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MEASURING SPEED READING, READING COMPREHENSION, AND READING PROFILE TO CONSTRUCT A MODEL OF LITERACY SKILLS IN LANGUAGE TEACHING

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Abstract

This research aims to (1) explain the reading speed, reading comprehension, and writing abilities of students; (2) measure the reading speed, reading comprehension, and writing abilities of students; (3) develop a profile of the reading speed, reading comprehension, and writing abilities of students; and (4) design a hypothetical model for Indonesian language literacy learning to enhance the reading speed, reading comprehension, and writing abilities of students. The method used in this research is a quantitative descriptive method to describe the current state of reading speed, reading comprehension, and writing of students enrolled in the course Productive Language Skills: Theory & Practice. Based on data processing, the researchers concluded that the average reading speed of fifth-semester students in this study is 247.42 words per minute, considered moderate. Meanwhile, the average value of Indonesian text reading comprehension for students is 72.8, and the average value of their writing ability in Indonesian texts is 68.52, falling within the range of 66-75 and categorized as fairly good. Thus, reading speed contributes to reading comprehension, although it is not the sole variable determining the ability, as speed does not always lead to understanding. However, reading comprehension, in general, contributes to good writing skills. Therefore, these three language competencies are interconnected, especially in vocabulary mastery.

Keywords: Speed Reading; Reading Comprehension; Literacy Skills; Language Teaching; Indonesian Language Learning

1. INTRODUCTION

Language literacy holds a central position in the realm of language education, functioning as a crucial element that molds an individual's capacity to understand, employ, and proficiently generate written and spoken expressions in a particular language. Its significance is paramount as it serves as a guiding force for learners, augmenting their ability to comprehend texts at varying levels – from the intricate meanings of individual words, phrases, and sentences to the holistic understanding of intricate passages.

Proficiency in language literacy empowers individuals to engage with a diverse array of text types, enabling them to respond with a nuanced comprehension and interpretation (Levi & Inbar-Lourie, 2020; Murphy, 2023; Sneddon et al., 2012). This heightened proficiency allows learners not only to decode linguistic elements but also to navigate the subtleties embedded in complex textual structures. As a result, language literacy becomes an indispensable skill that facilitates effective communication and expression within a given linguistic context.

In language teaching, fostering language literacy is a multifaceted process that involves nurturing skills related to reading, writing, and critical analysis. The development of language literacy is not merely restricted to the surface-level understanding of vocabulary and syntax but extends to a deeper comprehension of the cultural, historical, and contextual nuances inherent in language use. Through targeted instructional strategies, educators play a crucial role in cultivating language literacy, equipping students with the tools necessary to navigate and interpret a broad spectrum of texts.

Moreover, the ability to comprehend and produce texts with proficiency is not confined to academic contexts alone; it permeates various aspects of life, contributing to individuals' success in professional, social, and personal domains. Language literacy, therefore, emerges as an integral facet of holistic education, enriching learners with the skills required to navigate the complexities of communication in diverse settings.

Language literacy stands as a foundational pillar in language education, empowering learners to engage with and interpret texts across different levels of complexity. The mastery of language literacy goes beyond surface-level linguistic competence, encompassing a deep understanding of cultural, historical, and contextual dimensions. As a fundamental skill, language literacy equips individuals with the tools needed for effective communication, fostering success across academic, professional, and personal spheres (Levi & Inbar-Lourie, 2020; Murphy, 2023; Sneddon et al., 2012).

Language literacy serves as a transformative lens through which students develop the capacity to navigate and decode textual materials while concurrently honing the crucial skills necessary for expressing their thoughts, ideas, and emotions with precision and efficacy. This proficiency extends beyond written communication to encompass articulate and effective oral expression. The cultivation of language literacy intertwines seamlessly with the cultivation of critical thinking skills, providing students with the tools to analyze, evaluate, and construct compelling arguments.

In the acquisition of language literacy, students embark on a journey that involves not only decoding linguistic symbols but also understanding the nuances embedded within written and spoken expressions. A key aspect of this process is the development of proficiency in both written and verbal communication. Mastery of written communication involves the ability to comprehend, interpret,

and produce written texts coherently, while proficiency in oral communication encompasses the articulation of thoughts and ideas with clarity and fluency.

Moreover, the integration of language literacy and critical thinking is essential in fostering a comprehensive skill set. Students, equipped with language literacy, are empowered to engage in analytical thinking, discerning different perspectives within texts, and critically evaluating information. This synergy between language literacy and critical thinking is particularly evident in the students' ability to construct and present compelling arguments. Through this integration, students not only enhance their linguistic capabilities but also refine their logical reasoning skills.

The significance of language literacy, as elucidated by Kurniawan et al. (2023) and Susanto (2016), underscores its role as a dynamic force shaping cognitive abilities. Language literacy is not confined to the mere decoding of words and phrases; it serves as a gateway to a broader intellectual landscape where students actively engage with information, interpret it critically, and express their insights effectively.

