THE USE POWER POINT IN SPEED READING LEARNING

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Abstract: This study is a theoretical study that aims to describe the benefits of the use of ICT, especially power point in learning to read quickly. The use of power point in learning to facilitate teachers and students in the presentation and study the learning materials. In addition, power point appeal to users because it has several advantages, which can be pasted pictures and audio-visual equipment. Power point can also be used as a medium to measure reading speed ratings. The program has several advantages, for example, can be run automatically, can be inserted pictures and audio visual equipment. Power point is not only used for the presentation of learning materials, but can also be used as a medium for fast reading assessment.

Keywords: *ICT, Power Point, Learning, Reading Fast*

The development of science and technology requires the creation of a society eager to learn. Effective learning process, among others, performed by reading. By reading, readers gain new knowledge and insights that will further improve intelligence so that they are better able to answer the challenges of life in the times to come (Rahim, 2007).

Read more and more important in the life of an increasingly complex society. Every day, most people will read books, magazines, and newspapers to get the information they need. Reading has become a necessity and even a lifestyle. Without reading, they will miss the information.

Reading is required by all levels of society although with different intensities. For ordinary people, reading is required even if not a necessity and type of reading that is read is different. However, for most students, college students, professors, and scientists or scholars, reading, especially literature relating to science and technology into everyday use.

Reading can indeed be lifestyle or hobby for some people. However, not everyone has enough time to linger to read a book or reading material. Therefore, the best way is to read quickly. With a quick read, the purpose of the information will be met, although not all of them.

Reading quickly had the common understanding by reading other types, such as reading comprehension. However, fast reading speed emphasizes balance and understanding, especially balance speed with understanding the main ideas of reading or balance speed with the acquisition of the desired information. Therefore, prioritize fast reading last two aspects, namely speed and comprehension. So, not only fast, but accompanied by a thorough understanding of the content of reading.

Fast read every person can take if forced and familiar. Former president of the United States, Theodore Roosevelt, can read three books a day for work in the White House. John F. Kennedy and former president of the United States is able to read 1,000 words per minute (wpm = words per minute). Other characters, such as Jimmi Carter, Indira Gandhi, Marshal Mc. Luhan, and Burt Lancaster, the world famous figures acknowledge the benefits of rapid reading for the advancement of their careers (Soedarso, 2004).

Fast reading ability does not come suddenly. Readers should familiarize themselves or do the course. Norman Lewis in Soedarso (2004) argues in his book How to Read Better and Faster that the participants of the course speed reading (read faster) conducted in the United States, such as the Reading Clinic, Dartmouth College, showed the speed of 230 words per minute at the start of the course and speed of 500 wpm in mid-course. In addition, the University of Florida who runs fast reading courses with diverse participants, such as teachers, journalists, lawyers and housewives, reported that the average speed of 115-210 wpm participants initially and only 2 weeks reached 325 wpm. At Purdue University, the course participants experienced a rapid growth rate, from 245 wpm to 470 wpm.

Fast read is read at high speed so that almost all the material can be read in a relatively short time. Reading fast is also an activity responds print emblems or insignia write with proper understanding and quick. Therefore, fast reading is not possible if the reader read word by word, sentence by sentence and paragraph by paragraph. Fast reading can also be defined as the ability to read by looking at the purpose of reading. Read speed should be flexible, meaning that the reading speed is not necessarily the same, sometimes slowed because readers find things that are considered important (Ahmad, 2010). In contrast, in the parts that do not contain important thing, the reader can boost reading speed very quickly. Fast read or read at high speed must be accompanied by an understanding. Read quickly without able to understand the content of reading is a work in vain. Instead, slow down the speed of reading because of concerns over the reading comprehension is also ineffective. Therefore, kagiatan effective speed reading can be membahami most of the content of reading. Reading is called the effective speed reading (KEM).

ICT in Learning

The use of technology or ICT (Information and Communication Technology) in teaching willing or unwilling, sooner or later will be accepted in by the teachers. Means (1993) explains that the purpose of the school community to take advantage of technology in learning is part of the learning reform. Needs to utilize technology was initially influenced by the facts that occurred in the community outside the school, such as businesses, government and the general public that it is common to use technology in activities to communicate, find information, and commercial activity. The fact it is like a pressure on the school community to use the technology that the students familiar with technology. In further developments, because of the influence of technological advances and more sophisticated applications,

Cutting-edge information and communication technology that has progressed so far has been appropriate to facilitate, equip, facilitate the students a variety of jobs such as in the project. A wide variety of jobs, such as exploration, recording, data collection, calculation or data processing, analysis, delineation, visualization, and packaging the final format reports, can be done using applications encyclopedia (interactive CD-ROM, multimedia), world-wide-web, word processing, spreadsheets, graphic design, presentation tools, and so on. Moreover, the interaction between students and exchange ideas between students and teachers, or interviews with sources, searching, and others, can be done by utilizing networking applications such as e-mail, world-wide-web, chat, voicemail,

Woodbridge (2004) developed a model of learning with technology. This model is modified by Suryadi (2007) as described in Figure 1..

