

READING SPEED EFFECTIVENESS IN IMPROVING LITERARY CULTURE IN THE INDUSTRIAL REVOLUTION 4.0

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Abstract

The current era of the industrial revolution 4.0 is increasingly sophisticated which is characterized by the rapid development of technology and information in all aspects of the field. In responding to the industrial revolution 4.0 era, literacy skills taught since elementary school are aimed at building a superior generation, where technology and information become more sophisticated. This article discusses Reading Speed Effectiveness (RSE) in improving literacy culture in Elementary Schools. The ability to read is the main capital in personal life, especially in the school environment. In school life, reading ability is very necessary, because if students do not have adequate reading skills, especially in fast reading, these students will experience difficulties in learning, because speed reading is very beneficial for readers to read a discourse with minimal time and balanced with maximum content comprehension. Speed reading is a combination of speed reading skills with the ability to reading comprehension.

Keywords: reading speed effectiveness (rse), the industrial revolution 4.0, readin comprehension

Abstrak

Era revolusi industri 4.0 saat ini sudah semakin canggih yang ditandai dengan perkembangan pesat teknologi dan informasi di segala aspek bidang. Dalam menyikapi era revolusi industri 4.0, kemampuan literasi yang diajarkan sejak sekolah dasar bertujuan untuk membangun generasi yang unggul, di mana teknologi dan informasi semakin canggih. Artikel ini membahas tentang efektivitas kecepatan membaca untuk meningkatkan budaya literasi di Sekolah Dasar. Kemampuan membaca merupakan modal utama dalam kehidupan pribadi, terutama di lingkungan sekolah. Dalam kehidupan sekolah, kemampuan membaca sangat diperlukan karena ketika siswa tidak memiliki kemampuan membaca yang memadai terutama dalam membaca cepat, siswa tersebut akan mengalami kesulitan dalam belajar, karena membaca cepat sangat bermanfaat bagi pembaca untuk membaca sebuah wacana dengan waktu yang minimal dan diimbangi dengan pemahaman isi yang maksimal. Membaca cepat merupakan perpaduan antara kemampuan membaca cepat dengan kemampuan membaca pemahaman.

Kata Kunci: *efektivitas kecepatan membaca (ekm), revolusi industri 4.0, pemahaman bacaan*

1. Introduction

The industrial revolution is is a major exchange within the discipline of era that causes changes within the manner of human existence and paintings tactics basically, wherein the development of data technology can integrate in the world of existence with digital that could provide the impact of clinical disciplines. At gift, the commercial revolution has reached a better stage known as the economic revolution four.0. In this era the machine is directed to virtual paperwork assisted with networks.

In Indonesia the economic revolution four.0 has penetrated in various fields of life including government, transportation, education, fitness and financial system (Azid et al., 2020). The industrial revolution is a major exchange in the era discipline that causes changes in the way of human existence and painting tactics basically, where the development of data technology can integrate in the world of existence with digital that can impact clinical disciplines. Today, the commercial revolution has reached a better stage known as the 4.0 economic revolution. In this era, machines are directed to virtual documents assisted by networks. In Indonesia, the 4.0 economic revolution has penetrated various fields of life including government, transportation, education, fitness, and financial systems (Azid et al., 2020). The Industrial Revolution (IR) 4.0 aspiration aims to supply environmentally friendly and effective human resources to meet human needs (Ellitan, 2020). The contribution of era integration supports pedagogical reforms in education including within the discipline of mathematical schooling (Ng, Teo, Yeo, Ho & Teo in Azid et al., 2020).

The 4th Industrial revolution is one of the maximum widely mentioned technological and socioeconomic developments of the modern international with a deep effect at the schedule of education rules and techniques. While there is widespread agreement that the 4th commercial revolution is having a tremendous impact on training and education, there is still relatively little interest given to today's exploration and potential implications of the 4th commercial revolution for important educational strategies and education, and, in particular, for its improvement. (Spöttl & Windelband, 2021; Spöttl & Windelband, 2021).

Literacy is a person's ability to process and understand information when carrying out the process of reading and writing. According to Anggraini (2016) literacy is a person's ability to associate with discourse as a representation of experiences, thoughts, feelings, and ideas appropriately according to purpose (Anggraini, 2016; Amiyah & Subiyantoro, 2020). Key literacies that students must master include literacy, numeracy, clinical literacy, digital literacy, economic literacy, and cultural and civic literacy. Literacy is the ability to recognize the content of written text, both implied and explicit, to expand one's knowledge and capacity. Numerical literacy is the potential to use diverse numbers and symbols related to primary arithmetic to clear up sensible troubles in diverse contexts of ordinary lifestyles. furthermore, clinical literacy is the capability to apprehend the herbal and social phenomena around us and to make the proper decisions scientifically. Virtual literacy is the ability to use virtual media ethically and responsibly to obtain facts and talk. Financial literacy is the capability to use expertise of ideas, dangers, skills and motivation in a monetary context. in the meantime, cultural literacy and citizenship is the potential to recognize and behave closer to Indonesian subculture as a countrywide identity and understand the rights and responsibilities as residents (Directorate of Simple Schools, 2021)