The nexus between language literacy and critical thinking is pivotal in shaping students' intellectual development. Proficiency in both written and spoken communication, underpinned by language literacy, empowers students to navigate the complexities of information, analyze diverse perspectives, and construct compelling arguments. This integrative approach not only enhances linguistic competence but also nurtures a foundation for sound and logical reasoning (Kurniawan et al., 2023; Susanto, 2016).

The unequivocal correlation between language literacy and reading skills is well-established in the scholarly literature (Fox & Alexander, 2016; Snowling et al., 2007). Proficiency in reading transcends its foundational role in knowledge acquisition; it also serves as a catalyst for fostering insights and expanding vocabulary. Adept reading goes beyond the surface level of understanding; it engages the reader's cognitive processes, stimulates imagination, and nurtures creativity, thereby enriching the overall language experience for individuals.

Language literacy, as illuminated by Fox & Alexander (2016) and Snowling et al. (2007), extends its influential reach to encompass the mastery of language mechanics. This includes, but is not limited to, a nuanced understanding of grammar, impeccable spelling, and judicious word choice. The acquisition of these language mechanics ensures that students are equipped to compose texts with precision and accuracy. Importantly, language literacy acts as a safeguard against errors that could impede message comprehension, allowing individuals to communicate effectively and convey their thoughts with clarity.

Moreover, the symbiotic relationship between language literacy and reading skills underscores the comprehensive nature of language proficiency. Beyond the immediate benefits of knowledge acquisition, adept reading contributes to the refinement of cognitive abilities and linguistic competence. It empowers individuals not only to decipher textual content but also to engage critically with language, thereby fostering a more profound understanding of the nuances embedded within written and spoken expressions.

The nexus between language literacy and reading skills is a cornerstone of language development. Proficiency in reading not only facilitates knowledge acquisition but also enhances cognitive processes, stimulates creativity, and refines language mechanics. The symbiosis between language literacy and reading skills contributes to the holistic development of individuals, empowering them

to navigate the complexities of language with sophistication and acuity (Fox & Alexander, 2016; Snowling et al., 2007).

Significantly, the impact of language literacy transcends the confines of the classroom, endowing students with the proficiency essential for meaningful engagement in everyday life. Proficiency in reading, writing, and speaking emerges as invaluable assets in diverse contexts, ranging from interpersonal interactions to professional pursuits (Favier et al., 2021; Hall, 2005). This proficiency not only facilitates effective communication but also contributes to personal development and success in various spheres.

In the contemporary digital age, language literacy undergoes a dynamic expansion, extending its domain to encompass adept utilization and communication through diverse technological platforms (Barton & Lee, 2013). Students possessing a robust foundation in language literacy find themselves well-equipped to navigate seamlessly through technological advancements. This adaptability enables them to harness technological tools positively, both in their personal lives and professional endeavors.

The intersection of language literacy with technology underscores the evolving nature of communication skills in the 21st century. Beyond traditional modes of expression, individuals proficient in language literacy are adept at utilizing digital platforms, social media, and other technological mediums for effective communication. This not only enhances their connectivity in the digital landscape but also positions them favorably in a world where technological literacy is increasingly integral to success.

In conclusion, the significance of language literacy extends far beyond the classroom, permeating various facets of life. Proficient reading, writing, and speaking skills serve as indispensable assets, empowering individuals in personal and professional contexts. The integration of language literacy with technology in the digital age underscores the adaptability of individuals, positioning them to navigate and utilize technological advancements effectively (Barton & Lee, 2013; Favier et al., 2021; Hall, 2005).

The triad of reading speed, reading comprehension, and writing skills stands as a fundamental axis within language literacy, collectively contributing to the comprehensive development of an individual's linguistic proficiency (Duke & Carlisle, 2011; Ravid & Tolchinsky, 2002). These interconnected facets are essential components that shape an individual's ability to engage effectively with written language, facilitating both receptive and expressive dimensions of communication.

Reading speed, a critical dimension in language literacy, involves the ability to read quickly without sacrificing comprehension. This skill is pivotal in enabling individuals to navigate through texts with efficiency, leading to enhanced access to information, expanded knowledge, and time savings in processing textual content. A proficient reading speed is particularly crucial in the contemporary, information-saturated world, where individuals are confronted with copious amounts of material that require efficient comprehension. Mastery of this skill empowers individuals to adeptly manage and process extensive information, facilitating a more dynamic and effective engagement with the written word.

Moreover, the symbiotic relationship between reading speed and comprehension is noteworthy. While reading speed enables the swift traversal of textual content, comprehension ensures a deep and meaningful understanding of the material. The harmonious interplay between these two facets

results in a balanced approach to reading, where individuals can efficiently consume information while retaining a comprehensive understanding of the content.