Description or explanation of the model raised by Woodbridge (2004) and modified by Suryadi (2007) is described as follows.

1) Technology (ICT) plays a role in three functions: first, to create the conditions of learning fun and exciting (emotional effects); second, skills equip students to use high technology. It answers the challenge of relevance to the world outside of school. Third, the technology serves as a learning tool with application programs and utilities (utility), which in addition to simplify and speed up the work, also reproduce variations and techniques of analysis and interpretation.

2) Positive emotions, skills in using technology, and proficiency in the use of programs and utilities (utility) that a provision and positive conditions for the development of intellectual abilities of students through
   a) developing the ability to create, manipulate, and learn
   b) practice with tasks based problem solving
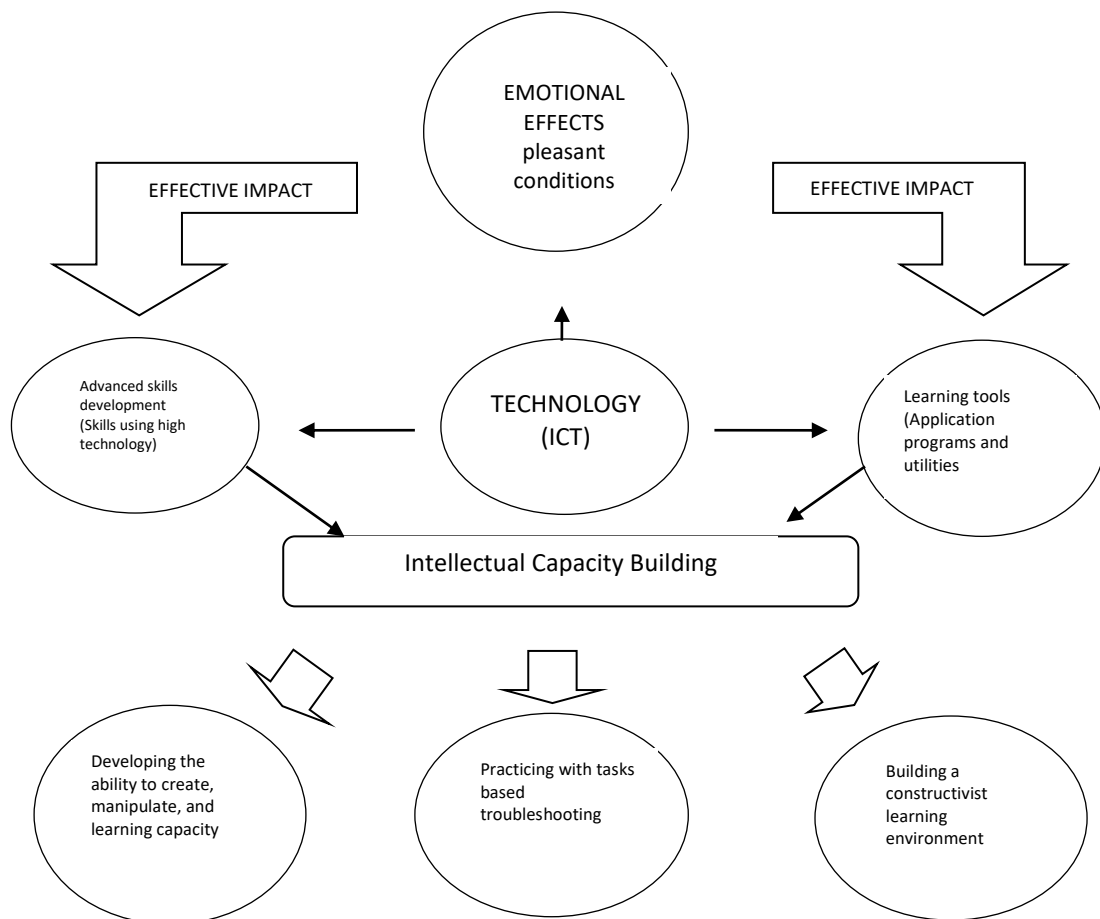   c) constructivist learning environments

EMOTIONAL EFFECTS pleasant conditions

EFFECTIVE IMPACT

EFFECTIVE IMPACT

Advanced skills development (Skills using high technology)

TECHNOLOGY (ICT)

Learning tools (Application programs and utilities

Intellectual Capacity Building

Developing the ability to create, manipulate, and learning capacity

Practicing with tasks based troubleshooting

Building a constructivist learning environment

Figure 1: Model Integration of Technology in Education

Method

The study used literature method or library research, a method that analyzes topics based on the study of the theory of writing taken from various sources, such as books, articles, and journals, both tangible and illusory. This study early stage that generates a computer-based learning media with powerpoint application. By using this powerpoint, lecturers can adjust reading speed by the average ability of students, which is 240 wpm-350 wpm.

Results and Discussion

When conducted trials, generally students can not complete the reading. This is caused by 1) speed reading students are not in accordance with a predetermined time, and 2) have not been accustomed to fast read text that is on the projector screen. Therefore, to mitigate this weakness, the lecturer must do a speed test manually.