Literacy is significantly motivated through the culture in which one is placed. Schools as one of the educational areas need to improve and cultivate literacy activities as an effort to train students' logical thinking talents in communication. For this reason, the literacy movement in educational institutions is very important. Teguh (2020) states that the literacy movement in educational institutions is a social movement supported by various factors. The literacy movement in schools is a comprehensive and sustainable effort to make educational institutions becoming a place of learning where citizens have a spirit of literacy throughout (Saadati, 2019).

The literacy movement can be successful if it runs holistically and has the support of all parties. Literacy way of life is an interest completed to assist the belief of powerful and efficient studying in addition to tools inside the mastering process to broaden college students' insights, vocabulary, teach writing, and foster hobby in studying in college students from an early age (Lestari, et al. 2021). Literacy cultural activities in colleges are predicted which will foster college students' interest in analyzing, can add insight, and might enhance getting to know consequences and pupil fulfillment.

The development of a literacy lifestyle can growth the leisure, interest, and interest in studying in students. The method of developing a literacy lifestyle can be executed through making plans for the development of a literacy tradition, literacy tradition improvement, and .assessment which is carried out within the form of weekly, month-to-month and annual evaluations. The literacy lifestyle program which is packaged with reading activities 15 minutes earlier than magnificence time, organizes school libraries and mini libraries in elegance, creates a textual content-wealthy surroundings, creates reading corners, and holds literacy Saturdays may be very effective in increasing students' hobby in reading. The literacy software is implemented to encourage college students to continually be thirsty for knowledge, cause them to revel in analyzing and finally students have broader insights and get new statistics (Dewantara and Tantri, 2017; Lestari, et al., 2021). The utility of a literacy culture has a power on improving scholar mastering consequences. for this reason, the faculty need to strive to create a literacy-friendly college. Gilmore (2017) promotes the direction of a literacy-pleasant school culture through a class library, leading students to speak and retell the books they study, providing reading gardens throughout the school place to domesticate studying and writing sports and grades or awards to college students who area in literacy sports, and providing genuine writing stories.

Literacy subcultures have an absolutely important function in improving critical thinking skills (Mardiah 2018). The greater the students interest in reading the stronger the students critical thinking. Therefore universities should adopt a literate lifestyle for college students. In universities, a learning culture is implemented and generations of smart people with personality and willingness to face challenges are cultivated. This will indeed impact the desire of the Indonesian people to leverage industrial revolution 4.0 technologies to support their lives so that they can compete globally.

Being knowledgeable is an emotional task by bringing together new information and powerful ideas to focus on mass literacy. With this new understanding, we are constantly challenged and stimulated by new information (Minor 2020). Therefore, literacy skills can be built and developed anywhere. Students' reading talent is still low, especially the ability to analyze speed which is inseparable from the lack of student attention when analyzing and the potential of students in expressing thoughts and the lack of innovation provided through coaches in developing interesting learning media, so that students seem less interested and interested in the sport of analyzing speed. Reading is deciphering written language: words, sentences, and paragraphs that contain messages from writers to readers (Nurhadi, 2016: 2-3). Reading ability is one of the most important in language learning. This is because reading requires the ability to recognize letters, series of letters and words precisely and fluently (Amalia, 2017: 43).

Different phrases and letters are usually learned in one minute to determine the learning speed. The faster one reads, the better one writes. This is because when we read, we gain a

number of important statistics that can be used when writing. Speed reading is a combination of eye speed (visual potential) and knowledge speed (cognitive capacity) in response to learning. Reading speed must also be accompanied by an increase in comprehension that not only relies on increasing the speed of analyzing, but also increasing the effectiveness of understanding the analysis. Speed reading stands for strong analyzing speed, which is a combination of motor competence (eye movement) or visible ability with a person's cognitive analyzing ability (Mulyati in Hendrasari, 2011: 30).

Speed reading is the process of quickly identifying and assimilating phrases or sentences on a page, rather than distinguishing word by word. Whether it is email addresses or job search websites, the amount of information processed seems to increase day by day or social media books and magazines at home. The average reading speed for most people is 250 words per minute (wpm) although some people are naturally faster than others. Nevertheless, being able to read faster means doubling your speed.

