



Mindful Speed Reading: Adapting Mindfulness Practices for Improving Comprehension

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Abstract: This study investigates the effectiveness of the Mindfulness Speed Reading (MSR) technique in improving reading comprehension among seventh-grade students at MTs Nurul Amal Pusat Menes. MSR combines focused attention practices from mindfulness with speed reading strategies such as eye-tracking drills and rapid information processing to enhance both reading fluency and comprehension. Using a true experimental design, two classes were selected, with 30 students in the experimental group receiving the MSR treatment and 30 students in the control group receiving no treatment. Data were collected through pre-tests and post-tests and analyzed using normality, homogeneity, and N-Gain tests. Results showed a significant improvement in the experimental group, with an N-Gain score of 68.76%, indicates a high-moderate level of effectiveness closely approaching the high effectiveness threshold. The findings indicate that integrating mindfulness practices into speed reading not only helps students read faster but also enhances focus, reduces distractions, and improves comprehension. This study contributes to English education by providing an evidence-based strategy that teachers can adopt to foster both reading efficiency and comprehension, and suggests further exploration of mindfulness-based reading interventions in diverse learning contexts.



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INTRODUCTION

Reading is a crucial skill in language acquisition as it forms the foundation for learning, enhances comprehension, and develops critical thinking abilities (Sari Dewi et al., 2020). According to (Fitriana, 2018), reading is one of the most essential skills in language learning because it stimulates cognitive activity and facilitates the acquisition of new knowledge. Reading not only provides factual information but also broadens one's perspective and promotes intellectual growth through critical analysis (Setiawati & Budiasih, 2022).

To help students develop effective reading skills, teachers need to provide regular and constructive feedback. Feedback allows learners to evaluate their comprehension,

identify misunderstandings, and refine their analytical responses to texts. It also helps build self-awareness, confidence, and motivation to engage actively in the learning process (Hidayat, 2025; Hidayat, et al., 2024; Hidayat & Saleh, 2022; Nurmahati & Hidayat, 2024; Hidayat & Mursyid, 2023).

Reading comprehension itself is a complex process that involves understanding and interpreting written text. (Buchanan, 2020) defines it as the act of constructing meaning from written material while staying actively engaged with it. Similarly, (Butterfuss et al., 2020) emphasize that reading comprehension goes beyond word recognition, enabling readers to connect ideas and grasp the message conveyed by the text.

However, preliminary observations and teacher interviews at MTs Nurul Amal Pusat Menes revealed that students still face several difficulties in English reading. Many students struggle to understand texts efficiently, and their limited reading speed often prevents them from completing reading tasks within the allotted time. This indicates the need for an instructional approach that enhances both reading speed and comprehension.

In the digital era, students are increasingly required not only to read quickly but also to identify and interpret key information effectively (Alifia et al., 2021). Skimming techniques have been shown to help readers locate important points efficiently (NP Maili, 2025). Yet, to make such strategies more effective, students also need to maintain focus and calmness during reading activities. Integrating mindfulness into reading instruction can address this issue. Mindfulness helps learners regulate attention, manage distractions, and reduce anxiety when dealing with unfamiliar words or lengthy texts.

Therefore, this study aims to investigate the effectiveness of mindfulness-based speed reading in improving students' reading comprehension, focusing on seventh-grade students at MTs Nurul Amal Pusat Menes.

THEORETICAL SUPPORT

Reading comprehension is one of the most essential skills in the modern educational context. Individuals who struggle with this skill may face difficulties in understanding written instructions, navigating digital information, and acquiring unfamiliar concepts or new information (Bruggink et al., 2022). In an era where information is rapidly produced and accessed through various media, the ability to comprehend written texts plays a central role not only in academic success but also in effective communication and lifelong learning.

Reading comprehension involves more than merely decoding words or completing assignments; it requires students to construct meaning, interpret ideas, and integrate new information with prior knowledge. These processes encompass several interrelated skills such as identifying main ideas, making inferences, and evaluating textual information (Windiati et al., 2019). Consequently, enhancing reading comprehension becomes a fundamental goal in language education, as it equips learners with the capacity to understand, analyse, and respond to various types of texts effectively.

According to (Banditvilai, 2020), reading comprehension involves various strategies that enable readers to extract meaning efficiently from a text. Among these, techniques such as skimming and scanning are particularly relevant to Mindfulness Speed Reading (MSR), as both emphasize rapid information processing and focused attention. Skimming allows readers to identify the main ideas and overall structure of a text quickly,

while scanning enables them to locate specific details without reading every word (Nair & Said, 2020). When combined with mindfulness practices such as maintaining present-moment awareness and minimizing cognitive distractions these strategies can enhance both reading speed and comprehension accuracy.

