,000. In addition, the direction of the relationship is also positive because the value ( $r$ ) is positive, meaning that the higher interest in reading, the faster reading skills will increase.

### Correlation Analysis between Diction Mastery (X2) and Quick Reading Skills

Testing the simple correlation coefficient between X2 and Y in the SPSS Program with the Pearson Product Moment method. The computer output is obtained:

**Correlations**

		Reading Skills	Diction Mastery
Quick Reading Skill	Pearson Correlation	1	0,924**
	Sig. (2-tailed)		0,000
	N	40	40
Diction Mastery	Pearson Correlation	0,924**	1
	Sig. (2-tailed)	0,000	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the results of a simple correlation analysis (r) the correlation between diction mastery and Quick reading skills (Y) has a magnitude (r) of 0.924. This shows that there is a very strong relationship between diction mastery and Quick reading skills because it is in the range of 0.80-1,000. In addition, the direction of the relationship is also positive because the value (r) is positive, meaning that the higher the mastery of diction, the faster reading skills will also increase.

**Correlation Analysis between Reading Interest and Diction Mastery with Quick Reading Skills**

The correlation between X1 and Y, where X2 is the control variable with the formula:

Partial correlation coefficient testing between X1, X2 and Y in SPSS 16.0 for Windows Program Pearson Product Moment method. The computer output is obtained:

**Correlations**

Control Variables			Diction Mastery	Interest
Quick Reading Skills	Reading Interest	Correlation	0,529	1,000
		Significance (2-tailed)	0,001	0,00
		Df	37	0
	Diction Mastery	Correlation	1,000	0,529
		Significance (2-tailed)	0,00	0,001
		Df	0	37

From the results of the parsia correlation analysis (Ry.X1X2), it is found that there is a correlation between reading interest and mastery of diction together with Quick reading skills. While the Quick reading skill is controlled (made fixed) is 0.529.

## **Discussion**

### **1. Relationship between Reading Interest (X1) and Quick Reading Skill (Y)**

The results showed that there was a positive relationship with a high degree of closeness between reading interest and Quick reading skills. The contribution of reading interest to Quick reading skills in terms of simple correlation was 95.56%, while in terms of multiple correlations, the contribution of reading interest to Quick reading skills was 96, 16%. This shows that in order for students' achievement in Quick reading skills to be good, good reading interest is also needed.

willingness to stay enthusiastic in learning something. Interest has a great influence on learning, because if the lessons learned are not in accordance with learning interests, students will not learn as well as possible.

From the research data, it is known that Class VIII students of SMPN 1 Abung Semuli, North Lampung, have an average reading interest of 153.93 in the sufficient category. Only 7.5% of students have good and very good mastery of Quick reading skills. Thus, efforts still need to be made to improve student achievement in reading interest.

The form of full exposure will be realized in an interesting way if someone is skilled in applying diction correctly, and knows the relationship between the elements in the communication unit.

Mastery of diction and interest in reading is one of the factors that causes the results of Quick reading skills to not be maximized. Therefore, the efforts of teachers and schools are needed in an effort to provide learning resources that can be utilized by students, so that student achievement in reading can be achieved optimally.

In addition to the above, the need for teacher creativity in an effort to increase the use of learning resources, through assignments, intensive and guided training to students in order to produce a form of reading that has a high image power.

### **2. The Relationship between Diction Mastery (X2) and Quick Reading Skills (Y)**

The results showed that there was a positive relationship with a very high degree of closeness between diction mastery and Quick reading skills. The contribution of diction mastery to Quick reading skills in terms of a simple correlation of 85.35% while in terms of multiple correlations, the contribution of diction mastery to Quick reading skills is 3.81%.

This shows that in order for students' skills in Quick reading to be good, good mastery of diction is also needed. Mastery of diction is the basic capital to be able to carry out activities in reading. Without maximum mastery of diction, one will find obstacles in Quick reading. The resulting reading will not be fast and interesting if the reader does not master general diction and special



diction. Therefore, knowledge and skills in using general and specific diction through meaning relations such as conjunctions, denotations, connotations, homonyms, and the like need intensive attention in their learning.

Mastery of diction is the choice of words that are appropriate and in harmony in their use to express ideas so that certain effects are obtained as expected. From the statement it appears that a person's mastery of words will affect language activities, including when someone writes a sentence. Good diction mastery also determines the quality of communication that individuals make with other individuals. In relation to Quick reading skills, adequate diction mastery will help individuals to have Quick reading skills. So, efforts are needed to improve diction mastery in order to improve reading skills.

