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Silent Reading Training Improves Reading Speed and Reading Comprehension

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ABSTRAK

Sekolah menengah pertama masih jauh dari kriteria ideal. Masih banyak siswa yang belum memahami bacaan dengan cepat dan baik. Tujuan penelitian ini adalah untuk menguji pengaruh pelatihan keterampilan membaca cepat dan senyap terhadap kecepatan dan prestasi membaca siswa pada usia awal. Penelitian ini juga berupaya mengeksplorasi efektivitas intervensi pelatihan dan potensinya bagi siswa berdasarkan gender. Metode penelitian yang digunakan dalam penelitian ini adalah eksperimen kuasi. Partisipan yang terlibat dalam penelitian ini adalah siswa sekolah menengah pertama kelas 1-3 sebanyak 350 orang. Kelompok eksperimen mendapat pelatihan keterampilan membaca cepat sebanyak 15 kali dengan menggunakan buku berbahasa Indonesia. Kelompok kontrol menggunakan kurikulum reguler yang digunakan. Analisis data yang digunakan adalah analisis korelasi antarvariabel berdasarkan data sampel, rentang data, skewness, dan kurtosis. Selain itu, analisis ANCOVA dilakukan untuk mengetahui dampak intervensi keterampilan membaca cepat dalam hati melalui analisis skor pra dan pasca intervensi. Hasil penelitian menunjukkan bahwa siswa pada kelompok eksperimen menunjukkan kecepatan membaca yang lebih tinggi dibandingkan siswa pada kelompok kontrol. Siswa yang mendapat intervensi menunjukkan tingkat efektivitas membaca yang lebih baik pada fase posttest dibandingkan dengan kemampuan membaca siswa pada kelompok kontrol. Dari segi gender, siswa laki-laki menunjukkan kecepatan membaca yang lebih baik dibandingkan siswa perempuan. Namun, dalam hal tingkat pemahaman membaca, siswa laki-laki dan perempuan menunjukkan peningkatan yang sama pada fase posttest.

ABSTRACT

The speed reading and reading comprehension abilities of junior high school students are still far from ideal criteria. There are still many students who do not understand reading quickly and well. The aim of this study was to examine the effect of fast and silent reading skills training on students' reading speed and achievement at an early age. This research also seeks to explore the effectiveness of training interventions and their potential for students based on gender. The research method used in this research is quasi-experimental. The participants involved in this research were 350 junior high school students in grades 1-3. The experimental group received speed reading skills training 15 times using Indonesian language books. The control group used the regular curriculum. The data analysis used is correlation analysis between variables based on sample data, data range, skewness and kurtosis. In addition, ANCOVA analysis was carried out to determine the impact of the intervention on fast reading skills silently through pre- and post-intervention score analysis. The results showed that students in the experimental group showed a higher reading speed than students in the control group. Students who received intervention showed a better level of reading effectiveness in the posttest phase compared to the reading ability of students in the control group. In terms of gender, male students show better reading speed than female students. However, in terms of reading comprehension level, male and female students showed similar improvements in the posttest phase.

1. INTRODUCTION

Students at junior high school level must be able to read quickly and understand reading well to meet their academic demands. However, this is very different from conditions in the field. There are still many junior high school students who are not able to read quickly and are not able to understand reading

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well. This is caused by various factors, including inappropriate curriculum design, less than optimal implementation of the learning process, inappropriate reading methods and so on. The reading curriculum in Indonesia has received various criticism considering that the reading ranking in Indonesia is still quite lagging behind. Curriculum reform and the implementation of reading learning have been voiced by various reading ability experts, especially regarding reading ability in elementary and middle school age students (Hadianto et al., 2021; Mulyati & Hadianto, 2019). Even though didactic teaching of reading in the classroom learning process has been implemented, students' reading ability achievements are still not able to compete on the international stage. This can be seen from various international evaluation results such as PISA. The idea of the reading movement is implemented in the literacy movement, especially for elementary and middle school students. However, this still does not have a significant effect on students' reading achievement. This can be seen from the reading ability achievements of Indonesian students in the latest PISA evaluation results (Beucher et al., 2020; Boerma et al., 2019). Various reading teaching activities both in the classroom and outside the classroom involving the role of students' parents continue to be carried out to improve students' reading achievements. The movement to read mandatory books for school students is also carried out with the hope that students can develop the ability to read books other than mandatory books so that students can read content in various fields widely (Satriana et al., 2020; Zhang et al., 2022).