In the broader context of language literacy, writing skills complement reading proficiency. Effective writing involves the ability to articulate thoughts coherently, convey ideas persuasively, and communicate with precision. The development of strong writing skills is interconnected with reading, as exposure to diverse textual materials enhances vocabulary, linguistic structures, and overall communicative competence.

The dynamic interrelation between reading speed, comprehension, and writing skills constitutes a pivotal dimension of language literacy. Proficiency in reading speed facilitates efficient navigation through textual content, ensuring access to information and knowledge expansion. This interconnectedness underscores the holistic nature of language literacy, where the mastery of each facet contributes synergistically to an individual's linguistic development (Duke & Carlisle, 2011; Ravid & Tolchinsky, 2002).

At the core of language literacy lies reading comprehension, serving as the linchpin that empowers individuals to understand the meanings embedded in words, phrases, sentences, and entire texts. This foundational competence not only enables the formulation of intricate thoughts but also facilitates the extraction of valuable information, fostering appropriate responses to the content being read. Reading comprehension is integral to knowledge development and plays a pivotal role in nurturing critical thinking skills by promoting a deeper understanding of textual content.

Complementing the proficiency in reading comprehension are writing skills, which empower individuals to articulate thoughts, ideas, and information clearly and effectively in written form. This encompasses the judicious selection of appropriate words, maintenance of proper sentence structures, and the coherent structuring of the overall text. Strong writing skills facilitate efficient communication, proving beneficial in formal contexts such as official letters or reports, as well as in informal settings like messages or blogs.

The interconnection among these three fundamental aspects—reading comprehension, writing skills, and the critical dimension of reading speed—is paramount in the comprehensive development of language literacy. Reading speed, by enhancing the efficiency of reading comprehension, establishes a symbiotic relationship between these two facets. In turn, reading comprehension lays the groundwork for the cultivation of strong writing skills, as a deeper understanding of textual content contributes to more meaningful and articulate written expressions. Conversely, effective writing skills reinforce comprehension and reading speed by elucidating ideas and information conveyed through the written word. Together, these aspects form an integrated framework that equips individuals with robust language skills applicable across diverse contexts.

Conversely, it is noteworthy that a significant number of students still lack adequate skills, particularly in the crucial domains of reading and writing, both of which hold paramount importance in an academic context (Fitzgerald & Shanahan, 2000; Kucer, 2014; Lillis & Tuck, 2016). This deficiency poses a challenge as students encounter difficulties in the development of writing skills, particularly in the context of the Indonesian language. Writing proficiency in Indonesian presents a unique challenge due to the intricacies inherent in the writing system, which includes adherence to various rules governing sentence structure, word selection, and the correct usage of punctuation marks, among other factors.

The academic literature, as reflected in the works of Fitzgerald & Shanahan (2000), Kucer (2014), and Ravid & Tolchinsky (2002), underscores the ongoing struggle faced by students in mastering the skills essential for effective reading and writing. The challenges in writing proficiency, especially in a language like Indonesian, are multifaceted, requiring a comprehensive approach to address the intricacies of sentence construction, vocabulary selection, and grammatical nuances. The difficulties faced by students in navigating these aspects indicate a need for targeted interventions and instructional strategies aimed at enhancing their proficiency in both reading and writing, particularly within the Indonesian language context.

The literature reveals a persistent challenge faced by students in acquiring and refining essential reading and writing skills, with a specific emphasis on the complexities of writing in Indonesian. Recognizing these challenges is crucial for educators and policymakers, as it highlights the importance of tailored interventions and instructional approaches to support students in overcoming these hurdles and achieving proficiency in the academic language domain (Fitzgerald & Shanahan, 2000; Kucer, 2014; Lillis & Tuck, 2016).

The ongoing discourse surrounding the definition of “literacy” reflects a diversity of perspectives. While numerous definitions approach literacy from various angles, at its core, literacy involves the fundamental abilities of reading and writing, encompassing the capacity to read diverse types of texts for different purposes and to write effectively in various contexts. In a broader sense, Winch et al. (2001) propose that literacy extends beyond mere reading and writing, including the ability to listen, speak, and think critically (Cope & Kalantzis, 2014; Cruickshank, 2022). This comprehensive definition embraces a spectrum of language skills that individuals must acquire and master to actively participate in diverse social events.

The definition of literacy, as articulated by Winch et al. (2001), underscores its multifaceted nature, acknowledging the interconnectedness of reading, writing, listening, speaking, and critical thinking. Literacy, therefore, is not confined to the mechanical aspects of decoding written symbols but encompasses a broader set of communicative and cognitive skills essential for effective participation in social, cultural, and academic contexts.

Cope & Kalantzis (2014) and Cruickshank (2022) align with the expansive view proposed by Winch et al. (2001), emphasizing the importance of considering literacy as a holistic proficiency that goes beyond the basic mechanics of reading and writing. This broader conceptualization recognizes literacy as a dynamic and evolving set of skills that enable individuals to engage meaningfully with information, communicate effectively, and critically evaluate the content they encounter.

