

Speed Reading Skills by Using Skimming Techniques In Digital Newspaper Articles

Rizka Rahayu^{1✉}, Prana Dwija Iswara², Tatat Hartati³, Babang Robandi⁴

^{1,2,3}Basic Education, Graduate School, Indonesian University of Education, Bandung, Indonesia

✉ ripizkapa@gmail.com

Abstract. The purpose of this study is to analyse student's speed reading skill after participating the learning of reading by Skimming technique of digital newspaper at 5th grade in Elementary School. This study was practiced at one of Elementary School in Kecamatan Sumber, Kabupaten Cirebon. The subject of this activity is 25 students of 5th grade. This study used Action Research Method. Based on the results of the analysis, there was an increase in the aspect of student test scores in the pre-research with a score of 70 by 40%, at the end of the first cycle a score of 60% was obtained, and at the end of the second cycle the score increased to 84%. The results of speed reading skills in cycle II have exceeded the specified target. Based on the results of observations made, data were obtained that showed success in improving speed reading skills and increasing student's understanding in the learning process using the Skimming technique. Thus, it can be concluded that the Skimming technique is able to improve the speed reading skills of 5th grade students in one of the public elementary schools in Kecamatan Sumber, especially in the text contained in digital newspapers, in addition to increasing speed reading skills, there is also a better change in the attitudes of participants students as a form of habituation of discipline in speed reading activities and implemented in other activities in the learning process.

Keywords: Speed reading, Media, Digital Newspaper, Elementary School, Action Research.

How to cite: Rahayu, Rizka, dkk.(2023). Speed Reading Skills by Using Skimming Techniques In Digital Newspaper Articles. *Proceeding The 5th International Conference On Elementary Education*, 5(1). 539-544.

INTRODUCTION

According to Sholichin (2013: 133), learning is the process of interaction of students with educators and learning resources in a learning environment which is also said to be a system that has the goal of helping the learning process of students, contains a series of events, designed, arranged in such a way as to influence and support the internal student learning process.

The teaching and learning process is also the main activity in the world of education in schools. In the process, good teaching and learning activities can develop students' thinking abilities and skills. Apart from being supported by the teacher's way of teaching during learning activities, this can also happen if students are able to understand any information conveyed by educators as well as being able to convey back what students previously understood both to educators and to their friends in class, or in words. In other words, the process of communication between educators and students occurs well.

In the process of teaching and learning in the classroom, there are four aspects of language skills that are very important for students to master so that a good communication process occurs. These four skills are the basis of learning Indonesian which includes listening skills, speaking skills, reading skills, and writing skills.

One of the basic skills in language learning that is very supportive in practice is reading. Because after the first writing skills are taught to students, then reading skills accompany these skills as a unit of skills that cannot be separated in their learning.

Everyone should ideally have reading skills. Therefore, learning to read needs to be carried out as effectively as possible in order to improve reading skills. To improve effective reading skills quickly and have a strong understanding can be done by learning to read quickly.

Speed reading according to Kundharu (2012), is reading with emphasis on keywords or important things, taken by skipping words or explanatory ideas. Meanwhile Soedarso (2007), said that speed reading is reading within a certain period of time in obtaining the main idea of a reading text or discourse.

From some of the opinions above, speed reading has a meaning as an activity of reading at high speed, almost all of the material is read in a certain time accompanied by an understanding of the content of the reading. The reading material in this case is the number of words contained in the reading, while the time used in speed reading is the unit of time, namely minutes.

Reading speed has a close relationship with students' understanding of the reading material they have read. If the reading text contains material that is easy to understand, then the reading speed will tend to be faster. For this reason, speed reading is a skill that must be trained. Success in mastering and practicing speed reading depends on attitude, seriousness, and readiness to practice until it leads to understanding of the text that has been read. Therefore, teachers must be creative in preparing learning media including media to train fast reading with the aim of helping increase the desire and interest of students to learn, and generate motivation and stimulation of learning activities, because it is in line with what Asyhar (2010: 27) said, Media is able to make learning more interesting, messages and information become clearer and able to manipulate and present objects that are difficult for students to reach. Therefore, in speed reading learning activities, you can use newspapers as a medium to help students improve their speed reading skills.

The benefits of speed reading include: 1). Learners are able to capture, absorb and master information quickly, 2). Can improve the ability to understand reading, 3). Browse book pages and readings in a short time, and 4). It doesn't waste much time because it doesn't read the unimportant parts.

In speed reading, there are three techniques, namely Skimming Technique, Scanning Technique, and Skipping Technique. The skimming technique is an efficient reading technique by reading the main ideas at the beginning, in the middle or at the end of a paragraph. In other terms, the Skimming reading technique is commonly referred to as the lay-reading technique. According to Nuriadi (2008), this technique is a technique that is quite effective for reading a large number of books in a limited time.