Learning to read quickly and quietly begins at the elementary and middle school levels so that students get used to it when they enter higher education. This reading skill is also the main basis for students in understanding a text. Speed reading skills are very necessary for students to meet student demands in completing various exams and reading activities (Price-Mohr & Price, 2020; Villanueva, 2019). Training in fast and silent reading skills has begun to be carried out by various teachers to prepare students for the reading needs they will face when pursuing secondary education. Speed reading skills can stimulate students' interest in reading various content. Speed reading skills training generally adopts a different pedagogical model from classroom learning which is didactic and lecture in nature (Alvarenga et al., 2019; Reikerås & Dahle, 2020). Silent speed reading is an individual's ability to read a text silently to understand the content of the reading quickly and effectively. Speed reading is a very important skill to support reading effectiveness. Reading speed and fluency are very important components in reading (Boardman, 2020; Wissinger et al., 2018).

Apart from that, working memory and fast retrieval of information also greatly determine the effectiveness of reading. Students who are not used to understanding the meaning of text automatically and quickly must use greater cognitive use than usual to understand the text. These students are also likely to experience reading difficulties during further studies (Vaknin-Nusbaum et al., 2021; Wilt et al., 2019). So, reading fluency, the ability to read quickly, accurately and precisely is very necessary. Another aspect that really supports the ability to read quickly is that automation, ease of understanding, and good efficiency really support the development of students' reading skills (Bouck et al., 2020; Cabell et al., 2020). Without the automation aspect, students will tend to have difficulty understanding meaning quickly. Various references have proven that reading fluency and reading comprehension have a very important relationship in supporting students' reading skills. Based on the results of meta-analysis studies, the repeated reading method is an exercise that is quite effective in improving students' reading fluency and comprehension skills (Bulunuz & Koç, 2017; Hayden et al., 2019). However, student age and reading experience are predictors that greatly determine the success of the intervention. Evaluation of students' level of reading fluency in phonetic languages relies heavily on measuring oral reading success by counting the number of words per minute. Silent reading is included in many curricula and is a challenge in assessing silent reading accuracy and speed. (Hoel & Jernes, 2020 C.E.; Piasta et al., 2020).

Recently, international literacy organizations and PISA have provided direction to stakeholders to focus on evaluating silent reading fluency and learning or training designs that can improve students' speed reading fluency starting from elementary school level (Amendum & Liebfreund, 2018; Gunnerud et al., 2020). The purpose of this call is to prepare students so that students are able to face various demands in secondary school which really require fast and effective reading skills to understand them. Apart from that, training in silent speed reading skills is also very necessary so that students can understand various information in the current technological era. Although speed reading skills fall within the scope of linguistics, these skills are also studied in language learning. There is still little research that discusses silent speed reading skills. Research on the role of cognitive processes on speed reading ability is based on several cognitive process theories, including the bottom-top theory from Gough (1983), the top-bottom theory from Goodman (1977), and the reciprocal effects theory from Rumelhart (1977). Based on the bottom top model theory, readers can obtain the meaning of a text by understanding information from each series of words in the text (Boardman, 2019; Kim et al., 2020). This theory describes the reading process as a linear process, the reader obtains meaning from lingual signs and then gains understanding of that meaning.