Incompatibility between speed time students read text on paper or books and reading speed of text on the projector screen is not does not mean that the media can not be used. This media can be used to help students accelerate the speed that has been set. In connection with that, the continuous exercise is needed.

Microsoft PowerPoint 2010has strengths and advantages in terms of amenities when compared to the previous version of the presentation program and other presentation programs. This facility provides an easy to design and make the program more attractive presentation order. Here are some of the advantages of Microsoft PowerPoint 2010.

- Easy to use.
- Can be printed in the form of handouts, slides, outlines, or notes page.
- Having a help facility that provides convenience. You can type a keyword in the Ask a Question box that appears in the menu bar.

- Smart Tag facilities are available, namely an additional facility in copying the text gives the option to change the format of the texts that you want.
- Easy to make a diagram or chart by using a SmartArt icon.
- Outline facility located on the left side of the canvas or the slide that helps you organize outline presenstasi.
- Shape object modifications include the addition of 3-dimensional effect that is more subtle and complete.
- Easy to determine its own animation and other formats.
  http://penyaramku.blogspot.com/2012/11/keunggulan-microsoft-powerpoint-2010.html#sthash.OAoHOXed.dpuf)

The use of powerpoint in learning is very familiar to the user, either by teachers or by students, especially in the preparation of study materials or materials in the form of papers. However, the use of power point as a medium speed reading is adjusted automatically rarely used.

Technology use power point is very simple, but it has strong power and a good point. Before using PowerPoint as a medium of rapid reading, the user must set the transition time (transitions) in accordance with the number of words contained in the slide. This setting is useful for viewing PowerPoint slides automatically. The settings should be adjusted to the students' reading speed, for example, the speed of speed reading 240-350 words per minute (wpm).

This technology has the merit, among
1) to avoid errors in the calculation of time spent in reading speed;
2) Nice used to find the idea (the idea of) the principal;
3) can be used repeatedly;
4) may be copied (copy) to the student computers;

However, this technology also has drawbacks, including
1) can not accurately measure individual students' reading speed;
2) troublesome students read, especially the students who sat in the back;
3) *slide* can not contain text in large amounts (> 75 words)

According to Reeves (1998), for the sake of learning at school or college, there are two basic approaches in the use of technology, that the student or students can learn "from" and "to" technology. Learn "from" technology will be like in the use of computer-based instruction (tutorial) or integrated learning systems. Learning "with" technology is the use of technology as cognitive tools (tools of cognitive learning) and using technology in a constructivist learning environment (constructivist learning environments). Reeves sort out both approaches use the technology to assess the significance of the benefit of both the learning process. Schools that become the object of study is the K-12 public school (high school equivalent).

The learning approach 'from' technology
- Computer tutor (computer-based instruction, CBI) has a positive effect as measured by the standard learning achievement, which is to increase students' motivation to learn, widely accepted by the teacher rather than a tool to learn another, and is widely supported by administrators, parents, politicians, and society in general.
- Students can complete the task of learning goals (educational objectives) in a shorter time than by not using the CBI.
- *Integrated learning systems* which is an effective format of the CBI can play a bigger role and importance in the future.
- *general conclusion* : This approach is optimal in its capacity as a means to increase student motivation, expanding access (equity of access), and shorten the time needed to complete the task of learning objectives.

Learning approach 'with' technology
- As a learning tool, cognitive tools will be most effective when used in a constructivist learning environment.

- *Cognitive tools* empower learners to devise their own ways of understanding the science, instead of absorbing the knowledge of the ways of the finished (designed by others).
- *Cognitive tools* can be used to support a deep reflective thinking process, a process of meaningful learning (meaningful learning).
- *Cognitive tools* has two kinds of important cognitive effects, ie the effect of the technology as an intellectual partner and the effects of cognitive understanding after these tools are used.
- *Cognitive tools* creates appeal and challenging learning process.
- Source tasks or problems in learning cognitive tools that use should come from students with the guidance of a teacher or other.
- Ideally, tasks or issues to be resolved with the cognitive tools conditioned in a realistic context with results that are meaningful to the learner.
- The use of multimedia construction programs as cognitive tools will integrate many useful skills for learners, such as project management skills, research skills, organization and representation skills, presentation skills, and the skills of reflection.
- From research on the effectiveness of constructivist learning environment, such as microworlds, classroom-based learning environments, and virtual, collaborative learning is known that show positive results according to various indicators.

Reeves (1998) also presents the results of research for 10 years by Apple Classroom of Tomorrow (ACOT) which concluded that the pedagogical innovations and positive results can be obtained with the application of learning technology weapons (ICT) in schools.

Conclusion

The use of ICT in learning has benefits for both the teachers and students. The use of ICT equipment, such as computers do not require high skills. In this case, the willingness of users a bigger role. One of the most frequent learning applications used for the presentation of instructional materials, namely power point can also be used as a medium to measure reading speed ratings. The program has several advantages, for example, can be run automatically, can be inserted pictures and audio visual equipment.

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