According to Sari et al (2017), the Skimming reading technique has several benefits including, first, being able to capture, absorb and master information quickly. The second benefit is that speed reading can improve our understanding of what we read. The third benefit, browsing the pages of books and readings in a short time. Fourth, not much time is wasted by not reading unimportant passages. While the purpose of the Skimming technique is to make it easier to understand a text without having to read it in its entirety. Nuriadi (2008) said that there are several purposes for using the skimming technique, including (1) seeing an overall picture of the contents of the reading material; (2) make the reader familiar with the topics presented in the reading material; (3) obtaining the core or main idea for a paragraph and main ideas for reading material in the form of text or discourse.

The steps in reading using the skimming technique are (1) read the title of the reading text; (2) read the introduction or introduction; (3) read every existing sub-heading; (4) paying attention to every presentation of graphs, tables, pictures and diagrams in the reading; (5) read every first sentence in the paragraph if there is no subtitle; (6) recheck every symbol or writing that has been read; (7) read the closing part or the concluding paragraph of the reading.

While the Scanning technique, which is a technique that finds the location of the information needed in a paragraph quickly. Agunawan (2009), said that the Scanning technique is a technique of skimming quickly, but carefully which aims to find and obtain certain information or specific facts from a text. Meanwhile, according to Nuriadi (2008), scanning is used to find certain information that is useful for answering a question. And the Skipping Technique is a skipping reading technique or in this case it means that in the process of reading, the reader skips over irrelevant parts of the reading material.

Meanwhile, in this study, the speed reading technique used was the Skimming technique, in which students were provided with reading in the form of articles in digital newspapers (Tribun News), with the topic of the article still related to learning material in class, namely Student Character Education Can Be Strengthened Through Caring Against Others.

Meanwhile, based on data obtained in the field, speed reading activities during Indonesian language learning activities in class V of one of the public elementary schools in Sumber District,

Cirebon Regency were still low. This can be seen when students are asked questions related to the content of the reading they read.

METHOD

The method used in this research is descriptive analysis. The study was conducted on 25 participants in class V. The sample for this study was elementary school students in grade V at one of the public elementary schools in Sumber subdistrict, Cirebon regency. Data collection techniques used are observation and interviews. The steps taken by the researcher are: 1) the researcher creates concepts and plans to apply ideas to student learning; 2) researchers compiled instruments in the form of interview questions and observation guidelines; 3) researchers carry out the learning process for students and data collection; 4) researchers process and conclude the results of the research.

While the media used in carrying out this research is one of the articles contained in a digital newspaper (Tribun News) because this platform can be accessed free of charge or free, so students can get it for free without having to subscribe first. Then by selecting articles with educational themes or topics that are appropriate to the learning material, where students are directed to access the Tribun News web page, then look for articles that are relevant to current educational issues. As used in this study, the articles taken are about student character education.

The selection of digital newspaper media is based on several reasons, including to make it easier for researchers and observers to carry out research, and provide an interesting atmosphere or impression for students because even though the average student has started to be technologically literate or digital (digital literacy), there are still some students who are not too accustomed to using digital media as a medium for learning, including reading activities. While there are other reasons such as on average students are used to reading writing in the form of chat or chatting, so by using digital newspaper media, in addition to providing new experiences and providing motivation students are also increasingly improving their reading skills on digital media, especially for those who are still unfamiliar. towards reading through digital media.

Since 2014, the government through the Ministry of Education and Culture has launched a digital literacy movement even though it was only realized in 2017. Even though previously there were several obstacles faced such as the lack of preparedness of educators or teachers in adjusting digital literacy programs or movements with readiness both individually (teachers) and school readiness Regarding the facilities and infrastructure, over time, digital literacy programs or movements can be participated in by almost every education provider because the support for facilities and infrastructure continues to increase and training or technical guidance related to digital literacy programs or movements is increasingly being carried out both by the government and self-help, so that many educators are increasingly proficient in managing digital media used in the digital literacy movement. So, in practice, the digital literacy movement has started to get used to in schools including elementary schools.

Including learning activities that utilize digital media or in this case students' speed reading skills through digital newspaper media, by selecting articles related to learning material it is hoped that this will help efforts to improve these skills.

RESULT

Based on the results of research in the field regarding speed reading skills through skimming techniques on digital newspapers in class V, there are two aspects that are observed by researchers and observers, which include teacher observation and student activity during learning activities. In the reflection of learning cycle I in the form of an assessment of aspects of failure and success that have been achieved by researchers in carrying out actions in class. Based on the observations obtained, the results obtained have not achieved the desired results, especially in the activities of students in carrying out the Skimming technique, this is because students are not used to using this technique to read reading texts that tend to be long such as news texts published in newspapers. So, action was taken in the second cycle by first having joint discussions about solving the problems that occurred in the first cycle. The procedure for implementing improvements to learning activities in the classroom action research method is

carried out in collaboration with colleagues to identify problems that arise in speed reading comprehension in Indonesian language lessons. Referring to the action planning stage which consists of designing learning scenarios, preparing facilities and supporting facilities needed in class, preparing instruments to record and analyze data regarding the process and results of actions, carrying out simulations of implementing corrective actions to test the implementation of the design.