Readers translate complex information contained in a series of words or sentences into a complete meaning. Furthermore, top-bottom theory states that readers derive meaning not only relying on sensory input, but are also influenced by readers' expectations and experiences (Korinth & Fiebach, 2020; Paige et al., 2020). When readers encounter the text, readers will immediately make estimates of the meaning or information and judgments (Hagans & Good, 2020; Hollowell et al., 2017), Furthermore, these estimates and evaluations will be verified whether they experience rejection or clarification. Elaboration is carried out when the information is estimated to be in accordance with the information contained in the text. Finally, the theory of the reciprocal effects model states that the reading process is an integration process between material and concepts when readers combine the sensory information and conceptual experiences that have been obtained (Kiuru et al., 2019; Okyay & Kandir, 2017). This process is a combination of top-down and bottom-up theories. According to the theory of reciprocal effects, readers carry out the process of scanning, taking notes, storing information, connecting with existing memory, and extracting important parts in the text, as well as processing the information as a whole to obtain meaning. The difference between this research and previous research is that this research seeks to explore the effectiveness of silent fast reading skills on the reading comprehension abilities of young students. The majority of previous research revealed speed reading skills alone without involving other variables. This research also seeks to reveal whether there is a gender role in speed reading skills and its suitability for intervention. So, the aim of this research is to determine the effectiveness of silent reading training on reading speed and reading comprehension.

2. METHOD

This research used a quasi-experimental method to test the effectiveness of silent speed reading skills training on the reading speed and comprehension levels of young students. This research involved 350 junior high school students in grades 1-3 from 5 schools. The student sample was divided into two groups with a total of 175 students in each group, namely the experimental group which received training intervention in silent speed reading skills and the control group received no intervention. The students' ages are in the range of 13-15 years with a gender percentage of 50% female and 50% male. The average age of students in the experimental group was 13.06 (SD ¼ 0.60) and the average age of the control class was 13.12 (SD ¼ 0.38). From the pretest results, the two groups had reading abilities that were not too different, so that both groups had the same abilities with a value (F (1106) ¼ 0.30, p ¼ .58). Experimental group students received silent speed reading skills training intervention which was carried out for 12 sessions (each session was carried out for 50 minutes) which was carried out for 1 month. This silent speed reading skills training uses paper, pencil and presentation methods. The trainer is a certified instructor in the application of speed reading skills. In the first three training intervention sessions, students were trained to use the method of tapping their fingers on the table rhythmically until the students had the ability to read quickly. Reading skills training also uses Schult tables so that students' visual comprehension abilities increase. This visual ability is used for the ability to scan students' reading. The Schult table was adopted in this speed reading skills training intervention. The table is filled in using one and two digit numbers. The instructor trains students' visual focus on the center of the table and analyzes the correct numbers in order. Researchers also conducted training to improve the ability to recognize text and read quickly. Students are exposed to 2-7 forms of words and sentences using presentations to train students' reading speed. Speed reading skills training uses PPT slides to train students' visual focus points flexibly and quickly.

The texts used in the research were 25 texts during silent speed reading skills training. The selection of texts went through several processes, including the first selection of initial texts, totaling 40 general narrative texts. Next, the text was analyzed for level of difficulty and adapted to grade 3 to grade 6 elementary school students who were the research samples. The teacher assesses the questions and multiple choices used. From the results of the analysis, 20 texts were selected that had a medium level of difficulty and had the greatest convergence between raters for training skills in reading quickly in silence. The texts used in the pretest and posttest sessions are different texts to avoid biased data. The text used is printed text and is distributed to each student. Reading speed is measured using paper and pencil. Students are given instructions to read selected reading material and then their reading speed is measured by the students themselves using a digital clock. After students finish reading, students write down the time they spent on their respective papers. Reading speed is assessed by researchers based on the number of words read per minute. A high score means having a better reading speed. Students' reading comprehension skills are carried out by turning over the paper they have read and being asked to complete multiple choice questions which are used to assess students' reading comprehension. The correct answer is used as a guide to the reading comprehension index. A high score means the student's reading comprehension ability is

getting better. Cronbach's alpha was assessed using pre- and post-test reading comprehension measures. This assessment produced acceptable internal consistency with a value of 0.82 at the pretest stage and 0.88 at the posttest stage.

