Survey Of The Speed Reading On Sport Science Student In State University Of Medan

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ABSTRACT: The purpose of this study was to know the speed reading. The method used is surveying the speed reading. The research process is done in several stages, namely (1) determine the sample, (2) the implementation of the pretest KEM, (3) the implementation of brain exercise, (4) the implementation of the posttest KEM.. The number of samples will be done experimental group are as many as 24 people using random sampling and as many as 20 people to a control group. Implementation of brain exercise will be conducted for 5 days plus the exercise left brain and right brain then conducted posttest. Results of this study were: The results of these studies above show that the effective speed reading of IKOR's students was in the category very high. Because of the kind of writing that is read is used when reading skimming or scanning for identification purposes and assessment of reading material, seeking answers to certain questions, knowing the writing organization, looking for the key idea, get a general impression of a reading. But if categorized in the college level, the results are included in the low category.

KEYWORDS: brain gym exercise, speed reading

1. INTRODUCTION

A person's ability to read quickly correlate with levels of concentration. One way to improve concentration is to do brain gym. Brain gym is a series of simple movements are fun and used by the students in the Educational Kinesiology Foundation, USA to enhance their learning by using the whole brain. These movements make all kinds of learning becomes easier, and it was especially useful for academic ability.

Some of the problems found among IKOR's student of Unimed is the lack of student interest in writing scientific papers, the lack of ability of students in doing essay quickly and the low short-term memory in students. Likewise, when carried out in the form of multiple-choice exams are timed at least 1 minute persoal then these students are also experiencing difficulty in reading and understanding the questions well.

Based on the above problems, the authors are interested in studying the effects of exercise on the brain effective speed reading for IKOR's student of Unimed. The formulation of the problem in this research is how the influence of the brain exercise effective speed reading in IKOR's students of Unimed. The purpose of this study was to determine the level of speed read the text and the percentage content of reading comprehension.

Definition of Brain Gym

Brain gym is a series of simple movements are fun and used by the students in the Educational Kinesiology Foundation, USA to enhance their learning by using the whole brain. These movements make all kinds of learning becomes easier, and it was especially useful for academic ability.

Educational Kinesiology is a system that empowers everyone to learn, with no age limit, using the activity of movements to draw out the full potential of a person (Dennison, 2008).

Movements brain gymnastics is a touch that could stimulate employment and the optimal functioning of the brain are more active left and right brain abilities, so that the cooperation between the right and left hemispheres of the brain can be established. Brain exercises can be used to help students to be more ready to accept the lesson, improve concentration range, improve focus and memory, improve communication skills, emotional control, etc.

Brain gym is also very practical, because it can be done anywhere, anytime by anyone. Portions proper exercise is about 10-15 minutes, 2-3 times a day. According Mangungsong (in Masykur, 2006: 8) Gymnastics helpful brain makes the brain work more efficiently so that, the brain will require less energy when working. It will also make the brain work lighter and not prone to fatigue.

The basic concepts of the brain gymnastic are; 1) learning is a natural and pleasant activity and continue to occur throughout a person's life; 2) learning difficulties is the inability to cope with stress and doubt in the face of a new task; 3) we

have all experienced "learning difficulties" as long as we have learned not to move. Thus, brain exercise is a healthy natural alternative attempt to cope with stress and challenge yourself and others (Dennison, 2008).

From the above it can be concluded that brain exercises are exercises gestures are simple and fun involving several points relating directly to the nerves in the brain, is used to help students to be more ready to accept the lesson, improve concentration range, improve focus and memory, improve the ability to communicate, control emotions. Done to facilitate and assist the activities of learning, barriers think, build self esteem, reduce stress a sense of community and so forthof the above.

Brain Gym for Right and Left Brain

The brain gyms for right brain are listen to music, reading fiction books, draw or make colorful streaks, total story technique (TST), total word technique (TWT) and total number technique (TNT). The examples of brain gym for left brains are do not depend on a calculator, learn the unusual thing, check the dictionary when they hear a new word, play Chess, playing puzzel and fill crossword

Definition KEM

KEM is a continuation of the effective speed reading, which is a blend of motor skills (eye movement) or with a person's cognitive visual abilities in reading (Harjasujana & Mulyati, 1987). In other words, KEM is a combination of the average speed reading with accuracy understand the content of reading. Why do those two things form the basis for measurement KEM?