Based on the results of observations obtained from the observation stage of the teaching and learning process cycle I, the results obtained have not achieved the desired results, especially in students' understanding of the material or readings read. Then based on the observer's notes, in the implementation of cycle II, there was an improvement from the previous cycle both in teacher and student activities, especially in students' understanding of the material or reading they had read. In accordance with the expected results, the skimming technique can be stopped in the second cycle and not continued in the next cycle. In speed reading learning activities with skimming techniques to improve speed reading skills and students' understanding of the contents of their reading in the second cycle, the teacher has carried out the steps well so that students can follow them well and enthusiastically and conductively in class, because students feel happy with the use of these techniques especially by using digital newspaper media.

DISCUSSION

This action research was carried out using the Kemmis and Mc Taggart models where in this model there were two cycles, namely cycle I and cycle II. Cycle II is a follow-up to cycle I because the research target has not been achieved. Each cycle, the teacher uses the Skimming technique in speed reading activities by using the text of articles in newspapers so that students have increased speed reading skills.

The research instrument used was a test on the aspect of understanding including questions with conditions, 15 multiple choice questions and 5 essay questions, and non-test with an instrument of observing teacher and student action sheet as many as 20 questions. The questions given to students are questions regarding understanding of material regarding articles that have been read by students using the Skimming technique. While the articles given to students were about education, with the article title Student Character Education Can Be Strengthened Through Caring for Others.



Figure 1. Article In The Digital Newspaper, Tribun News

Based on the results of data calculations on the first cycle of action, it can be seen that there were 10 students out of 25 students who scored ≥ 70 . Which is an indicator of the success of this study is the percentage of students who get a score of ≥ 70 at least 70%, but the number of

students who get this score is still lacking. Therefore, the first cycle has not yet reached the indicator of success because it has only reached 60% of the research target.

This is caused by several things, including that there are still students who have not been able to read fast and understand the contents of the reading they have read and some students are also not motivated to participate in learning activities with critical thinking skills. Meanwhile, on the data based on the actions carried out in cycle II, it can be seen that students who scored ≥ 70 were 21 people out of the total number in the class of 25 people. This means that as much as 84% is said to have exceeded the success target set by the researcher, so it can be concluded that the research up to the second cycle is sufficient and the research does not need to be continued in the next cycle.

Table 1. Comparison of Results of Speed Reading Skills through Skimming Techniques

Cycle I	Cycle II	Cycle I (%)	Cycle II (%)
10 students	21 students	60%	84%
15 students	4 students	40%	16%
25 students	25 students	100%	100%

Comparison of the achievement of speed reading mastery with the skimming technique on the text contained in the newspaper above shows that in cycle I, the application of the skimming technique had not achieved the desired results in that class. However, in line with the improvement in the implementation of learning in speed reading skills with the Skimming technique in cycle II it managed to achieve a percentage of $\geq 70\%$, where this can be indicated that improvements to the implementation of learning have helped in improving students' speed reading skills, and you can see the description and the correlation in the table above.

CONCLUSION

The results showed that speed reading in Indonesian language learning activities with the Skimming technique on one of the texts contained in the newspaper was able to bring out the potential of students both intellectually, socially and emotionally so that students in an integrated way were able to analyze, work together, and be able to solve problems effectively. independent.

Students enjoy the learning process and participate in learning activities with enthusiasm, joy and enthusiasm, so that the results of speed reading skills are as expected. Based on the results of the analysis, there was an increase in the aspect of student test scores in the pre-research with a score of ≥ 70 by 40%, at the end of cycle I a score of 60% was obtained, and at the end of cycle II an increase in value was obtained, namely to 84%.

The results of speed reading skills in cycle II have exceeded the specified target. Based on the results of observations made, data was obtained which showed success in improving speed reading skills and increasing students' understanding in the learning process with the Skimming technique. Thus, it can be concluded that the skimming technique was able to improve the speed reading skills of fifth grade students at one of the public elementary schools in Sumber District, especially in the texts contained in newspapers, in addition to their increased speed reading skills, there was also a better change in the attitude of the participants. students as a form of disciplinary habituation in speed reading activities and implemented in other activities in the learning process.

REFERENCES

- Agunawan, D. 2009. *Teknik Skimming dan Scanning Pada Siswa Kelas XI IPS 1 SMA N 2 Rembang Tahun Ajaran 2008 / 2009*.
- Asyhar, R. 2011. *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Gaung Persada Press.
- Kundharu dan Slamet. 2012. *Meningkatkan Keterampilan Berbahasa Indonesia*. Bandung: Karya Putra
- Nuriadi. 2008. *Teknik Jitu menjadi Pembaca Terampil*. Yogyakarta: Pustaka Pelajar.

- Sari Ratna Kartika, Zulela MS, E. B. (2017). *Keterampilan Membaca Cepat Melalui Metode Resitasi*.
Jurnal
Pendidikan Dasar, 8, 80–81. <https://doi.org/http://doi.org/10.21009/JPD>
- Sholichin, M. 2013. *Psikologi Belajar*. Surabaya: CV. Salsabila.
- Soedarso. 2007. *Sistem Membaca Cepat dan Efektif*. Jakarta: PT Gramedia.