Researchers assessed effective reading scores using reading speed scores and reading comprehension scores with the formula reading speed + reading comprehension/maximum score. A high score has a better level of reading effectiveness. Students' mastery of Indonesian was assessed after the end of the reading speed training intervention period after one week of intervention at the end of the semester. The Indonesian language mastery test uses a standard test, which measures Indonesian language ability and reading ability comprehensively. A high score indicates students have better Indonesian language skills. The mid-semester exam results are used as scores at the pretest stage while the final semester exam scores are used as post-test scores. Data analysis was carried out in several stages, including correlation analysis on all variables because of the potential impact of correlation between variables based on sample data, range, skewness and kurtosis of the data. Next, the impact of silent speed reading skills intervention on several variables was analyzed, including reading speed, reading comprehension level, effective reading, and mastery of Indonesian. ANCOVA analysis was carried out to determine the impact of the silent speed reading skill intervention through score analysis before and after the intervention. ANCOVA analysis was also used to determine the impact of intervention and gender as well as the correlation between these two variables. ANCOVA was also carried out to determine Indonesian language mastery which was used as a covariate and final score as the dependent variable. Researchers also conducted a regression homogeneity test. From the results of the homogeneity test, it is known that there is no interaction between the covariates and the independent variables, meaning that in this study ANCOVA analysis was carried out. The researcher used the winorization method to minimize the potential impact of outliers and identify results in other specifications. The values for silent reading speed, reading comprehension and effective reading respectively use scores of 2.5 and 98% with a 5% adjustment from the research variable data.

3. RESULTS AND DISCUSSION

Results

The results of the correlation analysis between variables are presented in Table 1. From the results of the analysis, it was found that there was a significant correlation between the reading speed variable and the effectiveness of reading speed at the pre-test stage with a value of (r ¼ 0.80, p<.01) and at the post-test stage. test with a value of r ¼ 0.94, p<.01). The relationship between the variables of reading ability achievement and effective reading level was also found to be a significant correlation at the pre-test stage with a value of -(r ¼ 0.67, p<.01) and at the post-test stage with a value of (r ¼ 0.25, p <0.05). Moderate and significant correlations also exist in the reading speed variable before and after intervention with a value (r ¼ 0.30, p<0.01) and the effectiveness of reading speed before and after intervention with an effective reading speed value (r ¼ 0.23, p <0.05). A significant positive correlation was also found in the relationship between reading speed in the pretest phase and effective reading level in the posttest phase with value (r ¼ 0.33, p<0.01). Reading ability scores at the pretest and posttest stages are presented in Table 2. The range, skewness and kurtosis score components for all aspects are presented in Table 3.

Table 1. Correlation Matrix for All Research Variables (n¼108).

Variable	Pre-training test			Post training test		
1.RS	2. SUN	3. IS	4.RS	5. DAY	6. IS	
1	__					
2.	0.08	__				
3	0.80**	0.67**	__			
4	0.30**	−0.13	0.15	__		
5	0.18	0.07	0.17	−0.13	__	
6	0.33**	−0.05	0.23*	0.94**	0.25*	__

Notes. RS: reading speed, the number of words students read silently per minute; RA: reading achievement, reading comprehension score; ER: effective reading; ER: RS_RA/maximum score. _p<.05, __p<.01

The increase in reading speed appeared significant in the experimental group students after receiving silent speed reading skills intervention. The results of the ANCOVA test which shows the main effect of the silent fast reading skill intervention are presented in Table 4 with the value (F[1,115] ¼ 113.42, p<0.001, partial g2 ¼ 0.52). From Table 4 it is known that the main effect of the silent speed reading skill intervention shows a greater impact if it is correlated with greater reading speed.