The ongoing debate regarding the definition of literacy reveals a consensus on its multidimensional nature. The comprehensive understanding advocated by Winch et al. (2001), supported by Cope & Kalantzis (2014) and Cruickshank (2022), acknowledges literacy as a composite skill set, encompassing reading, writing, listening, speaking, and critical thinking. This expansive view positions literacy as a key factor in empowering individuals to navigate and participate actively in the complexities of contemporary social and intellectual environments.

Literacy, as a multifaceted construct, entails the seamless integration of listening, speaking, reading, writing, and critical thinking skills. This holistic perspective recognizes that literacy extends beyond the isolated abilities of reading and writing, encompassing a broader set of language-related competencies. Cook-Gumperz (2006) and Powell (1999) emphasize that literacy is not solely

about decoding written symbols but includes the capacity to engage in active listening, articulate thoughts effectively through speaking, critically analyze information, and construct written expressions coherently.

A pivotal aspect of literacy involves an awareness of cultural nuances, enabling individuals to use language appropriately in diverse social contexts. This cultural dimension is integral to literacy, as it empowers speakers, writers, or readers to navigate and adapt their language use according to the expectations and norms of different social situations. This recognition of cultural aspects within literacy aligns with contemporary perspectives that emphasize the sociocultural nature of language and communication.

Cook-Gumperz (2006) and Powell (1999) assert that literacy, when viewed comprehensively, serves as a vehicle for individuals to not only communicate effectively but also to enhance their cognitive abilities. Literacy enables individuals to think critically, fostering a capacity to question, create, and become more aware of the world around them. Furthermore, literacy empowers individuals to actively participate in society by providing them with the tools to express ideas, engage with information, and contribute meaningfully to social discourse.

The expansive definition of literacy proposed by Cook-Gumperz (2006) and Powell (1999) underscores its role as a dynamic and interconnected set of skills. Literacy encompasses listening, speaking, reading, writing, and critical thinking, incorporating cultural dimensions that enhance language use in social contexts. This comprehensive view positions literacy as a catalyst for cognitive development, increased awareness, and effective societal engagement.

This expansive definition of literacy encompasses language skills that are imperative for active participation in diverse social events. Literacy is intricately linked to more favorable aspects of human life and is closely associated with improved socioeconomic status in human society. The crucial role of literacy in human development has been long recognized in academic discourse (Luke, 2012; Maddox, 2008; Zua, 2021; Na et al., 2024; AlZubi, 2023; Kusuma et al., 2022).

Despite the acknowledged significance of literacy, challenges persist, particularly in the realm of reading comprehension, which poses a substantial obstacle in the learning process for many students. The deficiency in speed reading skills further compounds this challenge. Notably, reading speed, comprehension, and writing constitute three essential components assessed in the Indonesian language certification exam. Consequently, this research seeks to reconcile the disparities between Indonesian language abilities as per established standards and common teaching practices.

Given the aforementioned issues and considerations, this research aims to identify and map students' proficiency in reading comprehension, reading speed, and writing skills. The objective is to construct a model of Indonesian reading and writing (literacy) skills aligning with departmental curriculum standards and requirements. Currently, there is a dearth of comprehensive assessments of students' literacy skills, especially among those nearing the completion of their studies. Therefore, this research aims: (1) to measure and describe students' reading speed, reading comprehension, and writing skills; (2) to develop profiles of students' reading speed, reading comprehension, and writing skills; and (3) to design a hypothetical Indonesian language literacy learning model aimed at enhancing students' reading speed, reading comprehension, and writing skills. This endeavor seeks to contribute to a more nuanced understanding of students' literacy capabilities and to propose effective pedagogical approaches to elevate their language proficiency levels.

2. LITERATURE REVIEW

2.1 Theoretical Perspectives on Language Literacy

Perspectives on language literacy encompass diverse frameworks that illuminate the multifaceted nature of literacy skills. The Comprehensive Literacy Models, as advocated by researchers like Pearson (2014), propose an integrated approach that conceptualizes literacy as a holistic set of interconnected skills, including reading, writing, speaking, and critical thinking. These models emphasize the reciprocal relationship between these skills, asserting that proficiency in one area enhances competence in others. The intricate interplay between Reading Speed, Reading Comprehension, and Writing finds support in cognitive theories of literacy, as demonstrated by studies such as Hejsek et al. (2015), which suggest that reading speed influences comprehension, and both contribute to effective writing.

Additionally, examining literacy within the Indonesian context necessitates an appreciation of the unique linguistic and cultural factors shaping literacy development. This perspective is informed by studies conducted by Rachman et al. (2019), underscoring the significance of considering local language nuances and socio-cultural contexts in literacy education. Recognizing these theoretical perspectives is crucial for informing strategies to comprehensively measure and enhance Indonesian language literacy skills.