While reading strategies enhance comprehension, another important factor that supports reading efficiency is speed reading. One of the main challenges in defining this concept lies in its dual nature as both a technique and a skill. (Park & Thompson, 2020) define speed reading as “a reading technique in which the reader processes a text at an accelerated pace.” Research has shown that improving students’ speed reading ability can significantly enhance their comprehension levels (Surihami, 2023).

According to (Ruswana, 2020), speed reading is a skill that can be continuously developed to improve reading habits. (Sasmita, 2021) outlines four key benefits of speed reading: (1) increasing reading efficiency, enabling learners to complete reading tasks more quickly and effectively; (2) enhancing concentration, which contributes to better comprehension; (3) supporting academic achievement through improved reading performance; and (4) fostering a greater enjoyment of reading activities.

The implementation of innovative and learner-centered approaches has been emphasized in recent ESP research, particularly through digital literacy integration and interactive module design (Surani et al., 2023; Aslami et al., 2022; Surani & Septiyani, 2024). These approaches align with the principles of Mindful Speed Reading, which combine attention regulation and strategic reading for improved comprehension.

Several previous studies have examined the relationship between reading speed and reading comprehension. A study conducted at SMAN 10 Bandar Lampung found a positive correlation between students’ reading speed and their comprehension ability, suggesting that faster readers tend to understand texts more effectively. Similarly, research at SMAN 1 Sumberejo revealed that students with higher reading speeds performed better in comprehending narrative texts, indicating that reading fluency contributes to better understanding. Furthermore, (A.yuni, 2023) investigated the effectiveness of the speed reading method using a true experimental design with pre-tests and post-tests. The study demonstrated that applying speed reading techniques significantly improved students’ comprehension outcomes compared to conventional reading instruction.

These findings collectively indicate that enhancing reading speed can contribute to better comprehension. However, most previous studies have focused primarily on mechanical aspects of speed reading without incorporating affective or cognitive dimensions such as mindfulness. The present study, therefore, addresses this gap by integrating mindfulness techniques into the speed reading process to improve both reading efficiency and comprehension among junior high school students.

METHOD

This study employed a quantitative method to investigate Mindful Speed Reading: Adapting Mindfulness Practices for Improving Comprehension, conducted at MTs Nurul ‘Amal Pusat Menes Junior High School. A true experimental design was used to examine the

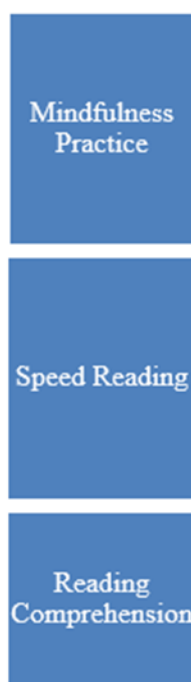
effect of the independent variable (the mindful speed reading technique) on the dependent variable (students' reading comprehension).

The research utilized a pre-test post-test control group design involving two classes: one as the experimental group and the other as the control group. The experimental group received the mindful speed reading treatment, while the control group received no treatment. Both groups completed pre-tests and post-tests to measure changes in reading comprehension performance.

The participants of this study were seventh-grade students at MTs Nurul 'Amal. A purposive sampling technique was employed, selecting classes with relatively similar average academic scores to ensure equivalence between groups. Each group consisted of 22 students, with Class VII A serving as the experimental group and Class VII B as the control group. Class VII A was selected due to its higher responsiveness during classroom activities, while Class VII B was chosen for its balanced composition of male and female students comparable to the experimental group.

Experiment Design:

Figure 1. Conceptual Framework



RESULT AND DISCUSSION

The objective of this research was to determine the effectiveness of using the Mindfulness Speed Reading technique in improving students' reading comprehension. The data analysis was conducted through several stages, including descriptive statistics, normality and homogeneity tests, and the effectiveness test using the N-Gain formula.

Descriptive Statistics

Table 1 presents the descriptive statistics of the pre-test and post-test scores from both experimental and control groups.

Table 1. Statistical Description

No.	Result	Pre-Test (A)	Pre-Test (B)	Post-Test (A)	Post-Test (B)
1.	Mean	55.55	61.25	63.33	58.57
2.	Median	35	65	65	60
3.	Mode	30	100	100	100
4.	Min. Score	10	20	20	20
5.	Max. Score	70	100	100	90
6.	Standard Deviation	32.05	29.00	30.11	24.10

Based on Table 1, there is a noticeable difference between the experimental group, which received the Mindfulness Speed Reading treatment, and the control group, which did not.

Normality Test

Before conducting the hypothesis test, a normality test was performed to determine whether the data were normally distributed. The Lilliefors test was used for both pre-test and post-test data in the experimental and control groups.