Table 2. Reading Speed (Words/Minute), Reading Achievement, Effective Reading Speed (Words/Minute Based on Class and Gender

		Experimental Class			Control Class		
Variable		Son (n¼75)	Princess (n¼75)	Total (n¼150)	Son (n¼75)	Princess (n¼75)	Quantity (n¼150)
Pre-training test							
RS	M	182.24	176.14	182.16	143.14	135.14	135.00
	SD	98.14	85.15	92.14	74.02	71.43	74,80
AND	M	73.53	68.42	70.26	76.72	73,78	75,89
	SD	15.34	16.31	16.89	15.82	18.78	17.41
IS	M	345.30	332.70	342.41	346.14	373.20	368.81
	SD	134.20	124,78	116.31	116.83	151,78	130.31
Post training test							
RS	M	221.14	214.04	220.05	155.14	148.02	150,00
	SD	184.05	178,80	145,50	89,92	94,54	78,78
AND	M	76.67	82.24	78.91	85.45	79.20	80.42
	SD	13.46	16.71	15.32	16.80	14.24	15.53
IS	M	1184.75	935.42	1146.81	524.51	514.62	525.20
	SD	473.21	342.41	425.14	172,80	142,89	167,50

Notes. RS: reading speed, the number of words students read silently per minute; RA: reading achievement, reading comprehension score; ER: effective reading; ER: RS_RA/maximum score. _p<.05, __p<.01

Table 3. Range, Skewness and Kurtosis Values for All Sizes

Variable	N	Tilt	Kurtosis	Reach
Pre-training RS	175	0,85	0,42	621.32
Post-training hospital	175	1.45	1.41	2160.78
RA pre-training	175	0,31	_0.80	51.24
Post RA training	175	−0,53	_0.30	51.25
Pre-training ERR	175	1.14	1.56	663.04
Post-training ERR	175	1.45	1.72	1950.24
Pre-training MS	175	−1.32	2.54	42.02
Pre-training FES	175	−0,92	0,80	25.03

Notes. RS: reading speed, the number of words students read silently per minute; RA: reading achievement, reading comprehension score; ER: effective reading; ER: RS_RA/maximum score. _p<.05, __p<.01

Table 4. ANCOVA Test Results of Students' Reading Speed According to Group and Gender

Sources of Variance	Sum of Squares	df	Sum of Mean Squares	F	Some g2
Class	13088756.80	1	13088756.80	113.42888	0.52
Gender	978176.20	1	978176.20	8.708	0.08
Gender_class	576246.13	1	576246.13	4.92	0.05

Notes. Pre-training reading speed served as a covariate for post-training reading speed, reading speed, the number of words students read silently per minute. _p<.05, __p<.01. ___p<.001.

Based on the results of the ANCOVA test, gender does not have a significant main effect on students' reading comprehension levels. The students' reading comprehension ability scores at the posttest stage showed a value of 82.24 in the experimental class and 78.12 in the control class (p>0.05).

Table 5. ANCOVA Test Results for Reading Effectiveness Levels by Group and Gender

Sources of Variance	Sum of Squares	Df	Sum of Mean Squares	F	Some g2
Class	8.425.378,51	1	8.425.378,51	91.31***	0.48
Gender	360.917,89	1	360.917,89	4.02	0.04
Gender_class	140.231,42	1	140.231,42	1.60	0.03

Notes. Effective reading speed before training served as a covariate for effective reading speed. Effective reading speed¼ reading speed per minute_reading achievement/maximum score. ___p<.001.

Table 6. ANCOVA Test Results of Students' Indonesian Language Skills by Group and Gender

Sources of Variance	Sum of Squares	Df	Sum of Mean Squares	F	Some g2
Class	242.78	1	246.87	17.23***	0.16
Gender	289.51	1	289.52	20.87***	0.18
Gender _ class	2.84	1	2.89	0,20	0.002

Notes. Pre-training reading midterm exam scores served as a covariate for post-training final exam scores. ___p<.001.