In the process of reading, there are two main components that work predominantly, namely (a) the working eye to see graphic symbols, and (b) of the brain to understand and interpret graphical symbols had to be a full and complete information. Physical ability of the ability of the eye sees the emblem, hereinafter referred to as visual ability, whereas the psychic ability that involves the ability to think and reason, hereinafter referred to as cognitive abilities.

Based on the explanation we can understand the definition of KEM above. KEM is a reflection of the ability to read the real, which involves the measurement of two major components involved in the reading process. Therefore, the ability to read is called the effective speed reading.

Some education experts and teaching reading KEM equate the term with "speed reading" (read faster). The ability to read quickly or reading speed was demonstrated by the ability to read a number of words read in minutes (words per minute), at an average tempo read for a particular word in a particular travel time reading. If that meant reading speed is the average speed of reading, how the essence of their reading comprehension ?. In addition, not if we are talking about speed reading will have implications on the purpose of reading, reading level reading materials, motivation, techniques of reading, thinking and reasoning, and others? Therefore, the term speed reading we added the term "effective" that becomes "effective speed reading" or more popularly called KEM.

Connexion Between KEM, Destination Reading, and Reading Characteristics

Readers flexible an effective and efficient reader, the reader always adjust the reading speed in accordance with the objectives and needs, as well as the type and characteristics of the materials that it faces. The details of the average read speed that is coinciding with the purpose of reading.

- speed of 100 words per minute or more (very high) commonly used at the time of reading skimming or scanning for identification purposes reading material, seeking answers to certain questions, knowing the writing organization, looking for the key idea, get a general impression of a reading.
- speed between 500-800 words per minute (high) is used to read material that is easy / light or material already known, read prose fiction to know the storyline in general.
- between 350-500 wpm speed (fast) is used to read a relatively light reading / easy descriptive-informative and fiction reading material that is somewhat difficult to enjoy the beauty of the literary or anticipate the end of a story.
- speed between 250-350 wpm (average) is used to read fiction in order to analyze the complex nature of the characters and the storyline or nonfiction reading materials rather difficult to obtain detailed information, search for a relationship or perform evaluative work on the idea of the author.
- between 100-125 wpm speed (slow) is used to study reading difficult, scientific technical literature, classical literature value analysis, solve the problems referred to the reading (reading instructions).

Average speed above should be accompanied by a minimum 70% content of reading comprehension, because the average speed over the rough is still a pace that does not yet include the content of reading comprehension. Based on the results of studies experts read in America, adequate speed for the final level of primary school students (SD) of approximately 200 words per minute, 200-250 wpm junior high school students, high school students 250-325 words per minute, and the level of student understanding 325-400 words per minute with contents at least 70%.

2. METHODOLOGY

This research was conducted at the Faculty of Sport Sciences, State University of Medan Jalan Willem Iskandar, Medan Estate along 6 months. The variables in this study are the speed of reading and understanding the content of reading. Measuring instrument used in this study, namely stationery, stopwatch, and a sheet reading text and questions.

The research design used in this research is descriptive survey method to see the description of reading speed and comprehension ability the content of reading. The sampling technique in this research is total sampling all of the sampled population that numbered 44 people.

Primary data collection is done by using a research instrument in the form of sheets obtained in record time to read the text and the percentage of correct answers in answering the questions. Pretest and posttest research data that has been in the can will be presented in tabular form and then each of the data will be converted into a reading speed ratings category. The categories are as follows:

➢ The Level PS (Primary School) = 200 x 70% = 140 wpm
➢ The level of JHS (Junior High School) = 200 x 70% s.d. 250 x 70% = 140 -175 wpm
➢ The level of SHS (Senior High School) = 250 x 70% s.d. 350 x 70% = 175-245 wpm
➢ The level of college = 350 x 70% s.d. 400 x 70% = 245-280 wpm

3. RESULTS AND DISCUSSION

Based on research that has been conducted on 44 students of the importance of the results as below :

Table 1. Frequency Distribution of Experiment Group in Reading

Speed Reading Category	Number of Respondents			
	Before being given a brain gym	Percentage	After being given a brain gym	Percentage
< 140 wpm	23	97%	6	25%
140-175 wpm	1	3%	9	37,5%
175-245 wpm	-	-	9	37,5%
245-280 wpm	-	-	-	-
total	24	100%	24	100%

According to the table 1 above, the result of reading speed before being given a brain gym obtained with the <140 wpm many as 23 respondents (97%), the category of 140-175 wpm by 1 (3%). While the result of reading speed after being given brain gym obtained with the >140 wpm many as 6 respondents 25%, category 140-175 wpm many as 9 respondents (37,5%) and category 175-245 many as 9 respondents (37,5%).