As a Class VIII student of SMPN 1 Abung Semuli, North Lampung, it is expected to have high mastery of diction. Thus, after students finish their studies, if they enter the community or continue their studies in higher education, they will be able to read quickly and well because they have high motivation and mastery. As students, they are expected to be rich in vocabulary so that they can be used in transferring their knowledge to the public directly.

From the research data, it is known that Class VIII students of SMPN 1 Abung Semuli North Lampung have an average diction mastery of 74.70. With good diction mastery, it is hoped that Quick reading skills will also be good.

The results showed that there was a positive relationship with a very high level of closeness. Diction mastery and Quick reading skills. This shows that mastery of diction is one of the determinants of student success in Quick reading skills.

### **3. The Relationship between Reading Interest (X1) and Diction Mastery (X2), with Quick Reading Skills (Y)**

Based on the results of the study, it shows that there is a relationship between diction mastery and reading interest with Quick reading skills. Diction mastery and reading interest have their respective contributions, diction mastery is 3.81% and reading interest is 96.19% to the achievement of Quick reading skills together.

From the results of this study, it shows that the achievement of Quick reading skills is not only determined or influenced by mastery of diction and reading interest singly, but also relates together or multiple (multiple).

Data from research on Quick reading skills in Class VIII SMPN 1 Abung Semuli North Lampung "had an average score of 77.95 or in the sufficient category. In detail, it is known that the Quick reading skills of students in the very poor category are 4 people or 10%, in the less category 10 people or 25%.

In the sufficient category as many as 10 people or 25%, in the moderate category 4 people or 10% in the good category as many as 4 people or 10%, and in the good category 9 people or 22.5%. As for the very good category as many as 3 people or 7.5%.

This data shows that serious efforts are needed from teachers and related parties as well as the education office to jointly improve Quick reading skills in students, especially at SMPN 1 Abung Semuli, North Lampung. One of these efforts can be done by improving the quality of learning that supports Quick reading skills, namely mastery of diction, and interest in reading.

## **CONCLUSION**

Based on the results of data analysis or testing the proposed hypothesis, it can be concluded that Quick reading skills can be improved through X1, and X2, this is evidenced by the findings:

First, there is a positive relationship with a high degree of closeness between reading interest and Quick reading skills in Class VIII SMPN 1 Abung Semuli North Lampung. The higher the interest in learning, the better the Quick reading skills. This conclusion is drawn because from the calculation results it is known that the correlation coefficient between reading interest and Quick reading skills ( $r_{count}$ ) is 0.978 and from the Product Moment criticism table it is significant 0.05 for  $n = 40$   $r_{table} = 0.312$  and for a significant level of 0.01  $r_{table} = 0.403$ . Thus, at a significant level of 5% or 1%, it is known that  $r_{count} > r_{table}$ .

The coefficient of determination of the relationship between reading interest and Quick reading skills, ( $r^2$ ) is known to be 0.9565 which indicates that the contribution of reading interest to Quick reading skills is 95.65%.

Second, there is a positive relationship with a very high level of closeness. Diction mastery and Quick reading skills in Grade VIII students of SMPN 1 Abung Semuli, North Lampung". The better the diction mastery, the better the Quick reading skills. This conclusion is drawn because from the calculation results it is known that the correlation coefficient between diction mastery and Quick reading skills ( $r_{count}$ ) is 0.924 and from the Product Moment critical table it is at a significant level of 0.05 for  $n = 40$   $r_{table} = 0.312$  and for the significant level 0.01  $r_{table} = 0.403$ . Thus, at a significant level of 5% or 1%, it is known that  $r_{count} > r_{table}$ . The coefficient of determination of the relationship between diction mastery and Quick reading skill ( $r^2$ ) is known to be 0.92 which indicates the contribution of diction mastery to Quick reading skill of 85.38%.

Third, there is a positive relationship with a very high level of closeness. Diction mastery and reading interest with Quick reading skills in Grade VIII students of SMPN 1 Abung Semuli, North Lampung".

The higher the interest in reading and mastery of diction, the better the Quick reading skills. This conclusion is drawn because from the calculation results, it is known that the multiple correlation coefficient between reading interest (X1), and diction mastery (X2) with Quick reading skill (Y) is R of 0.529 and the calculated F value (Fcount) is 403, 473 and the F value from the table (Ftable) for  $\alpha = 0.05$  is 3.252 or  $F_{count} > F_{table}$ .

The results also show that the contribution of reading interest and diction mastery to Quick reading skills is large, although not as large as the contribution of correlation alone. The coefficient of determination ( $R^2$ ) is 0.28 which indicates that diction mastery and reading interest have a contribution of 28% to Quick reading skills.

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