Based on the results of the ANCOVA test, medium-term Indonesian language mastery abilities in the experimental and control classes did not show significant differences based on the gender variable or the interaction between intervention and gender. The results of the ANCOVA test showed that the silent fast reading skills intervention had a significant main effect on the ability to master Indonesian with a value (F[1,114] ¼ 17.23, p<.001, partial g2 ¼ 0.16) at the posttest stage of the experimental group.

Discussion

The results of the study showed that the silent speed reading skill intervention had a significant influence on students' reading speed and effective reading ability. However, the intervention of fast reading skills silently did not have a significant impact on the level of understanding of students who were tested with multiple choice questions. This finding is in line with previous research that students' silent fast reading skills contribute greatly to reading speed and reading effectiveness. Intervention with structured and systematic classes that combine several focuses, namely attention, visual-spatial, visual, and visual reading rhythm can effectively improve the ability to read quickly silently (Bippert, 2020; Kamykowska et al., 2020). However, this intervention is still not optimal in improving students' reading comprehension abilities which are evaluated with multiple choice questions. So the intervention for fast reading skills in the heart is not understanding which is the main goal, but increasing students' reading speed which is needed for early age students. Reading comprehension can be improved through several strategies including reflection, summarizing, asking questions, calling on previous knowledge, and identifying themes (Hayes & Berthelsen, 2019; Joseph et al., 2018). Based on the results of meta-analysis studies, several of these strategies have a significant impact on students' reading comprehension abilities. Combining silent speed reading skill intervention with several reading comprehension strategies can optimally increase reading speed while improving students' reading comprehension abilities (Kang & Shin, 2018; Lott et al., 2020). The level of reading difficulty also influences the speed and ability to understand students' reading which can be used as further research.

Speed reading intervention is skills-based training. Elementary school level is the right time to develop reading skills quickly and effectively. Students at an early age usually start by recognizing letters and reading word by word, which of course can be an obstacle when students are not trained to read quickly (Koops & Tate, 2018; McNally et al., 2019). Speed reading skills intervention in elementary school students can be a method that can improve automatic abilities in recognizing new words and can quickly develop students' visual abilities and sentence perception (Kuswandi & Fadhli, 2018; Li & Yang, 2024). Visual scanning and silent speed reading training can provide students with the opportunity to digest more information in a short time and can familiarize and prepare students' reading skills to face higher demands in secondary school (Okyay & Kandir, 2017; Satriana et al., 2020). Speed reading skills intervention for early age students is very important because the majority of reading training for early age students always focuses on fluency in reading the alphabet and phonetics. Speed reading skills intervention was also carried out in previous research through a range of visual perception which can facilitate students to understand reading more broadly (Satriana et al., 2020; Zhang et al., 2022). This study also investigated the potential of gtender on the effectiveness of silent speed reading skills intervention on reading speed. The results show that the reading speed of male students shows better improvement than female students. However, at the reading level, female students' comprehension is superior to male students. The findings of this research are in accordance with previous research which shows that female students are better in the aspect of reading comprehension while boys are better in the aspect of reading speed (McNally et al., 2019; Vaknin-Nusbaum et al., 2021).

In the pretest phase, male students showed lower reading speed than female students, but showed better reading comprehension abilities than the experimental group. Furthermore, reading speed was used as a control, male students in the silent fast reading skills intervention condition showed a more significant increase in reading speed than female students at the posttest stage. However, at the posttest stage, no potential differences were found in aspects of reading comprehension ability. This finding occurs because male and female students use different strategies when doing speed reading. This is in accordance with the theory that reading habits and strategies will determine a person's reading speed (Okyay & Kandir, 2017;

Zhang et al., 2022). Apart from that, students who received the intervention also showed better Indonesian language mastery skills than students in the control group. This happens because the silent fast reading skills intervention accustoms students to think quickly in understanding what they read word by word, so that indirectly their mastery of Indonesian vocabulary increases and adds schemata to more quickly understand the text they read (Kuswandi & Fadhli, 2018; Price-Mohr & Price, 2020).