Table 2. Frequency Distribution of Experiment Group in Reading Comprehension Content

Reading Comprehension Content	Number of Respondents			
	Before being given a brain gym	Percentage	After being given a brain gym	Percentage
< 70%	24	100%	21	87,5%
> 71%	-	-	3	12,5%
Total	24	100%	24	100%

According to the table 2 above, the result of reading comprehension content before being given a brain gym obtained with the < 70% many as 24 respondents (100%), While the result of reading comprehension after being given brain gym obtained with the < 170% many as 21 respondents (87,5%), category > 71% many as 3 respondents (12,5%).

Table 3. Frequency Distribution of Control Group in Reading Speed

Speed Reading Category	Number of Respondents			
	Before being given a brain gym	Percentage	After being given a brain gym	Percentage
< 140 wpm	20	100%	16	80%
140-175 wpm	-	-	4	20%
175-245 wpm	-	-	-	-
245-280 wpm	-	-	-	-
total	20	100%	20	100%

According to the table 3 above, the result of reading speed before being given a brain gym obtained with the <140 wpm many as 20 respondents (100%). While the result of reading speed after being given brain gym obtained with the >140 wpm many as 16 respondents (80%), category 140-175 wpm many as 4 respondents (20%).

Table 4. Frequency Distribution of Control Group in Reading Comprehension Content

Reading Comprehension Content	Number of Respondents			
	Before being given a brain gym	Percentage	After being given a brain gym	Percentage
< 70%	20	100%	20	100 %
> 71%	-	-	-	-
Total	20	100%	20	100%

According to the table 4 above, the result of reading comprehension content before being given a brain gym obtained with the < 70% many as 20 respondents (100%), While the result of reading comprehension after being given brain gym obtained with the < 170% many as 20 respondents (100%).

Rapid reading is a reading activity at high speed with no regard to the content of reading comprehension. Reading quickly provide many benefits everyone, but not everyone can just be read at high speed plus the content of reading comprehension.

The results of these studies above show that the effective speed reading of IKOR's students was in the category very high. Because of the kind of writing that is read is used when reading skimming or scanning for identification purposes and assessment of reading material, seeking answers to certain questions, knowing the writing organization, looking for the key idea, get a general impression of a reading. But if categorized in the college level, the results are included in the low category.

Anderson, (1984) briefly and simply trying to define that: "Reading as a process of matching pronounce letters or symbols written language". Or "reading is a recording and decoding process". Such a reading is certainly the lowest level. In addition, this definition implies as if the process of reading it is a mere passive process.

Harjasujana (1992) identified five factors as influencers ability to read, namely (a) the background of experience, (b) the ability to speak, (c) the ability to think, (d) the purpose of reading, and (f) various affections such as motivation, attitudes, interests , beliefs, and feelings. The fifth factor that was apparently still associated with pembanya factor. Factor this reader was the center of attention of other experts. Heilman, Blair, & Rupley (1981) explores the four things that are considered important role in the process of reading comprehension, among others: (a) the background of experience, (b) the purpose and attitude of the reader, (c) knowledge of various types of organizing the writing, and (d) various paper identification strategies.

Williams (1984) expressed his opinion very wisely. According to him, ignorance of the language can impede comprehension. Although knowledge of the language is important, but how to cultivate the desire to read that much more important. Furthermore, he associates it with the discourse legibility (readability). Further, he stated, the material is presented with a difficult language causing the reading elusive and lead to frustration for readers. Readability he said, does not only depend on the language of the text but also rely on the knowledge of the text and the reader how persistence and sharpness read.

Definition of reading is very wide and varied, depending on which angle we wanted to review it. Experts today generally still imposes limits that vary, as recognized by William, (1984: 2) to today according to the experts still disagree in giving definition to read a really accurate. Nevertheless, he thinks there is one agreed upon by all the reading matter experts, namely that the elements that must exist in every act of reading is comprehension (understanding) because reading is not accompanied by an understanding not read.

4. CONCLUSION

The results of these studies above show that the effective speed reading of IKOR's students was in the category very high. Because of the kind of writing that is read is used when reading skimming or scanning for identification purposes and assessment of reading material, seeking answers to certain questions, knowing the writing organization, looking for the key idea, get a general impression of a reading. But if categorized in the college level, the results are included in the low category.

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