All speed reading techniques have one thing in common: You avoid saying and hearing every word in your head while reading. This is called sub-vocalization. Instead, you break up lines or groups of words because you can understand words faster than you can pronounce them. Focusing on groups of words rather than individual words is one way to prevent you from running out of words. Do this by relaxing your face and softening or widening your gaze. As you practice this, your eyes will move quickly across the page. Go to the last set of words when you reach the end of your peripheral vision line. This will help you stop and pause while reading (often at points) so you can quickly scan the next line.

Soedarso (in Hendrasari, 2011: 27) explains how to increase reading speed including: (1) seeing with the mind because the mind absorbs what the eyes see and the mind's perception and interpretation of the writing seen by using the eyes can affect learning comprehension; (2) flowing directed eye gaze (fixated) on a target (phrase) and jumping to the next target; (3) widening the range of eye gaze and eye gaze jumps, namely one jump consists of or 3 words; (4) learning one jump for one unit of information; and (5) increasing vigilance so that readers more quickly understand and capture reading. Out there, there is a fantasy that analyzing is difficult. In fact, this is not true. Humans need to update old myths with original new ideas that analyzing is easy and fun. In studying sports, college students need to be inspired to cultivate a passion to change themselves regarding their speed reading effectiveness. The main component that is worried in the analysis technique. Therefore, the potential to examine is called strong reading speed if there is a combination of analyzing speed and overall understanding of analysis content or a combination of visual and cognitive talents in reading methods.

2. Method

This study used a form of classroom action research. Classroom action research is a type of research that is conducted in the classroom by a teacher. Classroom action research is a type of research that has re-emerged as a popular one to involve practitioners, both teachers and supervisors so that they better understand their work. Therefore, classroom action research is a form of research conducted by practitioners to improve practices in educational settings. This research uses observational data about the teaching and learning process in the classroom. These data are analyzed through several steps in cycles.

3. Findings

The main cycle was conducted for 1 week from November 21, 2022 to November 26, 2022. This research was conducted using an observation room movement research approach consisting of cycles, each cycle consisting of three degrees. The trainers that were implemented were as follows: (a) Planning. The trainer as a mastery manager in elegance prepares annual software, semester software, and lesson plans of using photo media, statement sheets, and task sheets. Based on the observation of the procedure of analyzing and learning fulfillment before the action, preliminary data facts can be obtained. The recording results showed that out of 10 students in the superior class I, there were 7 students or 70% who still could not read beginning and reach the Minimum Completeness Criteria (MCC). After checking the students' worksheets, it was found that most of the students were still unable to distinguish the shape of the letters and most of the students' knowledge was wrong in distinguishing one letter from another. Based on observations and records of learning methods and the effects of mastery, it was obtained as a preliminary note that the 10 students of class I UPT SDN 05 Pasar Baru, most of the students could not recognize/understand the shapes of letters, so they still had difficulty distinguishing them and using them in reverse. Based on this fact, the enforcement of mastery of Indonesian language through the use of picture media was carried out to overcome problems in acquiring knowledge in class I students of UPT SDN 05 Pasar Baru.

Guided via the competency requirements for Indonesian subjects, the beauty instructor consists of out the steps for studying Indonesian via the use of media photographs. the subsequent are the stairs taken inside the analyzing preparation gadget, specifically as follows: select a topic or indicator that is suitable for reading the beginning. The proper indicator for cycle I is that students are able to pronounce vowels and consonants: 1. Increasing a lesson plan based totally completely on the signs which have been made. The lesson plan organized via the researcher contained 1 meeting, inside 2 hours of instructions achieved in 1 week. 2. Putting together photograph media to be used in gaining knowledge of. In cycle I, the teacher uses picture media with the decision of the photograph below, but the letters are incomplete (there are nonetheless blanks). Due to this, university students are asked to complete the perfect letter to fill inside the smooth. In cycle I, the trainer used a photograph with a blank letter within the call beneath, either inside the front, middle or returned, and college students were requested to complete it.

Through the implementation action, the teacher implements learning through the use of picture media in accordance with the lesson plan that has been prepared. The lesson plan that had been prepared in cycle I using picture media was completed in 1 meeting. At the meeting in cycle I, the Indonesian language material changed to teaching about learning to read beginning with the pronunciation marks of vowels and consonants until they were able to read syllables. Then it began with praying together, then taking attendance. In this first cycle research, the trainer chose the certain theme. The motive for choosing the subject is because the picture media that will be used by the teacher are generally pictures of animals. The aim was to make the students more interested in the lesson and eager to collaborate in gaining knowledge about the method. After the interest in praying together and the overall attendance of the students, the instructor started the lesson with apperception.