The Comprehensive Literacy Models, particularly as proposed by Pearson (2014), provide a holistic lens through which educators and researchers can view literacy development. These models emphasize the interconnectedness of reading, writing, speaking, and critical thinking, aligning with contemporary perspectives on literacy as a dynamic and integrated set of skills. Cognitive theories, exemplified by studies like Hejsek et al. (2015), shed light on the intricate relationship between reading speed, comprehension, and writing, offering insights into how these components interact and influence each other in the literacy process.

Furthermore, the incorporation of the Indonesian context in literacy discussions, as highlighted by Rachman et al. (2019), underscores the importance of considering local linguistic and cultural nuances. This perspective emphasizes the need for tailored approaches in literacy education that account for the specific linguistic features and socio-cultural dynamics of the Indonesian language. As educators and policymakers seek to enhance literacy skills in the Indonesian context, a nuanced understanding of these theoretical perspectives is indispensable for developing effective strategies and interventions.

2.2 Theoretical considerations of Reading speed and Comprehension

Reading Speed and Reading Comprehension are integral components of language literacy, rooted in robust theoretical foundations. The Simple View of Reading Stothard & Hulme (2013) posits that reading comprehension results from the interaction between decoding (reading speed) and linguistic comprehension. Cognitive theories, like the Information Processing Model (Hejsek et al, 2015), highlight the role of automaticity in reading speed, emphasizing that fluent readers allocate cognitive resources efficiently.

Various factors influence Reading Speed and Reading Comprehension Skills. Cognitive factors, such as vocabulary knowledge and working memory, interact with contextual and socio-cultural elements.

Studies by Manihuruk (2020) and Diep et al. (2020) explore the impact of cultural familiarity on reading comprehension in the Indonesian context.

Assessment Methods play a crucial role in gauging these skills. Standardized tests, such as the Test of English Proficiency (TOEFL) and locally developed assessments, measure reading speed and comprehension. Additionally, eye-tracking technology provides insights into reading speed and comprehension processes (Rayner et al., 2016).

Studies on Reading Speed and Reading Comprehension in Indonesian Language Learning reveal the complexities of literacy development. Research by Wardani (2015) investigates the influence of explicit speed reading instruction on Indonesian EFL learners. Additionally, studies by Widodo (2016) and Setiawan (2020) look into strategies for enhancing reading comprehension skills among Indonesian students. Understanding these theoretical foundations, influencing factors, assessment methods, and relevant studies is crucial for developing effective models to enhance reading speed and comprehension in the Indonesian language learning context.

2.3 Theoretical Perspectives on Writing Skills

Perspectives on Writing Skills take on a multifaceted nature of written expression, considering various factors that influence proficiency. Socio-cognitive models, such as the Socio-Cultural Theory (Wollscheid et al., 2016), underscore the role of social interaction in shaping writing skills, emphasizing the influence of cultural and contextual factors. Additionally, the Process Model (Gollins & Gentner, 2016) highlights the recursive nature of writing, where drafting and revising are integral components.

Factors Influencing Writing Skills are diverse and include cognitive processes, language proficiency, and socio-cultural aspects. Studies by Kusumaningputri et al., (2018) and Suyitno et al (2017) investigate the impact of cognitive factors on writing skills among Indonesian learners, highlighting the role of executive functions.

Assessment Methods for Writing Skills encompass a range of approaches, from traditional essay evaluations to more modern, technology-driven methods. Research by Amalia et al. (2019) explores the effectiveness of using automated tools for assessing writing proficiency among Indonesian students. Studies on Writing Skills in Indonesian Language Learning reveal nuanced insights into the challenges and strategies for improvement. Works by Nurlaelawati & Novianti (2017) and Gintings (2020) focus on genre-based approaches to enhance writing skills, providing valuable contributions to the understanding of effective pedagogical methods in the Indonesian context. These theoretical perspectives, influenced by recent studies, contribute to a comprehensive understanding of writing skills and their development in language learning.

2.4 Interconnection among Reading Speed, Reading Comprehension, and Writing

The interconnectedness of Reading Speed, Reading Comprehension, and Writing is a dynamic relationship that significantly influences language proficiency. Studies exploring the relationship between Reading Speed and Reading Comprehension, such as those by Rayner et al. (2016), reveal that efficient reading speed positively correlates with enhanced comprehension. The cognitive processes involved in rapid decoding contribute to a more profound understanding of textual content.

Moreover, studies investigating the interplay between Reading Comprehension and Writing, exemplified by research from Lervåg et al. (2018), underscore the reciprocal nature of these skills. Proficient comprehension informs effective written expression, and writing proficiency, in turn, enhances one's ability to comprehend and analyze texts.

Comprehensive approaches to integrating Reading Speed, Reading Comprehension, and Writing offer a holistic perspective on language skills development. The work of Nation & Macalister (2020) advocate for a balanced literacy approach, recognizing the symbiotic relationship between reading and writing. Strategies, such as reciprocal teaching (Palincsar, 2013), exemplify how educators can integrate these skills seamlessly, fostering a synergistic development of language proficiency. Understanding and implementing such interconnections provide a foundation for effective language instruction and literacy enhancement.