Table 2. Summary of Normality Test Results (Lilliefors Test)

Group	Test Type	L-Count	L-Table	Result	Distribution
Experimental	Pre-Test	0.00769	0.294	L-counted < L-table	Normal
Experimental	Post-Test	0.02972	0.294	L-counted < L-table	Normal
Control	Pre-Test	0.13009	0.294	L-counted < L-table	Normal
Control	Post-Test	0.13009	0.294	L-counted < L-table	Normal

As shown in Table 2, all calculated L-counted values were lower than the L-table value (0.294). Therefore, all datasets met the assumption of normal distribution. This finding indicates that both experimental and control group data were suitable for subsequent parametric analysis.

Homogeneity Test

The homogeneity test was conducted to determine whether the variances of both groups were similar. The results showed that the F-count values for the pre-test and post-test were 1.21 and 1.56, respectively. Since both values are lower than the F-table value (1.72) at a significance level of 0.05, the data are considered homogeneous.

Effectiveness Test Using the N-Gain Formula

The effectiveness of the treatment was assessed using the N-Gain formula. The average N-Gain score obtained was 0.687 (68.76%).

Table 3. Classification for Average Normalized Gain

Effectiveness Category	N-Gain Range (Fractional $\langle g \rangle$)	N-Gain Range (Percentage)	Interpretation of Instructional Effectiveness
High	$\langle g \rangle \geq 0.70$	$\geq 70\%$	The instruction was Highly Effective. Students achieved a high proportion of the maximum possible learning gain.
Medium	$0.30 \leq \langle g \rangle < 0.70$	$30\% \leq \langle g \rangle < 70\%$	The instruction was Moderately Effective. It resulted in typical, solid gains, often seen with interactive methods.
Low	$\langle g \rangle < 0.30$	$< 30\%$	The instruction was Less Effective. The learning gain achieved was minimal compared to what was possible.

Table 4. Classification for Normalized Gain (N-Gain) Effectiveness

Gain Level	Range of $\langle g \rangle$	Interpretation
High	$\langle g \rangle \geq 0.70$	Highly effective instruction; students achieved a large fraction of the possible learning gain.
Medium	$0.30 \leq \langle g \rangle < 0.70$	Moderately effective instruction; typical of active engagement or interactive-engagement methods.
Low	$\langle g \rangle < 0.30$	Low effectiveness; often associated with traditional, passive instruction methods.

Based on these criteria, the obtained N-Gain score of 0.687 (68.76%) falls into the moderate to fairly effective category. This finding demonstrates a significant improvement in students' reading comprehension after receiving the Mindfulness Speed Reading intervention.

These results align with the interpretation that an N-Gain value in the range of 56–75% indicates “fairly effective” improvement. In practical terms, the technique appears to enhance students' reading focus, speed, and overall comprehension ability.

The results confirm that the Mindfulness Speed Reading approach effectively improves students' reading comprehension. The students in the experimental group showed higher post-test scores compared to the control group, reflecting the benefit of integrating mindfulness practices with speed reading strategies.

This finding supports previous studies e.g., (Park & Thompson, 2020; Ruswana, 2020; Surihami, 2023),

which highlight that speed reading, when practiced regularly, enhances both comprehension and concentration. The mindfulness component likely contributed to increased focus and reduced cognitive distraction during reading activities.

In conclusion, the application of the Mindfulness Speed Reading method in junior high school settings can be considered fairly effective and has practical pedagogical implications for improving students' reading comprehension skills.

CONCLUSION

The findings of this study demonstrate that the application of the Mindfulness Speed Reading (MSR) approach significantly enhances students' reading comprehension. Results from the independent samples t-test showed a statistically significant difference between the experimental and control groups ($p < 0.05$), confirming the effectiveness of the MSR

intervention. Students in the experimental group, who received the treatment, showed a notable increase in their post-test scores compared to those in the control group. The N-Gain result of 68.76% further supports this improvement, placing it within the moderate-to-high effectiveness range. These findings indicate that integrating mindfulness techniques with speed reading not only enhances reading speed but also strengthens comprehension, focus, and information retention.

From a theoretical perspective, these results support cognitive and affective learning frameworks suggesting that mindfulness can enhance learners' concentration, reduce cognitive overload, and promote deeper text processing. Practically, this method effectively enhanced students' focus, reduced distractions, and fostered greater confidence in reading activities.

In line with the study's objectives, the *Mindful Speed Reading* approach proves to be a promising instructional strategy for developing reading fluency and comprehension in language learning contexts. However, future research could explore its long-term effects, examine variations across different educational levels, or integrate qualitative methods to better understand students' affective responses during mindful reading activities.

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