After the apperception stage, the trainer began to enter the material using image media. The image media used in cycle I was a photo of an animal with the name of the animal underneath. The letters of the animal names were incomplete, so students were given the task of completing them. The task was done repeatedly until the expected indicator was achieved, namely being able to pronounce vowels and consonants. An example of this interest is: for example, the trainer showed a photo of a chicken and under the photo was written the name of the photo. The writing is B..RD then students are requested to name the suitable letter to finish the word.

Cycle I in sports subjects for apperception is that the teacher shows media in which there are shapes of letters from A to Z. Then students are instructed to name all the associations of the letters, and also unique letters at random. Then students were instructed to mention all the associations of the letters, and also unique letters at random. This hobby aims to prevent the students from forgetting the letter shapes. After this hobby is finished, the teacher shows the picture media, for example:



Figure 1 Bird

B		R	D
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Teacher asks students: *What letters are suitable to fill in the blanks?* This activity is repeated using one type of pix until the students are familiar with the material (able to pronounce vowels and consonants). To check the success of the cloth, the instructor appoints one of the students to say the name of the photo shown by the trainer, and say what letter is suitable to fill in the blank part of the photo, and write it on the blackboard.

During the implementation of the action study in the classroom, the trainer used a check list. Diagnosing students' hobbies, the grades obtained by students, the level of students' passion in the lesson, the level of enthusiasm, the early reading passion, the ability to distinguish letters, and the early learning ability of students. In the implementation of this first cycle, the results of the researcher's observations showed that: light student activity, light student grades, light student hobbies in the lesson, light level of enthusiasm, light early reading passion, low letter distinguishing ability, and low early reading ability.

Based on observations made during the learning process, the four best students have begun to show good progress, they have begun to be able to distinguish the shape of letters and have gradually been able to complete words with incomplete letters.

Based on observations at several points of the learning technique, students were active enough to pay attention to what was conveyed by the instructor and were able to solve the problems given by the instructor. The ability of students to distinguish letter forms, in cycle I has shown an insignificant change, because the highest class average score reached 60, however, students who scored above the Minimum Completeness Criteria were 4 people or 40% of 10 students in class I. Thus, the class average score above the Minimum Completeness Criteria was 4 people or 40% of 10 students. Thus the class average value that has reached 60 and students who score above the KKM as much as 40% confirms that learning by using image media in cycle I has not been successful, so similar research is changed to be expected in cycle II.

Based on the data in the table received through comments, it can be seen that the element that contributors did the most extensive analysis of was the regression mindset of the eyeballs shifting up and down while studying, while the aspects that were done the least were the factors of vocalization, finger pointing, and sub vocalization.

The second cycle was changed to be completed within 1 week. Based on the results of reflection and assessment of the implementation of the movement in the first cycle, it was found that there was no longer the desired growth in learning achievement, because of the three indicators set, only indicators number 1 and 2 were successful (being able to pronounce vowels and consonants). Therefore, the researcher with the guidance of fellow instructors and the principal as well as various considerations, the researcher again repeated copying acquiring knowledge of Indonesian language fabrics (beginning reading) with signs of being able to learn syllables and words with correct pronunciation. The teacher shows the picture media, after which the students **pronounce the letters. After the students finish saying the letters, the teacher asks the students to look at the syllables.**



Figure 2 Bird

B	I
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R	D
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The teacher instructs the students to read the syllables effectively and aloud. The appropriate indicator for cycle 2 is that students are able to pronounce syllables/phrases with correct pronunciation. Indicators that can be used as a basis for developing lesson plans in cycle 2 are determining basic abilities, gaining knowledge about the effects and indicators to be carried out, preparing equipment/media to be used, and developing lesson plans mainly based on mutual agreement.

The evaluation results of cycle I showed that most students still had difficulty in reading syllables/words with proper pronunciation. For this reason, the research plan for cycle 2 is that researchers will use picture media and syllable cards. The steps for preparing the lesson plan are the same as cycle I. The ideal indicator for cycle 2 is that students are able to pronounce syllables/words with appropriate pronunciation. Looking at the results of the analysis of cycle I, most students still have difficulty in reading syllables/words with appropriate pronunciation. Moreover, the learning plan in cycle 2 is that the researcher will use picture media and syllable cards.

4. CONCLUSION

Based on the results of this study, the use of image media in learning can overcome learning difficulties in beginning reading in class I UPT SDN 05 Pasar Baru Taemaman compared to learning that does not use image media, this can be seen from the average value of students who are much better at learning using image media compared to the average value of students who learn without using image media. The average value of students who learn by using photo media becomes 70.5, while the average value of students who learn without using photo media is 59. This shows that the use of photo media can improve student learning outcomes. Therefore, based on the classroom action research conducted in two cycles above, it turns out that the hypothesis formulated is proven to be true, meaning that the application of learning to read beginning using picture media can overcome learning difficulties in reading beginning in class I UPT SDN 05 Pasar Baru.

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