From the gender aspect, female students show better performance in mastering Indonesian than female students. This occurs in accordance with the theory which states that female students have several advantages in learning languages, including better articulation, memory and thinking compared to male students (Joseph et al., 2018; Koops & Tate, 2018). Gender differences in mastery of a language also have the possibility of having an impact on students' academic achievement, as has been studied in previous research. Another finding in this research is that the silent speed reading skill intervention not only had a significant impact on reading speed but also on the level of students' reading effectiveness. This is in accordance with the theory that a student's reading speed greatly determines a student's ability to obtain information and complete school exams well. This is proven by several previous studies regarding the important role of speed reading skills (Kim et al., 2020; Okyay & Kandir, 2017).

Research findings on training effectiveness *silent reading* shows significant differences compared to previous research. Previous research generally finds that *silent reading* increase students' reading speed, but often ignore its impact on reading comprehension. For example, previous research (Alvarenga et al., 2019; Kuswandi & Fadhli, 2018). Showed an increase in reading speed but with a decrease in comprehension levels due to a lack of strategies that integrated both aspects. In contrast, this study found that training *silent reading* which is designed systematically, with techniques such as gradual reading, text reflection, and the use of visual aids, is able to increase reading speed without sacrificing comprehension. In fact, reading comprehension actually improves with better mastery of reading strategies. This result is different from previous research which did not emphasize the importance of developing text comprehension. Thus, these findings strengthen the argument that training *silent reading* can provide gandha benefits. speed and understanding when designed with an integrated approach.

The implications of this research are very important for the development of reading learning strategies at various levels of education. For teachers, the results of this research provide guidance for designing training *silent reading* which not only increases reading speed but also ensures good understanding of the text. Teachers can adopt techniques such as graded reading, text reflection exercises, and the use of visual aids in learning. For students, the implications of this research include improving more balanced literacy skills, where they are not only able to read more quickly but also understand the content of the reading in depth, thus supporting their overall academic achievement. In addition, for curriculum developers, the results of this research provide a basis for integrating training *silent reading* as part of a reading learning strategy in the school curriculum. By adopting this approach, schools can significantly improve students' literacy skills. This research also opens up opportunities for developing technology-based educational applications or software that supports training *silent reading*. Thus, the findings of this research not only contribute to teaching practice but also provide a foundation for educational innovation in the digital era.

This study has several limitations that need to be noted. First, the research was conducted on groups of students with certain backgrounds, so the results may not be generalizable to a wider population with different reading ability levels or learning environments. Second, the duration of training *silent reading* relatively short duration limits observation of long-term impacts, both on reading speed and text comprehension. Third, this research has not fully explored external factors, such as students' interest in reading material or the influence of technology, that might influence training effectiveness. Based on these limitations, several recommendations are proposed for further research. Further research should involve more diverse samples, both in terms of age, education level and social environment, to ensure more representative results. The training duration also needs to be extended to evaluate the long-term impact of the program *silent reading*. In addition, it is important to integrate technology-based approaches, such as applications or digital learning platforms, to support interactive and adaptive reading training. Thus, future research can make a more comprehensive contribution to improving student literacy through training *silent reading*.

4. CONCLUSION

Silent speed reading skills intervention has a significant impact on students' reading speed and effective reading ability. However, the silent speed reading skill intervention did not have a significant impact on students' level of understanding. The potential tender for the effectiveness of silent speed reading skills intervention on reading speed shows that the reading speed of male students shows better

improvement than female students. However, in the aspect of reading level, female students' comprehension is superior to male students. The contribution of this research is providing training or alternative methods for teachers to improve speed reading skills and reading comprehension. The advantage of this research is that it tries to improve and improve speed reading skills and reading comprehension which are really needed by students to meet the academic demands at school. The implication of this research is that silent speed reading intervention can increase attention and develop reading skills so that students can obtain information quickly and effectively.

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