2.5 Current Approaches and Teaching Practices

Teaching Practices in Indonesia reflect a diverse landscape shaped by linguistic, cultural, and pedagogical considerations. Language teaching practices in Indonesia often involve a communicative and task-based approach (Lestari, 2017), emphasizing practical language use in real-life contexts. However, challenges persist, particularly in addressing language literacy issues among students. To tackle these challenges, educators implement various strategies and interventions. Integrated skills teaching methods, as proposed by Widodo (2016), emphasize the interconnected nature of language skills, including reading, writing, listening, and speaking. Additionally, technology integration in language classrooms has gained prominence, with studies like Susanti et al. (2022) exploring the effectiveness of digital platforms to enhance literacy skills. Collaborative learning strategies, such as peer-assisted writing (Farkha, 2022), have also been employed to create supportive learning environments. These current practices and interventions demonstrate ongoing efforts to adapt teaching approaches and address language literacy challenges in the Indonesian context.

The existing literature reveals areas where comprehensive insights fall short as many have not provided a holistic understanding of students' literacy skills, particularly in the Indonesian context. There is limited research on the interconnectedness of reading speed, reading comprehension, and writing skills specific to Indonesian language learners. The need for a nuanced examination of literacy challenges faced by students in the Indonesian academic setting might be evident.

The rationale for the current research is grounded in addressing these identified gaps. The study aims to contribute valuable insights by measuring and describing students' reading speed, reading comprehension, and writing skills. Developing profiles of these skills in the Indonesian language context will enhance the understanding of the complexities involved. Furthermore, the research endeavors to design a hypothetical Indonesian language literacy learning model, offering practical implications to bridge the existing gaps and improve language literacy instruction in Indonesia.

Implications for the Current Study on Indonesian Language Literacy Skills encompass improvements in Indonesian language education, guiding curriculum enhancements, informing teacher training programs, and influencing evidence-based policymaking. By addressing identified literacy challenges, the research could empower educators, policymakers, and learners alike. The findings contribute to more effective teaching strategies, tailored curriculum development, and increased awareness among

students. Additionally, the study provides a foundation for continued research, fostering a cycle of improvement in language literacy practices in the Indonesian educational context.

3. RESEARCH METHOD

Taking into account the issues and the nature of the data to be collected in this study, a qualitative approach with descriptive methods was employed. This qualitative approach was chosen to provide an in-depth understanding of the current conditions related to speed reading, reading comprehension, and writing skills in Indonesian. The study was conducted within the Department of Indonesian Language, Faculty of Teacher Education and Training, Universitas Tanjungpura, Indonesia, with research subjects comprising students enrolled in the Productive Language Skills: Theory & Practice courses during the fifth semester. Approximately 60 students were eligible for participation, with a sample size of 30 students selected for the study.

Data were gathered through tests, documentary studies, and literature reviews to assess students' reading speed, reading comprehension, and writing abilities and identify any challenges students face in developing these skills. Three tests were administered to the students, focusing on reading speed, reading comprehension, and writing in Indonesian—the results of these tests aimed to reveal a consistent and accurate trend in the three language competencies.

A mixed-method approach will be employed for data processing. Statistical calculations will determine the correlation between the scores of reading speed, reading comprehension, and writing in Indonesian. Students' scores in each criterion or category will be analyzed to identify strengths or weaknesses. Descriptive analyses will further elaborate on the specific strengths or weaknesses identified. Triangulation will be performed to ensure the reliability of the data collected for the three language competencies.

Before the researchers gave the test, then the predetermined instrument to be used in this study, namely:

- (1) Indonesian Speed-Reading Test

The test adopted the following formula:

$$W_{pm} = \frac{W}{T_m}$$

Note:

W_{pm}: Words per minute

W: Number of words read

T_m: Time in minutes (Tampubolon, 1987)

Furthermore, for the conclusion of the speed-reading profile, the scores of speed-reading tests are grouped into categories in Table 1:

- (2) Indonesian Reading Comprehension Test

The purpose of the reading comprehension tests in this study is to evaluate the student's level of understanding. The essential skills to be assessed include answering questions about

Table 1 Speed-reading Category.

Words per Minute	Category
500–800	Very Fast
350–500	Fast
200–350	Moderate
100–200	Slow

Source: Mulyati (2003), as cited in Amalia (2017).

comprehension of two texts. This involves (1) identifying crucial information in response to given questions and (2) analyzing the overall content and purpose of a text.

Before administering the test, the researchers selected two Indonesian texts, each with a distinct theme but matching difficulty levels suitable for fifth-semester students. Additionally, the chosen texts were aligned with the student's skill levels. The researchers developed specific assessment criteria to serve as a reference for evaluating students' reading comprehension. These criteria were formulated based on the nature of the texts used in the test, providing a customized approach to assessment.

Different measuring tools can measure reading comprehension skills. Still, this study used the following interval scale as it is seemingly sensitive to the different levels of competence.

(3) Indonesian Writing Test

Like the reading comprehension test, the writing test was administered to measure students' ability to write in Indonesian with the general assessment criteria:

Table 2 Assessment Criteria for Indonesian Reading Comprehension.

Assessment Aspect	Description
Understanding Text Content	<ul style="list-style-type: none"> • Identify the main information in the text. • Find specific details within the text. • Comprehend the overall meaning of the text.
Understanding Text Purpose	<ul style="list-style-type: none"> • Recognize the general purpose or message of the text. • Understand the author's intent in composing the text.
Analytical Skills	<ul style="list-style-type: none"> • Analyze the structure and organization of the text. • Understand the relationship between the main ideas and details in the text.
Inferential Skills	<ul style="list-style-type: none"> • Make inferences or conclusions based on implicit information. • Associate indirect information provided in the text.
Vocabulary and Phrase Understanding	<ul style="list-style-type: none"> • Understand the meaning of key words. • Comprehend the meaning of specific phrases or idioms.
Language Style and Nuances	<ul style="list-style-type: none"> • Comprehend the language style used in the text. • Understand nuances or feelings conveyed by the author.

Table 3 Interval Scale.

Interval of Acquisition	Remark
96–100	Excellent
86–95	Very good
76–85	Good
66–75	Fairly Good
56–65	Mediocre
46–55	Almost mediocre
36–45	Insufficient
26–35	Very insufficient
16–25	Bad
1–15	Very bad

Source: Nurgiyantoro (2010).

Table 4 Assessment Criteria for Indonesian Writing.

Assessment Aspect	Description
Adherence to Instructions	<ul style="list-style-type: none"> • Ability to follow given instructions and guidelines. • Conformity to specified minimum length requirements.
Presentation of Ideas	<ul style="list-style-type: none"> • Clarity in presenting ideas, arguments, and opinions. • The logical and organized structure of the written piece.
Development of Content	<ul style="list-style-type: none"> • Adequate presentation and development of relevant content. • Depth of thought and exploration of the chosen topic.
Coherence and Cohesion	<ul style="list-style-type: none"> • Smooth flow and connectivity between sentences and paragraphs. • Effective use of transitional phrases and cohesive devices.
Vocabulary and Expression	<ul style="list-style-type: none"> • Appropriateness and diversity of vocabulary usage. • Expression of ideas using varied and precise language.
Grammar and Syntax	<ul style="list-style-type: none"> • Correct application of grammatical rules and sentence structure. • Proper use of tenses, verb forms, and sentence construction.
Spelling and Punctuation	<ul style="list-style-type: none"> • Accurate spelling of words throughout the composition. • Correct use of punctuation marks for clarity and emphasis.
Originality and Creativity	<ul style="list-style-type: none"> • Demonstration of original thoughts and creative expression. • Unique approaches to presenting ideas or arguments.
Language Proficiency	<ul style="list-style-type: none"> • Mastery of the Indonesian language in written form. • Effective use of idiomatic expressions and language conventions.

4. RESULTS

In this research, three tests were conducted to gather comprehensive data, including (1) a speed-reading test, (2) a reading comprehension test, and (3) a writing test. The initial phase involved

administering a speed-reading test to 30 fifth-semester students of Indonesian language. The outcomes of this test are summarized in Table 5, showcasing the time taken and the corresponding number of words read by each student.

The collected data, as presented in Table 5, reveals an average speed-reading score of 247.42 words per minute. This result leads to the conclusion that the speed-reading profile of these Indonesian language students falls within the “Moderate” category.

Table 5. Scores of Indonesian Language Students on the Speed Reading Test.

No.	Time in Minute	Number of Words
1	1'	400
2	1'41	400
3	1'17	400
4	1'38	400
5	1'21	400
6	1'24	400
7	1'53	400
8	1'30	400
9	2'	400
10	1'55	400
11	1'	400
12	2'	400
13	1'47	400
14	1'55	400
15	1'32	400
16	1'40	400
17	1'23	400
18	1'44	400
19	1'52	400
20	1'27	400
21	1'42	400
22	1'46	400
23	1'45	400
24	2'	400
25	1'18	400
26	1'42	400
27	1'26	400
28	1'22	400
29	1'50	400
30	1'40	400
$\sum N = 30$	$\sum T_m = 48,5$	$\sum W = 12,000$

Table 6 Scores of Indonesian Language Students on the Reading Comprehension.

No.	Score/25
1	19,5
2	16
3	17,5
4	20
5	17,5
6	21
7	21
8	18,5
9	14
10	20
11	13
12	15
13	18
14	14,5
15	15,5
16	22,5
17	20
18	10
19	23,5
20	17,5
21	12,5
22	21
23	19,5
24	21
25	21,5
26	19
27	20,5
28	15,5
29	29
30	30
$\sum N = 30$	$\sum X = 545,5$

Referring to the data processing results in Table 6 above, the average score of students' reading comprehension test is 72.8, which is in the interval 66-75 and can be categorized as fairly good. In this case, the greatest difficulty experienced by the students, which is primarily in answering the questions of understanding regarding the determination of the theme of the texts they read, selection of correct answers, one of which is accompanied by stuffing limited according to a fragment

of a quote from the text in question and stuffing open in expressing personal opinions about what has been read.

Thirdly, to obtain data on Indonesian writing ability, 30 students took the same test written in Indonesian with the number of words in the range of 160-180. Concerning the criteria of writing skill assessment as shown in Table 4 above, researchers concluded that based on the rating scale of 1-100, the calculation equals $17.13 \times 4 = 68.52$ and can be seen at intervals of 66-75. The students' writing ability is categorized as 'Fairly Good.'

5. DISCUSSION

The results of this study offer valuable insights into the language literacy skills of fifth-semester students in Indonesian, providing a nuanced understanding of their speed reading, reading comprehension, and writing abilities. These findings are essential in the context of existing literature, the study's rationale, and its broader implications for language education.

The observed average speed-reading score of 247.42 words per minute places the students within the "Moderate" category. This result aligns with the theoretical framework proposed by Hejsek et al. (2015), highlighting the importance of automaticity in reading speed. The study's rationale emphasized the need to bridge gaps in understanding language literacy challenges, particularly in the Indonesian context. The moderate speed-reading proficiency identified suggests a potential area for improvement in language instruction. Strategies proposed by Pearson (2014), advocating for a comprehensive approach to literacy, may be beneficial in addressing speed-reading skills. Integrating speed-reading exercises and promoting automaticity in decoding could enhance students' reading efficiency.

The reading comprehension test yielded an average score of 72.8, falling within the 66-75 interval and categorized as "Fairly Good." This result resonates with the study's rationale, emphasizing the importance of assessing and improving reading comprehension skills. The challenges identified in understanding text themes, selecting correct answers, and expressing personal opinions align with existing literature on the complexities of reading comprehension (Lervåg et al., 2018). Theoretical perspectives such as the Simple View of Reading (Stothard & Hulme, 2013), underscore the interconnected nature of decoding and linguistic comprehension, supporting the study's focus on these fundamental aspects. The literature review highlighted the significance of critical thinking skills intertwined with reading comprehension (Kurniawan et al., 2023), emphasizing the need for tailored interventions to enhance these skills in Indonesian language learners.

Regarding writing ability, the study identified an average score of 68.52, categorized as 'Fairly Good.' This finding corresponds to the literature emphasizing the multifaceted nature of writing skills (Gollins & Gentner, 2016) and the socio-cultural influences on writing proficiency (Diep et al., 2022). The study's rationale, aiming to contribute to curriculum development and address language literacy challenges, is supported by these results. The writing test focused on aspects like content and coherence, aligning with the proposed comprehensive literacy models (Pearson & Gallagher, 1983). The identified challenges in expressing personal opinions also align with the literature emphasizing the role of critical thinking in effective writing (Susanto, 2016).

The results of this study provide a comprehensive understanding of the language literacy skills of Indonesian language students, validating the rationale for the study. The findings not only contribute to the existing literature on language literacy but also offer practical implications for educators and policymakers. Strategies derived from the literature, such as comprehensive literacy models and targeted interventions, can be applied to address the identified challenges and enhance language literacy instruction in the Indonesian context.

6. CONCLUSIONS

Based on the data processing results, the average speed-reading score for 5th-semester students, with 30 respondents in this study, is 247.42 words per minute. This places the reading velocity profile in the moderate category. Additionally, the average scores for Indonesian language text reading comprehension and writing ability are 72.8 and 68.52, respectively, falling within the 66-75 range and categorized as fairly good. The relationship between reading speed and comprehension is evident, although speed alone doesn't guarantee understanding. However, good reading comprehension overall seems to enhance writing skills. These three language skills appear to be correlated, particularly in vocabulary mastery. Students face challenges in developing these skills, including (1) adjusting vocal organs, especially when reading aloud; (2) responding to understanding questions, involving determining text themes and expressing personal opinions; and (3) controlling writing, vocabulary development, and applying sentence structures. In developing a model for learning Indonesian language literacy, integrating lexical knowledge, syntax, and semantics is crucial to improving fast reading, reading comprehension, and writing abilities.

As recommendations, students are advised to allocate more time for reading practice, focusing on improving both speed and understanding in textual and contextual contexts. This study marks an initial attempt to assess students' mastery of speed, comprehension, and writing. Further investigations are needed to delve deeper into these issues. Interested lecturers are encouraged to explore and build upon these initial findings.

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